

**Pupil Insights into School Bullying:
A Cross-National Perspective
between England and Japan**

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Abstract

The research presented in this thesis focused on cross-national comparisons of secondary school pupils' understanding of and attitudes towards school bullying / *ijime*. In the first study, interviews with 121 12-15-year-old Japanese and English secondary school children were conducted to evaluate the depth and diversity of children's understanding of the nature of bullying / *ijime*. Attitudes towards bullying / *ijime*, and to school-based interventions were also examined. In the second study, a survey of 1,967 Japanese and English secondary school children was conducted to evaluate their understanding of different forms of bullying / *ijime* behaviour, and their friendship formations.

The interviews revealed that compared to bullying in U.K, *ijime* in Japan was seen as more weighted towards verbal and indirect (rather than physical) aggression, that causes victims more often psychological suffering, and is more characteristic of within-grade relationships rather than an older pupil bullying a younger one. As useful coping strategies for the victim, while English pupils consider indirect actions such as 'seeking help from others' to be very useful, more direct actions such as 'fighting back' and 'telling bullies to stop it' are considered more useful by Japanese pupils. The majority of pupils in England had very positive views of school based intervention and teachers' and parents' involvement to tackle the problem, whereas considerable number of pupils in Japan had reluctant and negative attitudes to it.

The survey revealed findings consistent with the first study regarding pupils' understanding of bullying / *ijime* behaviour. It also found that compared to English pupils, who form their friendships equally with pupils in different year groups as well as those in the same year group, Japanese pupils form friendships based, to a large extent, on the class they belong to. This difference of friendship formation seems partly to stem from the different education systems in England and Japan, which in turn, influence pupil's perceptions and understanding of the nature of bullying / *ijime*.

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Chapter One: School Bullying – The Nature and Extent

Chapter summary

Research on bullying in Western countries started in the early 1970s in Scandinavian countries, especially Sweden, Norway and Finland (Olweus, 1973, 1978). A decade later, the issue of school bullying became the one of the central issues in England and many other European countries too, following a number of tragic suicides of children and extensive media coverage and public interests in the topic. Since then, there have been a huge number of studies on bullying and its related issues. There have also been a number of interventions to tackle the problem in school. In this chapter, the nature and the extent of such problem of school bullying in Western countries, and related issues including how the term ‘bullying’ is understood and defined, as well as how the problem of bullying has been tackled at school, will be focused and discussed.

1.1 Definition

As it has been well over two decades since the first systematic research into school bullying started in Scandinavia, there has been an extensive discussion of the definition of bullying with a number of different perspectives.

1.1.1 Attitude-based approach

Focusing on its malign nature, Tattum and Tattum (1992) introduced an influential definition of bullying that was later adopted with slight modification by the Scottish Council for Research in Education (Johnson, Munn and Edwards, 1991). They described it as:

“A wilful conscious desire to hurt another and put him / her under stress”

Some support for this view was given by Besag (1989) who stated, “Bullying is an attitude rather than an act”. Although such a definition appeals strongly to a moralist and an educationalist point of view, it has been highly criticised too. According to this view, bullying is considered to be a state of negative mind or thought which, fairly enough, can be in most people’s (if not everyone’s) head at one time or other (Rigby,

2002). Indeed, a study done by Rigby (1997) revealed that some 73% of his 8-to-18-year-old samples reported that they have sometimes had the desire to hurt someone. Moreover, this study also showed that the correlation between such desire to hurt someone and actual reported act of bullying is quite low. Rigby concluded that having a desire to hurt people and actually doing so are two different things. Thus, it seems that such an attitude based definition of bullying is, at least for research purposes, problematic.

1.1.2 Behaviour-based approach

A more behaviour-based approach to the issue of definition has been more popular among many researchers. Based on his own series of studies, Olweus (1978, 1991, 1993, 1994) introduced a widely accepted and used definition of bullying. He defined bullying as follows:

“A student is being bullied or victimised when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other students”.

He further explained what he meant by ‘negative actions’ with three additional statements:

- (1) It is intentional harm doing;
- (2) It can be carried out by physical contact, by words, or in other ways such as making faces, mean gestures, or deliberate exclusion from a group;
- (3) It should be conducted under asymmetric power relationships where the victimised child may be outnumbered, or younger, physically less strong, or simply less psychologically confident, and finds it difficult to defend him- / her-self effectively.

In this definition of bullying, Olweus emphasises two distinct aspects of bullying that distinguish it from that of general aggressive behaviour. Firstly, bullying is most often repeated certain period of time, and secondly, there is always an imbalance of power between bully / bullies and the victim(s).

Smith and Sharp (1994) defined bullying as a “systematic abuse of power”. This too suggests the two main aspects of bullying such as repetition of actions where the action

is systematically organised, and imbalance of power between bully / bullies and the victim(s) where the power is used abusively.

Olweus (1993, 1999) introduced another ‘shopping list’ type of definition of bullying to use in questionnaires which was later slightly modified by Whitney and Smith (1993) and by Smith and Sharp (1994):

“We say that a child is being bullied, or picked on, when another child or a group of children say nasty or unpleasant things to him or her. It is also bullying when a child is hit, kicked, threatened, locked inside a room, sent nasty notes, or when no-one ever talks to them and things like that. These things can happen frequently, and it is difficult for the child being bullied to defend himself or herself. It is also bullying when a child is teased repeatedly in a nasty way. But it is not bullying when two children of about the same strength have the odd fight or quarrel”.

This type of definition is particularly useful when researchers wish to standardise the responses of participants whose opinions and perceptions of what bullying is may show huge variations. In fact, it has been revealed that children’s perception of bullying changes according to their age (Smith, Madsen & Moody, 1999). It is also useful for cross-national studies where the definition of bullying or terminology used to describe the phenomenon may differ across different countries (Smith, Morita, Junger-Tas, Olweus, Catalano & Slee, 1999). For example, in France, according to Fabre-Cornali, Emin, and Pain (1999), school bullying includes “crime and offences against people or against personal or school property, and all the forms of violence of the school itself, as an institution, and also all minor but frequent manifestations of ‘incivilities’ which disturb school life, such as impoliteness, noise, disorder, etc.”.

1.1.3 Current issues related to definition

Repetition of actions

There are a number of issues still open to discussion. The issue of repetition is one. Most researchers now agree that bullying involves repetition of actions, and it seems not to be regarded as bullying if the incident takes place only once and never happens again

(e.g. Olweus, 1993; Besag, 1989; Roland, 1989; Smith & Sharp, 1994; Smith & Thompson, 1991). Olweus (1993) justified this view by arguing that bullying must be restricted to events in which the victim is “exposed repeatedly and over time” to the negative actions in order to exclude ‘non-serious’ incidents. However, the question of whether the behaviour should be repeated so as to be labelled as bullying appears to be still debatable.

Randall (1991) argued that bullying could be a one-off experience, and so do Stephenson and Smith (1991) who claimed that bullying is “a form of social interaction not necessarily long-standing”. Arora (1996) argued that “one physical attack or threat to an individual who is powerless might make a person frightened, restricted or upset over a considerable length of time, both because of the emotional trauma following such an attack but also due to the fear of renewed attacks”. This view of Arora clearly suggests that one-off experience of attack can be as seriously damaging as repeated bullying, and therefore the justification of repetition suggested by Olweus (1993) could be wrong.

However, the question is whether or not we should regard such a one-off experience of attack as bullying, despite the fact that victim may find it very distressing and damaging. If we used the term ‘bullying’ on the mere basis of the negative effects to the victim, aggressive behaviour in general which included such one-off attacks, as well as fighting and arguments that under Olweus’s (1993) definition should not be considered as bullying, could also be regarded as ‘bullying’ since these too could give involved individuals a very distressing time, especially if it occurs under asymmetric power relationships as Arora (1991) argued.

The question of what aspects do or do not make a particular incident ‘bullying’ becomes even more complicated when we consider the issue of group versus dyadic bullying.

Group versus dyadic

“The question of whether bullying is predominantly carried out through group involvement or by individuals acting alone is a live one” (Rigby 2002). In the early studies on bullying, the Scandinavian term ‘mobb(n)ing’ was used to describe it (Heinemann, 1969, 1972, 1973; Olweus, 1973). This word ‘mobb(n)ing’, as does the corresponding English word ‘mobbing’, refers to “group violence against a deviant individual” which is further characterised by three different aspects: (1) it is formed by accident; (2) it is loosely organised; and (3) it exists only for a short period of time (Olweus, 1999; Smith, Cowie, Olafsson, & Liefhoghe, 2002).

Some researchers focus on this type of group bullying. One such is Pikas (1975, 1989) who sees bullying as “violence in a group context, in which pupils reinforce others’ behaviour in their interaction”. Ross (1996), however, disagrees with Pikas’s idea of group bullying, arguing that bullying is “predominantly an individual matter”.

This question of group versus dyadic bullying is an important one, especially intervention wise, as it should be dealt with differently “according to whether the offending behaviour is seen as determined by an individual’s personality or by the functioning of a group” (Rigby, 2002). Although there are not yet clear answers to this issue, the view of bullying as a group phenomenon has become increasingly salient. Indeed, there is some evidence supporting Pikas’s (1975) view that even when a given bullying action may be delivered by an individual, there is always others’ involvement, if only as bystanders who passively ‘accept’ the bullying (O’Connell, Pepler & Craig, 1999; Salmivalli, 1999; Sutton & Smith, 1999).

Salmivalli introduced, based on her series of studies, the ‘participant role approach’ to school bullying (Salmivalli et al., 1996; 1997; 1998; Salmivalli, 1999). She described how besides bullies and victims, there are other children who witness the bullying episodes, and through their behaviour, take a position towards the situation which can have a huge impact on the outcome. According to Salmivalli (1999), the ‘assistants’ of the bullies are those who eagerly join in the bullying once started. The ‘reinforcers’ are

those who do not actively join in but reinforce the bullies by cheering them, enjoying watching, and by making encouraging gestures. The ‘outsiders’ are those who often stay away from the incidents and do not take a side of anyone but acting as if they do not know anything about it. Both reinforcers and outsiders are not actively involved in the bullying behaviour, but reinforcers approve the bullies’ behaviour by enjoying, encouraging, and making fun out of it. Outsiders, on the other hand, give an aggressor a silent approval of their behaviour by ignoring the whole situation. Finally, ‘defenders’ are those who try to comfort the victim, take sides with him/her, and try to make the others stop bullying.

Indirect aggression

A final important issue that is related to the definition of bullying is the existence of indirect bullying. The emphasis of early works on bullying (Heinemann, 1969, 1973; Olweus, 1973) was mainly on physical violence (punching, kicking, pushing, hitting) and verbal abuse (nasty teasing, name-calling, threatening, swearing) that is done directly by the bully or bullies to the victim (Smith et al., 2002). However, in the early 1990s, the importance of indirect aggression was introduced by Bjorkqvist and colleagues. They defined ‘indirect aggression’ as:

“A noxious behaviour in which the target person is attacked not physically nor directly through verbal intimidation but in a more circuitous way through social manipulation” (Bjorkqvist, Lagerspetz, & Kaukiainen, 1992).

They further argued that aggressive behaviour in young children seems primarily physical in nature, yet becomes more verbal and indirect in forms of aggression as children get older. Rivers and Smiths (1994) confirmed that this could also be applied to bullying behaviour.

Crick and Grotpeter (1995) defined a rather similar phenomenon as ‘relational bullying’. In contrast to direct (overt) physical and verbal aggression, which “harms others through direct physical or psychological damage or the threat of such damage” (Craig, 1998), they defined ‘relational aggression’ as “harming others through the purposeful manipulation and damage of the relationships” (Crick et al. 1995). Galen and

Underwood (1997) called this ‘social aggression’ which they defined as “aggression directed towards damaging another’s self-esteem or social status or both and which may take such forms as verbal rejection, negative facial expressions or body movements, or more direct forms such as slanderous rumours or social exclusion”.

These three phenomena, indirect / relational / social aggression, look very similar though not identical. The difference between them can be found not in nature but in focus. ‘Indirect aggression’ focuses on the means by which the behaviour is conducted, for instance, not directly by the aggressor(s) against the victim but by the third person or a group whom may be directly ordered or manipulated by the leading aggressor(s). ‘Relational aggression’, in contrast, emphasises the purposes behind the behaviour, such as ‘damaging the relationships’. ‘Social aggression’ also emphasises the purpose of the behaviour, yet in a different direction, as it is intended to damage a victim’s self-esteem or social status.

In other words, although ‘social exclusion’ is often seen as one of the forms of indirect / relational / social aggression, there can be direct and indirect social exclusion. For example, if a group of pupils exclude one child from their group of friends saying that ‘We don’t want to play with you!’, this should be considered relational or social, but not indirect. On the other hand, if a group of pupils try to exclude one child by totally ignoring him / her, this should be regarded as indirect as well as relational and social. Therefore, indirect + relational + social bullying can be exemplified as ‘Ignoring / verbal rejection’, ‘nasty note-sending’, ‘malicious rumour spreading’ which was conducted on the basis of the ring-leader’s manipulation of his / her supporters.

1.1.4 Summary

In sum, although a variety of perspective has been offered in defining and describing bullying in the literature, bullying appears to be able to be described as a subcategory of aggressive behaviour characterised by:

- (1) Aggressor(s)’ intention or desire to hurt;
- (2) Actual actions to do so including direct physical, direct verbal, and indirect social or relational means;

- (3) An imbalance of power between aggressor(s) and victim(s);
- (4) Repetition of actions;
- (5) Negative effects to the victim(s).

However, given that one of the main purposes of the research on bullying is to prevent such negative actions and to save the victimised children, it seems that the important question here is not so much how to define it, but rather how we detect the essentials of each individual case and treat each case according to its nature.

1.1.5 Definition from the children's perspective

Several studies have shown that academic definitions are not always consistent with how children understand the phenomenon. However, given that it is children who actually conduct the behaviour or receive nasty treatment, and that it is children who are most likely to notice that an incident is happening and decide whether or not to intervene and help the victim or support and reinforce the aggressor(s), it seems important to examine how children themselves understand this phenomenon.

It has been found that the three main aspects of bullying recognised by adults, 'aggressor's intention', 'repetition of actions' and 'imbalance of power', are often lacking in children's perception of bullying (Madsen, 1996; La Fontaine, 1991; Smith & Levan, 1995). Madsen (1996) examined the perception and understanding of bullying in a wide range of ages from 5 years to adulthood. She found the most essential feature in defining bullying for children is the 'adverse effect' on the victim. Younger children tended to give broader definitions of the phenomenon, and older children were more likely to include indirect aggression as a form of bullying while younger children tended more to give direct physical aggression.

Smith and Levan (1995) studied 6-7-year-old pupils to examine their perceptions of bullying. Although 70% of pupils included physical aggression and 45% included direct verbal aggression, some 87% of pupils seemed to confuse bullying with fighting and non-bullying aggressive behaviour, which was not necessarily repeated or occurring in an asymmetric power relationships. Only 15% of pupils included indirect forms of

aggression as bullying. This tendency of young children to identify more direct forms of aggression and to have a much broader concept of bullying is consistent with Madsen (1996). La Fontaine (1991) examined the telephone calls from children to bullying help-lines. She also found that children tend to focus more on the outcome of the bullying behaviour rather than the intentions of the bullies.

In sum, it appears to be true that children do have a different perception and understanding of the phenomenon from that of adults or of academic researchers. However, it seems also the case that their perception and understanding change as they get older. It seems important to see more in depth how their understanding of the phenomenon changes according to their age, and what underlying factors bring about such changes. Children's perceptions and attitudes to the phenomenon are key elements to successful interventions and prevention of bullying.

1.2 Systematic studies – major findings so far

1.2.1 Growth of interest

The levels of academic as well as public and media interest in the issue of school bullying have increased dramatically over the last two decades, since its prevalence has become more widely known, and its deleterious effects, especially on victims, have become more obvious (Hawker & Boulton, 2000).

The first systematic study of the phenomenon of school bullying was conducted in the early 1970s in Sweden and Norway (Olweus, 1973, 1978), which quickly spread to the other Scandinavian countries, Denmark and Finland in the late 1970s to early 1980s. Many of these works involved anonymous self-report questionnaire surveys which established that about 15% of primary and lower-secondary school pupils were involved in bully / victim incidents either as bullies or as victims (Olweus, 1993). A large-scale school-based intervention project against bullying was also conducted on a national basis in Norway in mid-1980s (see section 1.3.1), which established a considerable reduction, for both boys and girls, and for every age group, in reported bullying, both direct and indirect, of up to 50% (Olweus, 1993).

In England, not until the late 1980s had the issue of school bullying been given much attention among researchers or the public or media. However, levels of academic as well as public and media interest in the issue of school bullying increased dramatically since 1989, partly because of the European conference in Stavanger in 1987 and partly due to news of the success of the national intervention campaign against bullying in Norway. In this year, three books on the topic were published: '*Bullying in schools*' by D. Tattum and D. Lane; '*Bullying: An international perspective*' by E. Roland and E. Munthe; and '*Bullies and victims in schools*' by V. Besag. In addition, a government inquiry into the behaviour of British schoolchildren '*The Elton report into discipline in schools*' (Department of Education and Science, 1989), in which the problem of bullying was mentioned in a few paragraphs, was published in the same year.

In 1990, the first large-scale survey on bullying in the U.K. was conducted by Whitney and Smith in Sheffield (see section 1.2.2 below) followed by the DFE (Department for Education) funding an Anti-Bullying Project (see section 1.3.2 below). Similar surveys and anti-bullying works have since been conducted throughout England (e.g. Boulton & Underwood, 1992; Miller, 1995; Pitts & Smith, 1995; Salmon et al. 1998; Smith & Shu, 2000). Such studies illustrate the depth and diversity of the problem of bullying, with rates of frequent physical and verbal victimisation ranging from 8% to 46%.

Besides straightforward frequency surveys, related issues such as racist bullying (e.g. Boulton, 1995), attitudes towards bullying (e.g. Eslea & Smith, 2000), bullying of children with special educational needs (e.g. Martlew & Hodson, 1991), and family background and bullying in school (e.g. Smith & Myron-Wilson, 1998) have been studied over the last 15 years.

The problem of school bullying has not only been an interest in Scandinavian countries and the U.K. but it soon became an issue in other European countries (i.e. France: Fabre-Cornali et al., 1999; Italy: Baldry & Farrington, 1999; Fonzi et al., 1999; Spain: Ortega & Mora-Merchan, 1999; Portugal: Tomas de Almeida, 1999; Belgium: Vettenburg, 1999; The Netherlands: Junger-Tas, 1999; Germany: Losel & Blisener,

1999; Switzerland: Alsaker & Brunner, 1999; Poland: Janowski, 1999) as well as the USA (Harachi et al., 1999), Canada (Harachi et al., 1999), Australia (Rigby & Slee, 1999), New Zealand (Sullivan, 1999), and some Asian countries (Hamaguchi, Kasai, Nakazawa, Shimizu, Miura, and Jung-Hwan, 2000). The nature and the extent of the phenomenon has been studied in all these countries. Such studies show that despite cultural differences, the problem of school bullying is not the unique problem of one particular country or society but is a universal problem. This, together with the negative effects to pupils who directly or indirectly involved in the incidents, emphasises the necessity of interventions against bullying at school and the importance of understanding it better so as to be able to introduce successful interventions.

1.2.2 The nature and extent – the 1990 survey in the U.K.

A modified version of the Olweus anonymous self-report questionnaire was used in the first large-scale survey in the U.K, as part of a project funded by the Gulbenkian Foundation and reported by Whitney and Smith (1993). Twenty-four schools (seventeen primary and seven secondary) in Sheffield with over 6,700 pupils (2,600 from primary and 4,100 from secondary schools) took part. The results confirmed that the bullying problem in the U.K was extensive. 27% of primary school pupils and 10% of secondary school pupils reported being bullied ‘sometimes’ or more frequently. In terms of reported bullying others, 12% of primary school pupils and 6% of secondary school pupils admitted that they took part in bullying others ‘sometimes’ or more frequently. Boys and girls were about equally likely to be bullied, but many more boys than girls admitted to bullying others.

In terms of the sex and number of aggressors, pupils who reported being bullied most often said it was conducted ‘mainly by one boy’. Bullying ‘by several boys’ was the next highest response, followed by ‘by both boys and girls’ and ‘by several girls’. Bullying reported to have been conducted ‘by mainly one girl’ had the lowest average percentage in all age groups. Furthermore, boys were more likely than girls to report being bullied by either one or several boys. However, girls were more likely to report being bullied by one or several girls as well as by both boys and girls.

The most common form of bullying was ‘name-calling and nasty teasing’ followed by ‘physical violence and threats’ in both primary and secondary schools. Girls were more likely to experience indirect bullying (i.e. social exclusion and malicious rumour spreading) than boys.

Most of the bullying was reported to have been conducted by pupils in the same class as the victim in primary schools. In secondary schools, pupils were slightly more likely to be bullied by pupils from a different class, yet still in the same year group than by pupils in their own class or in higher years. Very few pupils reported to have been bullied by pupils in lower year groups.

The majority of bullying was found to take place in the playground, particularly in primary schools. For secondary schools, the percentage was only slightly higher than that taking place in classrooms.

1.2.3 Age trends

An important finding from such large-scale anonymous self-report questionnaire based surveys is that there is a steady decrease with age of reported experiences of being a victim of bullying (Olweus, 1993 in Norway; Whitney & Smith, 1993 in UK; Rigby, 1996 in Australia). There is also evidence of a decline of reported experiences of bullying between primary schools and secondary schools in smaller samples (Boulton & Underwood, 1992 in UK; O’Moore & Hillery, 1989 in Ireland; Genta, Menesini, Fonzi, Costabile & Smith, 1996 in Italy; Ortega & Mora-Merchan, 1999 in Spain; Vettenburg, 1999 in Belgium; Alsaker & Brunner, 1999 in Switzerland; Morita, Soeda, Soeda, & Taki, 1999 in Japan).

Although the extent of bullying in these countries varies, this age trend is fairly consistent. Smith, Madsen and Moody (1999) hypothesised and examined four possible causes of this age trend:

- (1) Younger children have more children older than them in school, who are in a position to bully them;

- (2) Younger children have not yet been socialised into understanding that you should not bully others;
- (3) Younger children have not yet acquired the social skills and assertiveness skills to deal effectively with bullying incidents and discourage further bullying;
- (4) Younger children have a different definition of what bullying is, which changes as they get older.

In their review, Smith et al. (1999) concluded that hypotheses (1) and (3) are the most likely explanations of the phenomenon. They argued that many children in their early school years experience some forms of bullying one day or another, yet more serious continued bullying is more likely to be experienced by those who fail to cope in effective ways and get into a reinforcing cycle of poor coping, low self-esteem, lack of protective friendships, and vulnerability to further bullying (Smith et al. 1999; Smith, Shu, & Madsen, 2001). However, both explanations seem to need more evidence to confirm them, and thus appear unlikely to be a complete explanation.

The change of understanding of the term ‘bullying’ by age (hypothesis 4) has also been examined in several studies which confirmed that younger children tend to over-include all kind of physical and verbal aggression which may not be seen as bullying by an adult (lack of repetition or imbalance of power, for instance), yet are less aware of indirect social or relational forms of bullying (discussed in section 1.1.4 in detail). Thus, this too seems partly to influence the age decline of reported experiences of bullying.

1.2.4 The effects of school bullying

A number of studies suggest that school bullying is associated with poor physical and psychological health of children involved in bully / victim incidents, and such negative effects of bullying can be severe. The victims may experience psychosomatic complaints, anxiety and depression, as well as lowered self-esteem, loneliness, isolation, impaired concentration, fear of going to school, and truancy (Boulton and Underwood, 1992; Olweus, 1993; Rigby and Slee, 1993a; Byrne, 1994; Boulton and Smith, 1994; Slee, 1994; 1995a; 1995b; Salmon, James, and Smith, 1996; Williams, Chambers, Logan and Robinson, 1996; Kumpulainen, Räsänen and Henttonen, 1999; Kumpulainen

and Räsänen, 2000; Kaltiala-Heino, Rimpelä, Rantanen and Rimpeläm, 2000; Rigby, 2000; Fekkes, Pijpers, and Verloove-Vanhorick, 2004). Such effects of victimisation often do not end in childhood. There is some evidence that the problem can carry over into adulthood, with long term effects on self-esteem resulting in depression and a reduced ability for intimacy in adult relationships (Rutter, 1989; Olweus, 1991; 1993; Mooney & Smith, 1994).

Negative effects of bullying are found not only on the victims but also on the bullies. Bullying behaviour is often associated with lack of empathy, depression, unhappiness, and disliking school (Besag, 1989, Salmon, et al., 1996; Rigby and Slee, 1993a). As adults, being a bully oneself has been associated with later antisocial development and criminality (Lane, 1989; Olweus, 1991; 1994; Farrington, 1993), and with having children who are also bullies (Farrington, 1993).

1.2.5 Coping Strategies

How individual victims cope with victimisation is one of the important aspects of studying bullying, particularly useful for school-based intervention. Whether a child becomes a persistent or long-term victim may depend greatly on how they cope with attempts at peer victimization and harassment. Those who cope less well or get less support will be easier targets for continued victimization, with less risk to the bully or bullies (Perry, Kusel & Perry, 1988; Smith, Shu & Madsen, 2001).

Coping refers to ways of dealing with stress: environmental circumstances which disrupt, or threaten to disrupt, physical or psychological functioning (Lazarus & Folkman, 1984). Coping behaviour can draw on internal resources (i.e. self-esteem, physical strength, intelligence, personality) and external resources (social support, changes in the environment).

Coping behaviour is often identified as either ‘cognitive problem-focused skills’, including confronting the situation, seeking social support and making plans, and ‘emotion-focused skills’, including control of feelings, distancing, reappraisal of self, and escape or avoidance of the problem (Folkman, Lazarus, Gruen & DeLongis, 1986).

Applying these categories to actions that victimised pupils often take, problem-focused skills could include telling the bullies to stop, fighting back, seeking help from friends or adults while emotion-focused skills could include ignoring, being nonchalant about the experience, crying or running away from bullies.

However, some strategies are likely to be more successful than others. Given that there is always an imbalance of power between bullies and victims where a victim finds it difficult to defend him- or her-self effectively (Olweus, 1993), strategies such as telling the bullies to stop, or fighting back, may not be as successful as seeking help from others.

Indeed, Kochenderfer and Ladd (1997) found in a longitudinal study of 5-6 year olds in a U.S. kindergarten that telling a teacher, and asking a friend for help, were used more by pupils whose victimisation scores decreased over time whereas fighting back, and walking away, were used more by pupils whose victimisation scores increased over time. Similarly, Salmivalli, Karhunen and Ijäsperä (1996) found in a study of 12-13-year-old Finnish pupils that nonchalance was rated as being a more helpful strategy to cope with bullying than either counter-aggression, or helplessness.

In England, Smith, Shu, and Madsen (2001) examined coping strategies used by 10-14-year-old victimised pupils. The most common coping strategies used were 'ignored the bullies' followed by 'told bullies to stop', 'asked an adult for help', and 'fought back'. The least common coping strategies used were 'ran away', 'asked friends for help', and 'cried'. Younger students were more likely to report 'crying' or 'running away', whereas older students more often reported 'ignoring the bullies'. Girls were more likely to report 'crying' or 'asking friends / adults for help', whereas boys more often reported 'fighting back'.

Using data from 10-12 year olds in Åland, Finland, Olafsen and Viemerö (2000) reported coping strategies in response to stressful encounters at school. Girls reported using 'stress-recognition' more than boys, who used 'self-destruction' more than girls. Victims of indirect bullying, compared to direct bullying, reported more

‘self-destructive’ strategies (such as doing something dangerous, suicidal thoughts). As this study demonstrates, besides age and gender differences, taking account of the type of bullying may be important. For example, nonchalance might be expected to work better with verbal attacks (nasty teasing) than with physical attacks or social exclusion.

Kristensen and Smith (2003) studied 305 Danish children to examine the coping strategies employed in response to different types of bullying (physical, verbal, social exclusion, indirect, and attack on property). They found that, overall, ‘Self-Reliance / Problem-Solving’ was the most preferred coping strategy, followed by ‘Distancing’ and ‘Seeking Social Support’. The least preferred were ‘Internalising’ and ‘Externalising’ strategies. In terms of preferred coping strategy for different forms of bullying, a significant main effect was found only for attacks on property, where ‘Seeking social support’ was significantly preferred and ‘Distancing’ was significantly less recommended.

However there seems a lack of information on whether coping strategies vary with different types of victimisation experience, and this needs to be further investigated.

1.2.6 Seeking help from others

One of the difficulties for teachers and other members of staff at school, as well as parents wishing to tackle the problem of bullying, is the finding that the victims of bullying often do not tell anyone about their victimisation or ask anyone for help. Whitney and Smith (1993) found that about half of children who were bullied did not tell adults, with teachers being less likely to be told than parents; Smith and Shu (2000) reported similar findings in England, as do Houndoumadi and Pateraki (2001) in Greece.

Victims’ not telling adults (teachers and parents) about their being bullied makes successful intervention more difficult. Thus, an important question to ask is why victims of bullying so often keep quiet about it. Houndoumadi and Pateraki (2001) suggested that they fear the risk of further bullying, or they think that nothing can be done about it

anyway. However, this suggestion was speculative rather than based on evidence, and therefore need to be examined further.

1.2.7 Bullying settings and the role of bystanders

Given that bullying is often a collective rather than an individual act (O’Connell, Pepler & Craig, 1999; Salmivalli, 1999; Sutton & Smith, 1999), the bullying settings and the role of bystanders should also be a key for successful intervention. In most studies, the majority of bullying is found to take place in the playground or other public areas such as classrooms or corridors, where other children are likely to be present (Craig, Pepler & Atlas, 2000; Pepler & Craig, 1995; Whitney and Smith, 1993; Smith et al., 1999).

From observational studies in Canadian schools, it was found that an average of 4.2 peers were present in bullying episodes. For the majority of the time (53.9%), these peers just watched, perhaps providing passive reinforcement for the bullying (Pepler & Craig, 1995; O’Connell, Pepler & Craig, 1999; Craig, Pepler & Atlas, 2000).

Although a majority of pupils (around 60-70%) are reported to feel sympathetic towards victims and feel negative about bullying (Whitney & Smith, 1993; Rigby, 1996, 1997), they are most often found not to do anything about it or even to join in the bullying when they actually see the bullying is happening (Whitney & Smith, 1993; Smith & Shu, 2000; Houndoumadi & Pateraki, 2001). O’Connell et al. (1999) found that peers actually helped only 25.4% of the time.

Craig et al. (2000) speculated that a lack of peer intervention in most bullying episodes could be due to a lack of strategies rather than a lack of sympathy towards victims among peers. However, Kanetsuna and Smith (2002) found that it is the fear of getting attacked by the bully / bullies or of becoming a new target of bullying that most discourages the bystanders from intervening. Given the importance of the role of bystanders in the implementation and success of anti-bullying work, it is important to understand the reasons why pupils might not help a victim, and thus “how to keep the majority of children who are ‘on-side’ actively engaged in opposing bullying, and how to negate the influence of a minority who are decidedly unsympathetic and probably

antagonistic” (Rigby, 1996).

1.2.8 Characteristics of bullies and victims

Physical characteristics

When one discusses the typical characteristics of bullies and victims, the most obvious and probably the most popular view is the external or physical characteristics such that bullies are bigger, taller, and stronger whereas victims are smaller, shorter, weaker and may be wearing glasses or having a different accent from others.

Support for this view comes from a study by Voss and Mulligan (2000) who studied 92 short adolescents (shorter than 97% of people in their age group) with a control group. They found that significantly more short pupils, both boys and girls, reported being bullied. This is probably because short children are generally physically weaker than others and thus, more vulnerable to bullying. Indeed, Olweus (1993) argued that physical weakness is one of the obvious risk factors of becoming a target of bullying. Similarly, Hodges, Malone and Perry (1997) found that 8 to 13 year old victims were rated as being physically weak by their peers.

However, Olweus (1978) found that the victims of bullying have no more ‘external deviations’ than a control group who were not the victims of bullying. He concluded that physical weakness is the only external or physical characteristic that influences the risk of being bullied, and such stereo-typical characteristics of victims as being small, fat or obese, not wearing popular clothes, wearing glasses, or having a strange accent play a much more minor role (if only) in bully / victim incidents than is generally assumed.

This question of whether external physical characteristics or ‘deviations’ influence the risk of being bullied seems not yet settled, since there is evidence that children who are disabled or with special educational needs are at risk of being bullied far more than normal children (Martlew and Hodson, 1991; Nabuzoka and Smith, 1993; Whitney, Smith, and Thompson, 1994). There has also been evidence of racist bullying (Ahmad

and Smith, 1994; Boulton, 1995). Given that disability and skin colours are clearly kinds of physical characteristics, physical characteristics appear, to certain extent, to be one of the risk factors of being bullied, especially when the difference is visible and extreme (Rigby, 2002).

Personality characteristics

It has been very common to attribute bullying behaviour to an individual's personality characteristics (Rigby, 2002). One of the most distinctive characteristics of bullies may be their aggressiveness. Olweus (1993, 1999) argued that bullies are aggressive towards not only their peers but also towards adults, including teachers and parents. According to his view, bullies usually have more positive attitudes towards violence than pupils in general, and can be characterised by impulsivity and a strong need to dominate others. In a common view, such aggressive characteristics of bullies are often attributed to their underlying anxiety and insecurity (Field, 1999). However, Olweus argued, based on his series of studies, that bullies have unusually little anxiety and insecurity (Olweus, 1980, 1984). He also claimed that the bullies are usually popular among pupils.

Another common view of bullies is that they have a lack of social skills and social intelligence (Crick and Dodge, 1999). Randall (1997) argued that "bullies do not process social information accurately". Hazler (1996) also claimed that bullies "need to recognize information about how others perceive the situation".

Sutton, Smith and Swettenham (1999) challenged this view of bullies as lacking social skills, arguing that "many children who bully can actually process social information very accurately, and they may use this skill to their advantage". In their study of 7-10-year-old children, Sutton et al. (1999) found that bullies (or at least the ringleader bullies) were superior in their ability to read the minds of others and to use this to manipulate and dominate others. Bullies were high in their social cognition scores but showed a lack of empathy. Sutton et al. (1999) further argued that particular forms of bullying, such as indirect bullying, are more likely to require social cognitive abilities, and that socially intelligent individuals could choose such methods which are more subtle and underhand in nature and thus minimise the risk of detection.

In terms of typical characteristics of victims, Pikas (1989) and Olweus (1993) have introduced two different types of victims, namely ‘the passive / submissive victim’ and ‘the provocative victim’. The passive / submissive victim is, according to Olweus (1993), characterised as anxious, insecure, cautious, sensitive, quiet, and often physically weak. He further argued that this type of victim often reacts towards bullying by crying and withdrawal. He also suggested that passive / submissive victims have low self-esteem and often do not have a good friend in their class. This type of victim can easily be picked on and bullied, and such experiences of bullying considerably increase their anxiety, insecurity, and lowered self-esteem.

Boulton and Smith (1994) used peer nominations in a study of bully / victim status and found that bullied children were less popular than non-bullied children and often rejected by their peers. Boulton (1995) also found that while bullies tend to be in larger groups in the playground, victimised children often spend their time on their own.

A provocative victim is, on the other hand, characterised by a combination of both anxious and aggressive reaction patterns. Olweus (1993) argued that this type of victim often finds it difficult to concentrate on lessons, and behaves in ways that irritate or annoy people around them, and thus becomes a target of the bully, as well as being seen as a bully by many classmates (Bully / Victims).

Family background

Baldry and Farrington (1998) investigated the parental styles and personal characteristics of bullies and victims using 11 and 14-year-old pupils according to their bully / victim status (only bullies, only victims, bully / victims, only bullies + bully / victim, and only victims + bully / victims). They found that while personal characteristics such as gender, pro- or anti-social behaviour and low or high self-esteem were related to only bullies or only victims, parental styles such as authoritarianism, punitiveness, and support were more related to bully / victims rather than only victims or only bullies.

Rigby (1993, 1994) also looked at characteristics of bullies and victim in terms of family functioning. He found that pupils who were involved in bully / victim incidents showed significantly poorer family functioning than those who were not involved in any bully / victim incidents. Boys who were bullies tended to have families that were lacking in warmth and positive communication between family members. Girls who had poor relationships and a negative attitude to their mothers were more likely to be victims.

Bowers, Smith and Binney (1992, 1994) examined the parenting styles and attachment status of 9-11-year-old pupils according to their bully / victim status (i.e. bullies, victims, bully / victims and controls). Children involved in bullying others (either as bullies or bully / victims) were found to be more likely to perceive family members as distant. While bullies were found to have negative relations with their siblings, often perceiving them as powerful, the bully / victims were found to have more negative relationships with their parents, perceived as the lowest on accurate monitoring and warmth, and the highest for both overprotection and neglect. The victims, on the other hand, showed high and positive involvement with other family members. They also showed very close relationships with their siblings. Although the relationship itself is very positive, since such high closeness to parents and siblings at this age is rather unusual, Bowers et al. (1994) assumed that victims are in an over-protective and an enmeshed family structure. Thus, it can be assumed that such an over-protective family background makes the victim psychologically as well as physically vulnerable to bullies attacks as he / she cannot learn the necessary coping skills to deal with bullying.

Myron-Wilson (1998) examined the attachment status of bullies and victims aged 7 to 10 years using the Separation Anxiety Test (SAT). She found that both bullies and victims were more likely to be insecurely attached to their parents. However, the two groups showed different patterns of insecurity. Angry enmeshed children were more likely to be a bully, whereas individuals with a passive enmeshed attachment profile were more likely to be a victim.

Olweus (1993) conducted interviews with parents to examine the association between

parental practices and child's victim status in a sample of 13-16-year-old boys. He found that weak temperament predicted over-protectiveness in mother, and father's negativism predicted lack of identification with father, which both in turn predicted victim status.

1.2.9 Attitudes to school bullying

One of the most important aims of intervention programmes should be to change the attitudes of the pupils as well as adults (including teachers and other members of staff in school), towards the issue of bullying. Olweus (1997) stated that "reducing bullying is primarily a question of changing attitudes, behaviour and routines in school life", and explained that if all pupils are to be encouraged to report incidents, peer pressure must be mobilised against the bullies, and as a result, children would become more sympathetic towards the plight of victims, less tolerant of bullying behaviour and more supportive of staff interventions. Therefore, besides straightforward frequencies of bullying and its interventions, attitudes of children, teachers and parents towards bullying constitute an important, but less well studied, aspect of the phenomenon.

Askew (1989) argued that children in schools, particularly boys, are often pressured by others into acting the part of tough guys with their fellow students. In other words, if a pupil is victimised or bullied, he should at least take it 'like a man'. A large-scale study in South Australia by Rigby and Slee (1991, 1993b) found evidence for that this macho stereotype in a substantial proportion of pupils who despised victims for being weak, or who admired bullies and might even think bullying is a sensible way of behaving, though the majority of children did oppose bullying and showed sympathetic attitudes towards victims of bullying.

A study in England obtained similar results to those obtained by Rigby and Slee. Although most parents and children expressed generally positive, prosocial attitudes, being sympathetic towards victims and supportive of anti-bullying interventions, a significant minority of both parents and children did show very low sympathy towards victims or rather pro-bully attitudes (Eslea & Smith, 2000).

Concerning gender differences, it has been found that girls are often more empathic than boys, and more prosocial than boys (Rigby & Slee, 1991, 1993b). This suggests that girls would express more sympathetic attitudes towards victims of bullying, though the differences found between boys and girls were small.

In terms of age differences, Arsenio and Kramer (1992) found that 4-year-olds showed highly positive emotions towards aggressors, focusing on the material gains involved, whereas 8 year-olds showed much less positive emotions and concentrated more on the effects on the victim. This might suggest that older children would be more sympathetic than younger children. However, this trend was not the case for even older children. Rigby (1996) conducted a large-scale study assessing the children's attitudes towards the act of bullying using 5,448 primary and secondary school pupils (aged from 9 to 18 years). They found that there was a steady decline in sympathy for victims of school bullying until the age of 14 or 15. After that age, attitudes to victims become more positive. Regarding the pro-bully attitudes, the results were complementary. Children become more supportive of bullying behaviour until the age of about 14 to 16 years, then become less supportive thereafter.

1.3 Tackling school bullying

1.3.1 Scandinavia – Bergen Project

In Norway, a series of studies by Olweus (1973, 1978, 1991) found that 1 in 7 pupils were involved in bully / victim incidents. In 1983, there were also a number of tragic suicides due to bullying. These led to the first large-scale intervention programme, a nationwide campaign across Norway against bullying in 1984, supported by the Ministry of Education, which included surveys in schools, materials and a video for teachers, advice for parents and mass publicity.

The Bergen anti-bullying project was developed by Olweus in this context. This project involved 2,500 pupils from 42 primary and secondary schools, with age ranging from 11 to 14 years. The program was developed based on previous findings regarding the development and modification of aggressive behaviour (Olweus, 1993; 1997). Olweus

described the underlying causes of bullying behaviour as the intention of the part of the bully to gain some kind of social reward (i.e. status among peers), and argued that an anti-bullying program should therefore aim to restructure the school environment in such a way so as to remove the positive and increase the negative consequences of bullying behaviour. He further claimed that this could be achieved by means of introducing clear and firm rules against such behaviour and creating a warm and positive school environment where cooperation of adults and pupils should be approved, with adults assuming an authoritative role in their interactions with children.

The actual intervention program includes a variety of whole-school, class-based and individual strategies. The core components of the program at the whole-school level include:

- (1) The administration of the Olweus Bully / Victim Questionnaire which assesses the nature and prevalence of bullying at each school.
- (2) A school conference day during which school staff and program consultants can discuss aspects of the program and its forthcoming implementation.
- (3) The formulation of a coordinating committee to guide the implementation of the program at each school, consisting of teachers, school administrators, and representatives of parents and pupils.
- (4) Increasing supervision in locations where bullying is most likely to occur according to the questionnaire survey results.

The core measures of the program at the class level include:

- (1) Establishing a set of specific rules against bullying and ensuring that these are enforced.
- (2) Regular class meetings where pupils can talk about bullying or other anti-social behaviours.
- (3) Participation in activities that can help pupils to develop effective coping strategies (e.g. role playing, drama work etc...).

There are also additional measures at the individual level which aim specifically at individuals who are known or strongly suspected to have directly participated in

bullying situations, either as bullies or victims, and which mainly include serious talks with the pupils and their parents (Olweus, 1993)

Olweus (1993) reported an evaluation of this intervention in Bergen schools one year and two years after the program started, using his anonymous self-report questionnaire. He found considerable reductions, for both boys and girls, and for every year group, in reported bullying, both direct and indirect, of up to 50% or more, and there were also similar reductions in reports of bullying others. There were also reductions in anti-social / aggressive behaviour and an improvement of social climate in the schools, including more positive attitudes to school work and the school in general among pupils.

Another evaluation, as a part of the nationwide campaign, was conducted by Roland (1993) in 37 Stavanger schools (South-West Norway) three years after the programme started, using the same instruments for measuring levels of bullying. Unlike Olweus, Roland (1993) found much less improvement. Some schools even showed an increase in number of reported bully others. Roland explained these rather disappointing results as partly because of the longer period between baseline and follow-up surveys in the case of Stavanger (3 years cf. 1 year). He further claimed that schools which made more use of the pack, and put more effort to the program, had better results.

However, counter explanation for this discrepancy between the two evaluations is that Olweus provided extra support for the Bergen schools while Roland provided no extra support other than materials provided as the nationwide campaign. Although the success of the Bergen schools is very positive and promising, it is not yet known how long these effects could last, and the evaluation by Roland (1993) does suggest that the effect of the intervention program could weaken or completely disappear over time if there is very limited or no further support at all.

1.3.2 England – Sheffield Project

In England, during 1991 to 1993, the DFE (Department for Education) funded an Anti-Bullying Project at Sheffield University, which was designed to create an atmosphere in schools such that children have confidence in adults, especially teachers,

as well as in themselves to help and support victims of bullying immediately and confidently in order to solve the problems (Smith & Sharp, 1994)

The core intervention was a whole-school anti-bullying policy which all twenty-three participating schools (16 primary and 7 secondary) were encouraged to develop. For development of the whole-school policy, four specific stages of a cyclical process were established:

- (1) Identification of a need for policy development which was established by awareness raising exercises and information giving, that motivated member of staff and school governors to make a serious commitment to the problem, and encouraged schools to develop their own practices;
- (2) Policy development which was achieved by consultation and formulation, in which school staff as well as pupils and parents were involved so as to build consensus, and to encourage cooperation;
- (3) Implementation of the policy which was supported by specific training of staff and pupils according to their needs, as well as by communication between staff, pupils and parents, and monitoring to maintain the profile of the policy;
- (4) Evaluation which was achieved by thorough monitoring and reviewing in order to ensure continued effectiveness over time.

The finally developed policy was recommended to contain three key features:

- (1) A clear agreed definition of bullying;
- (2) Detailed guide-lines to prevent bullying;
- (3) Specific guide-lines to respond to existing bullying.

In addition to this core intervention, each school chose from a range of optional interventions:

- (1) Curriculum-based work including using video, drama and literature in the classroom to raise awareness and discuss bullying issues, and using quality circles for improving problem-solving skills;
- (2) Playground upgrading including training of lunch-time supervisors in recognising bullying and dealing with it effectively, and improving the playground environment;

- (3) Working with individuals and small groups including the Pikas method of shared concern for working with bullies (Pikas, 1989), assertiveness training for victims, and peer-counselling.

This project was evaluated using modified Olweus questionnaires given on a whole school basis before, and again about four terms after, the intervention program started. The survey revealed some significant reductions on both reports of being bullied (by 17% in primary and by 5% in secondary) and bullying others (by 7% and by 5% respectively). In secondary schools, although the reduction of both reported being bullied and bullying others was smaller, a higher proportion of victims did tell someone about their being bullied (32% increase), and staff were more likely to talk to the bully concerned (38% increase). The great majority of pupils in both primary and secondary schools recognised the efforts made by their schools, and most felt that the bullying situation had been improved (Smith & Sharp, 1994; Smith, 1997).

There were considerable variations among schools in development of policies, choice of optional interventions, and the reduction of bully / victim incidents. However, it was clear that those schools that put the most time and effort into policy development and anti-bullying measures had the best outcomes in reducing bullying (Smith, 1997). Success in anti-bullying work was considered to require the commitment of at least one member of staff as coordinator, and the clear support of senior management (Smith & Sharp, 1994; Thompson & Sharp, 1994).

One of the positive outcomes of this Sheffield project was the production of a government pack "*Don't Suffer in Silence*" (DFE, 1994) with advice for schools which is available free to any state school in England. The Pack was evaluated in 1997 (Smith & Madsen, 1997), and schools reported it to be generally useful. Furthermore, suggestions for revision were noted and incorporated in a second edition of the pack (DfEE, 2000) (with further slight revisions in 2002).

1.3.3 Other interventions and evaluations

Since the success of the Bergen project in Norway and the Sheffield project in England, other intervention projects have been conducted and evaluated around the world.

In the U.K, G.Smith (1997) reported an anti-bullying project funded by The Safer Schools – Safer Cities program, conducted in 15 schools in Wolverhampton during 1991 to 1994. The project used measures similar to that of the Sheffield project. Using 'Life in School' booklet for evaluation, Smith found only 1 to 4% reduction in reported victimisation in the five secondary schools. The Police Research Group of the Home Office funded a project carried out in deprived inner city areas in London and Liverpool in 1991 (Pitts & Smith, 1996). In each area, one primary and secondary school took part, as well as a staff-student anti-bullying working party. Outcomes of the project were generally positive. There was up to 40% reduction of self-reported victimisation in both primary schools, and about 20% reduction in the secondary school in Liverpool. There was also an attitude improvement as well as teachers and lunch-time supervisors being perceived as doing more about bullying. However, in the secondary school in London, there was a 7% increase in reported victimisation. This increase was thought to be due to an increase in racial tension in the neighbourhood during the period of the project (Pitts & Smith, 1996).

In Canada, after a large-scale survey on bullying which revealed about 20% of reported victimisation (i.e. bullied more than once or twice a week during a term) (Ziegler & Rosenstein-Manner, 1991), the Toronto Anti-Bullying Intervention Program was commissioned by the Toronto Board of Education in 1991 (Pepler, Craig, Ziegler & Charach, 1993; 1994). Approximately 1000 pupils aged 8-14 years from 4 primary schools were involved in the program. Although actual measures were based on the Bergen Anti-Bullying program, including core intervention measures at school, classroom and individual levels, the Toronto project was more modest in scope as it was not embedded in a nation-wide campaign, but relied almost exclusively on teachers and other school staff for development and implementation (Pepler et al, 1994). A modified version of the Olweus Bully / Victim questionnaire was used for evaluation 18 months after the implementation of the intervention program. The results of the questionnaire

survey showed no significant changes in proportion of pupils who had been bullied more than once or twice a term, but about 5% reduction in the proportion of pupils who had been bullied at least once in the last five days. In contrast, significantly more pupils reported having bullied others more than once or twice a week during a term, and at least once during the last five days over the 18 months period. Very small changes were found in other behavioural and attitudinal measures (Pepler et al., 1994). Following these rather disappointing results, Pepler et al. (1994) argued that it was due to the lack of support at national level as well as lack of time prior to implementation of the project.

In Germany, an Anti-Bullying Program funded by the state Ministry of Education and Research, was implemented in the state of Schleswig-Holstein during 1994 to 1996 (Hanewinkel & Knaack, 1997 cited in Smith & Ananiadou, 2003). A sample of 10,600 pupils aged 8-18 years, from 37 primary and secondary schools, participated in the project. Actual measures implemented in the project were similar to that of the Bergen study, including the core interventions at whole school, classroom, and individual levels. The Olweus Bully / Victim questionnaire was used for the evaluation survey. The survey revealed rather mixed findings. There was about 2% reduction of reported frequencies of having been bullied 'now and then' or more frequently up to age 16. However, there was a slight increase of reported victimisation in ages 17 to 18. Similarly, there was a small reduction of reported frequency of having bullied others up to age 16, yet again a small increase in ages 17 and 18 (Hanewinkel & Knaack, 1997 cited in Smith & Ananiadou, 2003). Hanewinkel and Knaack argued that the relative failure of the program might be explained in terms of the differences between schools regarding both baseline frequencies of bullying (ranging from 11% to 49%) and the extent of implementation of different aspects of the program. They also pointed out the effect of 'sensitisation' whereby pupils who have been made aware of the problem as a result of the intervention program may be more likely to identify and report victimisation.

In the U.S., the Office of Juvenile Justice and Delinquency Prevention funded an Anti-Bullying Program implemented in South Carolina (Melton, Limber, Cunningham,

Osgood, Chambers, Flerx, Henggeler & Nation, 1998; Olweus & Limber, 1999). 6,250 pupils in grades 4 to 6 (age 9 to 11) from 39 schools participated in the two-year project from 1995 to 1997. 11 schools were given intervention measures and 28 schools acted as controls. The measures implemented in the project were similar to the Bergen project, however the involvement of the local community in the anti-bullying initiative was strongly encouraged. The evaluation was conducted a year after the intervention measures were implemented. The results of the evaluation study showed no significant effects for pupils' reports of being bullied, however it did show a significant reduction in reported bullying others by 25% in the intervention schools. In terms of frequency of general anti-social behaviour, there was no increase or a very slow rate of increase in the intervention schools, compared to the control schools where an expected increase over time was observed (Melton et al., 1998).

In Belgium, an Anti-bullying project was implemented in the Flemish part of Belgium between 1995 and 1997 (Stevens, De Bourdeaudjuif & Van Oost, 2000). 1104 pupils aged 10-16 years from 18 primary and secondary schools were involved. The intervention measures were taken from both the Bergen and Sheffield projects, including core measures at whole-school, classroom and individual levels as well as developing a whole-school anti-bullying policy. Given the success of the Bergen project, where extensive support was given to participating schools, Stevens and colleagues employed an experimental design, with random assignment of schools to one of three conditions: Treatment with Support, Treatment without Support and Control. Three primary and secondary schools were allocated to each of these conditions. Schools in the two treatment conditions participated in the intervention program. In addition, the schools in the Treatment with Support condition also received approximately 25 hours worth of training and individualised feedback on implementing the anti-bullying measures. Control schools had neither treatment nor support.

An evaluation survey was conducted using the Olweus Bully / Victim questionnaire as well as the Life in School checklist (Arora, 1994), 8 and 20 months after the first implementation of the measures. Primary schools in the two Treatment conditions showed no change or a slight increase in bullying behaviour while those in the Control

condition showed a slight increase in bullying behaviour over time. However, no significant differences were found between the two Treatment conditions and the Control in frequencies of reported having been bullied. Regarding the secondary schools, no significant differences were found between the two Treatment conditions and the Control. There was also no significant effect of Support on effectiveness of the program at either primary or secondary schools (Stevens et al., 2000).

1.3.4 Summary

It seems that anti-bullying projects have had mixed results in the various countries. However, it is quite clear that compared to other studies, the very first implementation of such a program in Bergen has been the most successful one so far. The reasons for this significant success of the Bergen project and the very modest success or failure of other studies are not entirely clear. Smith and Ananiadou (2003) gave several suggestions on this matter in their review of various different anti-bullying projects around the world. They argued in terms of 7 different factors: (1) the nation-wide context; (2) maintaining effectiveness of interventions; (3) sensitisation effects; (4) tackling girls' bullying; (5) tackling different roles in bully-victim relationships; (6) age differences; and (7) interventions for younger children.

Because the Bergen project was a part of a nation-wide campaign, there could be more support and resources, in addition to considerable media coverage, to make the project more successful. However, given the lack of results from the Stavanger schools in Norway, and the lack of 'Support' effects in the Flanders project, the mere presence of a nation-wide campaign or of extra support given to schools may not be a decisive factor. Therefore, in addition to extra support given to schools, the time and effort that schools themselves put into the implementation of the program could be an important factor. Indeed, there have been a number of reports that the schools put more time and effort into the program had better outcomes (Smith & Sharp, 1994; Roland, 1993; Olweus, 1997).

In relation to this, one of the difficulties that schools often face with successful intervention can be maintaining the effectiveness of intervention after the program

finishes. Roland (1993) argued that part of the reason for the failure of Stavanger schools was the timing of the evaluation. It could be suggested that the effect of the intervention program may weaken or completely disappear over time if there is very limited or no further support at all.

Furthermore, an integral part of both the Bergen and Sheffield projects has been a raising of awareness of pupils as well as adults in the participating schools. However, such an awareness raising exercise could increase rates of response, quite independent of any 'real' increase or a 'real' decrease in reported victimisation. Thus, it was also suggested that it is very important to use a range of assessment measures, other than a self-report questionnaire, for more reliable evaluation.

It was also suggested that while direct physical (more common among boys) and verbal bullying (common in both boys and girls) are well recognised and well targeted in awareness raising exercises as well as actual intervention measures including whole-school anti-bullying policies, indirect forms of bullying such as social exclusion may be less well recognised and less well targeted. Boulton (1997) found that English school teachers recognised physical and verbal forms of bullying but less than half of them regarded social exclusion as bullying. Eslea and Smith (1998) found in their follow-up study of schools in the UK Sheffield project that girls' bullying may be more difficult to tackle. Thus, it seems also important to focus more on such indirect forms of bullying to give equal effectiveness to both direct physical and verbal bullying as well as indirect forms of bullying.

Since Salmivalli and her colleagues (1996) introduced the participant role approach, the importance of focusing not only on 'bullies' and 'victims', but also on by-standers who can be categorised as either 'reinforcers', 'outsiders', or 'defenders' has become increasingly salient in the literature. The important question here is how we make such reinforcers and outsiders become more anti-bullying defenders. One effective way of doing this could be the peer-support scheme which has now been developing in many schools around the world such as the U.K., Canada, Australia, New Zealand and Japan as a means of promoting pro-social values and opposing aggressive anti-social

behaviour within the peer group (Boulton, Trueman, Chau, Whitehand & Amatya, 1999; Cowie and Sharp, 1996; Naylor & Cowie, 1999; O'Connell, Pepler & Craig, 1999; Perterson & Rigby, 1999; Toda, 2001). Although some problems of the scheme such as 'not being accepted by pupils and teachers', 'negative attitudes of some teachers', 'not enough time and space for the system' and 'shortage of male supporters' were found, the scheme was found to be effective in reducing the negative effects of bullying for victims. Besides, many other important benefits to users of the scheme, to peer supporters and to the schools as a whole were found including helping to create a socio-emotional climate of 'care' (Naylor & Cowie, 1999).

Finally, regarding the differences in effect on primary schools pupils and on secondary schools pupils found in the Sheffield and Flanders projects, Smith and Ananiadou (2003) argued the importance of constructing the intervention program according to different age groups. In relation to this, it was also suggested that in order to avoid a vulnerable child getting into a victim role, intervention programs for younger children might be needed.

In sum, these large-scale school-based intervention programmes show how important it is for children and for schools to create an atmosphere in which victims of bullying can easily tell teachers or other pupils what is happening to them, and in which pupils as well as adults who saw someone being bullied can help the victim in order to prevent bullying happening at school. However, although these programs have had some success, the improvement of environment in schools seems, in many cases, rather modest, and there seems still much to learn about how to design and implement effective intervention programs. In order to do this, it is important to understand the phenomena in more depth. It is also important to consider the similarities and differences of such phenomena across different countries so that intervention programmes can be modified to be more applicable to unique social, cultural, and educational settings.

Chapter Two: *Ijime* – The Nature and Extent

Chapter summary

Research on *ijime* was, rather independently from the rest of the world, started in the mid-1980s following a chain of suicides of pupils, who claimed in their suicide notes that being victims of *ijime* led them to take their own life. Since then, there have been a huge number of studies on *ijime* from various different fields. There have also been some interventions to tackle the *ijime* problem. In this chapter, the nature and extent of *ijime* problem, including how the term '*Ijime*' is understood and defined, as well as how the problem of *ijime* has been tackled, will be discussed.

2.1 Japan: Demographics and educational systems

2.1.1 Demographics

Based on 2003 census data, the total population of Japan was 127,690,000; the population density is 337.9 persons per square kilometre. The proportion of population aged over 65 years has rapidly increased and accounted for 19% of the total population while the proportion of new born babies has decreased every year and the proportion of population between 0 and 14 years old accounted for 14% of the total population. The number of children born to one female in her lifetime is 1.32 on average in 2003.

There are 47 prefectures in Japan and there are 3,218 municipalities within these prefectures. There are twelve municipalities with populations of over one million people, and these amounted to 20.7% of the total population in 2003 (Ministry of Public Management, Home Affairs, Posts and Telecommunications Statistics Bureau, 2003).

2.1.2 Educational systems

Compulsory education

All children who have reached the age of 6 are required to attend a six-year elementary school within their attendance district. The elementary school is intended to provide

children between the ages of 6 and 12 with a general primary education. After having completed the elementary school course, all children are required to go on to a three-year lower-secondary school in their attendance district. The lower-secondary school aims to provide children between the age of 12 and 15 with a general secondary education.

Most elementary and lower-secondary schools are state schools, established by municipalities and operated by local boards of education under national guidelines and legislation. Curricula of elementary and lower-secondary schools are based on the Course of Study issued by the Ministry of Education, Culture, Sports, Science and Technology (known as *Monbukagakusho* in Japan). Textbooks used in these state schools are authorised by the *Monbukagakusho*, adopted by local boards of education, and distributed free to all children (Morita et al., 1999).

There are 23,633 elementary schools (23,454 state schools and 179 private schools), and 11,134 lower-secondary schools (10,434 state schools and 700 private schools). An average elementary school contains 306 pupils, and an average lower-secondary school contains 337 pupils. The national government establishes various standards for each school level. In elementary and lower-secondary schools, classes, in principle, should comprise pupils of the same grade. In special cases, however, several different grades may attend the same class (6,850 multi-graded classes, 244,023 single-graded classes, and 21,385 special educational classes in elementary schools; 234 multi-graded classes, 109,867 single-graded classes, and 9,537 special educational classes in lower-secondary schools). Most of the multi-graded classes are in rural areas.

In both elementary and lower-secondary schools, a class system, in which each pupil is allocated to classes where they spend most of the day during school time, is used. The maximum number of pupils per class in state elementary and lower-secondary schools is prescribed by law, and the present limit is 40 pupils per class. The average number of pupils per class is 26.5 in elementary schools and 31.3 in lower-secondary schools (Ministry of Education, Culture, Sports, Science and Technology, 2003).

In primary schools, pupils mainly have one class teacher for most lessons, whereas in lower-secondary schools, they have one class teacher and specialist subject teachers.

Non-compulsory education

Upper-secondary schools are three-year non-compulsory schools intended to provide lower-secondary school graduates with general, specialised, and comprehensive courses. There are 5,450 upper-secondary schools (4,132 state schools and 1,318 private schools). Most state schools are run by prefectural governments. An average upper-secondary school contains 233 pupils. Most state and private upper-secondary schools select pupils on the basis of both the entrance examinations given by local educational boards (in the case of state schools) or by individual upper-secondary school (in the case of private schools) and school references issued by the lower-secondary schools. The advancement rate to upper-secondary schools is 97.3%.

The courses in upper secondary school include general educational courses and specialized subject courses (agriculture, industry, business, fisheries, home economics, nursing, science-mathematics, English language and others). However, as part of reforms being made in upper-secondary education, in April 1994, an integrated course program went into effect, which provides general and specialized education on the elective basis of the students. Some upper-secondary schools offer part-time and correspondence courses to young employees who wish to receive upper-secondary education while working (Ministry of Education, Culture, Sports, Science and Technology, 2003).

2.2 Definition

'*Ijime*' is the Japanese term considered most similar to bullying. As is the case with bullying, there have been a number of definitions of *ijime*. *Monbukagakusho*, the Japanese Ministry of Education, Culture, Sports, Science and Technology (former *Monbusho*, the Japanese Ministry of Education) defined *ijime* in terms of five key features:

(1) It is conducted unilaterally against a weaker individual;

- (2) It is conducted in a form of physical and / or psychological aggression;
 - (3) It is conducted in a continuous manner;
 - (4) The victims feel serious suffering from it;
 - (5) A school confirms the existence of it (i.e. names of involved children, contents of the incidents etc)
- (Ministry of Education, 1994)

This government definition of *ijime* includes three features that are identical to that of bullying: the forms of aggression (i.e. it is conducted in a form of physical and / or psychological aggression); repetition of actions (i.e. in a continuous manner); and imbalance of power (i.e. unilaterally against a weaker individual). However, besides these, the government stated two additional key features. Firstly, in order to determine whether or not the action is *ijime* is dependent on the victim's point of view. For instance, if the victim felt he / she suffered, then the incident must be considered and treated as *ijime* even though adults (teachers / parents) did not see it in the same way. Secondly, it is stated that *ijime* must be confirmed in its existence by the school in order to be considered as *ijime*. These two statements seem to contradict to each other. This can be explained by the fact that the government conducts annual statistics of *ijime* on the basis of teachers reports, and thus *ijime* that is not confirmed by schools is not included in their statistics. However, many studies found that the victims of *ijime* often are very reluctant to tell teachers about it and keep quiet about it. In order not to ignore such silently-suffered victims, this statement was later omitted from the definition (Ministry of Education, 1994).

Morita, one of the leading researchers on the field in Japan, defined *ijime* as:

“A type of aggressive behaviour by which someone who holds a dominant position in a group-interaction process, by intentional or collective acts, causes mental and / or physical suffering to another inside a group” (Morita, 1985a).

Morita, Soeda, Soeda, and Taki (1999) consider that while similar to bullying, '*ijime*' is more weighted towards verbal and indirect (rather than physical) aggression that causes victims more often psychological suffering, and is more characteristic of within-grade

relationships, rather than an older pupil bullying a younger one.

Besides the two key aspects of the phenomenon (i.e. repetition of actions and asymmetric power relationships), Takano (1986) strongly emphasised the distinction between physical and psychological aggression by arguing that only verbal, relational and maybe non-serious physical aggression which causes a victim great mental and psychological suffering should be considered *ijime*, while more serious physical aggression which involves punching, kicking, threatening and taking money with or without using any kind of weapon, and which causes a victim physical suffering, should be separated from *ijime*.

Oride (2003) defined *ijime* based upon its background causes. He described *ijime* as “behaviour which causes a victim or a group of victims psychological suffering by socially excluding them and attacking them, and which stems from surplus adaptation of the system, loneliness, or stresses within social relationships”. Oride argued that the word ‘*ijime*’ is, compared to ‘bullying’, often used not to describe the aggressors’ hurtful behaviour or the nature of oppression against the victim, but more to emphasise the negative effect towards the person who experiences great indignity by the invasion of his / her personality.

In addition to its behavioural nature (more weighted towards verbal and indirect aggression which causes more psychological damage and its within-grade characteristics), *ijime* seems to be understood more based on negative effects towards victims, and how the victims understand the received behaviour.

2.3 The history of interest in *ijime* problem

Research on *ijime* in Japan began in the mid-1980s when a tragic chain of suicide among school pupils caught the media attention. In the late 1970s to early 1980s, Japanese academic as well as public and media attention was directed only towards the violence in schools which was between students, against teachers and in the form of vandalism, as a part of larger anti-authority movements. According to Morita et al.

(1999), because of the extreme nature of such school violence, little attention was given to *ijime* until the atmosphere in the school had become calmer in the early 1980s. In 1984, seven pupils committed suicide, followed by nine pupils in 1985, all reported to have died because of being victims of *ijime*. Following these suicides of pupils, the media turned their full attention to *ijime*, and *ijime* came to be seen as one of the biggest social problems in the mid-1980s.

Since then, there have been a huge number of studies to uncover the nature of the phenomenon and to tackle the problem of *ijime* by the government, local educational boards, schools as well as academic researchers. In order to tackle the problem of *ijime*, the government has made a strong policy against *ijime* such that ‘it is never, ever tolerated for one person to inflict *ijime* on another’ (Ministry of Education, 1985).

However, since some findings based on teachers’ report suggested a dramatically decreased figure in the frequencies of *ijime* incidence in the late 1980s, public interest and media attention turned elsewhere. However, some academic researchers claimed, based on their own researches, that the problem of *ijime* did not go away but simply disappeared from public view (e.g. Morita et al. 1984; 1988; Taki, 1992). In support of this view, a succession of suicides caused by *ijime* from 1993 to 1995 once again caught the public and media attention and led people to the second phase of *ijime* problem in Japan (Morita et al., 1999).

2.4 The ‘Funeral Play’ case in Tokyo

The funeral play case was one of the extreme cases of *ijime* that can be recognised by most Japanese people (Morita et al. 1999). This case is also important as this is the first ever recognition of the psychological side of *ijime* behaviour which made people aware that *ijime* is something rather different from school violence which was the centre of the attention of people in early 1980s. Below is the description of the case quoted from Morita et al. (1999):

“In December 1986, a 13-year-old boy committed suicide in Tokyo. His suicide note claimed that *ijime* led him to his death. His classmates had given him *ijime* both mentally and physically. On one occasion, they treated him as if he was dead and staged a mock funeral for him in the classroom. Even some of the teachers joined in the play and wrote messages of condolence with students: ‘Goodbye and have a peaceful sleep’. The victim wrote that it was hell on earth for him

In March 1991, the Tokyo District Court passed judgment on the case, based only on its recognition of the aggressors’ violent physical actions, but excluding the mental *ijime* as in the mock funeral. It handled the case as a usual one of school violence, rather than one of *ijime*. The newspapers commented that this was in practice a defeat for the victim’s parents, and they later appealed to the High Court against the District Court ruling.

In May 1994, this district decision was overturned by the Tokyo High Court which recognised the existence of mental *ijime* by his classmates as a cause of the victim’s suicide and ordered Tokyo metropolitan, Nakano Ward, and the parents of two of the aggressors, to pay 11,500,000 yen (57,500 pounds) for the damage. This precedent-setting sentence is the first ever judicial recognition and definition of mental *ijime* in history” (Morita et al. 1999, p311-312).

2.5 The nature and extent

2.5.1 The government survey

The latest national survey on *ijime* (2002-2003) was administered as a part of an Annual fact-finding survey on problematic behaviour in school (*Seito shidou jou no shomondai no genjou*). 23,560 primary schools, 10,392 lower-secondary schools, and 4,136 upper-secondary schools took part in the study (all schools were state schools). These statistics were an accumulation of data originally compiled by local boards of education based on teachers’ reports.

The results showed that although there had been a steady decrease in frequency of

occurrence of *ijime* since 1995, *ijime* in Japan was still extensive. 11.4% of primary schools (5,659 incidents in total / 0.2 incidents per school), 37.1% of secondary schools (14,562 incidents in total / 1.4 incidents per school), and 24.9% of upper secondary schools (1,906 incidents in total / 0.5 incidents per school) reported *ijime* incidents. However, this is merely based on teachers' reports, and given that the victims of *ijime* are often very reluctant to tell someone about it, the figures shown here could likely be an underestimation.

One of the interesting findings about the frequency of occurrence of *ijime* is that there is a steady increase in number of incidents as pupils get older from primary school up until the first year of lower secondary school (the number of incidents being highest in the first year of lower-secondary schools). Then, there is a steady decrease in number of incidents as pupils get older.

The most common form of *ijime* in primary schools was 'name-calling and nasty teasing' (30.1%) followed by 'social exclusion' (19.1%) and 'verbal threatening' (16.3%). In lower-secondary schools, the most common form of *ijime* was also 'name-calling and nasty teasing' (32.8%) followed by 'verbal threatening' (18.3%) and 'physical violence' (14.7%). In upper secondary schools, the most common form of *ijime* was again, 'name-calling and nasty teasing' (28.4%) followed by 'verbal threatening' (19.6%) and 'physical violence' (19.3%).

In terms of the way *ijime* incidents were found out, the most common way in primary schools was 'informed by parents to school' (34.4%) followed by 'found by class teacher' (25.3%) and 'informed by victim to teacher' (25.1%). In lower-secondary schools, the most common was 'informed by the victim to teacher' (34.2%) followed by 'found by class teacher' (20.5%) and 'informed by parents to school' (20.5%). In upper-secondary schools, the most common was 'informed by victim to teacher' (42.1%) followed by 'informed by parents to school' (13.5%) and 'found by class teacher' (12.9%).

In terms of whether or not the *ijime* incidents stop, 86.3% of *ijime* incidents in primary schools were reported to be terminated by the end of school year. In lower-secondary schools, the figure is 86.4%, and 91.0% in upper-secondary schools. It seems fairly promising that most *ijime* incidents found by schools are stopped within a year. However, this is based merely on teachers' reports (and therefore it is an individual teacher who decides whether or not a particular *ijime* incident was stopped) and there was no explanation as to how they decided whether or not a particular *ijime* incident was completely stopped. Thus, it is rather difficult to conclude that in Japan, although there are significant numbers of *ijime* incidents, most of these are intervened and stopped by the school.

2.5.2 The national survey conducted by academic researchers

In addition to the government statistics, there were a few other large-scale national surveys on *ijime*. One such is a *Monbusho* survey, which was conducted in January 1995 by a group of academic researchers using anonymous self-report questionnaires following the 'Researchers' Conference Regarding Problematic Behaviour among Children' (*Jidou seito no mondaikoudou tou ni kansuru chousa kenkyuu kyouryokusha kaigi*) held by the former Ministry of Education (*Monbusho*). Although this study was sampled and conducted at a national level, authors stated that because the study focuses more on examining the causes of *ijime* rather than its nature, the sample of the study was not likely to represent the general population (Morita, Taki, Hata, Hoshino & Wakai, 1999).

Another is a national survey funded by Ministry of Education Scientific Research Funds (*Monbusho Kagaku Kenkyuhi*) conducted in January 1997 by a group of academic researchers as a part of large-scale cross-national study with the U.K, the Netherlands, and Norway, and published by Morita (2001). This study focused more on examining the nature of *ijime*, using more generalisable samples and more reliable measures. In this section, for the above reasons, the findings of this latter study are discussed. The Olweus self-report questionnaire was given to 8 to 15-year-old pupils (primary school year 5 and 6, and lower-secondary school year 1 to 3) from 50 classes in each year (total

of 250 classes). The sample used in later analysis was 88.8% of total sample (6,906 pupils).

The results confirmed that the *ijime* problem in Japan was much more extensive than the figures shown by the government annual statistics. 22.2% of primary school pupils, and 15.5% of lower-secondary school pupils admitted that they took part in bullying others. 18.4% of primary school pupils and 12.0% of lower-secondary school pupils reported having been victims of *ijime*. Within these, 27.5% of victims in primary schools and 30.6% of victims in lower-secondary schools were reported having been bullied once a week or more frequently. Furthermore, 37% (7.2%) of victims in primary schools and 44.9% (7.9%) of victims in lower-secondary schools reported having been bullied for a month or longer (the figure in bracket represent the proportion of victims who reported to have been victimised for a year or longer). The victims who suffered only once or twice usually reported that the incidents stopped within a week, but the victims who suffered two or three times a week or more often also often reported suffering for a year or longer.

Although government statistics which examined the number of incidents of *ijime* in schools showed a steady increase up until the first year of lower-secondary schools (highest in the first year of lower-secondary schools), the pupils' report of being victims of *ijime* showed a steady decrease with age.

The most common forms of *ijime* were 'direct verbal' (i.e. name-calling, nasty teasing) (88.3% of victims in primary and 85.2% in lower-secondary schools) followed by 'indirect' forms (i.e. social exclusion, ignoring) (60% and 54.2% respectively) in all age groups. 'Physical' forms (i.e. hitting, kicking, threatening) were less frequent (39.8% and 33.3% respectively). Girls were more likely to experience indirect forms of *ijime* than boys (65.6% cf. 41.0%) while boys were more likely to experience direct physical forms of *ijime* than girls (51.5% cf. 19.3%).

The most common places where *ijime* takes place were 'classroom' (74.9%) followed by 'corridors and stairs' (29.7%), 'after school club activities' (16.2%) and 'playground'

(12.3%).

In terms of the relationships between aggressor(s) and victim(s), most *ijime* incidents were conducted by the victims' 'classmates' (90.1% in primary and 70.1% in lower-secondary schools). In lower-secondary schools, 34.9% of victims reported to have been bullied by 'pupils who are in different class but in the same year groups. Also, 51.3% of victims in primary schools, and 45.5% of victims in lower-secondary schools described the relationships with their aggressor(s) as 'friends who often talk and play with'. 33.4% of victims in primary and 31.9% in lower-secondary schools described the aggressor(s) as 'friends who sometimes talk with'. Only 15.3% of victims in primary and 22.6% in lower-secondary schools described the aggressor(s) as either 'pupils who rarely talk with' or 'pupils who do not know at all'. Thus, it does seem that *ijime*, as Morita et al. (1999) argued, most often occurs within group interaction processes.

In terms of group versus dyadic *ijime*, 75.6% of victims in primary, and 81.5% in lower-secondary schools reported having been bullied by 'two or more aggressors'.

The study also revealed that 45.9% of victims of *ijime* reported to have done nothing about it, and 49.4% of victims reported to have acted as if he/she feels nothing about it. Furthermore, 39.6% of victim in primary schools and 33.2% of victims in lower-secondary schools reported not to have told anyone about it. This is much more pronounced among boys than girls in both primary and lower-secondary schools.

The person whom the victims of *ijime* wanted help from was friends (57.3% in primary and 61.8% in lower-secondary) followed by class teacher (33.6% and 26.1%) and parents (17.8% and 8.3%). 17% of victims in primary and 19% of victims in lower-secondary schools reported that they do not want anyone to help them. However, only 28.5% of victims who did not tell anyone about it reported that they did not want anyone to help them.

39.3% of pupils in primary and 40.4% of pupils in lower-secondary school admitted that they had seen or heard about someone else being a victim of *ijime*. Of these, 43.9%

reported not to have done anything about it, and 34.6% reported to have done something about it. Very few pupils (5.6%) admitted that they had fun out of it.

2.5.3 Summary

Ijime in Japan, as Morita et al. (1999) claimed, can be characterised as more indirect and psychological in nature, rather than direct physical, and often conducted within social relationships. It seems also that the victims of *ijime* are often very reluctant to tell someone about it and often do nothing about it. This trend of doing nothing can also be seen when pupils saw or heard someone else being a victim of *ijime*. The majority of pupils reported to have done nothing about it. Toda (1997) argued that major reasons for Japanese pupils' reluctance to tell adults is that the victims often feel too much shame or are too embarrassed; or that they blame themselves for the problem and feel they should deal with it on their own, otherwise they must put up with it.

The results of the cross-national study, compared to the former government annual statistics, confirmed the extensiveness and diversity of the problem of *ijime*. This difference between government statistics and a study done by academic researchers is an important one as it suggests a gap in perception or understanding of what *ijime* is between adults (teachers and school staff) and children. This suggests that teachers often missed incidents which were not reported, and there were a considerable number of silently-suffering victims. Therefore, it is very important to share the same understanding of *ijime* between adults and children so as not to ignore such silently-suffering victims and to tackle the *ijime* problem more effectively and efficiently.

2.6 Four-tiered structural theory of *ijime*

Morita (1985a; 1985b; 1994) has a very similar view to Pikas (1975) and Salmivalli (1999), seeing *ijime* as a group phenomenon. He introduced a similar approach to Salmivalli's participant role approach to *ijime* (known as the four-tiered structural theory of *ijime*). He argued that so as to keep order in a group, 'reaction' plays a key role. What he meant by 'reaction' here is that when we judge other people's behaviour,

we often use our knowledge of customs, morals, and habits of the society we live in, and if one's behaviour is pro-social, we accept the behaviour and approve it (known as 'positive reaction'), whereas if someone's behaviour is anti-social, we refuse to accept the behaviour and try to stop it (known as 'negative-reaction'). Such 'reaction' can be worked both externally as an external force to control other's behaviour and internally as one's own guideline (or internal force) to control one's own behaviour. According to Morita, a healthy society, where people are kept orderly, should be created and kept by an interaction of such positive and negative as well as external and internal 'reactions'. This can be applied to *ijime* situation in a classroom too. For instance, when *ijime* occurs, if no one accuses the person who does *ijime* or tries to stop the situation (i.e. no or very slight reaction towards *ijime* behaviour), there will be no external or internal force to stop the *ijime* incident.

Morita further argued that in a situation of *ijime*, such power of reaction could mostly be made by people who are not directly involved in the situation, the bystanders. He claimed that bystanders can be divided into two groups, the reinforcers and outsiders. The reinforcers are those who are not directly involved in *ijime* incidents, but enjoy watching and sometimes make fun out of it. Although these pupils are not actively involved in the incidents, they are approving the bullies by enjoying what is going on. Outsiders, on the other hand, are those who try not to be involved in the incident at all by acting as if they do not know anything about it. Most of these pupils are acting in such a way because of the fear of getting attacked by the aggressors or of becoming a new target of *ijime*. Although these pupils are not directly approving the behaviour, by ignoring the whole situation, they too give an aggressor a silent approval. Morita argued that these bystanders are the ones who determine whether or not an on-going *ijime* incident will be terminated or will get worse. For instance, if such reinforcers and outsiders give a negative reaction towards an aggressor's behaviour, the pressures against the behaviour are strengthened, and an aggressor becomes a minority of the group. This, in turn, becomes a power to stop the *ijime* behaviour. However, if those bystanders give some form of positive reaction (as in the case of reinforcers and outsiders), the pressures against the behaviour are weakened. This, in turn, makes an aggressor become more and more active in their behaviour.

In addition, Morita claimed that there are a few pupils who have more pro-social attitudes and try to stop the incidents, the defenders. However, due to the fear of becoming a new target of *ijime*, these pupils often act as outsiders as well as defenders according to the situation. The important factor here is that these roles are often not stable, especially in primary age groups: the bystanders are always at risk of becoming a new target. Even aggressors sometimes become a new target of *ijime*, and the victim of *ijime* sometimes becomes one of the aggressors (Morita, 1994). Indeed, the results of the latest survey showed about 10% of pupils in primary and 4% of pupils in lower-secondary schools were reported to have been bullied and to have bullied others (Morita et al., 1999).

Thus, when we think about intervention against *ijime*, the most obvious general principle implied by this four-tiered structural theory is that since most children are somehow involved in the *ijime* incidents, and their respective roles are influenced by and influencing a whole group, interventions should be directed not only towards the aggressors and the victims but towards the whole group.

2.7 Tackling *ijime*

There have been a number of different attempts to tackle the *ijime* problem. The major attempt was a series of official meetings held by the government who gave suggestions and orders to local educational boards and school governors as well as educators and academic researchers.

2.7.1 Official meetings held by the government

In 1983, the former Ministry of Education (*Monbusho*) held the ‘Informal Gathering on Recent Problematic Behaviour in School’ (*Saikin no gakkou ni okeru mondaikoudou ni kansuru kondankai*) where measures to combat school violence and juvenile delinquency were mainly discussed, and the problem of *ijime* was mentioned in several paragraphs of the report. Consequently, in 1984, the former Ministry of Education (*Monbusho*) issued a teachers’ manual on *ijime* in elementary school entitled ‘Problems

on guidance concerned with relationships among children' (*Jidou no yuujiinkankei wo meguru shidoujou no shomondai*) (Morita et al, 1999; Takatoku, 1999)

In this manual, the government discussed two major issues of *ijime*: the nature and causes. In the former part, *ijime* was discussed in terms of:

- (1) Means of actions (i.e. verbal threats, nasty teasing, hiding belongings, social exclusion, ignoring, physical violence, taking money, and meddling);
- (2) Number of aggressors (i.e. group and dyadic *ijime*); and
- (3) Inducement of the behaviour (i.e. hate, jealousy, stress, individual personality, attention seeking, loyalty, and differences).

In the latter part, background causes of *ijime* was discussed in terms of:

- (1) Characteristics of aggressors (i.e. active, talkative, restive, insensitive, lack of parental warmth);
- (2) Characteristics of victims (self-centred, dependant, queasy, physical appearance and lack of self-esteem); and
- (3) Underlying factors of such characteristics (i.e. lack of social skills due to family and social relationships, frustration due to teachers' and parents' high expectances, and lack of ways to manage such frustration)

(Ministry of Education, 1984).

In June 1985, the former Ministry of Education (*Monbusho*) convened 'A Meeting on Problematic Behaviour on Children' (*Jidou seito no mondai koudou ni kansuru kento kaigi*) where the problem of *ijime* was mainly discussed between government and local educational boards. In this meeting, an urgent suggestion, 'Appeals for a Solution to the *Ijime* Problem' (*Ijime no mondai no kaiketsu no tameno apiiru*) was released to schools (Ministry of Education, 1985a; Morita et al., 1999; Takatoku, 1999).

In this appeal, the government confirmed the five fundamental factors regarding the problem of *ijime*:

- (1) *Ijime* is a serious problem that strongly and negatively influence pupils physically and mentally;

- (2) *Ijime* is strongly related to psychological weakness of pupils today;
- (3) *Ijime* is often rooted from peer relationships at school and teachers' guidance at school are concerned deeply;
- (4) *Ijime* is strongly related to family relationships and parental discipline is deeply concerned;
- (5) In order to tackle the *ijime* problem, both immediate steps and long-term measures are needed.

The government also stated 5 policies to be taken to tackle the *ijime* problem at school:

- (1) Make all teachers reconfirm the seriousness of the problem and aware of the actual condition at school;
- (2) Make school climates so that all pupils are able to trust teachers and find it easy to ask help from them, and make a room where pupils can go and talk about their problems;
- (3) Make all teachers and pupils aware of the importance of fairness and justice;
- (4) Make school a happy, interesting, and lively place for all children;
- (5) Strengthen the openness of the schools and the cooperation with family members of the children as well as the local community.

In addition, there were 5 suggestions to local educational boards:

- (1) Maintain the thoroughness of the educational consultation;
- (2) Lecture the parents of victims of *ijime* about measures that can be taken;
- (3) Promote group activities outside school;
- (4) Give substantial training to teachers and members of staff at school;
- (5) Strengthen the support of schools.

and 3 suggestions to family members:

- (1) Parents should rethink their upbringing and discipline of their child;
- (2) Parents should monitor their child sufficiently;
- (3) Parents should not be too concerned about partial evaluation of their child (i.e. academic achievement) but each individuality and characteristics of a child should be approved.

(Ministry of Education, 1985a)

In October 1985, although the urgent suggestion, ‘Appeals for a Solution to the *Ijime* Problem’ (*Ijime no mondai no kaiketsu no tameno apiiru*) (described above) was released to schools, there were still a number of tragic suicides of pupils due to *ijime*. The former Ministry of Education once again released an appeal to schools ‘Appeals for thoroughness of guidance on the *ijime* problem’ (*ijime no mondai ni kansuru shidou no tettei ni tsuite*) which included 16 check points for schools, and 13 check points for local educational boards to consider (Ministry of Education, 1985b).

In 1986, Special Educator Council (*Rinji Kyouiku Shingikai*) was held by former Ministry of Education to discuss the measures to be taken to tackle *ijime* problem (Ministry of Education, 1986).

In July 1994, ‘The Researchers’ Conference Regarding Problematic Behaviour Among Children’ (*Jidou seito no mondaikoudou tou ni kansuru chousa kenkyuu kyouryokusha kaigi*) was held between the former Ministry of Education (*Monbusho*) and academic researchers where continuous reports on *ijime* by the academics appealed strongly to the government (Ministry of Education, 1994; Morita et al., 1999; Takatoku, 1999). As a result, in December 1994, the former Ministry of Education (*Monbusho*) held an ‘Emergency Meeting for Measures against *Ijime*’ (*Ijime taisaku kinkyuu kaigi*) followed by the academics’ report entitled ‘The measures to be taken for seeking a solution to the problem of *ijime*’ (*Ijime no mondai no kaiketsu no tameni toumen torubeki housaku ni tsuite*) which was given to the former Ministry of Education (*Monbusho*) in March 1995 (Morita et al., 1999; Takatoku, 1999). In this report, the measures suggested to schools were very similar to the ones issued in 1983, 1985 and 1986.

2.7.2 School counsellors

In 1995, the government started sending counsellors to local state primary, lower-secondary, and upper-secondary schools to help pupils as well as staff at schools, and parents not only for *ijime* problems but also for various other problems. At the beginning, there were about 150 schools that had school counsellors. In 2001, there were about 4,300 schools that had a school counsellor. However, there are over 23,000

primary, 10,000 lower-secondary, and 4,000 upper-secondary schools in Japan (Ministry of Education, Culture, Sports, Science and Technology, 2002).

2.7.3 Peer-support scheme

One effective way of keeping children who are sympathetic towards victims and supportive to interventions against bullying to engage actively in an intervention work can be the peer-support system. A peer support system is a direct anti-bullying intervention whereby selected pupils are trained by adults to intervene in response to a request for help. Peer-support systems vary with a number of different forms including befriending, mediation, counselling-based and mentoring, and the training of peer supporters typically includes basic skills of active listening, empathy, problem-solving and supportiveness (Cowie & Sharp, 1996).

Systems of peer-support have caught growing international interest and have been established in schools in countries such as the U.K., Canada, Australia, New Zealand and Japan as a means of promoting pro-social values and opposing aggressive anti-social behaviour within the peer group (Cowie & Sharp, 1996; Toda, 2000).

In the UK, a large-scale questionnaire survey was conducted to investigate teachers' as well as pupils' perceptions and experiences of peer-support systems against bullying behaviour at secondary schools and colleges. The study revealed that although some problems of the system such as 'not being accepted by pupils and teachers', 'negative attitudes of some teachers', 'not enough time and space for the system' and 'shortage of male supporters' were found, the systems were found to be effective in reducing the negative effects of bullying for victims. Besides, many other important benefits to users of the system, to peer supporters and to the schools as a whole were found including helping to create a socio-emotional climate of 'care' (Naylor & Cowie, 1999).

In Japan, after some considerable success in the UK and other countries, some schools attempted to establish the peer support system with some modification so as to make it more applicable in Japanese schools. One example is called the "Yokohama" peer support system where peer support training was provided to any volunteer pupils

without additional requirements such as setting a room for confidential conversation or having a team of peer supporters. This method of peer-support system is considered to be useful for nurturing a supportive climate in schools (Toda, 2000).

Another example is the “Kanazawa” peer support system where a group of pupils, under supervision of school nurses, establish “on-paper consultation” schemes whereby children can talk about whatever problems they have, including *ijime* problems without being known who they are (Toda, 2000). This scheme can be particularly useful in Japanese schools since Japanese children are thought to be more reluctant to talk about their problems of being victims of *ijime*, especially to adults such as teachers and parents, and are often ashamed about the fact that they are being victims of *ijime*.

2.8 Comparisons between *ijime* and bullying

Until the 1990s, the problem of *ijime* was considered a unique cultural phenomenon of Japan that was rooted in Japanese tradition, culture, and society. People (including researchers, teachers, educationalists, media, and the public) have blamed a number of different things including the Japanese educational system as ‘examination hell’, too strict control of bureaucracy over school education, hoisting the national flag in school, competitive society, Japanese groupism, lack of moral education, teachers’ inability, and television programmes and computer games filled with violence and sex, for this devastating social phenomenon (Morita et al. 1999). Soeda (1996) argued that such people who claimed *ijime* as a Japanese phenomenon tend to describe foreign countries as being free from any such problems, in some cases based on false data or invalid comparisons.

However, in 1996, the former Ministry of Education (*Monbusho*) held an International Symposium on the Problem of Bullying in Tokyo and Osaka which made people aware that this is not only a problem in Japan. Exchanging information on bullying / *ijime* and its prevention undoubtedly has benefits so as to share and tackle the common problems as well as finding out the unique characteristics in each country. This should help to apply more appropriate intervention schemes to each unique cultural, traditional, social

and educational setting.

The first large-scale cross-national comparison between *ijime* in Japan and bullying in England was conducted in January 1997 as the part of a large-scale cross-national study whose detailed findings in Japan were given in section 2.5.2. The major results found to be similar and different between Japan and England are discussed here.

The English sample was 2,308 pupils (1238 boys, 1070 girls) recruited from 19 schools (5 primary, 14 secondary). The schools were those concerned about bullying issues and willing to participate in the study, and thus not representative of schools generally in England. A modified version of the Olweus self-report questionnaire was given in 1997.

2.8.1 Similarities between Japan and England

Types of ijime / bullying

The most common form of *ijime* was general teasing and nasty name-calling (84.5% of victims), followed by social exclusion (54.4%) and physical forms (34.0%). The most common form of bullying in England was also general teasing and nasty name-calling (85.2% of victims). However, next was rumour spreading (57.5%) followed by ignoring and social exclusion (48.7%) and physical forms (39.7%). Although bullying in Europe is often seen as more direct physical rather than indirect (Morita et al. 1999), it seems that in England, indirect forms of bullying such as ignoring, social exclusion and nasty rumour spreading occurred as commonly as direct physical forms.

The Relationships between aggressor(s) and victim(s)

On this question, because different scales were used in the two countries, the results were not fully comparable. Yet the findings in each country were still quite similar. In Japan, most *ijime* incidents were conducted by the victims' 'classmates' (90.1% in primary and 70.1% in lower-secondary schools). In lower-secondary schools, 34.9% of victims reported to have been bullied by 'pupils who are in different class but in the same year groups. In England, most victims reported to have been bullied by pupils in the same year group (74.4%), and a small number of victims reported to have been

bullied by pupils in higher years (10.8%).

Thus, it seems that although Taki (1997) claimed that the victims of bullying in Europe are often bullied by older pupils as well as same year pupils, while *ijime* in Japan is most often conducted by classmate or even by the victim's 'close friends', both in Japan and in England, the most *ijime* / bullying appears to be conducted by the pupils who belongs to the same year groups as victims.

Actions when being victims of ijime / bullying

The majority of victims both in Japan and England reported to have done nothing about *ijime* / bullying (61.6% in Japan, 66.5% in England). Also, both in Japan and England, significant number of pupils who experienced *ijime* / bullying did not tell anyone about it or seek any help from others (41.7%, 32.9%).

Toda (1997) suggested that some major reasons for Japanese pupils' reluctance to tell adults (including teachers and parents) about their being victims of *ijime* is that the victims of *ijime* often feel too much shame or are too embarrassed to tell others about it, and they do not want to bother their teachers or parents about their own problems. Japanese culture puts more emphasis on the shame involved in 'losing face', admitting to weakness or bothering others unnecessarily on your own behalf (Morita, 1996; Morita et al., 1999b; Taki, 1997).

Actions when seeing or hearing about someone else being a victim of ijime / bullying

While 44.2% of pupils in Japan reported to have seen or heard someone else being a victim of *ijime*, 67.2% in England reported so. When seeing or hearing someone else being bullied / victim of *ijime*, many pupils, both in Japan and England, reported to have tried not to be involved in it (43.9% in Japan, 37.4% in England).

2.8.2 Differences between Japan and England

Frequency of occurrence of incidents

13.9% of pupils in Japan reported having been victims of *ijime* while 39.4% of pupils in England reported to have been bullied. Within this figure, 17.7% of victims in Japan reported to have been bullied at least ‘once a week or more often’ and ‘for one term or longer’ whereas 12.4% of pupils in England showed the same response. Although fewer incidents were reported in Japan compared to England, the victims in Japan appear to suffer more frequently and over a longer period (figures shown were percentages of pupils whose responses were consistent throughout all relevant questions).

*Common places where *ijime* / bullying take place*

While *ijime* in Japan occurred most frequently in ‘classroom’ (76.4%) followed by ‘corridors and stairs’ (30.3%), bullying in England occurred most frequently in ‘playground’ (56.2%) followed by ‘classroom’ (52.6%).

Number of aggressors

Although both in Japan and England, the victims of *ijime* / bullying were most often bullied by 2 to 3 aggressors (46.6% in Japan cf. 45.7% in England), a considerable number of victims in Japan reported having been bullied by 4 to 9 aggressors (19.7%), while a significant number of victims in England reported to have been bullied by one aggressor (35.5%). Thus, *ijime*, compared to bullying in England, seems more likely to be conducted by a larger group of aggressors.

*Persons to be approached when being a victim of *ijime* / bullying*

Victims in both Japan and England were reluctant to tell someone about being a victim of *ijime* / bullying. However, when the victims of *ijime* / bullying did tell someone about it, to whom they often talk about their experience of victimisation is quite different. The most frequent response in Japan was friends (45.6%) followed by family (29%) and school staff (29%), whereas the most frequent response in England was family (45%) followed by friends (43%) and school staff (35%).

2.8.3 Summary

Looking at similarities and differences between the nature of *ijime* in Japan and bullying in England, as Morita et al. (1999) argued, *ijime* in Japan, compared to bullying, does seem to be characterised by more psychological forms of aggression and more within-group relationships. However, it was revealed that indirect forms of bullying such as social exclusion and malicious rumour spreading were actually quite common in England too, and most bullying incidents in England actually occurred among the same year groups rather than older pupils against a younger one. Thus, the similarities between *ijime* and bullying seem more pronounced than the differences.

However, there were differences too, in particular, the places where the incidents occurred, the number of aggressors, and the person whom the victims of *ijime* / bullying often approached to ask help. Although the number of cases of *ijime* / bullying is similar, victims of *ijime* seem to suffer for longer period and more frequently than victims of bullying in England. These differences are particularly important.

One of the major reasons for doing a cross-national study is to reconfirm the fact that the bully / victim problem is not the problem of a particular society or country, but is a universal problem. However, although there are a number of overlaps in the nature of incidents across different countries, we cannot directly import a particular intervention measure from one country to another as there are cultural, social, and educational differences in each country. In order to introduce successful interventions for a particular setting, differences as well as similarities should be examined thoroughly, including underlying factors that cause such differences, so that intervention programmes can be modified to be more applicable to unique social, cultural, and educational settings.

Chapter Three: General Considerations Relevant to Both Studies

Chapter summary

Both study 1 and study 2 of this thesis were cross-national comparative studies between bullying in England and *ijime* in Japan, focusing on children's perceptions and understandings of the nature of bullying / *ijime* behaviour and its related issues. The following chapter discusses the importance of doing cross-national studies, and of looking at children's perceptions that are relevant to both studies.

3.1 Rationale for doing cross-national study

One of the significances of doing cross-national study is to reconfirm that the bully / victim problem is not the problem of a particular society or country, but is a universal problem. Until the 1990s, the problem of *ijime* was considered a unique cultural phenomenon of Japan that was rooted in her own tradition, culture, and society (Morita et al., 1999; Morita, 2001). However, studies of the last 25 years have suggested that many of the broad features of bullying / *ijime* are similar across different countries (Smith et al., 1999; Morita et al. 1999; Morita, 2001). Assuming that it is a universal phenomenon, too much emphasis on its own cultural and societal aspects as the major cause of the problem (as was the case in Japan, see section 2.8) could mislead people in the wrong direction for their understanding of the phenomenon and its prevention. However, whether such similarities are merely phenomenological or are constructed on the basis of more basic human nature that can be found in any social group is still debatable (Morita, 2001).

Furthermore, despite the broad similarities, a number of differences, which may indeed stem from the historical or cultural aspects of a particular country or society, have also been found. This is the other important aspect of doing cross-national study, seeing the phenomenon in a broader perspective, by focusing on the differences as well as similarities, so as to detect the unique cultural features found in a particular country or society. Since Japanese people today have knowledge about bullying in Western

countries and their successful methods of tackling the problem, there has been a tendency for people (including academic researchers and educationalists) to try to introduce such methodologies into Japanese schools without considering the differences found between bullying and *ijime*, as well as Japanese cultural and social traditions (Taki, 1996; 1997; Morita et al., 1999).

Regarding the differences between bullying and *ijime*, Morita et al. (1999) argue that compared to bullying, *ijime* is typically more weighted towards verbal and indirect (rather than physical) aggression, and is more characteristic of within-grade or within-class relationships, rather than an older pupil bullying a younger one. Such findings are particularly important for successful interventions for two reasons: First, because such information suggests that typical forms of *ijime* in Japan may not be preventable with some of the strategies used in the Sheffield anti-bullying project in England or Olweus anti-bullying intervention program in Bergen, Norway (Smith & Sharp, 1994; Olweus, 1993). Second, such information makes it possible to modify some of the successful intervention programs to be more applicable to a specific cultural and social context. However, comparing and contrasting the data from individual studies conducted in each country seems not enough to provide a full explanation of the phenomenon. Instead, it is essential to conduct a cross-national study using the same measures, methodology, and later data analysis so that findings revealed to be similar across different cultures are more likely to be taken as generalisable factors, whereas differences found between these cultures are taken as pointers for further focussed research to examine their wider significance in relation to specific underlying factors such as the cultural, societal, or historical background of each country as well as its educational systems.

3.2 Rationale for investigating perceptions of pupils

Both studies in this thesis investigated participants' perceptions of bullying / *ijime*. The studies of the last 25 years have investigated the frequency of occurrence and the nature of the phenomenon, the family factors of those involved and the traits of bullies and victims. However, as yet few systematic studies of children's perceptions of the concept

and nature of bullying / *ijime* have been carried out, and very few (if any) cross-national studies between bullying and *ijime* have dealt with this issue.

Participants' perceptions were the focus of both studies for a number of reasons:

- (1) Knowing how situations are perceived by children aids in the intervention and prevention of bullying / *ijime* behaviour occurring. If children perceive bullying / *ijime* behaviour to be conducted by older pupils, cross-age or cross-year group relationships in and outside school should be considered more, or if children perceive bullying / *ijime* behaviour to be conducted in a particular form, prevention and intervention should be focused on it. Furthermore, if there is any discrepancy between children's perceptions and their reported experiences, a further investigation will be needed to obtain a better understanding of causes of the discrepancy.
- (2) Knowing what children think of as a best coping strategy for a particular form of bullying / *ijime* aids in the intervention and prevention of bullying / *ijime* behaviour. Those who believe a less effective strategy to be the best way to cope with a particular type of bullying / *ijime* will be more vulnerable to serious continued victimisation.
- (3) Knowing children's general attitudes and beliefs helps us to guide the actions of other children. Whether these actions are directed towards bullying others, helping or not helping victims, or more generally bringing about or sustaining an ethos in which children are encouraged to act aggressively and to bully others, or alternatively to act constructively and protect those who are most vulnerable to harm from others (Rigby, 2002).
- (4) Knowing what children think of schools, teachers, and parents regarding the ways to tackle bullying / *ijime* behaviour aids in future successful prevention and intervention. If children have positive and supportive attitudes to teachers and parents, school-based interventions will be easier to develop and maintain.
- (5) For survey purposes. Knowing how children define 'Bullying / *Ijime*' and how their definition differ from major definitions in literature aids in interpretation of survey results and in future more successful researches.

These issues are important not only for successful prevention and intervention work, but also for cross-national studies. One of the difficulties of conducting cross-national studies, especially when analysing and interpreting the results obtained from the studies, is the comparability of terminology (Smith, Cowie, Olafsson, & Liefvooghe, 2002).

Morita (2001) argues that in England, bullying research was started with considerable influence from earlier studies in Scandinavia, where the focus was mainly on overt and direct forms of aggression (e.g. Olweus, 1978; 1993; 1994), and the term 'bullying' is, therefore, not always thought to include more covert and psychological forms of behaviour. Indeed Boulton (1997) found that less than 50% of teachers and only one in five pupils in English schools defined psychological or emotional abuse as 'bullying'.

In Japan, on the other hand, because of the extreme nature of school violence, the issue of *ijime* was treated rather independently as a new problematic phenomenon by society (including the government, academic researchers as well as media and general public) from that of school violence (Morita et al., 1999; Morita, 2001). Indeed, the government annual statistics of pupils' problematic behaviour includes a separate section of *ijime* and violence in school. Because of such historical background, the term '*ijime*' is often recognised and used for indirect and covert forms of aggression, and even if the action itself is physical, focus is often placed not on its physically violent connotation but more on psychological suffering of the victim.

Investigating the children's view of bullying / *ijime* could, therefore, provide better understanding of what the terms 'bullying' and '*ijime*' mean, which in turn helps us provide better prevention and intervention programs against bullying / *ijime* behaviour.

3.3 Ethical issues

Because of the sensitive nature of the study and the age of the participants, it was necessary to carefully consider the ethical issues involved when designing and carrying out the study. Confidentiality was assured for both studies. In the first study, children were told "I will not write your name anywhere on this interview schedule, and the tape

recording of this interview along with this schedule will be taken back to the college, and so no one else will know what you said”. In the second study, a similar statement was appeared at the beginning of the questionnaire. Confidentiality of the entire study was given by the researcher to head-teachers, stating that any publications which might arise from the research would not identify any of those involved.

Children were also explained their rights not to answer any question that they felt uncomfortable to answer, and to finish the session whenever they felt like it. In the first study, they were told “I would like to ask you several things about what you think about bullying. If you don’t feel like answering the particular question, you don’t have to answer it. Also, if you, at any point of the interview, feel uncomfortable to continue, we can stop”. In the second study, a similar statement was appeared at the beginning of the questionnaire. The study plan was carefully designed by the author, and was supervised and approved by my U.K. supervisor and by the Goldsmiths College Ethics Committee.

Chapter Four: Interviewing children

Chapter summary

60 English and 61 Japanese secondary-school-pupils took part in one-to-one structured interview based cross-national comparative study. This first study of the thesis focuses on children's perceptions and understandings of both the concept of and the nature of bullying / *ijime* behaviour and related issues, exploring what children think the term 'bullying' / '*ijime*' means and entails, who they believe to be involved in the behaviour and for what reasons, what the victims and bystanders should and should not do in their involvement of the incidents, and what they think about school-based interventions. This chapter describes the methods used, how the data were analysed, and the results.

4.1 Methodology

4.1.1 Study aims

A structured one-to-one interview-based cross-national study with secondary school pupils was designed to investigate:

- (1) What kind of behaviours children consider as 'bullying' / '*ijime*'.
- (2) Children's general attitudes to bullying / *ijime* behaviour.
- (3) How they understand the nature of bullying / *ijime* behaviour including who can be bullies and victims, what is the relationships between them, and where bullying / *ijime* behaviour takes place.
- (4) Typical characteristics of bullies and why they think bullies act in the way they do.
- (5) Typical characteristics of victims and why they think victims get targeted.
- (6) The coping strategies that children recommend and do not recommend to the victims in four hypothetical bully / victim scenarios (i.e. direct physical, direct verbal, indirect ignoring and exclusions, indirect note-sending and rumour spreading).

- (7) Why they think victims of bullying / *ijime* often do not or cannot tell anyone about it or seek help from others, and what they think about those who do.
- (8) Whether they think they would or would not tell others about it if they were bullied, and whether it would make any difference depending on what kind of bullying / *ijime* they received.
- (9) To whom they would tell about being victimised if they were bullied.
- (10) What children think bystanders should and should not do in a bully / victim situation.
- (11) Why they think bystanders often do not or cannot do anything about the situation.
- (12) Children's general attitudes to those who ignore or walk away from a bully / victim situation without doing anything.
- (13) Children's general attitudes to school-based intervention work and their awareness of their own school's work to tackle the problem.
- (14) Children's general expectations towards teachers and parents regarding the preventing and intervening work in and outside school.
- (15) Whether children think they can do something to tackle the problem of bullying / *ijime* at school, and what they think they can do about it.
- (16) Differences and similarities between children's perceptions and understandings of the above issues and researchers' perceptions and findings.
- (17) Differences and similarities of above issues between two national samples.
- (18) Gender and year-group differences of above issues.

4.1.2 Rationale for using structured interview

For a study exploring participants' perceptions, the face to face interview is one of the ideal methods of gathering information. The interview is regarded as one of the flexible and adaptable ways of finding things out (Robson, 1993). It is defined as "initiated by the interviewer for the specific purpose of obtaining research-relevant information and focused by him on content specified by research objectives of systematic description, prediction or explanation" (Cohen & Manion, 1989). In other words, the researcher is able to focus participants' attention to specific issues and participants are able to explore their own conceptions.

There are several advantages of doing interviews over using self-report questionnaires. In a face-to-face interview, researchers have the opportunity to clarify questions that respondents do not understand, to follow up ambiguous or interesting responses and to investigate underlying motives in a way that other self-administered questionnaires cannot. This is particularly useful when the participants are children as it allows participants to understand how what they have said has been interpreted, to clarify their meaning if necessary, and also gives them time to consider their answers. Robson (1993) suggested that during the interview, non-verbal cues may give significant messages that help the interviewer to understand the verbal responses. This is important when the research theme is something difficult for the participants to talk about even in a one-to-one situation, such as bullying / *ijime*.

In the first study, interviews were carried out individually (on a one-to-one basis), so that the researcher would give attention to an interviewee to pick up non-verbal cues as well as verbal responses. Individual interviews were also beneficial in ensuring that the participant was not influenced by peers' views in giving their responses.

The interview format was structured, the interviewer gave pre-set questions in a predetermined order to every interviewee. In a structured interview, the researcher can ensure greater consistency in the data gathered. Furthermore, during the interview procedure, an important consideration was comprehension between researchers and participants, especially in the case where the participants were children. Because the interview questions were structurally organised, each question was more specific and less abstract, so that participants were able to concentrate on one issue at a time.

In face-to-face interviews, respondents may find it more difficult to lie or not to tell what they do not want to tell, and say what they are really thinking of or what they have really experienced. Thus, there is less possibility for social desirability biases compared to questionnaires. Indeed, the refusal rate for personal interviews is typically very much smaller than the non-response rate for questionnaires (Robson, 1993).

Although in a large-scale survey, using questionnaires may be much easier and time

efficient, this study was a first study with a relatively small sample to be followed up by a larger study taking account of any findings and modifications suggested by this first study. It was hoped that interviewing children would provide richer and less constrained information about what the researcher is looking at.

4.1.3 Participants

Recruitment

Schools in England and in Japan were initially approached by either telephone or e-mail. Head teachers of each school were given a brief description of the aims of the study and the nature of the data gathering, and were asked if they would permit children in the school to take part. After agreement was given, meetings with either the head teacher, head of year, or other members of staff were held in order to discuss the study further. In this meeting, each school was given an opportunity to examine the interview schedule, and asked whether they would like the researcher to make any changes or to omit particular questions (no changes were actually requested by any schools). Schools were then asked to select participating pupils. In selecting pupils, schools were asked not to choose a particular pupil because they thought the pupil was currently involved in bully / victim incidents either as bullies or victims, but were asked to select as randomly as possible, subject to having approximately equal number of males and females in each year-group. Places that interviews would take place in, and the timing of individual interviews were also discussed.

Samples

61 Japanese pupils from 3 lower-secondary schools in Chiba (outskirts of Tokyo) and 60 English pupils from 3 secondary schools in London participated. The schools in Japan and in England were all state schools, taking pupils from an average socio-economic background. The mean age of the Japanese sample was 13.45 years and the English sample, 13.64 years. The mean age of the total sample was 13.55 years. Numbers of males and females in each year group are shown in table 4.1.3. Due to the anonymity of the study, participants' identity has been kept in confidence. There is no record of any participants' names, instead each received an identification number.

Table 4.1.3: Participants

| | Japan | | | England | | | Total |
|---------------|--------|--------|---------|---------|--------|---------|-------|
| | Year 8 | Year 9 | Year 10 | Year 8 | Year 9 | Year 10 | |
| Male | 10 | 9 | 12 | 9 | 10 | 7 | 57 |
| Female | 12 | 7 | 11 | 13 | 14 | 7 | 64 |
| Total | 22 | 16 | 23 | 22 | 24 | 14 | 121 |

4.1.4 Measures

Development of the interview schedule

The interview schedule was designed in English, and piloted extensively with twelve-to-fourteen-year-old pupils in England, to examine whether each question was clear enough to understand, and whether the whole interview and each question provided the right information for this particular study. The timing of the interview was also examined. A final version of the interview schedule was then made. It was translated by the author into Japanese. The Japanese version was then back-translated into English by another Japanese-English bilingual person, and checked by my U.K. supervisor to see that the Japanese version was reliably translated.

Contents of the interview schedule

The interview included both closed and open-ended questions. However, all the closed questions were designed to be answered with either 'yes' or 'no', and followed up by open-ended questions such as 'why do you think...?', 'how do you think...?' and 'what do you think...?' so that respondents were still free to answer or comment on those closed questions as well as other open-ended questions.

The interview schedule contained 7 separate sections: 'Definition and attitudes' (6 questions); 'Bullies' (1 question); 'Victims' (1 question); 'Coping strategies' (7 questions); 'Seeing or hearing about bullying / *ijime*' (3 questions); 'Stop bullying / *ijime* at school' (6 questions); and 'Experiences' (6 questions). Each question had some sub-questions related to the main question. A summary of each section of the interview is shown in table 3.3.4. Individual questions are given in the results section, question by question, and the actual interview schedule is in Appendix 1.

Hypothetical scenarios

In the 'coping strategy' section, pupils were given four different hypothetical bully / victim scenarios consisting of direct physical, direct verbal, indirect ignoring and exclusion, and indirect note-sending and rumour spreading. These were:

- (1) Imagine one or more students hit, kick, punch, and shove around another student who cannot fight back or defend him- / her-self effectively.
- (2) Imagine one or more students say mean or unpleasant things to another student, make fun of him / her, or call him / her hurtful names.
- (3) Imagine one or more students try to ignore and exclude one student from their group of friends.
- (4) Imagine one or more students send nasty notes, gossip about another students.

Table 4.1.4: Summary of Interview Schedule

| Question Number | Questions |
|--|--|
| Section 1: Definition and attitudes | |
| Question 1 | <ul style="list-style-type: none"> • What kind of behaviour do you consider as bullying / <i>ijime</i>? |
| Question 2 & 3 | <ul style="list-style-type: none"> • What do you think about bullying / <i>ijime</i>? • Do you think bullying / <i>ijime</i> is a good thing, a bad thing, or neither good nor bad? – Why do you think so? • Can you think of any situation that bullying / <i>ijime</i> can be justifiable? – Why do you think so? |
| Question 4 to 6 | <ul style="list-style-type: none"> • Who do you think bullying / <i>ijime</i> generally done by? • What do you think about the relationships between bullies and victims? • Where do you think bullying / <i>ijime</i> most often takes place? |
| Section 2: Bullies | |
| Question 7 | <ul style="list-style-type: none"> • Can you think of any typical characteristics of bullies? • Why do you think bullies act in the way they do? |
| Section 3: Victims | |
| Question 8 | <ul style="list-style-type: none"> • Can you think of any typical characteristics of victims? • Why do you think they are targeted? |
| Section 4: Coping strategies | |
| Question 9 to 12 | <ul style="list-style-type: none"> • Do you think this is bullying / <i>ijime</i>? • What do you think victims should do? • What do you think victims should not do? |
| Question 13 to 15 | <ul style="list-style-type: none"> • Why do you think the victims of bullying / <i>ijime</i> often think that they cannot do anything about it? • What do you think about those people who tell others about being bullied and ask help from them? • If you got bullied, would you go and ask for help? – Why? From whom? |
| Section 5: Seeing and hearing about bullying / <i>ijime</i> | |
| Question 16 to 18 | <ul style="list-style-type: none"> • What do you think bystanders should do? • What do you think bystanders should not do? • Why do you think many people do nothing about it when they see someone else being bullied? • What do you think about those people who just walk away? |
| Section 6: Stop bullying / <i>ijime</i> at school | |
| Question 19 to 24 | <ul style="list-style-type: none"> • Do you think school should do anything about bullying / <i>ijime</i>? – Why do you think so? • Do you think your school does anything to stop bullying / <i>ijime</i>? – What is it? / Why do you think they do not do anything about it? • What do you expect teachers to do to stop bullying / <i>ijime</i>? • What do you expect your parents to do to stop bullying / <i>ijime</i>? • Do you think pupils like yourself can do something to stop bullying / <i>ijime</i>? – What is it? / Why do you think so? • Do you think bullying / <i>ijime</i> at school can be stopped? |
| Section 7: Experiences | |
| Question 25 to 30 | <ul style="list-style-type: none"> • Have you ever talked about bullying / <i>ijime</i> at classroom / at home? • Have you been bullied / bullied others last 12 months? / since you started this school? |

4.1.5 Procedure

Interviews

This was a structured interview in which the interviewer gave pre-set questions in a predetermined order to every interviewee. Each interview took approximately 30 minutes to complete. In English schools, interviews were carried out during school-time and each participant was given permission by the class teacher to miss the class and to attend the interview. In Japanese schools, as pupils were not allowed to miss classes, all interviews were carried out during the time of after-school club activities. For those who joined in a club, permission to miss the club and to attend the interview was given.

In both countries, each interview was conducted on a one-to-one basis in a private room (either an office or an unused classroom), except for one school in England and one school in Japan where the school took precautions about sitting a female pupil privately with a male researcher; in both cases, a female research assistant was also placed in the interview room. All interviews were carried out by the author to ensure consistency in questioning style.

At the start of the interview, general information about anonymity of data as well as later treatment of the data was given to each pupil. Pupils were told about their rights not to answer any question that they felt uncomfortable to answer, and to finish the session whenever they felt like it. Permission to tape record the interview was also asked. All interviews were tape-recorded except for a few pupils who declined. In such cases, the researcher wrote down the participants responses.

Feedback

Each school was later given written feedback about the findings: a summary, and detailed results for that school. Individual responses were not given due to the anonymity of the data collection procedure.

4.1.6 Analysis

Qualitative analysis

All tape-recorded interview were transcribed verbatim by the author. The coding procedure was conducted in three stages using content analysis.

- (1) English data and Japanese data were firstly coded separately so that the data from each country is used to create its own category scheme. Categories from Japanese pupils were then translated into English and back-translated into Japanese by Japanese-English bilinguals in order to examine whether the coded categories could be reliably translated into English.
- (2) Separately coded categories from English pupils and Japanese pupils were then compared and where possible, merged. Categories that were very similar to each other were merged to create one category, and each country's original categories that could not be merged were kept as individual categories.
- (3) A final content analysis was then conducted to reduce the total number of categories and to make it more applicable to later quantitative analysis.

Inter-coder reliability tests (Cohen's Kappa) were applied to each separately coded category by using 10% of the whole sample data at the end of stage 1. These were satisfactory; the calculation formula used, a number of agreement-disagreement scores and final K scores are shown in Appendix 3. Japanese categories were scored by the author and English categories by a native-English speaker. In addition, coded categories were examined by my U.K. supervisor at the end of stages 2 and 3.

Quantitative analysis

The data sets were first analysed separately within each country, to examine whether there were any significant differences by schools within each country, and thus whether the data of each country can reasonably be generalised as representative of wider populations (the results are presented in Appendix 4). Thus, cross-national differences obtained can be seen as more likely to be cultural differences rather than differences of individual school climates.

Finally, data sets of each country were merged into one data file for cross-national analysis to examine for cross-national differences as well as similarities. Gender and year-group differences were also examined. For statistical significance, Logistic regressions were used with Nationality (Japanese and English), Gender (Male and Female), and Year-group (Year8, Year9, and Year10) as predictors and each response category as outcome (whether or not a person cited).

4.2 Results

Results will be presented question by question. I report first the categories revealed from the content analysis (individual responses within each category are presented in Appendix 5); then on the distribution of responses for each national sample as well as for the total sample, and where appropriate, comparing different questions on the same topic. I then report on sex, year-group, and nationality differences found to be significant using Logistic Regression. Due to a large number of tests being made, I normally only discuss in detail results significant at $p < .01$ level.

4.2.1 Definitions and attitudes

Q1. What kind of behaviour do you consider as bullying / ijime?

At the first stage of content analysis, 20 categories from English pupils and 14 categories from Japanese pupils were obtained. In the second stage, the over-lapped categories between English and Japanese were merged, and the others remained as individual categories. At the end of the second stage, there were 23 categories. At the final stage of coding, further content analysis was applied, and obtained final 9 categories:

- (1) **Physical:** direct physical bullying / *ijime* or direct physical examples of bullying / *ijime*.
- (2) **Verbal:** verbal bullying / *ijime* or verbal examples of bullying / *ijime*.
- (3) **Ignoring / Social exclusion:** indirect exclusion or verbal refusal.

- (4) **Deliberate nastiness:** deliberate nasty behaviours that were not categorised as the above three.
- (5) **Hurting feelings:** behaviour intended to hurt someone's feelings, making someone feel unhappy, uncomfortable or upset.
- (6) **Pushing around:** dominating behaviour.
- (7) **Rumour spreading:** spreading nasty lies.
- (8) **Racism:** racist remarks or behaviour.
- (9) **Other:** behaviour not included in any of above categories.

The frequency of responses of each category is shown in table 4.2.1.1.

About 55% of pupils consider 'Physical' and 'Verbal' as bullying / *ijime*. 'Deliberate nastiness' came next with recognition of 43%, followed by 'Ignoring / Social exclusion' with 31% of recognition. 'Rumour spreading', 'Racism', 'Hurting feelings', and 'Pushing around' are also reported by around 10% of pupils. The responses from 3.3% of pupils were categorised as 'Other'.

There was a significant difference by schools in one category both in England and in Japan (see Appendix 4).

There were no significant differences either by sex or by year-group in any category. There were some significant differences by nationality (3 significant, 2 trends). Although about half or more of both English and Japanese pupils consider 'Physical' as bullying / *ijime*, and slightly fewer but significant number of both English and Japanese pupils consider 'Deliberate nastiness' as bullying / *ijime* (40% and 45.9% respectively), a contrast emerged in the other main categories. Nearly 80% of English but only 35% of Japanese pupils consider 'Verbal' as bullying / *ijime*. Only 5% of English pupils think 'Ignoring / Social exclusion' as bullying which was mentioned by more than 55% of Japanese pupils. 'Racism' was, on the other hand, reported significantly more by English pupils (21.7% cf. 4.9%). Although not significant, the categories 'Hurting feelings' and 'Pushing around' showed a trend where both were reported more by English than Japanese pupils.

Table 4.2.1.1: Frequency of responses for Q1.

| Category | Frequency / Percentage (Nationality) | Frequency / Percentage (Sex) | Frequency / Percentage (Year Group) |
|-----------------------------|--|---|--|
| Physical Violence | E: 36 / 60.0% J: 30 / 49.2% T: 66 / 54.5% | M: 36 / 63.2% F: 30 / 46.9% T: 66 / 54.5% | Y8: 25 / 56.8% Y9: 23 / 57.5% Y10: 18 / 48.6% T: 66 / 54.5% |
| Verbal Abuse | E: 47 / 78.3% J: 21 / 34.4% T: 68 / 56.2% $X^2_{(1)} = 26.27, p < .001$ | M: 34 / 59.6% F: 34 / 53.1% T: 68 / 56.2% | Y8: 25 / 56.8% Y9: 20 / 50.0% Y10: 23 / 62.2% T: 68 / 56.2% |
| Ignoring / Social Exclusion | E: 3 / 5.0% J: 34 / 55.7% T: 37 / 30.6% $X^2_{(1)} = 41.95, p < .001$ | M: 17 / 29.8% F: 20 / 31.3% T: 37 / 30.6% | Y8: 15 / 34.1% Y9: 8 / 20.0% Y10: 14 / 37.8% T: 37 / 30.6% |
| Deliberate nastiness | E: 24 / 40.0% J: 28 / 45.9% T: 52 / 43.0% | M: 28 / 49.1% F: 24 / 37.5% T: 52 / 43.0% | Y8: 21 / 47.7% Y9: 18 / 45.0% Y10: 13 / 35.1% T: 52 / 43.0% |
| Hurting one's feelings | E: 10 / 16.7% J: 2 / 3.3% T: 12 / 9.9% $X^2_{(1)} = 8.36, p < .005$ | M: 7 / 12.3% F: 5 / 7.8% T: 12 / 9.9% | Y8: 2 / 4.5% Y9: 4 / 10.0% Y10: 6 / 16.2% T: 12 / 9.9% |
| Pushing around | E: 8 / 13.3% J: 2 / 3.3% T: 10 / 8.3% | M: 3 / 5.3% F: 7 / 10.9% T: 10 / 8.3% | Y8: 6 / 13.6% Y9: 3 / 7.5% Y10: 1 / 2.7% T: 10 / 8.3% |
| Rumour Spreading | E: 5 / 8.3% J: 8 / 13.1% T: 13 / 10.7% | M: 3 / 5.3% F: 10 / 15.6% T: 13 / 10.7% | Y8: 7 / 15.9% Y9: 2 / 5.0% Y10: 4 / 10.8% T: 13 / 10.7% |
| Racism | E: 13 / 21.7% J: 3 / 4.9% T: 16 / 13.2% $X^2_{(1)} = 7.89, p < .005$ | M: 6 / 10.5% F: 10 / 15.6% T: 16 / 13.2% | Y8: 5 / 11.4% Y9: 6 / 15.0% Y10: 5 / 13.5% T: 16 / 13.2% |
| Other | E: 3 / 5.0% J: 1 / 1.6% T: 4 / 3.3% | M: 2 / 3.5% F: 2 / 3.1% T: 4 / 3.3% | Y8: 0 / 0.0% Y9: 3 / 7.5% Y10: 1 / 2.7% T: 4 / 3.3% |

E = English; J = Japanese; M = Male; F = Female; T = Total; Y8, 9, 10 = School Year 8, 9, 10 (School Year 1, 2, 3 in Japan)

In addition, whether or not pupils mentioned the following aspects of bullying / *ijime*: (1) repetition of actions; (2) asymmetric power relationships; and (3) with or without provocation, was recorded. These are important to determine whether or not the behaviour is bullying / *ijime*. Very few pupils in either country mentioned 'repetition of actions', 'imbalance of power based on physical strength', and 'actions with or without

provocations'. However, more than half of Japanese pupils mentioned that *ijime* was always conducted by a group of people against one individual, while very few English pupils gave the same response, $X^2_{(2)} = 34.88$, $p < .001$ (see table 4.2.1.2).

Table 4.2.1.2: Aspects used to define bullying / *ijime* reported by pupils.

| | Repetition | Power imbalance Physical strength | Power imbalance Outnumbered bullies | No provocation |
|----------------|------------|--------------------------------------|---|----------------|
| England | 6 / 10.0% | 3 / 4.9% | 33 / 54.1% | 4 / 6.7% |
| Japan | 2 / 3.3% | 2 / 3.3% | 3 / 5.0% | 3 / 4.9% |
| Total | 8 / 6.6% | 5 / 4.1% | 36 / 29.8% | 7 / 5.8% |

Q2. Some people say bullying / ijime is, in a way, a good thing because it toughen you up, but some people say bullying/ ijime is a bad thing and has to be stopped.

a What do you think about bullying / ijime? Do you think bullying / ijime is a good thing, bad thing or neither good nor bad?

The frequency of responses is shown in Table 4.2.1.3. More than 90% of pupils in both countries considered bullying / *ijime* is 'a bad thing', although a considerable minority of pupils (25% of pupils in England and 11% of pupils in Japan) also think that bullying / *ijime* does have some positive side of it. Only very few pupils consider bullying / *ijime* as 'neither good nor bad', and no pupils consider it as a 'good thing'.

Table 4.2.1.3: Frequencies of responses for Q2a.

| | Bad thing | Bad thing but some positive side of it | Neither good nor bad |
|----------------|-------------|---|-------------------------|
| England | 59 / 98.3% | 15 / 25.0% | 1 / 1.7% |
| Japan | 55 / 90.2% | 7 / 11.4% | 5 / 8.2% |
| Male | 55 / 96.5% | 11 / 19.2% | 2 / 3.5% |
| Female | 95 / 93.7% | 11 / 17.2% | 4 / 6.3% |
| Year 8 | 41 / 95.3% | 4 / 9.1% | 2 / 4.7% |
| Year 9 | 38 / 95.0% | 6 / 15.0% | 2 / 5.0% |
| Year 10 | 35 / 94.6% | 12 / 32.4% | 2 / 5.4% |
| Total | 114 / 95.0% | 22 / 18.2% | 6 / 5.0% |

Number of responses / Percentages

There was no significant difference by school either in England or in Japan.

There were no significant differences either by sex, by year-group, or by nationality.

b Why do you think so?

From content analysis, 5 categories were obtained for ‘why they think bullying / *ijime* is a bad thing’, 2 categories for ‘What they think is the positive side of bullying / *ijime*’. Due to a small samples, the reasons ‘why they think bullying / *ijime* is neither good nor bad’ are categorised as ‘general responses’.

Categories for ‘*Why do you think bullying / ijime is a bad thing?*’

- (1) **Because it causes a negative effect on the victim:** negative effects to the victim or examples of such negative effects.
- (2) **Because it is morally wrong:** any moralistic remarks.
- (3) **Because it does not toughen people up:** any denial of toughening up.
- (4) **Because the victim does not like it:** any reference to victim’s not liking it.
- (5) **Other:** responses not included in above four categories.

Categories for ‘*What do you think is the positive side of bullying / ijime?*’

- (1) **Because it does toughen people up:** any admittance of toughening up.
- (2) **Because negative experience can help one mature into being more considerate:** any reference to maturation of the victims.

Frequencies of responses are shown in table 4.2.1.4. 59% of pupils who believe bullying / *ijime* is a bad thing responded that it is ‘because it causes a negative effect on the victim’, 26% ‘because it is morally wrong’, 14% ‘Because the victim does not like it’ and 13% ‘because it does not toughen people up’. Responses from 3.5% are categorised as ‘Other’.

A few pupils argued that although bullying / *ijime* is a bad thing, it does have some positive side. 16% suggested ‘it does toughen people up’, and 3% responded ‘negative experiences can help the victim mature into being more considerate’.

In terms of why they think bullying / *ijime* is neither good nor bad, general responses were ‘because there usually is a good reason for the victim to be bullied’, ‘because

sometimes it can lead to a development of a friendships’, and ‘because it depends on whether or not the person can defend him or herself’.

Table 4.2.1.4: Frequencies of responses for Q2b.

| Category | Frequency / Percentage (Nationality) | Frequency / Percentage (Sex) | Frequency / Percentage (Year-group) |
|--|--|---|--|
| Bad thing | | | |
| Because it causes an negative effect on the victim | E: 37 / 62.7% J: 30 / 55.6% T: 67 / 59.3% | M: 32 / 58.2% F: 35 / 60.3% T: 67 / 59.3% | Y8: 23 / 56.1% Y9: 20 / 54.1% Y10: 24 / 68.6% T: 67 / 59.3% |
| Because it is morally wrong | E: 13 / 22.0% J: 16 / 29.6% T: 29 / 25.7% | M: 16 / 29.1% F: 13 / 22.4% T: 29 / 25.7% | Y8: 13 / 31.7% Y9: 11 / 29.7% Y10: 5 / 14.3% T: 29 / 25.7% |
| Because it does not toughen people up | E: 14 / 23.7% J: 1 / 1.9% T: 15 / 13.3% $X^2_{(1)} = 13.58, p < .001$ | M: 4 / 7.3% F: 11 / 19.0% T: 15 / 13.3% | Y8: 3 / 7.3% Y9: 9 / 24.3% Y10: 3 / 8.6% T: 15 / 13.3% |
| Because the victim does not like it | E: 12 / 20.3% J: 4 / 7.4% T: 16 / 14.2% $[X^2_{(1)} = 3.83, p < .05]$ | M: 8 / 14.5% F: 8 / 13.8% T: 16 / 14.2% | Y8: 6 / 14.6% Y9: 8 / 21.6% Y10: 2 / 5.7% T: 16 / 14.2% |
| Other | E: 1 / 1.7% J: 3 / 5.6% T: 4 / 3.5% | M: 2 / 3.6% F: 2 / 3.4% T: 4 / 3.5% | Y8: 2 / 4.9% Y9: 0 / 0.0% Y10: 2 / 5.7% T: 4 / 3.5% |
| Good / Positive side of it | | | |
| Because it does toughen people up. | E: 14 / 23.7% J: 5 / 9.3% T: 19 / 16.8% $[X^2_{(1)} = 5.95, p < .05]$ | M: 9 / 16.4% F: 10 / 17.2% T: 19 / 16.8% | Y8: 4 / 9.8% Y9: 5 / 13.5% Y10: 10 / 28.6% T: 19 / 16.8% $[X^2_{(2)} = 6.32, p < .05]$ |
| Because negative experience can help one mature into more considerate. | E: 1 / 1.7% J: 2 / 3.7% T: 3 / 2.7% | M: 2 / 3.6% F: 1 / 1.7% T: 3 / 2.7% | Y8: 0 / 0.0% Y9: 1 / 2.7% Y10: 2 / 5.7% T: 3 / 2.7% |
| Neither good nor bad | | | |
| General Responses | E: 1 / 100.0% J: 5 / 100.0% T: 6 / 100.0% | M: 2 / 100.0% F: 4 / 100.0% T: 6 / 100.0% | Y8: 2 / 100.0% Y9: 2 / 100.0% Y10: 2 / 100.0% T: 6 / 100.0% |

E = English; J = Japanese; M = Male; F = Female; T = Total; Y8, 9, 10 = School Year 8, 9, 10 (School Year 1, 2, 3 in Japan)

There was no significant difference by schools in Japan in any category. There was a significant difference by schools in England (see Appendix 4).

There was no significant sex difference on this question in any category.

There was one significant nationality difference. Most pupils in both England and Japan think bullying / *ijime* is a bad thing either ‘because it causes a negative effect on the victim’ (62.7% and 55.6% respectively) or ‘because it is morally wrong’ (22.0% and 29.6% respectively). There was a significant minority of pupils in England consider bullying as a bad thing ‘because it does not toughen people up’, very few pupils in Japan gave the same response (23.7% cf. 1.9%). However, the same minority of pupils in England also responded ‘bullying can be good because it does toughen people up’, which very few Japanese pupils mentioned (23.7% cf. 9.3%), so it seems that ‘toughening up’ is a more salient issue among English pupils than Japanese pupils.

Q3. Can you think of any situation in which bullying can be justifiable?

The frequency of responses for this question is shown in table 4.2.1.5. Some 69% of pupils responded that they do not think bullying / *ijime* can be justifiable. Yet, some 22% did respond that bullying / *ijime* can be justifiable under certain circumstances. About 10% responded ‘I don’t know’.

Table 4.2.1.5: Frequencies for Q3.

| | Yes | No | I don't know |
|----------------|------------|------------|--------------|
| England | 8 / 13.3% | 51 / 85.0% | 1 / 1.7% |
| Japan | 18 / 29.5% | 32 / 52.5% | 11 / 18.0% |
| Male | 16 / 28.1% | 39 / 68.4% | 2 / 3.5% |
| Female | 10 / 15.6% | 44 / 68.8% | 10 / 15.6% |
| Year 8 | 10 / 22.7% | 29 / 65.9% | 5 / 11.4% |
| Year 9 | 3 / 7.5% | 34 / 85.0% | 3 / 7.5% |
| Year 10 | 13 / 35.1% | 20 / 54.1% | 4 / 10.8% |
| Total | 26 / 21.5% | 83 / 68.6% | 12 / 9.9% |

Number of responses / Percentages

There were no significant differences by schools either in England or in Japan.

There were no significant differences either by sex, by year-group or by nationality.

There was a trend that more Japanese than English pupils think bullying / *ijime* can be justifiable in certain situations, $X^2_{(1)} = 5.18$, $p < .05$ (in order to conduct a more reliable statistical test, pupils who responded ‘I don’t know’ were excluded from the calculation).

- b In what situation can bullying / ijime be justifiable?
Why do you think bullying / ijime cannot be justifiable?*

By using content analysis, 2 categories were made for 'Yes' responses and 3 categories for 'No' responses. There were also 'Other' and 'I don't know' categories:

Categories for 'Yes' responses

- (1) **When the victim is to be blamed.**
- (2) **Other:** any responses not included in above.

Categories for 'No' responses

- (1) **Because it should not be allowed under any circumstances.**
- (2) **Because in any case, it hurts a person.**
- (3) **Because it is always unfair / mean.**

Other: responses that were not answering the question appropriately.

Frequencies of responses are shown in table 4.2.1.6. Some 73% of those who believed that bullying / *ijime* can be justifiable think that it is so 'when the victim is to be blamed for the situation'. Responses from 23% were categorised as 'Other'.

On the other hand, some 70% of those who believed that bullying / *ijime* cannot be justifiable responded that it is 'because it should not be allowed, accepted, justified, or done under any circumstances'. 13% think that it is 'because in any case, it hurts the person' and 'because it is always unfair or mean to the victim'. Although this response is not quite answering the question, 2 pupils responded 'although it is basically a wrong thing to do, personally, both the bully and the victim are to be blamed'.

There were no significant differences by schools in England or in Japan in any category.

There were no significant differences by sex or by year-group in any category.

There were two significant differences by nationality. 82% of pupils in England who believe that bullying / *ijime* cannot be justifiable think that it is so 'because it should not

be allowed, accepted, justified, or done under any circumstances' while 50% of pupils in Japan think the same way. While 33.3% of pupils in Japan think bullying / *ijime* cannot be justifiable 'because in any case, it hurts a person', no English pupils gave the same response.

Table 4.2.1.6: Frequencies of responses for Q3b

| Category | Frequency / Percentage (Nationality) | Frequency / Percentage (Sex) | Frequency / Percentage (Year-group) |
|--|--|---|--|
| Yes | | | |
| When the victim is to be blamed | E: 6 / 75.0% J: 13 / 72.2% T: 19 / 73.1% | M: 12 / 70.6% F: 7 / 77.8% T: 19 / 73.1% | Y8: 7 / 70.0% Y9: 1 / 33.3% Y10: 11 / 84.6% T: 19 / 73.1% |
| Other | E: 2 / 25.0% J: 4 / 22.2% T: 6 / 23.1% | M: 4 / 23.5% F: 2 / 22.2% T: 6 / 23.1% | Y8: 3 / 30.0% Y9: 1 / 33.3% Y10: 2 / 15.4% T: 6 / 23.1% |
| No | | | |
| Because it should not be allowed, accepted, justified, or done under any circumstances | E: 23 / 82.1% J: 9 / 50.0% T: 32 / 69.6% $X^2_{(1)} = 8.39, p < .005$ | M: 14 / 73.7% F: 18 / 66.7% T: 32 / 69.6% | Y8: 10 / 58.8% Y9: 11 / 68.8% Y10: 11 / 84.6% T: 32 / 69.6% |
| Because in any case, it hurts a person. | E: 0 / 0.0% J: 6 / 33.3% T: 6 / 13.0% $X^2_{(1)} = 14.36, p < .001$ | M: 2 / 10.5% F: 4 / 14.8% T: 6 / 13.0% | Y8: 2 / 11.8% Y9: 2 / 12.5% Y10: 2 / 15.4% T: 6 / 13.0% |
| Because it is always unfair / mean | E: 5 / 17.9% J: 1 / 5.6% T: 6 / 13.0% | M: 2 / 10.5% F: 4 / 14.8% T: 6 / 13.0% | Y8: 4 / 23.5% Y9: 2 / 12.5% Y10: 0 / 0.0% T: 6 / 13.0% |
| Other | | | |
| Although it is basically a wrong thing to do but personally, both the bully and the victim are to be blamed. | E: 0 / 0.0% J: 2 / 11.1% T: 2 / 4.3% | M: 1 / 5.3% F: 1 / 3.7% T: 2 / 4.3% | Y8: 1 / 5.9% Y9: 1 / 6.3% Y10: 0 / 0.0% T: 2 / 4.3% |

E = English; J = Japanese; M = Male; F = Female; T = Total; Y8, 9, 10 = School Year 8, 9, 10 (School Year 1, 2, 3 in Japan)

4.2.2 Nature of bullying / ijime

Q4. Who do you think bullying / ijime is generally done by?

By using content analysis, 11 categories were obtained:

- (1) **Classmates.**
- (2) **People in the same year group.**
- (3) **Older people.**
- (4) **Big and strong people.**
- (5) **More boys than girls / Mainly by boys.**
- (6) **More girls than boys / Mainly by girls.**
- (7) **No sex differences.**
- (8) **Group of people / Gangs.**
- (9) **People who have some kind of problems on their personality, behaviour, or background.**
- (10) **Can be done by anybody.**
- (11) **Other.**

Frequencies of responses are shown in table 4.2.2.1.

Major responses are 'More girls than boys / Mainly by girls' (28.1%) followed by 'Classmates' (22.3%) and 'People who have some kind of problems on their personality, behaviour, or background' (19.8%). Some 15% of pupils responded 'More boys than girls / Mainly by girls', and 14% responded 'Older people / People in a higher year group'. Around 10% responded 'Big and strong people', 'No sex differences', 'Group of people' and 'People from the same year group'. Around 10% think bullying / *ijime* 'can be done by anybody'. Some 12.4% of responses were categorised as 'Other'.

Table 4.2.2.1: Frequencies of responses for Q4

| Category | Frequency / Percentage (Nationality) | Frequency / Percentage (Sex) | Frequency / Percentage (Year-group) |
|---|--|--|---|
| Classmates. | E: 0 / 0.0% J: 27 / 44.3% T: 27 / 22.3% $X^2_{(1)} = 64.67, p < .001$ | M: 13 / 22.8% F: 14 / 21.9% T: 27 / 22.3% | Y8: 13 / 29.5% Y9: 4 / 10.0% Y10: 10 / 27.0% T: 27 / 22.3% |
| People from the same year group. | E: 0 / 0.0% J: 10 / 16.4% T: 10 / 8.3% $X^2_{(1)} = 10.76, p < .001$ | M: 4 / 7.0% F: 6 / 9.4% T: 10 / 8.3% [$X^2_{(1)} = 5.75, p < .02$] | Y8: 2 / 4.5% Y9: 3 / 7.5% Y10: 5 / 13.5% T: 10 / 8.3% |
| Older people / People in a higher year group. | E: 14 / 23.3% J: 3 / 4.9% T: 17 / 14.0% $X^2_{(1)} = 10.31, p < .001$ | M: 12 / 21.1% F: 5 / 7.8% T: 17 / 14.0% [$X^2_{(1)} = 5.78, p < .02$] | Y8: 5 / 11.4% Y9: 7 / 17.5% Y10: 5 / 13.5% T: 17 / 14.0% |
| Big and strong people | E: 16 / 26.7% J: 0 / 0.0% T: 16 / 13.2% $X^2_{(1)} = 26.68, p < .001$ | M: 11 / 19.3% F: 5 / 7.8% T: 16 / 13.2% [$X^2_{(1)} = 6.30, p < .02$] | Y8: 8 / 18.2% Y9: 5 / 12.5% Y10: 3 / 8.1% T: 16 / 13.2% |
| More boys than girls / Mainly by boys | E: 10 / 16.7% J: 8 / 13.1% T: 18 / 14.9% | M: 14 / 24.6% F: 4 / 6.3% T: 18 / 14.9% $X^2_{(1)} = 8.24, p < .005$ | Y8: 3 / 6.8% Y9: 8 / 20.0% Y10: 7 / 18.9% T: 18 / 14.9% |
| More girls than boys / Mainly by girls | E: 5 / 8.3% J: 29 / 47.5% T: 34 / 28.1% $X^2_{(1)} = 28.50, p < .001$ | M: 10 / 17.5% F: 24 / 37.5% T: 34 / 28.1% $X^2_{(1)} = 10.16, p < .001$ | Y8: 13 / 29.5% Y9: 8 / 20.0% Y10: 13 / 35.1% T: 34 / 28.1% |
| No sex differences | E: 1 / 1.7% J: 13 / 21.3% T: 14 / 11.6% $X^2_{(1)} = 12.91, p < .001$ | M: 10 / 17.5% F: 4 / 6.3% T: 14 / 11.6% | Y8: 6 / 13.6% Y9: 3 / 7.5% Y10: 5 / 13.5% T: 14 / 11.6% |
| Group of people / Gangs | E: 4 / 6.7% J: 8 / 13.1% T: 12 / 9.9% | M: 6 / 10.5% F: 6 / 9.4% T: 12 / 9.9% | Y8: 3 / 6.8% Y9: 4 / 10.0% Y10: 5 / 13.5% T: 12 / 9.9% |
| People who have some kind of problems on their personality, behaviour or background | E: 20 / 33.3% J: 4 / 6.6% T: 24 / 19.8% $X^2_{(1)} = 14.69, p < .001$ | M: 13 / 22.8% F: 11 / 17.2% T: 24 / 19.8% | Y8: 11 / 25.0% Y9: 10 / 25.0% Y10: 3 / 8.1% T: 24 / 19.8% |
| Can be done by anybody | E: 10 / 16.7% J: 3 / 4.9% T: 13 / 10.7% [$X^2_{(1)} = 4.17, p < .05$] | M: 3 / 5.3% F: 10 / 15.6% T: 13 / 10.7% | Y8: 4 / 9.1% Y9: 6 / 15.0% Y10: 3 / 8.1% T: 13 / 10.7% |
| Other | E: 10 / 16.7% J: 5 / 8.2% T: 15 / 12.4% | M: 6 / 10.5% F: 9 / 14.1% T: 15 / 12.4% | Y8: 8 / 18.2% Y9: 3 / 7.5% Y10: 4 / 10.8% T: 15 / 12.4% |

E = English; J = Japanese; M = Male; F = Female; T = Total; Y8, 9, 10 = School Year 8, 9, 10 (School Year 1, 2, 3 in Japan).

There was a significant difference by schools in one category both in England and in Japan (see Appendix 4).

There were no significant differences by year-group in any category.

There were a few significant differences by sex (2 significances, 2 trends). More boys than girls think bullying / *ijime* is often done by boys, whereas more girls than boys think bullying / *ijime* is often done by girls. It can also be seen as an interesting trend that more boys than girls think bullying / *ijime* is often done by older people or people in a higher year group, and by big and strong people.

In terms of nationality, there were seven significant differences. While no pupils in England think bullying is done by the victim's classmates or by the people who is in the same year group as victims, nearly half of Japanese pupils think it is done by the victims' classmates, and 16% of them think it is done by people who are in the same year group as the victim. On the other hand, very few or no pupils in Japan think it is done by older pupils or by big and strong pupils, but a considerable number of pupils in England think it is (4.9% cf. 23.3% and 0% cf. 26.7% respectively). Very few pupils in England think it is done more by girls than boys while nearly half of pupils in Japan think this (8.3% cf. 47.5% respectively), though, a considerable number of pupils in Japan also reported that there is no sex difference. Finally, one third of pupils in England think it is done by people who have some kind of problems of their personality, behaviour or background, but few Japanese pupils think so.

Q5. What do you think is the relationship between bullies and victims?

By using content analysis, 8 categories were obtained:

- (1) **They are classmates**
- (2) **They belong to the same year group but not necessarily the same class**
- (3) **They are / were friends to each other**
- (4) **They don't know each other very well**
- (5) **They don't like each other**
- (6) **Unfair relationships**
- (7) **Can be any kind of relationships**
- (8) **Other**

Frequencies of responses are shown in table 4.2.2.2. The major response is 'They don't know each other very well' (42.1%) followed by 'They are / were friends to each other' (30.6%), 'They are classmates' (27.3%), 'They belong to the same year group' (19.0%), and 'They don't like each other' (42.1%). Around 10% think bullies and victims are in an 'unfair relationship'. Some 7% of pupils think the relationship between bullies and victims 'can be any kind'. Some 5% of responses were categorised as 'Other'.

There were significant differences by schools in England in one category, and in Japan in two categories (see Appendix 4).

There were no significant differences either by sex or by year-group in any category.

There were some significant differences by nationality. While only 1.7% of English pupils think the bully and the victim are classmates, more than half of Japanese pupils think they are. No pupils in England think the bully and the victim belongs to the same year group, whereas 37.7% of pupils in Japan think they do. While about one third of pupils in England think the bully and the victim don't like each other, only 5% of Japanese pupils think they do.

Table 4.2.2.2: Frequencies of responses for Q5.

| Category | Frequency / Percentage (Nationality) | Frequency / Percentage (Sex) | Frequency / Percentage (Year-group) |
|---|--|---|--|
| They are classmates | E: 1 / 1.7% J: 32 / 52.5% T: 33 / 27.3% $X^2_{(1)} = 49.73, p < .001$ | M: 18 / 31.6% F: 15 / 23.4% T: 33 / 27.3% | Y8: 17 / 38.6% Y9: 6 / 15.0% Y10: 10 / 27.0% T: 33 / 27.3% [$X^2_{(2)} = 4.94, p < .05$] |
| They belong to the same year group but not necessarily the same class | E: 0 / 0.0% J: 23 / 37.7% T: 23 / 19.0% $X^2_{(1)} = 35.36, p < .001$ | M: 12 / 21.1% F: 11 / 17.2% T: 23 / 19.0% | Y8: 5 / 11.4% Y9: 7 / 17.5% Y10: 11 / 29.7% T: 23 / 19.0% |
| They are / were friends to each other | E: 17 / 28.3% J: 20 / 32.8% T: 37 / 30.6% | M: 15 / 26.3% F: 22 / 34.4% T: 37 / 30.6% | Y8: 20 / 45.5% Y9: 7 / 17.5% Y10: 10 / 27.0% T: 37 / 30.6% |
| They don't know each other very well | E: 24 / 40.0% J: 27 / 44.3% T: 51 / 42.1% | M: 26 / 45.6% F: 25 / 39.1% T: 51 / 42.1% | Y8: 19 / 43.2% Y9: 21 / 52.5% Y10: 11 / 29.7% T: 51 / 42.1% |
| They don't like each other | E: 19 / 31.7% J: 3 / 4.9% T: 22 / 18.2% $X^2_{(1)} = 15.29, p < .001$ | M: 10 / 17.5% F: 12 / 18.8% T: 22 / 18.2% | Y8: 11 / 25.0% Y9: 7 / 17.5% Y10: 4 / 10.8% T: 22 / 18.2% |
| Unfair relationship | E: 9 / 15.0% J: 6 / 9.8% T: 15 / 12.4% | M: 9 / 15.8% F: 6 / 9.4% T: 15 / 12.4% | Y8: 4 / 9.1% Y9: 5 / 12.5% Y10: 6 / 16.2% T: 15 / 12.4% |
| Can be any kind of relationship | E: 7 / 11.7% J: 2 / 3.3% T: 9 / 7.4% | M: 3 / 5.3% F: 6 / 9.4% T: 9 / 7.4% | Y8: 3 / 6.8% Y9: 2 / 5.0% Y10: 4 / 10.8% T: 9 / 7.4% |
| Other | E: 2 / 3.3% J: 4 / 6.6% T: 6 / 5.0% | M: 4 / 7.0% F: 2 / 3.1% T: 6 / 5.0% | Y8: 3 / 6.8% Y9: 0 / 0.0% Y10: 3 / 8.1% T: 6 / 5.0% |

E = English; J = Japanese; M = Male; F = Female; T = Total; Y8, 9, 10 = School Year 8, 9, 10 (School Year 1, 2, 3 in Japan).

Q6. *Where do you think bullying / ijime most often takes place?*

From content analysis, 7 categories were obtained:

- (1) **Classroom**
- (2) **Playground**
- (3) **Place where other people are not around**
- (4) **Toilets**
- (5) **Outside school**
- (6) **Could happen anywhere in school**
- (7) **Other**

Frequencies of responses are shown in tables 4.2.2.3.

The most frequent response is 'Place where other people are not around' (36%), followed by 'playground' (34.7) and 'classroom' (31.4). However some 14% of pupils think bullying / *ijime* 'could happen anywhere in school'. Around 10% think it often happen in 'toilet' or 'out side school'. Some 13.2% of responses were categorised as 'Other'.

There was no significant difference by schools in England or in Japan for any category.

There were no significant differences either by sex or by year-group in any category. There were four significant differences by nationality. While nearly half of Japanese pupils think it often happens in classroom, only one-fifth of English pupils think it does. On the other hand, more than half of English pupils think it often happens in the playground, but very few Japanese pupils think so. The response 'toilet' was mostly reported by Japanese pupils (20% cf. 2%) whereas 'outside school' was mostly reported by English pupils (20% cf. 1.6%).

Table 4.2.2.3: Frequencies of responses for Q6.

| Category | Frequency / Percentage (Nationality) | Frequency / Percentage (Sex) | Frequency / Percentage (Year-group) |
|---|---|---|--|
| Classroom | E: 12 / 20.0% J: 26 / 42.6% T: 38 / 31.4% $X^2_{(1)} = 7.72, p < .005$ | M: 15 / 26.3% F: 23 / 35.9% T: 38 / 31.4% | Y8: 13 / 29.5% Y9: 12 / 30.0% Y10: 13 / 35.1% T: 38 / 31.4% |
| Playground | E: 41 / 68.3% J: 1 / 1.6% T: 42 / 34.7% $X^2_{(1)} = 69.68, p < .001$ | M: 16 / 28.1% F: 26 / 40.6% T: 42 / 34.7% | Y8: 17 / 38.6% Y9: 16 / 40.0% Y10: 9 / 24.3% T: 42 / 34.7% |
| Place where other people are not around | E: 20 / 33.3% J: 23 / 37.7% T: 43 / 35.5% | M: 23 / 40.4% F: 20 / 31.3% T: 43 / 35.5% | Y8: 18 / 40.9% Y9: 18 / 45.0% Y10: 7 / 18.9% T: 43 / 35.5% $[X^2_{(2)} = 4.52, p < .05]$ |
| Toilets | E: 1 / 1.7% J: 12 / 19.7% T: 13 / 10.7% $X^2_{(1)} = 12.95, p < .001$ | M: 6 / 10.5% F: 7 / 10.9% T: 13 / 10.7% | Y8: 7 / 15.9% Y9: 4 / 10.0% Y10: 2 / 5.4% T: 13 / 10.7% |
| Outside school | E: 12 / 20.0% J: 1 / 1.6% T: 13 / 10.7% $X^2_{(1)} = 13.08, p < .001$ | M: 8 / 14.0% F: 5 / 7.8% T: 13 / 10.7% | Y8: 4 / 9.1% Y9: 6 / 15.0% Y10: 3 / 8.1% T: 13 / 10.7% |
| Could happen anywhere in school | E: 7 / 11.7% J: 10 / 16.4% T: 17 / 14.0% | M: 9 / 15.8% F: 8 / 12.7% T: 17 / 14.0% | Y8: 4 / 9.1% Y9: 3 / 7.5% Y10: 10 / 27.8% T: 17 / 14.0% $[X^2_{(2)} = 4.93, p < .05]$ |
| Other | E: 8 / 13.3% J: 8 / 13.1% T: 16 / 13.2% | M: 8 / 14.0% F: 8 / 12.5% T: 16 / 13.2% | Y8: 5 / 11.4% Y9: 5 / 12.5% Y10: 6 / 16.2% T: 16 / 13.2% |

E = English; J = Japanese; M = Male; F = Female; T = Total; Y8, 9, 10 = School Year 8, 9, 10 (School Year 1, 2, 3 in Japan).

4.2.3 Characteristics of bullies

Q7. Can you think of any typical characteristics of bullies?

From content analysis, 8 categories were obtained:

- (1) **Having some sort of problem about themselves:** any reference to situational problems
- (2) **Popular among peers**
- (3) **Look strong**
- (4) **Pretentious**
- (5) **Problematic personality characteristics:** any reference to negative personality characteristics and attitudes
- (6) **Group of people / Gangs**
- (7) **What to show themselves off**
- (8) **Other**

Frequencies of responses are shown in table 4.2.3.1. Nearly half of pupils think bullies have some sort of 'problematic personality characteristics', and about one third of pupils think bullies 'have some sort of problems about themselves'. Around 20% think bullies as 'look strong' or 'pretentious'. About 15% think of bullies as 'popular pupils' and around 10% consider bullies as 'group of people' or people who 'want show themselves off' to other people. Responses from around 20% were categorised as 'Other'.

Table 4.2.3.1: Frequencies of responses for Q7.

| Category | Frequency / Percentage (Nationality) | Frequency / Percentage (Sex) | Frequency / Percentage (Year-group) |
|--|---|---|--|
| Having some sort of problem about themselves | E: 16 / 26.7% J: 19 / 31.1% T: 35 / 28.9% | M: 18 / 31.6% F: 17 / 26.6% T: 35 / 28.9% | Y8: 13 / 29.5% Y9: 11 / 27.5% Y10: 11 / 29.7% T: 35 / 28.9% |
| Popular among peers | E: 4 / 6.7% J: 15 / 24.6% T: 19 / 15.7% $X^2_{(1)} = 7.73, p < .005$ | M: 7 / 12.3% F: 12 / 18.8% T: 19 / 15.7% | Y8: 7 / 15.9% Y9: 2 / 5.0% Y10: 10 / 27.0% T: 19 / 15.7% |
| Looks strong | E: 16 / 26.7% J: 8 / 13.1% T: 24 / 19.8% [$X^2_{(1)} = 3.93, p < .05$] | M: 14 / 24.6% F: 10 / 15.6% T: 24 / 19.8% | Y8: 8 / 18.2% Y9: 10 / 25.0% Y10: 6 / 16.2% T: 24 / 19.8% |
| Pretentious | E: 11 / 18.3% J: 13 / 21.3% T: 24 / 19.8% | M: 11 / 19.3% F: 13 / 20.3% T: 24 / 19.8% | Y8: 10 / 22.7% Y9: 6 / 15.0% Y10: 8 / 21.6% T: 24 / 19.8% |
| Problematic personality characteristics | E: 23 / 38.3% J: 28 / 45.9% T: 51 / 42.1% | M: 23 / 40.4% F: 28 / 43.8% T: 51 / 42.1% | Y8: 18 / 40.9% Y9: 20 / 50.0% Y10: 13 / 35.1% T: 51 / 42.1% |
| Group of people / Gangs | E: 3 / 5.0% J: 8 / 13.1% T: 11 / 9.1% | M: 6 / 10.5% F: 5 / 7.8% T: 11 / 9.1% | Y8: 2 / 4.5% Y9: 3 / 7.5% Y10: 6 / 16.2% T: 11 / 9.1% |
| Want to show themselves off | E: 6 / 10.0% J: 6 / 9.8% T: 12 / 9.9% | M: 5 / 8.8% F: 7 / 10.9% T: 12 / 9.9% | Y8: 4 / 9.1% Y9: 3 / 7.5% Y10: 5 / 13.5% T: 12 / 9.9% |
| Other | E: 21 / 35.0% J: 6 / 9.8% T: 27 / 22.3% $X^2_{(1)} = 11.41, p < .001$ | M: 13 / 22.8% F: 14 / 21.9% T: 27 / 22.3% | Y8: 10 / 22.7% Y9: 11 / 27.5% Y10: 6 / 16.2% T: 27 / 22.3% |

E = English; J = Japanese; M = Male; F = Female; T = Total; Y8, 9, 10 = School Year 8, 9, 10 (School Year 1, 2, 3 in Japan).

There were no significant differences by schools in England or Japan for any category.

There were no significant differences either by sex, by year-group or by nationality.

There were two significant differences and one trend by Nationality. While very few pupils in England think of bullies as popular among peers, about a quarter of pupils in Japan think they are. More responses from English pupils are categorised as 'Other' than from Japanese pupils. Some 27% of pupils in England think bullies look strong, whereas only 13% of Japanese pupils said so.

b Why do you think some pupils act in that way?

From content analysis, 6 categories were obtained.

- (1) **Because they don't like the victim**
- (2) **Because they are some kind of problems about themselves:** any reference to bullies having problems or examples of such problems.
- (3) **To impress others that they are strong and tough:** any reference to making positive image of themselves out of it.
- (4) **For fun / To kill time**
- (5) **Because they have bad attitudes**
- (6) **Other**

Frequencies of responses are shown in table 4.2.3.2. Some 55% of pupils think bullies behave in such way 'because they have some kind of problems about themselves'. 27% think that it is 'because they don't like the victim', and 24% think 'because they want to impress others that they are strong and tough'. Some 16% think it is just 'for fun / to kill time'. A few pupils think it is 'because they have bad attitudes'. Responses from 5.8% were categorised as 'Other'.

There was no significant difference by schools for any category in England or Japan.

There was one significant difference between males and females. Responses categorised as 'Other' were mentioned only by male pupils.

There were two significant differences by nationality and one trend. While nearly half of Japanese pupils think bullies behave in such way because they don't like the victim, very few English pupils think so. On the other hand, large numbers of English pupils think it is because bullies have some kind of problems about themselves, but not so many Japanese pupils. Although it is not a significant difference, more English pupils than Japanese pupils think bullies act in such way because they want to impress others that they are strong and tough.

Table 4.2.3.2: Frequencies of responses for Q7b.

| Category | Frequency / Percentage (Nationality) | Frequency / Percentage (Sex) | Frequency / Percentage (Year-group) |
|--|--|---|--|
| Because they don't like the victim | E: 4 / 6.7% J: 29 / 47.5% T: 33 / 27.3% $X^2_{(1)} = 30.76, p < .001$ | M: 15 / 26.3% F: 18 / 28.1% T: 33 / 27.3% | Y8: 17 / 38.6% Y9: 7 / 17.5% Y10: 9 / 24.3% T: 33 / 27.3% |
| Because they have some kind of problems about themselves | E: 43 / 71.7% J: 23 / 37.7% T: 66 / 54.5% $X^2_{(1)} = 14.28, p < .001$ | M: 26 / 45.6% F: 40 / 62.5% T: 66 / 54.5% | Y8: 20 / 45.5% Y9: 28 / 70.0% Y10: 18 / 48.6% T: 66 / 54.5% |
| To impress others that they are strong and tough | E: 19 / 31.7% J: 10 / 16.4% T: 29 / 24.0% [$X^2_{(1)} = 4.91, p < .05$] | M: 14 / 24.6% F: 15 / 23.4% T: 29 / 24.0% | Y8: 8 / 18.2% Y9: 8 / 20.0% Y10: 13 / 35.1% T: 29 / 24.0% |
| For fun / To kill time | E: 10 / 16.7% J: 9 / 14.8% T: 19 / 15.7% | M: 9 / 15.8% F: 10 / 15.6% T: 19 / 15.7% | Y8: 5 / 11.4% Y9: 8 / 20.0% Y10: 6 / 16.2% T: 19 / 15.7% |
| Because they have bad attitudes | E: 4 / 6.7% J: 3 / 4.9% T: 7 / 5.8% | M: 3 / 5.3% F: 4 / 6.3% T: 7 / 5.8% | Y8: 3 / 6.8% Y9: 1 / 2.5% Y10: 3 / 8.1% T: 7 / 5.8% |
| Other | E: 2 / 3.3% J: 5 / 8.2% T: 7 / 5.8% | M: 7 / 12.3% F: 0 / 0.0% T: 7 / 5.8% $X^2_{(1)} = 10.82, p < .001$ | Y8: 3 / 6.8% Y9: 2 / 5.0% Y10: 2 / 5.4% T: 7 / 5.8% |

E = English; J = Japanese; M = Male; F = Female; T = Total; Y8, 9, 10 = School Year 8, 9, 10 (School Year 1, 2, 3 in Japan).

4.2.4 Characteristics of victims

Q8. *Can you think of any typical characteristics of victims?*

From content analysis, 6 categories were obtained:

- (1) **Inactive / Unassertive**
- (2) **Less physical power than bullies**
- (3) **Have very few or no friends**
- (4) **Somehow different from others**
- (5) **Annoy others**
- (6) **Other**

Frequencies of responses are shown in table 4.2.4.1. The majority of pupils see the victims as people who are ‘inactive’ or ‘unassertive’, and nearly half think that the victims are ‘somehow different from others’. Other major responses to this question are ‘less physical power than bullies’, ‘have very few or no friends’, and ‘people who annoy others’. Responses from 5.8% are categorised as ‘Other’.

Table 4.2.4.1: Frequencies of responses for Q8.

| Category | Frequency / Percentage (Nationality) | Frequency / Percentage (Sex) | Frequency / Percentage (Year-group) |
|----------------------------------|---|---|--|
| Inactive / Unassertive | E: 37 / 61.7% J: 47 / 77.0% T: 84 / 69.4% | M: 40 / 70.2% F: 44 / 68.8% T: 84 / 69.4% | Y8: 31 / 70.5% Y9: 28 / 70.0% Y10: 25 / 67.6% T: 84 / 69.4% |
| Less physical power than bullies | E: 32 / 53.3% J: 7 / 11.5% T: 39 / 32.2% $X^2_{(1)} = 29.41, p < .001$ | M: 21 / 36.8% F: 18 / 28.1% T: 39 / 32.2% | Y8: 8 / 18.2% Y9: 20 / 50.0% Y10: 11 / 29.7% T: 39 / 32.2% |
| Have very few or no friends | E: 17 / 28.3% J: 13 / 21.3% T: 30 / 24.8% | M: 13 / 22.8% F: 17 / 26.6% T: 30 / 24.8% | Y8: 11 / 25.0% Y9: 10 / 25.0% Y10: 9 / 24.3% T: 30 / 24.8% |
| Somehow different from others | E: 26 / 43.3% J: 23 / 37.7% T: 49 / 40.5% | M: 24 / 42.1% F: 25 / 39.1% T: 49 / 40.5% | Y8: 20 / 45.5% Y9: 11 / 27.5% Y10: 18 / 48.6% T: 49 / 40.5% |
| Annoy others | E: 3 / 5.0% J: 11 / 18.0% T: 14 / 11.6% $X^2_{(1)} = 6.06, p < .01$ | M: 6 / 10.5% F: 8 / 12.5% T: 14 / 11.6% | Y8: 7 / 15.9% Y9: 5 / 12.5% Y10: 2 / 5.4% T: 14 / 11.6% |
| Other | E: 3 / 5.0% J: 4 / 6.6% T: 7 / 5.8% | M: 4 / 7.0% F: 3 / 4.7% T: 7 / 5.8% | Y8: 3 / 6.8% Y9: 2 / 5.0% Y10: 2 / 5.4% T: 7 / 5.8% |

E = English; J = Japanese; M = Male; F = Female; T = Total; Y8, 9, 10 = School Year 8, 9, 10 (School Year 1, 2, 3 in Japan).

There was no significant difference by schools either in England or Japan.

There was no significant difference either by sex or by year-group.

Although both Japanese and English pupils responded equally in most categories, there were two significant differences. More English than Japanese pupils responded that the victim has less physical power than bullies. More Japanese than English pupils think victims ‘annoy’ others.

b Why do you think some pupils get bullied while others not?

From content analysis, 6 categories were obtained:

- (1) **Because they don't or cannot do anything about it but just keep quiet about it**
- (2) **Because they are somehow different from others**
- (3) **Because they have very few or no friends**
- (4) **Because they are smaller, weaker, or / and younger than bullies**
- (5) **Because they annoy or bother others**
- (6) **Other**

Frequencies of responses are shown in table 4.2.4.2. Nearly half of pupils think the victim is bullied 'because they don't or cannot do anything about it but just keep quiet about it'. The second major response is 'because they are somehow different from others' (30%), followed by 'because they have very few or no friends' (17%), 'because they annoy or bother others' (13%), and 'because they are smaller, weaker, or younger than bullies' (12%). Responses from 10.7% are categorised as 'Other'.

There was no significant difference by schools either in England or Japan.

There were no significant differences either by sex or by year-group.

There were four significant differences by nationality. While some 22% of English pupils suggested the victims' physical weakness as one of the reasons for victimisation, only 2% of Japanese pupils mentioned it. On the other hand, some 20% of Japanese pupils blamed the victim to be targeted by saying 'because they annoy or bother others' whereas very few English pupils mentioned it. More English than Japanese pupils responded that the victim is bullied 'because they are somehow different from others'. Finally, more responses from English than Japanese pupils were categorised as 'Other'.

Table 4.2.4.2: Frequencies of responses for Q8b.

| Category | Frequency / Percentage (Nationality) | Frequency / Percentage (Sex) | Frequency / Percentage (Year-group) |
|--|---|--|--|
| Because they don't or cannot do anything about it but just keep quiet about it | E: 23 / 38.3% J: 32 / 52.5% T: 55 / 45.5% | M: 29 / 50.9% F: 26 / 40.6% T: 55 / 45.5% | Y8: 22 / 50.0% Y9: 16 / 40.0% Y10: 17 / 45.9% T: 55 / 45.5% |
| Because they are somehow different from others | E: 27 / 45.0% J: 9 / 14.8% T: 36 / 29.8% $X^2_{(1)} = 13.75, p < .001$ | M: 13 / 22.8% F: 23 / 35.9% T: 36 / 29.8% | Y8: 10 / 22.7% Y9: 16 / 40.0% Y10: 10 / 27.0% T: 36 / 29.8% |
| Because they have very few or no friends | E: 12 / 20.0% J: 8 / 13.1% T: 20 / 16.5% | M: 10 / 17.5% F: 10 / 15.6% T: 20 / 16.5% | Y8: 8 / 18.2% Y9: 4 / 10.0% Y10: 8 / 21.6% T: 20 / 16.5% |
| Because they are smaller, weaker, or / and younger than bullies | E: 13 / 21.7% J: 1 / 1.6% T: 14 / 11.6% $X^2_{(1)} = 16.40, p < .001$ | M: 9 / 15.8% F: 5 / 7.8% T: 14 / 11.6% | Y8: 2 / 4.5% Y9: 7 / 17.5% Y10: 5 / 13.5% T: 14 / 11.6% |
| Because they annoy or bother others | E: 3 / 5.0% J: 13 / 21.3% T: 16 / 13.2% $X^2_{(1)} = 7.98, p < .005$ | M: 8 / 14.0% F: 8 / 12.5% T: 16 / 13.2% | Y8: 7 / 15.9% Y9: 6 / 15.0% Y10: 3 / 8.1% T: 16 / 13.2% |
| Other | E: 2 / 3.3% J: 11 / 18.0% T: 13 / 10.7% $X^2_{(1)} = 8.71, p < .005$ | M: 3 / 5.3% F: 10 / 15.6% T: 13 / 10.7% [$X^2_{(1)} = 4.47, p < .05$] | Y8: 6 / 13.6% Y9: 3 / 7.5% Y10: 4 / 10.8% T: 13 / 10.7% |

E = English; J = Japanese; M = Male; F = Female; T = Total; Y8, 9, 10 = School Year 8, 9, 10 (School Year 1, 2, 3 in Japan).

4.2.5 Recommended coping strategies

In this section, pupils were given four different hypothetical bullying / *ijime* scenarios and asked whether they think the situation is bullying / *ijime*. Pupils who responded ‘Yes’ to the first question were further asked what they think the victim should and should not do about it. Pupils who responded ‘No’ to the first question were further asked why they think the situation given is not bullying / *ijime*.

Physical bullying / ijime

Q9. Imagine one or more students hit, kick, punch and shove around another student who cannot fight back or defend him- / her-self effectively.

a Do you think this is bullying / ijime?

The frequency of responses is shown in table 4.2.5.1. Most pupils responded that they think the given situation is bullying / *ijime*. Only very few pupils responded that they do not think it is bullying / *ijime*.

Table 4.2.5.1: Frequency of responses to the Q9a.

| | Yes | No |
|----------------|-------------|----------|
| England | 58 / 96.7% | 2 / 3.3% |
| Japan | 61 / 100.0% | 0 / 0.0% |
| Male | 56 / 98.2% | 1 / 1.8% |
| Female | 63 / 98.4% | 1 / 1.6% |
| Year 8 | 42 / 95.5% | 2 / 4.5% |
| Year 9 | 40 / 100.0% | 0 / 0.0% |
| Year 10 | 37 / 100.0% | 0 / 0.0% |
| Total | 119 / 98.3% | 2 / 1.7% |

There were no significant differences by schools in England or in Japan.

There were no significant differences either by sex, year-group, or nationality.

b What do you think a victim of such bullying / ijime should do?

From content analysis, 4 categories were obtained:

- (1) **Seek help**: any reference to seeking external help including telling others about it.
- (2) **Take direct action against bullies**: any reference to action taken directly against bullies.
- (3) **Avoidance**: any reference to action to avoid bullies.
- (4) **Other**: all responses not included above three categories.

Frequencies of responses for each category are shown in table 4.2.5.2. More than 65% of pupils, who believed the given situation is bullying / *ijime*, think the victim should 'seek help from others' when they are physically bullied. Some 32% think victims should 'take direct actions against bullies' and 21% thinks 'avoidance' behaviour should be taken. Responses from 13.4% of pupils are categorised as 'Other'.

Table 4.2.5.2: Frequencies of responses for Q9b.

| Category | Frequency / Percentage (Nationality) | Frequency / Percentage (Sex) | Frequency / Percentage (Year-group) |
|------------------------------------|--|---|--|
| Seek help | E: 47 / 81.0% J: 32 / 52.5% T: 79 / 66.4% $X^2_{(1)} = 11.02, p < .001$ | M: 36 / 64.3% F: 43 / 68.3% T: 79 / 66.4% | Y8: 28 / 66.7% Y9: 27 / 67.5% Y10: 24 / 64.9% T: 79 / 66.4% |
| Take direct action against bullies | E: 9 / 15.5% J: 30 / 49.2% T: 39 / 32.8% $X^2_{(1)} = 15.15, p < .001$ | M: 22 / 39.3% F: 17 / 27.0% T: 39 / 32.8% | Y8: 12 / 28.6% Y9: 14 / 35.0% Y10: 13 / 35.1% T: 39 / 32.8% |
| Avoidance | E: 22 / 37.9% J: 3 / 4.9% T: 25 / 21.0% $X^2_{(1)} = 24.96, p < .001$ | M: 16 / 28.6% F: 9 / 14.3% T: 25 / 21.0% [$X^2_{(1)} = 5.91, p < .02$] | Y8: 5 / 11.9% Y9: 13 / 32.5% Y10: 7 / 18.9% T: 25 / 21.0% |
| Other | E: 2 / 3.4% J: 14 / 23.0% T: 16 / 13.4% $X^2_{(1)} = 10.32, p < .002$ | M: 6 / 10.7% F: 10 / 15.9% T: 16 / 13.4% | Y8: 7 / 16.7% Y9: 3 / 7.5% Y10: 6 / 16.2% T: 16 / 13.4% |

E = English; J = Japanese; M = Male; F = Female; T = Total; Y8, 9, 10 = School Year 8, 9, 10 (School Year 1, 2, 3 in Japan).

There was no significant difference by schools for any category in England or Japan.

There was no significant difference between males and females.

Significant nationality differences were found in all four categories. Although a large number of both English and Japanese pupils think the victim of bullying / *ijime* should seek help from others, it was more pronounced among English pupils (81% cf. 52.5%). More Japanese than English pupils think the victim should take direct action against bullies (15.5% cf. 49.2%), yet more English than Japanese pupils think the victim should take avoidant behaviour such as running away from bullies (37.9% cf. 4.9%). Finally, more responses from Japanese than English pupils are categorised as ‘Other’.

c What do you think a victim of such bullying / *ijime* should not do?

From content analysis, 4 categories were obtained:

- (1) **Take direct action against bullies**
- (2) **Keep quiet about it and / or put up with it**
- (3) **Seek help**
- (4) **Other**

Frequencies of responses are shown in table 4.2.5.3. The major response is ‘take direct actions against bullies’ (60.5%) followed by ‘keep quiet about it and / or put up with it’ (29.4%) and ‘seek help’ (13.4%). Responses from 11.8% are categorised as ‘Other’.

There was no significant difference by schools for any category in England or Japan.

There were no significant differences either by sex or by year-group.

There were two significant nationality differences, and one trend. Although a large number of both English and Japanese pupils think the victim of physical bullying / *ijime* should not take direct action against bullies, this is more pronounced among English pupils (79.3% cf. 42.6%). While very few pupils in England think the victim should not seek help from others, some 25% of pupils in Japan think the victim should not do so. There was also a trend that more pupils in Japan than in England think the victim should not keep quiet about it or / and put up with it (19% cf. 39.3%).

Table 4.2.5.3: Frequencies of responses for Q9c.

| Category | Frequency / Percentage (Nationality) | Frequency / Percentage (Sex) | Frequency / Percentage (Year-group) |
|---|--|---|--|
| Take direct action against bullies | E: 46 / 79.3% J: 26 / 42.6% T: 72 / 60.5% $X^2_{(1)} = 17.93, p < .001$ | M: 36 / 64.3% F: 36 / 57.1% T: 72 / 60.5% | Y8: 26 / 61.9% Y9: 25 / 62.5% Y10: 21 / 56.8% T: 72 / 60.5% |
| Keep quiet about it and / or put up with it | E: 11 / 19.0% J: 24 / 39.3% T: 35 / 29.4% $[X^2_{(1)} = 5.93, p < .02]$ | M: 16 / 28.6% F: 19 / 30.2% T: 35 / 29.4% | Y8: 11 / 26.2% Y9: 11 / 27.5% Y10: 13 / 35.1% T: 35 / 29.4% |
| Seek help | E: 1 / 1.7% J: 15 / 24.6% T: 16 / 13.4% $X^2_{(1)} = 16.26, p < .001$ | M: 6 / 10.7% F: 10 / 15.9% T: 16 / 13.4% | Y8: 6 / 14.3% Y9: 3 / 7.5% Y10: 7 / 18.9% T: 16 / 13.4% |
| Other | E: 7 / 12.1% J: 7 / 11.5% T: 14 / 11.8% | M: 8 / 14.3% F: 6 / 9.5% T: 14 / 11.8% | Y8: 6 / 14.3% Y9: 4 / 10.0% Y10: 4 / 10.8% T: 14 / 11.8% |

E = English; J = Japanese; M = Male; F = Female; T = Total; Y8, 9, 10 = School Year 8, 9, 10 (School Year 1, 2, 3 in Japan).

d Why do you think this is not bullying / ijime?

From content analysis, 1 category was sufficient. Results are shown in table 4.2.5.4. Pupils who think the given situation was not bullying / *ijime* responded that it is not bullying / *ijime* 'because the given situation is just fighting'.

Due to small sample size, no statistical test was conducted.

Table 4.2.5.4: frequencies of responses for Q9d.

| Category | Frequency / Percentage (Nationality) | Frequency / Percentage (Sex) | Frequency / Percentage (Year-group) |
|-------------------------------|---|---|--|
| Because this is just fighting | E: 2 / 100.0% J: 0 / 0.0% T: 2 / 100.0% | M: 1 / 100.0% F: 1 / 100.0% T: 2 / 100.0% | Y8: 2 / 100.0% Y9: 0 / 0.0% Y10: 0 / 0.0% T: 2 / 100.0% |

E = English; J = Japanese; M = Male; F = Female; T = Total; Y8, 9, 10 = School Year 8, 9, 10 (School Year 1, 2, 3 in Japan).

Verbal bullying / ijime

Q10. Imagine one or more students say mean and unpleasant things to another student, make fun of him / her, or call him / her mean and hurtful names.

a Do you think this is bullying / ijime?

The frequency of responses is shown in table 4.2.5.5. Although there were some minorities who responded 'No' to the question, most pupils both in England and in Japan think the given situation is bullying / *ijime* (100% and 77% respectively).

Table 4.2.5.5: Frequency of responses to the Q10a.

| | Yes | No |
|----------------|-------------|------------|
| England | 60 / 100.0% | 0 / 0.0% |
| Japan | 47 / 77.0% | 14 / 23.0% |
| Male | 52 / 91.2% | 5 / 8.8% |
| Female | 55 / 85.9% | 9 / 14.1% |
| Year 8 | 37 / 84.1% | 7 / 15.9% |
| Year 9 | 37 / 92.5% | 3 / 7.5% |
| Year 10 | 33 / 89.2% | 4 / 10.8% |
| Total | 107 / 88.4% | 14 / 11.6% |

There were no significant differences by schools in England or in Japan.

There were no significant differences by sex or by year-group.

There was a significant difference by nationality. Although the majority of pupils both in Japan and in England think the given situation is bullying / *ijime*, this is more pronounced in England, $X^2_{(1)} = 22.50, p < .001$.

b What do you think a victim of such bullying / ijime should do?

From content analysis, 4 categories were obtained:

- (1) **Seek help**
- (2) **Take direct action against bullies**
- (3) **Ignoring**
- (4) **Other**

Frequencies of responses are shown in table 4.2.5.6. The major responses are ‘to seek help’ (51.4%) followed by ‘take direct action against bullies’ (38.3%) and ‘ignoring’ (29.9%). Responses from 8.4% were categorised as ‘Other’.

Table 4.2.5.6: Frequencies of responses for Q10b.

| Category | Frequency / Percentage (Nationality) | Frequency / Percentage (Sex) | Frequency / Percentage (Year-group) |
|------------------------------------|--|---|--|
| Seek help | E: 43 / 71.7% J: 12 / 25.5% T: 55 / 51.4% $X^2_{(1)} = 25.51, p < .001$ | M: 28 / 53.8% F: 27 / 49.1% T: 55 / 51.4% | Y8: 19 / 51.4% Y9: 24 / 64.9% Y10: 12 / 36.4% T: 55 / 51.4% |
| Take direct action against bullies | E: 7 / 11.7% J: 34 / 72.3% T: 41 / 38.3% $X^2_{(1)} = 45.48, p < .001$ | M: 19 / 36.5% F: 22 / 40.0% T: 41 / 38.3% | Y8: 14 / 37.8% Y9: 12 / 32.4% Y10: 15 / 45.5% T: 41 / 38.3% |
| Ignoring | E: 27 / 45.0% J: 5 / 10.6% T: 32 / 29.9% $X^2_{(1)} = 18.39, p < .001$ | M: 18 / 34.6% F: 14 / 25.5% T: 32 / 29.9% | Y8: 10 / 27.0% Y9: 12 / 32.4% Y10: 10 / 30.3% T: 32 / 29.9% |
| Other | E: 1 / 1.7% J: 8 / 17.0% T: 9 / 8.4% $X^2_{(1)} = 8.90, p < .005$ | M: 5 / 9.6% F: 4 / 7.3% T: 9 / 8.4% | Y8: 4 / 10.8% Y9: 2 / 5.4% Y10: 3 / 9.1% T: 9 / 8.4% |

E = English; J = Japanese; M = Male; F = Female; T = Total; Y8, 9, 10 = School Year 8, 9, 10 (School Year 1, 2, 3 in Japan).

There were no significant differences by schools for any category in England or Japan. There were no significant differences either by sex or by year-group.

There were some significant differences by nationalities. While a majority of pupils in England think the victim should seek help from others when they are verbally bullied, not as many Japanese considered this a useful strategy (71.7% cf. 25.5%). On the other hand, the majority of Japanese pupils think the victim of verbal *ijime* should take some kind of direct action against bullies by themselves, but not many English pupils recommended it (11.7% cf. 72.3%). Nearly half of English pupils also think ignoring bullies or what bullies said to them as useful while not many Japanese pupils think so (45% cf. 10.6%). Finally, more responses from Japanese than English pupils are categorised as ‘Other’.

c *What do you think a victim of such bullying / ijime should not do?*

From content analysis, 5 categories were obtained:

- (1) **Take direct action against bullies**
- (2) **Keep quiet about it and / or put up with it**
- (3) **Seek help**
- (4) **Show negative emotions**
- (5) **Other**

Frequencies of responses are shown in table 4.2.5.7. The major responses are ‘take direct actions against bullies’ (65.4%) followed by ‘keep quiet about it and / or put up with it’ (24.3%). Some 7.5% think victim should not ‘show negative emotions’, and 5.6% think ‘seek help’ should not be taken. Responses from 6.5% were categorised as ‘Other’.

Table 4.2.5.7: Frequencies of responses for Q10c

| Category | Frequency / Percentage (Nationality) | Frequency / Percentage (Sex) | Frequency / Percentage (Year-group) |
|---|--|--|---|
| Take direct actions against bullies. | E: 52 / 86.7% J: 18 / 38.3% T: 70 / 65.4% $X^2_{(1)} = 32.39, p < .001$ | M: 39 / 75.0% F: 31 / 56.4% T: 70 / 65.4% $X^2_{(1)} = 10.97, p < .001$ | Y8: 27 / 73.0% Y9: 28 / 75.7% Y10: 15 / 45.5% T: 70 / 65.4% [$X^2_{(2)} = 4.37, p < .05$] |
| Keep quiet about it and / or put up with it | E: 6 / 10.0% J: 20 / 42.6% T: 26 / 24.3% $X^2_{(1)} = 19.98, p < .001$ | M: 10 / 19.2% F: 16 / 29.1% T: 26 / 24.3% | Y8: 8 / 21.6% Y9: 5 / 13.5% Y10: 13 / 39.4% T: 26 / 24.3% |
| Seek help | E: 1 / 1.7% J: 5 / 10.6% T: 6 / 5.6% | M: 5 / 9.6% F: 1 / 1.8% T: 6 / 5.6% | Y8: 3 / 8.1% Y9: 1 / 2.7% Y10: 2 / 6.1% T: 6 / 5.6% |
| Show negative emotions | E: 7 / 11.7% J: 1 / 2.1% T: 8 / 7.5% | M: 0 / 0.0% F: 8 / 14.5% T: 8 / 7.5% $X^2_{(1)} = 10.70, p < .001$ | Y8: 2 / 5.4% Y9: 3 / 8.1% Y10: 3 / 9.1% T: 8 / 7.5% |
| Other | E: 3 / 5.0% J: 4 / 8.5% T: 7 / 6.5% | M: 2 / 3.8% F: 5 / 9.1% T: 7 / 6.5% | Y8: 2 / 5.4% Y9: 3 / 8.1% Y10: 2 / 6.1% T: 7 / 6.5% |

E = English; J = Japanese; M = Male; F = Female; T = Total; Y8, 9, 10 = School Year 8, 9, 10 (School Year 1, 2, 3 in Japan).

There were no significant differences by schools for any category in England or Japan.

There were no significant differences by year-group in any category.

There were two significant differences by sex. More male than female pupils think a victim should not take direct action against bullies (75.0% cf. 56.4%). On the other hand, while no male pupils think the victim should not show negative emotions to other people, some 14.5% of female pupils think they should not do so.

There were two significant differences by nationality. Although many English and Japanese pupils think the victim should not take any direct actions against bullies, this is more pronounced among English pupils (86.7% cf. 38.3%). On the other hand, more Japanese than English pupils think the victim should not keep quiet about it and / or put up with it (10% cf. 42.6%).

d Why do you think this is not bullying / ijime?

From content analysis, 2 categories were obtained:

- (1) **Because it often occur among friends**
- (2) **Other**

Frequencies of responses are shown in table 4.2.5.8. Most pupils who think the given situation is not bullying / *ijime* responded that it is 'because it often occurs among friends as a joke'. Responses from 14.3% of pupils are categorised as 'Other'. Due to small sample size, no statistical test was conducted.

Table 4.2.5.8: Frequencies of responses for Q10d.

| Category | Frequency / Percentage (Nationality) | Frequency / Percentage (Sex) | Frequency / Percentage (Year-group) |
|--------------------------------------|--------------------------------------|------------------------------|-------------------------------------|
| Because it often occur among friends | E: 0 / 0.0% | M: 4 / 80.0% | Y8: 6 / 85.7% |
| | J: 12 / 85.7% | F: 8 / 88.9% | Y9: 3 / 100.0% |
| | T: 12 / 85.7% | T: 12 / 85.7% | Y10: 3 / 75.0% |
| | | | T: 12 / 85.7% |
| Other | E: 0 / 0.0% | M: 1 / 20.0% | Y8: 1 / 14.3% |
| | J: 2 / 14.3% | F: 1 / 11.1% | Y9: 0 / 0.0% |
| | T: 2 / 14.3% | T: 2 / 14.3% | Y10: 1 / 25.0% |
| | | | T: 2 / 14.3% |

E = English; J = Japanese; M = Male; F = Female; T = Total; Y8, 9, 10 = School Year 8, 9, 10 (School Year 1, 2, 3 in Japan).

Ignoring / Social exclusion

Q11. Imagine one or more students try to ignore and exclude one student from their group of friends.

a Do you think this is bullying / ijime?

The frequency of responses is shown in table 4.2.5.9. The majority of pupils consider the given situation to be bullying / *ijime* (75.2%), however, some 25% do not.

Table 4.2.5.9: Frequency of responses to the Q11a.

| | Yes | No | I don't know |
|----------------|------------|------------|--------------|
| England | 31 / 52.5% | 26 / 44.1% | 2 / 3.4% |
| Japan | 56 / 91.8% | 4 / 6.4% | 1 / 1.6% |
| Male | 39 / 69.6% | 15 / 26.9% | 2 / 3.6% |
| Female | 48 / 75.0% | 15 / 23.4% | 1 / 1.6% |
| Year 8 | 37 / 86.0% | 6 / 14.0% | 0 / 0.0% |
| Year 9 | 24 / 60.0% | 13 / 32.5% | 3 / 7.5% |
| Year 10 | 26 / 70.3% | 11 / 29.7% | 0 / 0.0% |
| Total | 87 / 72.5% | 30 / 25.0% | 3 / 2.5% |

There was no significant difference by schools in England or Japan.

There were no significant differences either by sex or year-group.

There was a significant difference by nationality (In order to conduct more reliable statistics, pupils who responded 'I don't know' were not included in the calculation). Although the majority of pupils both in Japan and in England consider the given situation to be bullying / *ijime*, this is more pronounced in Japan (52.5% cf. 91.8%), $X^2_{(1)} = 28.97, p < .001$.

b What do you think a victim of such bullying / ijime should do?

From content analysis, 6 categories were obtained:

- (1) **Seek help**
- (2) **Take direct action against bullies**
- (3) **Reflect on yourself for faults and try to improve yourself**
- (4) **Put up with it until bullies stop it**
- (5) **Try to make new friends**
- (6) **Other**

Frequencies of responses are shown in table 4.2.5.10. The major responses are 'take direct action against bullies' (36.8%) and 'try to make new friends' (34.5%) followed by 'seek help' (24.1%). Around 10% think the victim should 'put up with it until bullies stops it' and 'Reflect on yourself for faults and try to improve yourself'. Responses from 4.5% are categorised as 'Other'.

There were no significant differences by schools in any category in England or Japan. There were no significant differences either by sex or by year-group.

These were three significant differences by nationality. Although both English and Japanese pupils think 'seeking help from others' and 'taking direct actions against bullies' are useful for the victim, some differences are found in other categories. No pupils in England think the victim should put up with it until the bullies stops it, while more than 20% of pupils in Japan think the victim should do so. About 16% of pupils in Japan think that the victim should 'reflect on themselves for fault and try to improve themselves' but no pupils in England gave the same response. More than half of pupils in England think the victim try to make new friends to hang around, but only 10% of pupils in Japan recommended this.

Table 4.2.5.10: Frequencies of responses for Q11b.

| Category | Frequency / Percentage (Nationality) | Frequency / Percentage (Sex) | Frequency / Percentage (Year-group) |
|--|---|---|--|
| Seek help | E: 5 / 16.1% J: 16 / 28.6% T: 21 / 24.1% | M: 12 / 30.8% F: 9 / 18.8% T: 21 / 24.1% | Y8: 8 / 21.6% Y9: 8 / 33.3% Y10: 5 / 19.2% T: 21 / 24.1% |
| Take direct action against bullies | E: 8 / 25.8% J: 24 / 42.9% T: 32 / 36.8% | M: 16 / 41.0% F: 16 / 33.3% T: 32 / 36.8% | Y8: 11 / 29.7% Y9: 10 / 41.7% Y10: 11 / 42.3% T: 32 / 36.8% |
| Reflect on yourself for faults and try to improve yourself | E: 0 / 0.0% J: 9 / 16.1% T: 9 / 10.3% $X^2_{(1)} = 7.94, p < .005$ | M: 5 / 12.8% F: 4 / 8.3% T: 9 / 10.3% | Y8: 4 / 10.8% Y9: 1 / 4.2% Y10: 4 / 15.4% T: 9 / 10.3% |
| Put up with it until bullies stops it | E: 0 / 0.0% J: 12 / 21.4% T: 12 / 13.8% $X^2_{(1)} = 11.48, p < .001$ | M: 5 / 12.8% F: 7 / 14.6% T: 12 / 13.8% | Y8: 4 / 10.8% Y9: 3 / 12.5% Y10: 5 / 19.2% T: 12 / 13.8% |
| Try to make new friends | E: 24 / 77.4% J: 6 / 10.7% T: 30 / 34.5% $X^2_{(1)} = 36.29, p < .001$ | M: 10 / 25.6% F: 20 / 41.7% T: 30 / 34.5% | Y8: 18 / 48.6% Y9: 5 / 20.8% Y10: 7 / 26.9% T: 30 / 34.5% |
| Other | E: 1 / 3.2% J: 3 / 5.4% T: 4 / 4.6% | M: 0 / 0.0% F: 4 / 8.3% T: 4 / 4.6% | Y8: 1 / 2.7% Y9: 1 / 4.2% Y10: 2 / 7.7% T: 4 / 4.6% |

E = English; J = Japanese; M = Male; F = Female; T = Total; Y8, 9, 10 = School Year 8, 9, 10 (School Year 1, 2, 3 in Japan).

c What do you think a victim of such bullying / ijime should not do?

From content analysis, 6 categories were obtained:

- (1) **Take direct action against bullies**
- (2) **Keep quiet about it and / or put up with it**
- (3) **Seek help**
- (4) **Try to fit back into the group**
- (5) **Show negative emotions**
- (6) **Other**

Frequencies of responses are shown in table 4.2.5.11. Major responses are 'try to fit back into the group' (37.9%) followed by 'take direct action against bullies' (18.4%)

and 'seek help' (2.3%). Some 4.6% responded 'show negative emotions'. Responses from 19.3% are categorised as 'Other'.

Table 4.2.5.11: Frequencies of responses for Q11c

| Category | Frequency / Percentage (Nationality) | Frequency / Percentage (Sex) | Frequency / Percentage (Year-group) |
|---|--|--|--|
| Take direct action against bullies | E: 7 / 22.6% J: 9 / 16.1% T: 16 / 18.4% | M: 6 / 15.4% F: 10 / 20.8% T: 16 / 18.4% | Y8: 9 / 24.3% Y9: 4 / 16.7% Y10: 3 / 11.5% T: 16 / 18.4% |
| Keep quiet about it and / or put up with it | E: 2 / 6.5% J: 14 / 25.0% T: 16 / 18.4% [$X^2_{(1)} = 4.18, p < .05$] | M: 7 / 17.9% F: 9 / 18.8% T: 16 / 18.4% | Y8: 3 / 8.1% Y9: 6 / 25.0% Y10: 7 / 26.9% T: 16 / 18.4% |
| Seek help | E: 0 / 0.0% J: 2 / 3.6% T: 2 / 2.3% | M: 2 / 5.1% F: 0 / 0.0% T: 2 / 2.3% | Y8: 1 / 2.7% Y9: 1 / 4.2% Y10: 0 / 0.0% T: 2 / 2.3% |
| Try to fit back into the group | E: 19 / 61.3% J: 14 / 25.0% T: 33 / 37.9% $X^2_{(1)} = 10.34, p < .001$ | M: 15 / 38.5% F: 18 / 37.5% T: 33 / 37.9% | Y8: 17 / 45.9% Y9: 9 / 37.5% Y10: 7 / 26.9% T: 33 / 37.9% |
| Show negative emotions | E: 1 / 3.2% J: 3 / 5.4% T: 4 / 4.6% | M: 0 / 0.0% F: 4 / 8.3% T: 4 / 4.6% [$X^2_{(1)} = 5.50, p < .05$] | Y8: 2 / 5.4% Y9: 0 / 0.0% Y10: 2 / 7.7% T: 4 / 4.6% |
| Other | E: 2 / 6.5% J: 15 / 26.8% T: 17 / 19.5% [$X^2_{(1)} = 4.53, P < .05$] | M: 9 / 23.1% F: 8 / 16.7% T: 17 / 19.5% | Y8: 5 / 13.5% Y9: 4 / 16.7% Y10: 8 / 30.8% T: 17 / 19.5% |

E = English; J = Japanese; M = Male; F = Female; T = Total; Y8, 9, 10 = School Year 8, 9, 10 (School Year 1, 2, 3 in Japan).

There were no significant differences by schools in any category in England or Japan.

There were no significant differences either by sex or by year-group in any category.

Although in most categories English pupils and Japanese pupils responded equally, there was one significant difference by nationality. More pupils in England than in Japan think the victim should not try to fit back into the group (61.3% cf. 25.0%). There were also two trends. More Japanese than English pupils think that the victim should not 'keep quiet about it and / or put up with it' (6.5% cf. 25%). More responses from Japanese than English pupils were categorised as 'Other'.

d Why do you think this is not bullying / ijime?

From content analysis, 3 categories were obtained:

- (1) **Because it's up to people whom they are playing with / hanging around with**
- (2) **Because there usually is a fault in the victim and they should try to improve themselves**
- (3) **Other**

Frequencies of responses are shown in table 4.2.5.12. Major responses are 'because it's up to people whom they are playing with or hanging around with' (76.9%) followed by 'because there usually is a fault in the victim and they should try to improve themselves' (23.3%). Responses from 23% were categorised as 'Other'.

Table 4.2.5.12: Frequencies of responses for Q11d

| Category | Frequency / Percentage (National) | Frequency / Percentage (Sex) | Frequency / Percentage (Year-group) |
|--|--|--|---|
| Because it's up to people whom they are playing with or hanging around with | E: 20 / 76.9% J: 0 / 0.0% T: 20 / 66.7% $X^2_{(1)} = 13.28, p < .001$ | M: 9 / 60.0% F: 11 / 73.3% T: 20 / 66.7% | Y8: 3 / 50.0% Y9: 9 / 69.2% Y10: 8 / 72.7% T: 20 / 66.7% |
| Because there usually is a fault in the victim and they should try to improve themselves | E: 5 / 19.2% J: 2 / 50.0% T: 7 / 23.3% | M: 5 / 33.3% F: 2 / 13.3% T: 7 / 23.3% | Y8: 3 / 50.0% Y9: 2 / 15.4% Y10: 2 / 18.2% T: 7 / 23.3% |
| Other | E: 5 / 19.2% J: 2 / 50.0% T: 7 / 23.3% | M: 3 / 20.0% F: 4 / 26.7% T: 7 / 23.3% | Y8: 2 / 33.3% Y9: 3 / 23.1% Y10: 2 / 18.2% T: 7 / 23.3% |

E = English; J = Japanese; M = Male; F = Female; T = Total; Y8, 9, 10 = School Year 8, 9, 10 (School Year 1, 2, 3 in Japan).

There were no significant differences by schools for any category in England or Japan.

There were no significant differences either by sex or by year-group.

There was one significant difference by nationality. While most pupils in England who think the given situation is not bullying responded that it is 'because it's up to people whom they are playing with or hanging around with', no pupils in Japan gave the same response.

Note-sending and Rumour spreading

Q12. Imagine one or more student send nasty notes or gossip about another student.

a Do you think this is bullying / ijime?

The frequency of responses is shown in table 4.2.5.13. A majority of pupils think the given situation is bullying / *ijime* (71.9%), although some 28% do not.

Table 4.2.5.13: Frequency of responses to the question 12a.

| | Yes | No |
|----------------|------------|------------|
| England | 50 / 83.3% | 10 / 16.7% |
| Japan | 37 / 60.7% | 24 / 39.3% |
| Male | 39 / 68.4% | 18 / 31.6% |
| Female | 48 / 75.0% | 16 / 25.0% |
| Year 8 | 34 / 77.3% | 10 / 22.7% |
| Year 9 | 27 / 67.5% | 13 / 32.5% |
| Year 10 | 26 / 70.3% | 11 / 29.7% |
| Total | 87 / 71.9% | 34 / 28.1% |

There were no significant differences by schools in England or Japan.

There were no significant differences either by sex or by year-group.

There was a significant difference by nationality. Although the majority of pupils both in England and in Japan think the given situation is bullying / *ijime*, this is more pronounced in England, $X^2_{(1)} = 7.36, p < .01$.

b What do you think a victim of such bullying / ijime should do?

From content analysis, 5 categories were obtained:

- (1) **Seek help**
- (2) **Take direct action against bullies**
- (3) **Keep quiet about it and / or put up with it**
- (4) **Make it clear that the rumour is not true**
- (5) **Other**

Frequencies of responses are shown in table 4.2.5.14. Major responses are 'seek help' (48.3%) followed by 'keep quiet about it and / or put up with it' (32.2%) and 'make it clear that it is not truth' (25.3%). Some 11.5% think the victim should 'take direct action against bullies'. Responses from 12.6% are categorised as 'Other'.

Table 4.2.5.14: Frequencies of responses for Q12b.

| Category | Frequency / Percentage (Nationality) | Frequency / Percentage (Sex) | Frequency / Percentage (Year-group) |
|---|---|---|---|
| Seek help | E: 37 / 74.0% J: 5 / 13.5% T: 42 / 48.3% $X^2_{(1)} = 34.85, p < .001$ | M: 19 / 48.7% F: 23 / 47.9% T: 42 / 48.3% | Y8: 18 / 52.9% Y9: 15 / 55.6% Y10: 9 / 34.6% T: 42 / 48.3% |
| Take direct action against bullies | E: 4 / 8.0% J: 6 / 16.2% T: 10 / 11.5% | M: 4 / 10.3% F: 6 / 12.5% T: 10 / 11.5% | Y8: 5 / 14.7% Y9: 3 / 11.1% Y10: 2 / 7.7% T: 10 / 11.5% |
| Keep quiet about it and / or put up with it | E: 19 / 38.0% J: 9 / 24.3% T: 28 / 32.2% | M: 16 / 41.0% F: 12 / 25.0% T: 28 / 32.2% | Y8: 10 / 29.4% Y9: 6 / 22.2% Y10: 12 / 46.2% T: 28 / 32.2% |
| Make it clear that it is not truth | E: 6 / 12.0% J: 16 / 43.2% T: 22 / 25.3% $X^2_{(1)} = 11.05, p < .001$ | M: 11 / 28.2% F: 11 / 22.9% T: 22 / 25.3% | Y8: 9 / 26.5% Y9: 5 / 18.5% Y10: 8 / 30.8% T: 22 / 25.3% |
| Other | E: 6 / 12.0% J: 5 / 13.5% T: 11 / 12.6% | M: 3 / 7.7% F: 8 / 16.7% T: 11 / 12.6% | Y8: 2 / 5.9% Y9: 7 / 25.9% Y10: 2 / 7.7% T: 11 / 12.6% |

E = English; J = Japanese; M = Male; F = Female; T = Total; Y8, 9, 10 = School Year 8, 9, 10 (School Year 1, 2, 3 in Japan).

There were no significant differences by schools in any category in England or Japan.

There were no significant differences either by sex or by year-group.

There were two significant differences by nationality. While more English than Japanese pupils think the victim should seek help from others (74% cf. 13.5%), more Japanese than English pupils think the victim should make it clear that the rumour is not true (12% cf. 43.2%).

c *What do you think a victim of such bullying / ijime should not do?*

From content analysis, 4 categories were obtained:

- (1) **Take direct action against bullies**
- (2) **Keep quiet about it and / or put up with it**
- (3) **Show negative emotions**
- (4) **Other**

Frequencies of responses are shown in table 4.2.5.15. Major response to this question is 'take direct action against bullies' (60.9%) followed by 'keep quiet about it and / or put up with it' (17.2%). Some 14% think the victim should not 'show negative emotions'. Responses from 13.8% were categorised as 'Other'.

Table 4.2.5.15: Frequencies of responses for Q12c

| Category | Frequency / Percentage (Nationality) | Frequency / Percentage (Sex) | Frequency / Percentage (Year-group) |
|---|--|--|--|
| Take direct action against bullies | E: 43 / 86.0% J: 10 / 27.0% T: 53 / 60.9% $X^2_{(1)} = 34.49, p < .001$ | M: 27 / 69.2% F: 26 / 54.2% T: 53 / 60.9% $[X^2_{(1)} = 3.90, p < .05]$ | Y8: 21 / 61.8% Y9: 17 / 63.0% Y10: 15 / 57.7% T: 53 / 60.9% |
| Keep quiet about it and / or put up with it | E: 4 / 8.0% J: 11 / 29.7% T: 15 / 17.2% $X^2_{(1)} = 7.45, p < .01$ | M: 4 / 10.3% F: 11 / 22.9% T: 15 / 17.2% | Y8: 5 / 14.7% Y9: 6 / 22.2% Y10: 4 / 15.4% T: 15 / 17.2% |
| Show negative emotions | E: 5 / 10.0% J: 7 / 18.9% T: 12 / 13.8% | M: 4 / 10.3% F: 8 / 16.7% T: 12 / 13.8% | Y8: 6 / 17.6% Y9: 2 / 7.4% Y10: 4 / 15.4% T: 12 / 13.8% |
| Other | E: 3 / 6.0% J: 9 / 24.3% T: 12 / 13.8% $[X^2_{(1)} = 6.06, p < .05]$ | M: 5 / 12.8% F: 7 / 14.6% T: 12 / 13.8% | Y8: 4 / 11.8% Y9: 4 / 14.8% Y10: 4 / 15.4% T: 12 / 13.8% |

E = English; J = Japanese; M = Male; F = Female; T = Total; Y8, 9, 10 = School Year 8, 9, 10 (School Year 1, 2, 3 in Japan).

There were no significant differences by schools in any category in England or Japan.

There were no significant differences either by sex or by year-group.

There were two significant differences by nationality. While more English than Japanese pupils think the victim should not 'take direct action against bullies' (86% cf. 27%),

more Japanese than English pupils think the victim should not ‘keep quiet about it and / or put up with it’ (8% cf. 29.7%). About an equal number of pupils both in Japan and in England think the victim should not show negative emotions to others. There was also a trend that more responses from Japanese than English pupils were categorised as ‘Other’.

d Why do you think this is not bullying / ijime?

From content analysis, 3 categories were obtained:

- (5) **Because that’s an everyday thing and everyone experiences it**
- (6) **Because this is not so serious to be taken as an act of bullying / ijime**
- (7) **Other**

Frequencies of responses are shown in table 4.2.5.16. Nearly half of pupils who think the given scenario is not bullying / *ijime* responded that it is ‘Because that’s an everyday thing and everyone experience s it’ and some 41% of them think it is ‘because this is not so serious to be taken as an act of bullying’. The responses from 29.4% were categorised as ‘Other’. Due to small sample size, no statistical test was conducted.

Table 4.2.5.16: Frequencies of responses for Q12d

| Category | Frequency / Percentage (Nationality) | Frequency / Percentage (Sex) | Frequency / Percentage (Year-group) |
|--|--|---|---|
| Because that’s an everyday thing and everyone experiences it | E: 6 / 60.0% J: 10 / 41.7% T: 16 / 47.1% | M: 7 / 38.9% F: 9 / 56.3% T: 16 / 47.1% | Y8: 5 / 50.0% Y9: 5 / 38.5% Y10: 6 / 54.5% T: 16 / 47.1% |
| Because this is not so serious to be taken as an act of bullying | E: 4 / 40.0% J: 10 / 41.7% T: 14 / 41.2% | M: 9 / 50.0% F: 5 / 31.1% T: 14 / 41.2% | Y8: 4 / 40.0% Y9: 6 / 46.2% Y10: 4 / 36.4% T: 14 / 41.2% |
| Other | E: 1 / 10.0% J: 9 / 37.5% T: 10 / 29.4% | M: 6 / 33.3% F: 4 / 25.0% T: 10 / 29.4% | Y8: 2 / 20.0% Y9: 4 / 30.8% Y10: 4 / 36.4% T: 10 / 29.4% |

E = English; J = Japanese; M = Male; F = Female; T = Total; Y8, 9, 10 = School Year 8, 9, 10 (School Year 1, 2, 3 in Japan).

4.2.6 Telling and not telling others

Q13. Some pupils who have been bullied in any of these ways often believe that they are not been able to do anything about it, and just put up with it. Why do you think such pupils think they cannot do anything about it?

From content analysis, 5 categories were obtained:

- (1) **Because they are afraid of the bullying / *ijime* getting worse:** any reference to bullying / *ijime* gets worse or examples of such situation.
- (2) **Because they are not strong enough:** any reference to the victim's weakness.
- (3) **Because they have or they believe they have no one they can confide with:** any reference to a lack of external helps.
- (4) **Because there is nothing actually you can do about it**
- (5) **Other**

Frequencies of responses are shown in table 4.2.6.1. Major response to this question is 'because they are afraid of the bullying getting worse' (51.2%), followed by 'because they have or they believe they have no one they can confide with' (28.1%) and 'because they are not strong enough' (20.7%). Some 13.2% responded 'because there is nothing actually you can do about it'. Responses from 4.1% were categorised as 'Other'.

There was a significant difference by schools for one category both in England and Japan (see Appendix 4).

There were no significant differences either by sex or by year-group.

Although there are about an equal number of responses from both English and Japanese pupils in most categories, there was one significant difference by nationality. Although a considerable number of both English and Japanese pupils think the victim of bullying cannot do anything about it 'because they are afraid of bullying getting worse', it is more pronounced among English pupils (68.3% cf. 34.4%).

Table 4.2.6.1: Frequencies of responses for Q13.

| Category | Frequency / Percentage (Nationality) | Frequency / Percentage (Sex) | Frequency / Percentage (Year-group) |
|---|---|---|--|
| Because they are afraid of the bullying getting worse | E: 41 / 68.3% J: 21 / 34.4% T: 62 / 51.2% $\chi^2_{(1)} = 13.47, p < .001$ | M: 28 / 49.1% F: 34 / 53.1% T: 62 / 51.2% | Y8: 26 / 59.1% Y9: 19 / 47.5% Y10: 17 / 45.9% T: 62 / 51.2% |
| Because they are not strong enough | E: 9 / 15.0% J: 16 / 26.2% T: 25 / 20.7% | M: 12 / 21.1% F: 13 / 20.3% T: 25 / 20.7% | Y8: 10 / 22.7% Y9: 7 / 17.5% Y10: 8 / 21.6% T: 25 / 20.7% |
| Because they have or they believe they have no one they can confide with. | E: 17 / 28.3% J: 17 / 27.9% T: 34 / 28.1% | M: 13 / 22.8% F: 21 / 32.8% T: 34 / 28.1% | Y8: 9 / 20.5% Y9: 11 / 27.5% Y10: 14 / 37.8% T: 34 / 28.1% |
| Because there is nothing actually you can do about it. | E: 8 / 13.3% J: 8 / 13.1% T: 16 / 13.2% | M: 8 / 13.3% F: 8 / 13.1% T: 16 / 13.2% | Y8: 4 / 9.1% Y9: 6 / 15.0% Y10: 6 / 16.2% T: 16 / 13.2% |
| Other | E: 1 / 1.7% J: 4 / 6.6% T: 5 / 4.1% | M: 1 / 1.7% F: 4 / 6.6% T: 5 / 4.1% | Y8: 3 / 6.8% Y9: 2 / 5.0% Y10: 0 / 0.0% T: 5 / 4.1% |

E = English; J = Japanese; M = Male; F = Female; T = Total; Y8, 9, 10 = School Year 8, 9, 10 (School Year 1, 2, 3 in Japan).

Q14. One of the actions that student who got bullied often take is seeking help from others such as friends, teachers, members of the staff at school, or parents by telling them what s/he has been done and who did it.

a What do you think about those people who tell others about being bullied and seek help from them?

From content analysis, 6 categories were obtained:

- (1) **Good / right thing to do:** positive remarks to telling others.
- (2) **Good thing as well as bad thing:** mixed positive and negative remarks to telling others.
- (3) **Bad / not good thing to do:** negative remarks to telling others.
- (4) **Should only tell their parents / friends:** positive but conditional.
- (5) **Other**
- (6) **I don't know**

Categories obtained from content analysis and frequencies of responses are shown in table 4.2.6.2.

The majority of pupils think telling others is ‘good or right thing to do’ for the victim of bullying or *ijime*. Around 10%, however, do think it is ‘good thing as well as bad thing’ or ‘bad / not good thing to do’. Some 4% responded that ‘it is good thing but the victim should only tell their parents or friends’. 3% responded ‘I don’t know’, and responses from 0.8% were categorised as ‘Other’.

Table 4.2.6.2: Categories and frequencies of responses for Q14a.

| | Good / right thing to do | Good thing as well as bad thing | Not good thing to do | Should only tell their parents / friends | Other | I don’t know |
|----------------|--------------------------|---------------------------------|----------------------|--|----------|--------------|
| England | 48 / 80.0% | 5 / 8.3% | 0 / 0.0% | 2 / 3.3% | 1 / 1.7% | 4 / 6.7% |
| Japan | 38 / 62.3% | 9 / 14.8% | 11 / 18.0% | 3 / 4.9% | 0 / 0.0% | 0 / 0.0% |
| Male | 40 / 70.2% | 8 / 14.0% | 3 / 5.3% | 1 / 1.8% | 1 / 1.8% | 4 / 7.0% |
| Female | 46 / 71.9% | 6 / 9.4% | 8 / 12.5% | 4 / 6.3% | 0 / 0.0% | 0 / 0.0% |
| Year 8 | 29 / 65.9% | 4 / 9.1% | 6 / 13.6% | 1 / 2.3% | 1 / 2.3% | 3 / 6.8% |
| Year 9 | 30 / 75.0% | 7 / 17.5% | 0 / 0.0% | 2 / 5.0% | 0 / 0.0% | 1 / 2.5% |
| Year 10 | 27 / 73.0% | 3 / 8.1% | 5 / 13.5% | 2 / 5.4% | 0 / 0.0% | 0 / 0.0% |
| Total | 86 / 71.1% | 14 / 11.6% | 11 / 9.1% | 5 / 4.1% | 1 / 0.8% | 4 / 3.3% |

There was no significant difference by schools for any category in England or Japan.

There were no significant differences either by sex or by year-group.

There was a significant difference by nationality. Although a majority of pupils both in Japan and England think telling others is good / right thing to do for the victim of bullying / *ijime*, this is more pronounced among English pupils, $X^2_{(3)} = 13.23, p < .005$.

b Why do you think telling others is good / right thing, good thing as well as bad thing or bad thing for the victim of bullying / ijime?

From content analysis, 5 categories were obtained for ‘*Why do you think telling others is good / right thing to do?*’:

- (1) **It should help them sorting out the problem**
- (2) **Unless they do something about it, it never stops**
- (3) **It is difficult to deal with it on their own**
- (4) **It takes a lot of courage to do so**
- (5) **Others**

Due to the small sample size, responses for ‘good thing as well as bad thing’, ‘not good thing’ and ‘should only tell their parents’ were categorised as ‘general responses’ (see Appendix 5 for individual responses within this category).

Frequencies of responses are shown in table 4.2.6.3. Some 46% of pupils who believe telling someone about being bullied is a good thing to do responded that it is ‘because it should help them sorting out the problem’, 29% ‘because unless they do something about it, it never stops’, and 19% ‘because it takes a lot of courage to do so’. Some 10% responded that it is ‘because it is difficult to deal with it on their own’. Responses from 3.2% are categorised as ‘Other’.

Major reasons why they think it is good thing as well as bad thing are ‘because if the bullies find out that they told someone about it, bullying could get even worse’ and ‘because unless they do something about it by themselves, they don’t learn anything from it’, and so on.

Major reasons why they think telling others is not good thing to do are ‘because the bullying could get even worse when the bullies find out about it’, ‘because other people will see them as grass’, ‘because they should not rely too much on other’ and so on.

Main reasons why they think the victim should only tell either their parents or friends are

‘because they are the only people they can really trust’, ‘because if they tell teachers, bullying could get even worse’, ‘because teachers tend to overreact’, and so on.

Table 4.2.6.3: Frequencies of responses for Q14b.

| Category | Frequency / Percentage (Nationality) | Frequency / Percentage (Sex) | Frequency / Percentage (Year-group) |
|--|--|--|---|
| This is good / right thing to do because: | | | |
| It should help them sorting out the problem | E: 24 / 45.3% J: 19 / 47.5% T: 43 / 46.2% | M: 20 / 47.6% F: 23 / 45.1% T: 43 / 46.2% | Y8: 12 / 38.7% Y9: 20 / 57.1% Y10: 11 / 40.7% T: 43 / 46.2% |
| Unless they do something about it, it never stops | E: 17 / 32.1% J: 10 / 25.0% T: 27 / 29.0% | M: 13 / 31.0% F: 14 / 27.5% T: 27 / 29.0% | Y8: 12 / 38.7% Y9: 5 / 14.3% Y10: 10 / 37.0% T: 27 / 29.0% |
| It is difficult to deal with it on their own | E: 6 / 11.3% J: 3 / 7.5% T: 9 / 9.7% | M: 5 / 11.9% F: 4 / 7.8% T: 9 / 9.7% | Y8: 1 / 3.2% Y9: 4 / 11.4% Y10: 4 / 14.8% T: 9 / 9.7% |
| It takes a lot of courage to do so | E: 13 / 24.5% J: 5 / 12.5% T: 18 / 19.4% | M: 7 / 16.7% F: 11 / 21.6% T: 18 / 19.4% | Y8: 4 / 12.9% Y9: 9 / 25.7% Y10: 5 / 18.5% T: 18 / 19.4% |
| Other | E: 3 / 5.7% J: 0 / 0.0% T: 3 / 3.2% | M: 0 / 0.0% F: 3 / 5.9% T: 3 / 3.2% | Y8: 2 / 6.5% Y9: 1 / 2.9% Y10: 0 / 0.0% T: 3 / 3.2% |
| This is good thing as well as bad thing because: | | | |
| General Responses | E: 5 / 100.0% J: 9 / 100.0% T: 14 / 100.0% | M: 8 / 100.0% F: 6 / 100.0% T: 14 / 100.0% | Y8: 4 / 100.0% Y9: 7 / 100.0% Y10: 3 / 100.0% T: 14 / 100.0% |
| This is not good thing to do because: | | | |
| General Responses | E: 0 / 0.0% J: 11 / 100.0% T: 11 / 100.0% | M: 3 / 100.0% F: 8 / 100.0% T: 11 / 100.0% | Y8: 6 / 100.0% Y9: 0 / 0.0% Y10: 5 / 100.0% T: 11 / 100.0% |
| They should only tell their parents / friends about it because: | | | |
| General responses | E: 2 / 100.0% J: 3 / 100.0% T: 5 / 100.0% | M: 1 / 100.0% F: 4 / 100.0% T: 5 / 100.0% | Y8: 1 / 100.0% Y9: 2 / 100.0% Y10: 2 / 100.0% T: 5 / 100.0% |
| Other | | | |
| Other | E: 1 / 100.0% J: 0 / 0.0% T: 1 / 100.0% | M: 1 / 100.0% F: 0 / 0.0% T: 1 / 100.0% | Y8: 1 / 100.0% Y9: 0 / 0.0% Y10: 0 / 0.0% T: 1 / 100.0% |

E = English; J = Japanese; M = Male; F = Female; T = Total; Y8, 9, 10 = School Year 8, 9, 10 (School Year 1, 2, 3 in Japan).

There were no significant differences by schools in any category in England or Japan.

There were no significant differences either by sex, year-group, or by nationality.

Q15. Imagine you got bullied by one or more students in any way.

Pupils were first asked whether they would go and ask for help if they got bullied and why would or would not go and ask for help. Both pupils who responded ‘yes’ and ‘no’ to the first question were then asked whether what kind of bullying they received would make any difference. Those who responded ‘yes’ to the first question, who responded ‘no’ to the first question but responded ‘yes’ to the second question, and those who responded ‘yes’ to both the first and the second question were then asked to whom they would go and ask for help and why they would go to that certain person to ask for help. Finally, all pupils who responded to the third question were asked whether what kind of bullying they received would make any difference in terms of to whom they would go and ask for help.

a Would you go and ask for help if you got bullied?

Frequency of responses to question 15a is shown in table 4.2.6.4. Although one-third of pupils do think they would not tell anyone about it when they got bullied, the majority of them responded that they would tell someone about it and ask for help.

Table 4.2.6.4: Frequency of responses to Q15a.

| | Yes | No |
|----------------|------------|------------|
| England | 49 / 81.7% | 11 / 18.3% |
| Japan | 37 / 60.7% | 24 / 39.3% |
| Males | 38 / 66.7% | 19 / 33.3% |
| Females | 48 / 75.0% | 16 / 25.0% |
| Year 8 | 34 / 77.3% | 10 / 22.7% |
| Year 9 | 27 / 67.5% | 13 / 32.5% |
| Year 10 | 25 / 67.6% | 12 / 32.4% |
| Total | 86 / 71.1% | 35 / 28.9% |

There were no significant differences by schools either in England or Japan.

There were no significant differences either by sex, by year-group or by nationality.

b Why do you think you would / would not tell anyone about it when you got bullied?

From content analysis, 3 categories were obtained for 'yes' and 3 categories for 'no' responses:

Categories for 'yes' responses

- (1) **Because I want to stop it**
- (2) **Because I feel stronger if there's someone for me**
- (3) **Other**

Categories for 'no' responses

- (1) **Because I can deal with it on my own**
- (2) **Because I am afraid of the bullies finding out about it and the bullying / *ijime* gets even worse**
- (3) **Other**

Frequency of responses for the reason why they would or would not go and ask for help are shown in table 4.2.6.5.

Some 59% of pupils who think they would tell others about victimisation if they got bullied responded that it is 'because I want to stop it', and 33% 'because I feel stronger if there's someone for me'. Responses from 10% were categorised as 'Other'.

On the other hand, 57% of those who think they would not tell anyone about victimisation responded that it is 'because I can deal with it on my own'. Some 20% of them responded 'because I'm afraid of the bullies finding out about it and the bullying / *ijime* gets even worse'. Responses from 31% were categorised as 'Other'.

Table 4.2.6.5: Frequency of responses for Q15b.

| Category | Frequency / Percentage (Nationality) | Frequency / Percentage (Sex) | Frequency / Percentage (Year-group) |
|--|--------------------------------------|------------------------------|-------------------------------------|
| Yes | | | |
| Because I want to stop it | E: 36 / 80.0% | M: 20 / 58.8% | Y8: 19 / 59.4% |
| | J: 12 / 33.3% | F: 28 / 59.6% | Y9: 15 / 60.0% |
| | T: 48 / 59.3% | T: 48 / 59.3% | Y10: 14 / 58.3% |
| | T: 48 / 59.3% | | |
| | $X^2_{(1)} = 18.85, p < .001$ | | |
| Because I feel stronger if there's someone for me. | E: 4 / 8.9% | M: 11 / 32.4% | Y8: 11 / 34.4% |
| | J: 23 / 63.9% | F: 16 / 34.0% | Y9: 7 / 28.0% |
| | T: 27 / 33.3% | T: 27 / 33.3% | Y10: 9 / 37.5% |
| | T: 27 / 33.3% | | |
| | $X^2_{(1)} = 29.83, p < .001$ | | |
| Other | E: 5 / 11.1% | M: 3 / 8.8% | Y8: 4 / 12.5% |
| | J: 3 / 8.3% | F: 5 / 10.6% | Y9: 3 / 12.0% |
| | T: 8 / 9.9% | T: 8 / 9.9% | Y10: 1 / 4.2% |
| | T: 8 / 9.9% | | |
| No | | | |
| Because I can deal with it on my own | E: 8 / 72.7% | M: 13 / 68.4% | Y8: 6 / 60.0% |
| | J: 12 / 50.0% | F: 7 / 43.8% | Y9: 9 / 69.2% |
| | T: 20 / 57.1% | T: 20 / 57.1% | Y10: 5 / 41.7% |
| | T: 20 / 57.1% | | |
| | $[X^2_{(1)} = 4.45, p < .05]$ | | |
| Because I'm afraid of the bullies finding out about it and the bullying getting even worse | E: 2 / 18.2% | M: 4 / 21.1% | Y8: 2 / 20.0% |
| | J: 5 / 20.8% | F: 3 / 18.8% | Y9: 4 / 30.8% |
| | T: 7 / 20.0% | T: 7 / 20.0% | Y10: 1 / 8.3% |
| | T: 7 / 20.0% | | |
| Other | E: 2 / 18.2% | M: 4 / 21.0% | Y8: 2 / 20.0% |
| | J: 9 / 37.5% | F: 7 / 43.8% | Y9: 2 / 15.4% |
| | T: 11 / 31.4% | T: 11 / 31.4% | Y10: 7 / 58.3% |
| | T: 11 / 31.4% | | |
| | $[X^2_{(1)} = 4.08, p < .05]$ | | $[X^2_{(2)} = 4.41, p < .05]$ |
| Other | | | |
| Other | E: 2 / 100.0% | M: 1 / 50.0% | Y8: 0 / 0.0% |
| | J: 0 / 0.0% | F: 1 / 50.0% | Y9: 1 / 50.0% |
| | T: 2 / 100.0% | T: 2 / 100.0% | Y10: 1 / 50.0% |
| | T: 2 / 100.0% | | |

E = English; J = Japanese; M = Male; F = Female; T = Total; Y8, 9, 10 = School Year 8, 9, 10 (School Year 1, 2, 3 in Japan).

There were no significant differences by schools in any category in England or Japan.

There were no significant differences either by sex or by year-group.

There were two significant differences by nationality. While more pupils in England than Japan think they would tell others because they want to stop being bullied / *ijime* (80.0% cf. 33.3%), more pupils in Japan than in England think they would tell others about it because they feel stronger if there's someone for them (8.9% cf. 63.9%). In terms of the

responses from pupils who responded not to tell others even if they got bullied, there were about equal number of responses from both English and Japanese pupils. No significant differences were found either by sex, year-group or by nationality.

c Would it make any difference what kind of bullying you got in terms of whether or not you tell others about it?

Frequency of responses is shown in table 4.2.6.6. Some 70% of pupils who responded that they would ask someone for help when they were bullied said that they would ask others for help whatever type of bullying they received. Some 30% of them said that they might or might not ask someone for help depending on what type of bullying / *ijime* they received.

On the other hand, 70% of pupils who responded that they would not ask anyone for help when they got bullied do think that they might ask someone for help depending on what type of bullying / *ijime* they received. Around one-third of pupils responded that they would not ask anyone for help no matter what type of bullying / *ijime* they received.

Table 4.2.6.6: Frequency of responses to the question 15c.

| | Yes (Yes for Q15a) | Yes (No for Q15a) | No (Yes for Q15a) | No (No for Q15a) |
|----------------|-----------------------|----------------------|----------------------|---------------------|
| England | 22 / 44.9% | 10 / 90.9% | 27 / 55.1% | 1 / 9.1% |
| Japan | 4 / 10.8% | 14 / 58.3% | 33 / 89.2% | 10 / 41.7% |
| Males | 12 / 31.6% | 13 / 68.4% | 26 / 68.4% | 6 / 31.6% |
| Females | 14 / 29.2% | 11 / 68.8% | 34 / 70.8% | 5 / 31.3% |
| Year 8 | 10 / 29.4% | 8 / 80.0% | 24 / 70.6% | 2 / 20.0% |
| Year 9 | 10 / 37.0% | 10 / 76.9% | 17 / 63.0% | 3 / 23.1% |
| Year 10 | 6 / 24.0% | 6 / 50.0% | 19 / 76.0% | 6 / 50.0% |
| Total | 26 / 30.2% | 24 / 68.6% | 60 / 69.8% | 11 / 31.4% |

There were no significant differences by schools either in England or in Japan.

There were no significant differences either by sex or by year-group.

There was a significant difference by nationality. About half of pupils in England think that they might or might not ask others for help depending on what type of bullying they received, and the other half think they would tell others whatever type of bullying they

received, whereas some 90% of pupils in Japan responded that they would tell others whatever type of *ijime* they received, $X^2_{(1)} = 13.03, p < .001$.

d In what way would it make difference in terms of whether you tell others about it when you got bullied?

From content analysis, 3 categories were obtained:

- (1) **If it is physical bullying / *ijime*, I would go and ask for help**
- (2) **If I couldn't solve it by myself, I would go and ask for help**
- (3) **Other**

Frequency of responses is shown in table 4.2.6.7. Some 68% of pupils who think whether they would tell others depending on what kind of bullying / *ijime* they received responded that 'if it is physical bullying / *ijime*, I would go and ask for help', and 22% 'if I couldn't solve it by myself, I would talk to someone about it'. Responses from 12% were categorised as 'Other'.

Table 4.2.6.7: Frequency of responses for Q15d

| Category | Frequency / Percentage (Nationality) | Frequency / Percentage (Sex) | Frequency / Percentage (Year-group) |
|--|---|---|---|
| If it is physical bullying, I would go and ask for help | E: 27 / 84.4% J: 7 / 38.9% T: 34 / 68.0% $X^2_{(1)} = 12.68, p < .001$ | M: 17 / 68.0% F: 17 / 68.0% T: 34 / 68.0% | Y8: 11 / 61.1% Y9: 15 / 75.0% Y10: 8 / 66.7% T: 34 / 68.0% |
| If I couldn't solve it by myself, I would talk to someone about it | E: 2 / 6.3% J: 9 / 50.0% T: 11 / 22.0% $X^2_{(1)} = 13.77, p < .001$ | M: 7 / 28.0% F: 4 / 16.0% T: 11 / 22.0% | Y8: 4 / 22.2% Y9: 4 / 20.0% Y10: 3 / 25.0% T: 11 / 22.0% |
| Other | E: 3 / 9.4% J: 3 / 16.7% T: 6 / 12.0% | M: 1 / 4.0% F: 5 / 20.0% T: 6 / 12.0% | Y8: 3 / 16.7% Y9: 2 / 10.0% Y10: 1 / 8.3% T: 6 / 12.0% |

E = English; J = Japanese; M = Male; F = Female; T = Total; Y8, 9, 10 = School Year 8, 9, 10 (School Year 1, 2, 3 in Japan).

There were no significant differences by schools in any category in England or Japan.

There were no significant differences either by sex or by year-group.

There were significant differences by nationality for two categories. More pupils in England than Japan think 'if it is physical bullying they would go and ask for help' (79% cf. 35%). On the other hand, more pupils in Japan than England think 'if they could not solve the problem by themselves, they would go and ask for help' (6% cf. 45%).

e To whom would you go and ask for help?

From content analysis, 6 categories were obtained:

- (1) **Friends**
- (2) **Teachers**
- (3) **Parents**
- (4) **Brother / Sister**
- (5) **Someone I don't know**
- (6) **Peer-supporter**

Frequency of responses of each category is shown in table 4.2.6.8. Some 47% of pupils responded that they would tell 'Friends' if they got bullied. 44% think they would tell their 'Parents' and 38% think they would tell 'Teachers'. Some minorities responded 'Brother / Sister', 'Someone I don't know', and 'Peer-supporter'.

Table 4.2.6.8: Frequencies of responses for Q15e.

| Category | Frequency / Percentage (Nationality) | Frequency / Percentage (Sex) | Frequency / Percentage (Year-group) |
|-------------------------|---|---|--|
| Friends | E: 20 / 33.3% J: 33 / 62.3% T: 53 / 46.9% $\chi^2_{(1)} = 11.11, p < .001$ | M: 22 / 42.3% F: 31 / 50.8% T: 53 / 46.9% | Y8: 21 / 50.0% Y9: 17 / 43.6% Y10: 15 / 46.9% T: 53 / 46.9% |
| Teachers | E: 30 / 50.0% J: 13 / 24.5% T: 43 / 38.1% $\chi^2_{(1)} = 8.08, p < .005$ | M: 21 / 40.4% F: 22 / 36.1% T: 43 / 38.1% | Y8: 13 / 31.0% Y9: 17 / 43.6% Y10: 13 / 40.6% T: 43 / 38.1% |
| Parents | E: 30 / 50.0% J: 20 / 37.7% T: 50 / 44.2% | M: 24 / 46.2% F: 26 / 42.6% T: 50 / 44.2% | Y8: 18 / 42.9% Y9: 20 / 51.3% Y10: 12 / 37.5% T: 50 / 44.2% |
| Brother / Sister | E: 2 / 3.3% J: 3 / 5.7% T: 5 / 4.4% | M: 3 / 5.8% F: 2 / 3.3% T: 5 / 4.4% | Y8: 0 / 0.0% Y9: 4 / 10.3% Y10: 1 / 3.1% T: 5 / 4.4% |
| Someone I don't know | E: 3 / 5.0% J: 0 / 0.0% T: 3 / 2.7% | M: 2 / 3.8% F: 1 / 1.6% T: 3 / 2.7% | Y8: 1 / 2.4% Y9: 1 / 2.6% Y10: 1 / 3.1% T: 3 / 2.7% |
| Peer-supporter | E: 2 / 3.3% J: 0 / 0.0% T: 2 / 1.8% | M: 0 / 0.0% F: 2 / 3.3% T: 2 / 1.8% | Y8: 0 / 0.0% Y9: 2 / 5.1% Y10: 0 / 0.0% T: 2 / 1.8% |

E = English; J = Japanese; M = Male; F = Female; T = Total; Y8, 9, 10 = School Year 8, 9, 10 (School Year 1, 2, 3 in Japan).

There were no significant differences by schools in any category in England or Japan.

There were no significant differences either by sex or by year-group.

There were two significant differences by nationality. While more pupils in England than Japan think they would tell their teachers about being bullied (50% cf. 24.5%), more pupils in Japan than England think they would tell their friends about being bullied (33.3% cf. 62.3%).

f Why would you go and ask for help to these people?

From content analysis, 6 categories were obtained:

- (1) **Because it's much easier to talk to them**
- (2) **Because I can trust them most**
- (3) **Because adults could make the situation even worse**
- (4) **Because they help me dealing with the problem**
- (5) **Because I feel embarrassed to talk to adults**
- (6) **Other**

Frequency of responses are shown in table 4.2.6.9. About one-thirds of pupils suggested the 'helpfulness' of the person. 26% 'lack of trust towards adults', and 17% 'easiness to talk' and 'trustfulness of the person'. Some minorities suggested 'embarrassment to talk to adults'. Responses from 20.5% were categorised as 'Other'.

There were no significant differences by schools in any category in England or Japan. There were no significant differences either by sex or by year-group.

There were three significant differences by nationality. More Japanese than English pupils suggested 'easiness to talk' and 'trustfulness of the person' as a reason for telling particular people (4.5% cf. 29.5% and 6.8% cf. 27.3% respectively), and more English than Japanese pupils gave 'helpfulness' as a reason (52.3% cf. 6.87%).

Table 4.2.6.9: Frequencies of responses for Q15f

| Category | Frequency / Percentage (Nationality) | Frequency / Percentage (Sex) | Frequency / Percentage (Year-group) |
|--|--|---|--|
| Because it's much easier to talk to them. | E: 2 / 4.5% J: 13 / 29.5% T: 15 / 17.0% $X^2_{(1)} = 11.21, p < .001$ | M: 7 / 17.1% F: 8 / 17.0% T: 15 / 17.0% | Y8: 6 / 17.1% Y9: 3 / 10.0% Y10: 6 / 26.1% T: 15 / 17.0% |
| Because I can trust them most | E: 3 / 6.8% J: 12 / 27.3% T: 15 / 17.0% $X^2_{(1)} = 7.28, p < .01$ | M: 6 / 14.6% F: 9 / 19.1% T: 15 / 17.0% | Y8: 7 / 20.0% Y9: 4 / 13.3% Y10: 4 / 17.4% T: 15 / 17.0% |
| Because adults could make the situation even worse | E: 9 / 20.5% J: 14 / 31.8% T: 23 / 26.1% | M: 12 / 29.3% F: 11 / 23.4% T: 23 / 26.1% | Y8: 9 / 25.7% Y9: 9 / 30.0% Y10: 5 / 21.7% T: 23 / 26.1% |
| Because they help me dealing with the problem | E: 23 / 52.3% J: 3 / 6.8% T: 26 / 29.5% $X^2_{(1)} = 24.07, p < .001$ | M: 14 / 34.1% F: 12 / 25.5% T: 26 / 29.5% | Y8: 7 / 20.0% Y9: 13 / 43.3% Y10: 6 / 26.1% T: 26 / 25.9% |
| Because I feel embarrassed to talk to adults | E: 2 / 4.5% J: 1 / 2.3% T: 3 / 3.4% | M: 1 / 2.4% F: 2 / 4.3% T: 3 / 3.4% | Y8: 1 / 2.9% Y9: 0 / 0.0% Y10: 2 / 8.7% T: 3 / 3.4% |
| Other | E: 12 / 27.3% J: 6 / 13.6% T: 18 / 20.5% | M: 6 / 14.6% F: 12 / 25.5% T: 18 / 20.5% | Y8: 10 / 28.6% Y9: 5 / 16.7% Y10: 3 / 13.0% T: 18 / 20.5% |

E = English; J = Japanese; M = Male; F = Female; T = Total; Y8, 9, 10 = School Year 8, 9, 10 (School Year 1, 2, 3 in Japan).

g *Would it make difference what kind of bullying / ijime you got in terms of whom your are talking to?*

Frequency of responses is shown in table 4.2.6.10. Few pupils actually responded 'yes' to this question. Due to small sample size, no statistical test was conducted.

Table 4.2.6.10: Frequencies of responses for Q15g.

| | Yes | No |
|----------------|----------|-------------|
| England | 3 / 5.1% | 56 / 94.9% |
| Japan | 3 / 4.9% | 58 / 95.1% |
| Males | 2 / 3.5% | 55 / 96.5% |
| Females | 4 / 6.3% | 59 / 93.7% |
| Year 8 | 3 / 6.8% | 41 / 93.2% |
| Year 9 | 1 / 2.6% | 38 / 97.4% |
| Year 10 | 2 / 5.4% | 35 / 94.6% |
| Total | 6 / 5.0% | 114 / 95.0% |

h In what way would it make different in terms of whom you would ask for help?

Because of small sample size (only 6 respondents), all responses are shown as 'General Responses' (see Appendix 5 for individual responses). Frequencies of general responses are shown in table 4.2.6.11. Due to small sample size, statistical test was not conducted.

Table 4.2.6.11: Frequency of responses for Q15h

| Category | Frequency / Percentage (Nationality) | Frequency / Percentage (Sex) | Frequency / Percentage (Year-group) |
|-------------------|--------------------------------------|------------------------------|-------------------------------------|
| General Responses | E: 3 / 100.0% | M: 2 / 100.0% | Y8: 3 / 100.0% |
| | J: 3 / 100.0% | F: 4 / 100.0% | Y9: 1 / 100.0% |
| | T: 6 / 100.0% | T: 6 / 100.0% | Y10: 2 / 100.0% |
| | | | T: 6 / 100.0% |

E = English; J = Japanese; M = Male; F = Female; T = Total; Y8, 9, 10 = School Year 8, 9, 10 (School Year 1, 2, 3 in Japan).

4.2.7 The role of bystanders

Q16. What do you think student should do when they see someone else being bullied?

From content analysis, 4 categories were obtained:

- (1) **Seek help**
- (2) **Take direct action against bullies**
- (3) **Talk to the victim**
- (4) **Other**

Frequencies of responses are shown in table 4.2.7.1. Some 66% of pupils responded that bystanders should 'take direct action against bullies'. 39% think they should 'seek help' and 21% they should 'talk to the victim'. Responses from 8.3% are categorised as 'Other'.

There were no significant differences by schools in Japan. There were two significant differences by schools in England (see Appendix 4).

There were no significant differences either by sex, by year-group, or by nationality.

There were two trends by nationality. Although the majority of both English and Japanese pupils think bystanders should take some direct actions against bullies to help the victim, this is more pronounced among Japanese pupils (55% cf. 77%). There was also a trend that more English than Japanese pupils think the bystanders should seek help from others to help the victim (50% cf. 28%).

Table 4.2.7.1: Frequencies of responses for Q16.

| Category | Frequency / Percentage (Nationality) | Frequency / Percentage (Sex) | Frequency / Percentage (Year-group) |
|------------------------------------|--|---|--|
| Seek help | E: 30 / 50.0% J: 17 / 27.9% T: 47 / 38.8% [$X^2_{(1)} = 6.44, p < .05$] | M: 26 / 45.6% F: 21 / 32.8% T: 47 / 38.8% | Y8: 18 / 40.9% Y9: 22 / 55.0% Y10: 7 / 18.9% T: 47 / 38.8% |
| Take direct action against bullies | E: 33 / 55.0% J: 47 / 77.0% T: 80 / 66.1% [$X^2_{(1)} = 6.10, p < .02$] | M: 42 / 73.7% F: 38 / 59.4% T: 80 / 66.1% | Y8: 28 / 63.6% Y9: 27 / 67.5% Y10: 25 / 67.6% T: 80 / 66.1% |
| Talk to the victim | E: 14 / 23.3% J: 11 / 18.0% T: 25 / 20.7% | M: 9 / 15.8% F: 16 / 25.0% T: 25 / 20.7% | Y8: 10 / 22.7% Y9: 3 / 7.5% Y10: 12 / 32.4% T: 25 / 20.7% |
| Other | E: 6 / 10.0% J: 4 / 6.6% T: 10 / 8.3% | M: 3 / 5.3% F: 7 / 10.9% T: 10 / 8.3% | Y8: 3 / 6.8% Y9: 2 / 5.0% Y10: 5 / 13.5% T: 10 / 8.3% |

E = English; J = Japanese; M = Male; F = Female; T = Total; Y8, 9, 10 = School Year 8, 9, 10 (School Year 1, 2, 3 in Japan).

Q17. What do you think students should not do when they see someone else being bullied?

From content analysis, 5 categories were obtained:

- (1) **Get involved in the situation**
- (2) **Join in the bullying / *ijime* behaviour**
- (3) **Do nothing about it**
- (4) **Seek help**
- (5) **Other**

Frequencies of responses are shown in table 4.2.7.2. Some 41% of pupils think bystanders should not ‘get involved in the situation’, and 34% think they should not ‘join in the bullying’. 21.5% think they should not ‘do nothing about it’. Some minorities responded ‘seek help’. Responses from 9.9% are categorised as ‘Other’.

Table 4.2.7.2: Frequencies of responses for Q17.

| Category | Frequency / Percentage (Nationality) | Frequency / Percentage (Sex) | Frequency / Percentage (Year-group) |
|----------------------|---|---|--|
| Get involved in it | E: 39 / 65.0% J: 11 / 18.0% T: 50 / 41.3% $\chi^2_{(1)} = 27.67, p < .001$ | M: 20 / 35.1% F: 30 / 46.9% T: 50 / 41.3% | Y8: 19 / 43.2% Y9: 19 / 47.5% Y10: 12 / 32.4% T: 50 / 41.3% |
| Join in the bullying | E: 12 / 20.0% J: 29 / 47.5% T: 41 / 33.9% $\chi^2_{(1)} = 9.94, p < .002$ | M: 23 / 40.4% F: 18 / 28.1% T: 41 / 33.9% | Y8: 17 / 38.6% Y9: 8 / 20.0% Y10: 16 / 43.2% T: 41 / 33.9% |
| Do nothing about it | E: 12 / 20.0% J: 14 / 23.0% T: 26 / 21.5% | M: 10 / 17.5% F: 16 / 25.0% T: 26 / 21.5% | Y8: 11 / 25.0% Y9: 8 / 20.0% Y10: 7 / 18.9% T: 26 / 21.5% |
| Seek Help | E: 3 / 5.0% J: 4 / 6.6% T: 7 / 5.8% | M: 3 / 5.3% F: 4 / 6.3% T: 7 / 5.8% | Y8: 4 / 9.1% Y9: 0 / 0.0% Y10: 3 / 8.1% T: 7 / 5.8% |
| Other | E: 3 / 5.0% J: 9 / 14.8% T: 12 / 9.9% | M: 7 / 12.3% F: 5 / 7.8% T: 12 / 9.9% | Y8: 1 / 2.3% Y9: 6 / 15.0% Y10: 5 / 13.5% T: 12 / 9.9% |

E = English; J = Japanese; M = Male; F = Female; T = Total; Y8, 9, 10 = School Year 8, 9, 10 (School Year 1, 2, 3 in Japan).

There were no significant differences by schools in any category in England or Japan.

There were no significant differences either by sex or by year-group.

There were two significant differences by nationality. More English than Japanese pupils think the bystanders should not ‘get involved in the bullying / *ijime* they see’ (65% cf. 18%), whereas more Japanese than English pupils think the bystanders should not ‘join in the bullying / *ijime* they see’ (20% cf. 47.5%).

Q18. Some student who saw someone else being bullied don't do anything about it and pretend as if they didn't see anything.

a Why do you think those who saw someone else being bullied / ijime did not do anything about it?

From content analysis, 3 categories were obtained:

- (1) **Because they are scared of being bullied themselves**
- (2) **Because they don't bother about someone else being bullied**
- (3) **Other**

Frequencies of responses are shown in table 4.2.7.3. Most pupils in both countries think bystanders often walk away 'because they are scared of being bullied themselves' (91.7%). Some 13% think it is 'because they don't bother about someone else being bullied'. Responses from 7.4% are categorised as 'Other'.

Table 4.2.7.3: Frequencies of responses for Q18a.

| Category | Frequency / Percentage (Nationality) | Frequency / Percentage (Sex) | Frequency / Percentage (Year-group) |
|--|---|--|---|
| Because they are scared of being bullied themselves | E: 53 / 88.3% J: 58 / 95.1% T: 111 / 91.7% | M: 53 / 93.0% F: 58 / 90.6% T: 111 / 91.7% | Y8: 37 / 84.1% Y9: 39 / 97.5% Y10: 35 / 94.6% T: 111 / 91.7% |
| Because they don't bother about someone else being bullied | E: 7 / 11.7% J: 9 / 14.8% T: 16 / 13.2% | M: 5 / 8.8% F: 11 / 17.2% T: 16 / 13.2% | Y8: 8 / 18.2% Y9: 4 / 10.0% Y10: 4 / 10.8% T: 16 / 13.2% |
| Other | E: 9 / 15.0% J: 0 / 0.0% T: 9 / 7.4% $X^2_{(1)} = 12.86, p < .001$ | M: 2 / 3.5% F: 7 / 10.9% T: 9 / 7.4% | Y8: 3 / 6.8% Y9: 4 / 10.0% Y10: 2 / 5.4% T: 9 / 7.4% |

E = English; J = Japanese; M = Male; F = Female; T = Total; Y8, 9, 10 = School Year 8, 9, 10 (School Year 1, 2, 3 in Japan).

There were no significant differences by schools in any category in England or Japan.

There were no significant differences either by sex or by year-group.

There was a significant difference by nationality. Although English pupils and Japanese pupils responded equally to most categories, only the responses from English pupils were categorised as 'Other'.

b What do you think about those people who saw someone else being bullied and did not do anything about it?

From content analysis, 4 categories were obtained:

- (1) **Suggestions for what should be done about the situation**
- (2) **Negative feelings towards people who ignore someone else being bullied**
- (3) **Understandings towards people who ignore someone else being bullied**
- (4) **Other**

Frequencies of responses are shown in table 4.2.7.4. Some 59% of pupils suggested what they should do in the situation where they see someone else being bullied instead of walking away. 44% showed some kind of negative feelings towards the people who ignore the situation. However, some 37% of pupils showed understanding towards people who ignore someone else being bullied. Responses from 3.3% are categorised as 'Other'.

Table 4.2.7.4: Frequencies of responses for Q18b.

| Category | Frequency / Percentage (Nationality) | Frequency / Percentage (Sex) | Frequency / Percentage (Year-group) |
|--|---|---|--|
| Suggestions for what should be done about it | E: 32 / 53.3% J: 39 / 63.9% T: 71 / 58.7% | M: 35 / 61.4% F: 36 / 56.3% T: 71 / 58.7% | Y8: 29 / 65.9% Y9: 24 / 60.0% Y10: 18 / 48.6% T: 71 / 58.7% |
| Negative feeling towards people who ignore someone else being bullied. | E: 30 / 50.0% J: 23 / 37.7% T: 53 / 43.8% | M: 26 / 45.6% F: 27 / 42.2% T: 53 / 43.8% | Y8: 22 / 50.0% Y9: 18 / 45.0% Y10: 13 / 35.1% T: 53 / 43.8% |
| Understanding towards people who ignore someone else being bullied | E: 18 / 30.0% J: 27 / 44.3% T: 45 / 37.2% | M: 21 / 36.8% F: 24 / 37.5% T: 45 / 37.2% | Y8: 16 / 36.4% Y9: 10 / 25.0% Y10: 19 / 51.4% T: 45 / 37.2% |
| Others | E: 2 / 3.3% J: 2 / 3.3% T: 4 / 3.3% | M: 2 / 3.5% F: 2 / 3.1% T: 4 / 3.3% | Y8: 0 / 0.0% Y9: 1 / 2.5% Y10: 3 / 8.1% T: 4 / 3.3% |

E = English; J = Japanese; M = Male; F = Female; T = Total; Y8, 9, 10 = School Year 8, 9, 10 (School Year 1, 2, 3 in Japan).

There were no significant differences by schools in Japan. There was one significant difference by school in England (see Appendix 4).

There were no significant differences either by sex, by year-group, or by nationality.

4.2.8 Stop bullying / ijime at school

Q19. Do you think school should do anything to stop bullying / ijime?

Frequencies of responses are shown in table 4.2.8.1. Although some 22% of pupils responded that school should not do anything to stop bullying / *ijime*, the majority of pupils (77%) think schools should do something about it.

Table 4.2.8.1: Frequencies of responses for Q19.

| | Yes | No |
|----------------|------------|------------|
| England | 59 / 98.3% | 1 / 1.7% |
| Japan | 34 / 55.7% | 26 / 42.6% |
| Male | 49 / 86.0% | 8 / 14.0% |
| Female | 44 / 68.8% | 19 / 29.7% |
| Year 8 | 35 / 79.5% | 9 / 20.5% |
| Year 9 | 32 / 80.0% | 7 / 17.5% |
| Year 10 | 26 / 70.3% | 11 / 29.7% |
| Total | 93 / 76.9% | 27 / 22.3% |

There were no significant differences by schools in England or Japan.

There was no significant difference by year-group.

There was a significant difference by sex. More boys than girls think school should do something to stop bullying / *ijime*, $X^2_{(2)} = 9.33$, $p < .002$.

There was a significant difference by nationality. While almost all pupils in England think schools should do something to stop bullying, just over half of pupils in Japan think they should, $X^2_{(2)} = 39.42$, $p < .001$.

b Why do you think school should not do anything about it?

From content analysis, 2 categories were sufficient.

- (1) **Because there's no point in doing it**
- (2) **Other**

Frequencies of responses are shown in table 4.2.8.2. Some 83% of pupils who think school should not do anything to stop bullying / *ijime* responded that it is 'because

there's no point in doing it'. Responses from 21.7% were categorised as 'Other'.

Table 4.2.8.2: Frequencies of responses for Q19b

| Category | Frequency / Percentage (Nationality) | Frequency / Percentage (Sex) | Frequency / Percentage (Year-group) |
|---------------------------------------|---|--|---|
| Because there's no point in doing it. | E: 1 / 100.0% J: 18 / 81.8% T: 19 / 82.6% | M: 6 / 85.7% F: 13 / 81.3% T: 19 / 82.6% | Y8: 7 / 87.5% Y9: 4 / 66.7% Y10: 8 / 88.9% T: 19 / 82.6% |
| Other | E: 0 / 0.0% J: 5 / 22.7% T: 5 / 21.7% | M: 2 / 28.6% F: 3 / 18.8% T: 5 / 21.7% | Y8: 1 / 12.5% Y9: 3 / 50.0% Y10: 1 / 11.1% T: 5 / 21.7% |

E = English; J = Japanese; M = Male; F = Female; T = Total; Y8, 9, 10 = School Year 8, 9, 10 (School Year 1, 2, 3 in Japan).

There were no significant differences by schools in any category in England or Japan.

There were no significant differences either by sex, by year-group, or by nationality.

Q20. Do you think your school does anything to stop bullying / ijime?

Frequencies of responses is shown in table 4.2.8.3. More than half of pupils think their school does something to stop bullying. However, more than one-third think their school does not do anything about it. 9.9% responded either 'I don't know' or 'I'm not sure'.

Table 4.2.8.3: Frequencies of responses for Q20.

| | Yes | No | I don't know / I'm not sure |
|----------------|------------|------------|-----------------------------|
| England | 51 / 85.0% | 6 / 10.0% | 3 / 5.0% |
| Japan | 17 / 27.9% | 35 / 57.4% | 9 / 14.8% |
| Male | 34 / 59.6% | 16 / 28.1% | 7 / 12.3% |
| Female | 34 / 53.1% | 25 / 39.1% | 5 / 7.8% |
| Year 8 | 23 / 62.2% | 14 / 37.8% | 7 / 15.9% |
| Year 9 | 27 / 71.1% | 11 / 28.9% | 2 / 5.0% |
| Year 10 | 18 / 52.9% | 16 / 47.1% | 3 / 8.1% |
| Total | 68 / 56.2% | 41 / 33.9% | 12 / 9.9% |

There were no significant differences by schools in England or Japan.

There were no significant differences either by sex or by year-group.

There was a significant difference by nationality. While most pupils in England think

their school does something to stop bullying, the majority of pupils in Japan think their school does not do anything about it (85% cf. 28%), $X^2_{(1)} = 42.32$, $p < .001$ (In order to conduct a more reliable test, responses categorised as ‘I don’t know / I’m not sure’ were excluded from the calculation of significance).

- b* *What do you think your school does to stop bullying / ijime?*
 Why do you think your school does not do anything about it?

From content analysis, 5 categories were obtained for ‘Yes’ responses, and 4 categories were obtained for ‘No’ responses:

Categories for ‘Yes’ responses

- (1) **Peer-support system**
- (2) **Once teachers find out bullying / *ijime*, they try to deal with it**
- (3) **Bullies are properly punished by being suspended or expelled**
- (4) **Try to prevent bullying / *ijime* at school**
- (5) **Other**

Categories for ‘No’ responses

- (1) **Because they believe that bullying / *ijime* never happens in school**
- (2) **Because bullying / *ijime* is actually very rare**
- (3) **Because there’s nothing they can do about it**
- (4) **Other**

Frequencies of responses are shown in table 4.2.8.4. Some 35% of pupils who think their school does something to stop bullying / *ijime* responded that ‘Once teachers find out bullying / *ijime*, they try to deal with it’. 32% mentioned ‘peer-support system’, and 29% responded that schools ‘try to prevent bullying / *ijime* at school’. Some minorities responded that ‘bullies are properly punished by being suspended or expelled’. Responses from 12% were categorised as ‘Other’.

In terms of pupils who think their school does not do anything to stop bullying, 38.5% responded that it is ‘because they believe that bullying / *ijime* never happens in the

school', 28% 'because bullying / *ijime* is actually very rare', and 23% 'because there's nothing they can do about it'. Responses from 12.8% were categorised as 'Other'.

Table 4.2.8.4: Frequency of responses for Q20b

| Category | Frequency / Percentage (Nationality) | Frequency / Percentage (Sex) | Frequency / Percentage (Year-group) |
|---|--|---|--|
| Yes | | | |
| Peer-support system | E: 22 / 43.1% J: 0 / 0.0% T: 22 / 32.4% $X^2_{(1)} = 15.30, p < .001$ | M: 8 / 23.5% F: 14 / 41.2% T: 22 / 32.4% | Y8: 8 / 34.8% Y9: 8 / 29.6% Y10: 6 / 33.3% T: 22 / 32.4% |
| Once teachers find out bullying, they try to deal with it | E: 19 / 37.3% J: 5 / 29.4% T: 24 / 35.3% | M: 10 / 29.4% F: 14 / 41.2% T: 24 / 35.3% | Y8: 7 / 30.4% Y9: 11 / 40.7% Y10: 6 / 33.3% T: 24 / 35.3% |
| Bullies are properly punished by being suspended or expelled | E: 6 / 11.8% J: 0 / 0.0% T: 6 / 8.8% | M: 2 / 5.9% F: 4 / 11.8% T: 6 / 8.8% | Y8: 2 / 8.7% Y9: 3 / 11.1% Y10: 1 / 5.6% T: 6 / 8.8% |
| Try to prevent the bullies at school | E: 10 / 19.6% J: 10 / 58.8% T: 20 / 29.4% $X^2_{(1)} = 8.33, p < .005$ | M: 13 / 38.2% F: 7 / 20.6% T: 20 / 29.4% | Y8: 7 / 30.4% Y9: 7 / 25.9% Y10: 6 / 33.3% T: 20 / 29.4% |
| Other | E: 6 / 11.8% J: 2 / 11.8% T: 8 / 11.8% | M: 3 / 8.8% F: 5 / 14.7% T: 8 / 11.8% | Y8: 3 / 13.0% Y9: 2 / 7.4% Y10: 3 / 16.7% T: 8 / 11.8% |
| No | | | |
| Because they believe that bullying never happens in the school. | E: 0 / 0.0% J: 15 / 45.5% T: 15 / 38.5% [$X^2_{(1)} = 6.32, p < .02$] | M: 6 / 42.9% F: 9 / 36.0% T: 15 / 38.5% | Y8: 5 / 38.5% Y9: 3 / 30.0% Y10: 7 / 43.8% T: 15 / 38.5% |
| Because bullying is actually very rare. | E: 0 / 0.0% J: 11 / 33.3% T: 11 / 28.2% | M: 3 / 21.4% F: 8 / 32.0% T: 11 / 28.2% | Y8: 2 / 15.4% Y9: 5 / 50.0% Y10: 4 / 25.0% T: 11 / 28.2% |
| Because there's nothing they can do about it | E: 6 / 66.7% J: 3 / 9.1% T: 9 / 23.1% $X^2_{(1)} = 21.92, p < .001$ | M: 2 / 14.3% F: 7 / 28.0% T: 9 / 23.1% | Y8: 3 / 23.1% Y9: 3 / 30.0% Y10: 3 / 18.8% T: 9 / 23.1% |
| Other | E: 0 / 0.0% J: 5 / 15.2% T: 5 / 12.8% | M: 3 / 21.4% F: 2 / 8.0% T: 5 / 12.8% | Y8: 2 / 15.4% Y9: 0 / 0.0% Y10: 3 / 18.8% T: 5 / 12.8% |

E = English; J = Japanese; M = Male; F = Female; T = Total; Y8, 9, 10 = School Year 8, 9, 10 (School Year 1, 2, 3 in Japan).

There were no significant differences by schools in Japan. There was one significant difference by schools in England (see Appendix 4).

There were no significant differences either by sex or by year-group for both 'Yes' and 'No' categories.

There were three significant differences by nationality. Some 43% of English pupils who believe their school do something to stop bullying suggested that in their school, 'peer-support system' was used. No pupils in Japan suggested this. While 59% of Japanese pupils who believe their school do something about *ijime* suggest that their school do some form of preventing works, only 20% of English pupils gave the same response.

In terms of responses from pupils who think their school does not do anything to stop bullying / *ijime*, 67% of pupils in England suggested that 'because there's nothing they can do about it', but only 9% of Japanese pupils said this. There was also a trend that nearly half of Japanese pupils suggested that their schools believe that *ijime* problem never happens in the school.

Q21. What do you expect teachers to do to stop bullying / ijime?

From content analysis, 7 categories were obtained:

- (1) **To punish bullies properly**
- (2) **To make bully stop doing it**
- (3) **To help the victim**
- (4) **General intervention:** any reference to intervention work or examples of it.
- (5) **General prevention:** any reference to preventing work or examples of it.
- (6) **I don't expect teachers to do anything**
- (7) **Other**

Frequencies of responses are shown in table 4.2.8.5. One-third of pupils responded that they expect teachers to do 'general prevention' work, 26% they expect teachers to 'punish bullies properly', and around 20% 'to help the victim', 'general intervention' work, and 'to make bully stop doing it'. Some 13% of pupils responded that 'they don't

expect teachers to do anything'. Responses from 5% of pupils are categorised as 'Other'.

Table 4.2.8.5: Frequency of responses for Q21.

| Category | Frequency / Percentage (Nationality) | Frequency / Percentage (Sex) | Frequency / Percentage (Year-group) |
|--|---|---|--|
| To punish bullies properly by suspending, expelling, or excluding them from the school | E: 32 / 53.3% J: 0 / 0.0% T: 32 / 26.4% $X^2_{(1)} = 55.59, p < .001$ | M: 13 / 22.8% F: 19 / 29.7% T: 32 / 26.4% | Y8: 13 / 29.5% Y9: 13 / 32.5% Y10: 6 / 16.2% T: 32 / 26.4% |
| To make bully stop doing it. | E: 24 / 40.0% J: 0 / 0.0% T: 24 / 19.8% $X^2_{(1)} = 38.46, p < .001$ | M: 8 / 14.0% F: 16 / 25.0% T: 24 / 19.8% | Y8: 11 / 25.0% Y9: 8 / 20.0% Y10: 5 / 13.5% T: 24 / 19.8% |
| To help the victim | E: 15 / 25.0% J: 12 / 19.7% T: 27 / 22.3% | M: 14 / 24.6% F: 13 / 20.3% T: 27 / 22.3% | Y8: 14 / 31.8% Y9: 4 / 10.0% Y10: 9 / 24.3% T: 27 / 22.3% |
| General intervention | E: 16 / 26.7% J: 9 / 14.8% T: 25 / 20.7% | M: 11 / 19.3% F: 14 / 21.9% T: 25 / 20.7% | Y8: 6 / 13.6% Y9: 10 / 25.0% Y10: 9 / 24.3% T: 25 / 20.7% |
| General prevention | E: 7 / 11.7% J: 30 / 49.2% T: 37 / 30.6% $X^2_{(1)} = 20.74, p < .001$ | M: 20 / 35.1% F: 17 / 26.6% T: 37 / 30.6% | Y8: 13 / 29.5% Y9: 12 / 30.0% Y10: 12 / 32.4% T: 37 / 30.6% |
| I don't expect teachers to do anything | E: 3 / 5.0% J: 13 / 21.3% T: 16 / 13.2% $X^2_{(1)} = 7.12, p < .01$ | M: 7 / 12.3% F: 9 / 14.1% T: 16 / 13.2% | Y8: 3 / 6.8% Y9: 7 / 17.5% Y10: 6 / 16.2% T: 16 / 13.2% |
| Other | E: 1 / 1.7% J: 5 / 8.2% T: 6 / 5.0% | M: 3 / 5.3% F: 3 / 4.7% T: 6 / 5.0% | Y8: 2 / 4.5% Y9: 2 / 5.0% Y10: 2 / 5.4% T: 6 / 5.0% |

E = English; J = Japanese; M = Male; F = Female; T = Total; Y8, 9, 10 = School Year 8, 9, 10 (School Year 1, 2, 3 in Japan).

There were no significant differences by schools in any category in England or Japan.

There were no significant differences either by sex or by year-group.

There were four significant differences by nationality. While the majority of pupils in England responded that they expect teachers to punish bullies properly and to make bully stop doing it, no pupils in Japan gave the same response. On the other hand, more pupils in Japan than in England responded that they don't expect teachers to do anything to stop bullying / *ijime*.

Q22. *What do you expect your parents to do to stop bullying / ijime?*

From content analysis, 5 categories were obtained:

- (1) **To try to deal with the situation properly**
- (2) **Helping the victimised child**
- (3) **Be good parents to the child**
- (4) **I don't expect my parents to do anything**
- (5) **Other**

Frequencies of responses are shown in table 4.2.8.6. Some 40% of pupils responded that they expect their parents 'to try to deal with the situation properly', 29% 'be a good parents to the child', and some 23% 'I don't expect my parents to do anything'. A few responded that they expect their parents to 'help the victimised child'. Responses from 6.6% were categorised as 'Other'.

Table 4.2.8.6: Frequency of responses for Q22.

| Category | Frequency / Percentage (Nationality) | Frequency / Percentage (Sex) | Frequency / Percentage (Year-group) |
|---|--|---|--|
| To try to deal with the situation properly. | E: 42 / 70.0% J: 6 / 9.8% T: 48 / 39.7% $X^2_{(1)} = 51.65, p < .001$ | M: 25 / 43.9% F: 23 / 35.9% T: 48 / 39.7% | Y8: 19 / 43.2% Y9: 18 / 45.0% Y10: 11 / 29.7% T: 48 / 39.7% |
| Helping the victimised child | E: 10 / 16.7% J: 3 / 4.9% T: 13 / 10.7% [$X^2_{(1)} = 4.44, p < .05$] | M: 6 / 10.5% F: 7 / 10.9% T: 13 / 10.7% | Y8: 6 / 13.6% Y9: 3 / 7.5% Y10: 4 / 10.8% T: 13 / 10.7% |
| Be good parents to the child | E: 7 / 11.7% J: 28 / 45.9% T: 35 / 28.9% $X^2_{(1)} = 17.87, p < .001$ | M: 15 / 26.3% F: 20 / 31.3% T: 35 / 28.9% | Y8: 12 / 27.3% Y9: 6 / 15.0% Y10: 17 / 45.9% T: 35 / 28.9% |
| I don't expect my parents to do anything | E: 5 / 8.3% J: 23 / 37.7% T: 28 / 23.1% $X^2_{(1)} = 16.17, p < .001$ | M: 14 / 24.6% F: 14 / 21.9% T: 28 / 23.1% | Y8: 10 / 22.7% Y9: 12 / 30.0% Y10: 6 / 16.2% T: 28 / 23.1% |
| Other | E: 5 / 8.3% J: 3 / 4.9% T: 8 / 6.6% | M: 4 / 7.0% F: 4 / 6.3% T: 8 / 6.6% | Y8: 2 / 4.5% Y9: 3 / 7.5% Y10: 3 / 8.1% T: 8 / 6.6% |

E = English; J = Japanese; M = Male; F = Female; T = Total; Y8, 9, 10 = School Year 8, 9, 10 (School Year 1, 2, 3 in Japan).

There were no significant differences by schools in any category in England or Japan.

There were no significant differences either by sex or by year-group.

There were three significant differences by nationality. While more English than Japanese pupils expect their parents to try to deal with the situation properly (70% cf. 10%), more Japanese than English pupils expect them to be good parents to them (12% cf. 46%). More Japanese than English pupils responded that they don't expect their parents to do anything to stop bullying / *ijime* (8% cf. 38%).

Q23. Do you think student like yourself can do something to stop bullying / ijime at school?

Frequency of responses is shown in table 4.2.8.7. Majority of pupils think pupils can do something to stop bullying (83%). Some 15% responded that they don't think pupils can do something to stop bullying / *ijime*. Very few pupils responded 'I don't know'.

There were no significant differences by schools in England or Japan.

There were no significant differences either by sex, by year-group, or by nationality.

Table 4.2.8.7: Frequency of responses for Q23.

| | Yes | No | I don't know |
|----------------|-------------|------------|--------------|
| England | 49 / 81.7% | 11 / 18.3% | 0 / 0.0% |
| Japan | 51 / 83.6% | 7 / 11.5% | 3 / 4.9% |
| Male | 47 / 82.5% | 8 / 14.0% | 2 / 3.5% |
| Female | 53 / 82.8% | 10 / 15.6% | 1 / 1.6% |
| Year 8 | 40 / 90.9% | 4 / 9.1% | 0 / 0.0% |
| Year 9 | 32 / 80.0% | 7 / 17.5% | 1 / 2.5% |
| Year 10 | 28 / 75.7% | 7 / 18.9% | 2 / 5.4% |
| Total | 100 / 82.6% | 18 / 14.9% | 3 / 2.5% |

- b* *What do you think pupils can do about it?*
 Why do you think pupils cannot do anything about it?

From content analysis, 3 categories were obtained for ‘Yes’ and 3 categories for ‘No’ responses:

Categories for ‘Yes’ responses

- (1) **Do something to help the victim**
- (2) **Do something to prevent the bullying at school**
- (3) **Other**

Categories for ‘No’ responses

- (1) **Because people are too scared of bullies and of becoming a new target of bullying / *ijime***
- (2) **Because it’s difficult for pupils to take victim’s responsibilities**
- (3) **Other**

Frequency of responses are shown in table 4.2.8.8. More than half of pupils responded that they think pupils can ‘do something to help the victim’, and about one-third that they can ‘do something to prevent the bullying / *ijime* at school’. The responses from 5.9% were categorised as ‘Other’.

In terms of pupils who think they cannot do anything to stop bullying / *ijime*, some 8.5% of pupils responded that it is ‘because it is difficult for pupils to take victim’s responsibility’, and around 4% ‘because people are too scared of bullies and of becoming a new target of bullying’. Responses from 1.7% were categorised as ‘Other’.

There were no significant differences by schools in any category in England or Japan. There were no significant differences either by sex or by year-group in ‘Yes’ or ‘No’ categories.

There were two significant differences by nationality. More English than Japanese pupils suggested that they can ‘do something to help the victim’ (77.6% cf. 51%). On the other

hand, more pupils in Japan than in England think pupils can do something to prevent the bullying / *ijime* at school (18.3% cf. 43.1%).

Table 4.2.8.8: Frequency of responses for Q23b.

| Category | Frequency / Percentage (Nationality) | Frequency / Percentage (Sex) | Frequency / Percentage (Year-group) |
|---|---|---|--|
| Yes | | | |
| Do something to help the victim | E: 38 / 77.6% J: 26 / 51.0% T: 64 / 64.0% $X^2_{(1)} = 8.85, p < .005$ | M: 33 / 70.2% F: 31 / 58.5% T: 64 / 64.0% | Y8: 23 / 57.5% Y9: 23 / 71.9% Y10: 18 / 64.3% T: 64 / 64.0% |
| Do something to prevent the bullying at school. | E: 11 / 22.4% J: 25 / 49.0% T: 36 / 36.0% $X^2_{(1)} = 8.56, p < .005$ | M: 15 / 31.9% F: 21 / 36.9% T: 36 / 36.0% | Y8: 16 / 40.0% Y9: 11 / 34.4% Y10: 9 / 32.1% T: 36 / 36.0% |
| Other | E: 6 / 12.2% J: 1 / 2.0% T: 7 / 7.0% [$X^2_{(1)} = 4.09, p < .05$] | M: 2 / 4.3% F: 5 / 9.4% T: 7 / 7.0% | Y8: 4 / 10.0% Y9: 2 / 6.3% Y10: 1 / 3.6% T: 7 / 7.0% |
| No | | | |
| Because people are too scared of bullies and of becoming a new target of bullying | E: 4 / 36.4% J: 1 / 20.0% T: 5 / 31.3% | M: 2 / 33.3% F: 3 / 30.0% T: 5 / 31.3% | Y8: 1 / 25.0% Y9: 3 / 42.9% Y10: 1 / 20.0% T: 5 / 31.3% |
| Because it's difficult for pupils to take victim's responsibility. | E: 7 / 63.6% J: 3 / 60.0% T: 10 / 62.5% | M: 3 / 50.0% F: 7 / 70.0% T: 10 / 62.5% | Y8: 2 / 50.0% Y9: 4 / 57.1% Y10: 4 / 80.0% T: 10 / 62.5% |
| Other | E: 1 / 9.1% J: 1 / 20.0% T: 2 / 12.5% | M: 2 / 33.3% F: 0 / 0.0% T: 2 / 12.5% | Y8: 1 / 25.0% Y9: 1 / 14.3% Y10: 0 / 0.0% T: 2 / 12.5% |

E = English; J = Japanese; M = Male; F = Female; T = Total; Y8, 9, 10 = School Year 8, 9, 10 (School Year 1, 2, 3 in Japan).

Q24. Do you think bullying at school can be stopped?

Frequency of responses is shown in table 4.2.8.9. Some 60% think that they don't think bullying / *ijime* can be stopped, whereas 40% do think bullying / *ijime* can be stopped.

Table 4.2.8.9: Frequency of responses for Q24.

| | Yes | No |
|----------------|------------|------------|
| England | 33 / 55.0% | 27 / 45.0% |
| Japan | 17 / 27.9% | 44 / 72.1% |
| Male | 23 / 40.4% | 34 / 59.6% |
| Female | 27 / 42.2% | 37 / 57.8% |
| Year 8 | 21 / 47.7% | 23 / 52.3% |
| Year 9 | 20 / 50.0% | 20 / 50.0% |
| Year 10 | 9 / 24.3% | 28 / 75.7% |
| Total | 50 / 41.3% | 71 / 58.7% |

There were no significant differences by schools in England. There was a significant difference by school in Japan (see Appendix 4).

There were no significant differences either by sex or by year-group.

There was a significant difference by nationality. More English than Japanese pupils think bullying / *ijime* at school can be stopped (55% cf. 28%), $X^2_{(1)} = 8.57, p < .005$.

b How do you think bullying / ijime can be stopped?

Why do you think bullying / ijime cannot be stopped?

From content analysis, 4 categories were obtained for 'Yes' and 4 categories for 'No' responses:

Categories for 'Yes' responses

- (1) **If everyone try hard to stop it**
- (2) **Each pupils should know or understand that bullying / *ijime* is a bad thing and should be stopped.**
- (3) **By making more strict punishment against bullying / *ijime* behaviour**
- (4) **Other**

Category for 'No' responses

- (1) **Because there's always someone who doesn't listen to others or try to understand other's feelings**
- (2) **Because teachers cannot pay attention to every single child all the time**
- (3) **Because it's just human nature or way of life**
- (4) **Other**

Frequencies of responses are shown in table 4.2.8.10. Some 47% of those who believe bullying / *ijime* can be stopped responded that it can be stopped 'if everyone try hard to stop it', and 16% 'by making more strict punishment against bullying / *ijime* behaviour'. The same number of pupils also suggested that 'each pupil should know or understand that bullying / *ijime* is a bad thing and should be stopped'. Responses from 43% were categorised as 'Other'.

Some 42% of pupils who think bullying / *ijime* cannot be stopped suggested that it is 'because there's always people who don't listen to others or try to understand others', 35% 'because it's just human nature or way of life', and 17% 'because teachers cannot pay attention to every single child at all the times'. Responses from 21.2% were categorised as 'Other'.

There were no significant differences by school in any category in England or Japan.

There were no significant differences by sex in 'Yes' or 'No' categories.

There was a significant difference by year-group for 'Yes' category. More pupils in Year 8 than Year 9 or 10 think bullying / *ijime* can be stopped 'by making more strict punishment against bullying / *ijime* behaviour' (33.3% cf. 0% cf. 12.5%).

There were two significant differences by nationality for 'Yes' categories. More pupils in England than in Japan think 'if everyone try hard to stop the bullying / *ijime*', it will be stopped (63.6% cf. 12.5%). Also, more English than Japanese pupils think bullying can be stopped 'by making more strict punishment against bullying / *ijime* behaviour' (24.2% cf. 0%). There was a trend that more Japanese than English pupils suggested that 'each

pupil should know or understand that bullying / *ijime* is a bad thing and should be stopped' (9% cf. 31%).

Table 4.2.8.10: Frequency of responses for Q24b.

| Category | Frequency / Percentage (Nationality) | Frequency / Percentage (Sex) | Frequency / Percentage (Year-group) |
|---|---|---|--|
| Yes | | | |
| If everyone try hard to stop it | E: 21 / 63.6% J: 2 / 12.5% T: 23 / 46.9% $X^2_{(1)} = 13.05, p < .001$ | M: 11 / 47.8% F: 12 / 46.2% T: 23 / 46.9% | Y8: 9 / 42.9% Y9: 10 / 50.0% Y10: 4 / 50.0% T: 23 / 46.9% |
| Each pupils should know or understand that bullying is a bad thing and should be stopped | E: 3 / 9.1% J: 5 / 31.3% T: 8 / 16.3% [$X^2_{(1)} = 4.11, p < .05$] | M: 3 / 13.0% F: 5 / 19.2% T: 8 / 16.3% | Y8: 2 / 9.5% Y9: 6 / 30.0% Y10: 0 / 0.0% T: 8 / 16.3% |
| By making more strict punishment against bullying behaviour | E: 8 / 24.2% J: 0 / 0.0% T: 8 / 16.3% $X^2_{(1)} = 7.63, P < .01$ | M: 4 / 17.4% F: 4 / 15.4% T: 8 / 16.3% | Y8: 7 / 33.3% Y9: 0 / 0.0% Y10: 1 / 12.5% T: 8 / 16.3% [$X^2_{(2)} = 5.46, P < .05$] |
| Other | E: 11 / 33.3% J: 10 / 62.5% T: 21 / 42.9% | M: 10 / 43.5% F: 11 / 42.3% T: 21 / 42.9% | Y8: 7 / 33.3% Y9: 8 / 40.0% Y10: 6 / 75.0% T: 21 / 42.9% |
| No | | | |
| Because there's always someone who doesn't listen to others or try to understand others' feelings | E: 14 / 51.9% J: 14 / 35.9% T: 28 / 42.4% | M: 15 / 45.5% F: 13 / 39.4% T: 28 / 42.4% | Y8: 6 / 31.6% Y9: 11 / 55.0% Y10: 11 / 40.7% T: 28 / 42.4% |
| Because teachers cannot pay attention to every single child all the time | E: 7 / 25.9% J: 4 / 10.3% T: 11 / 16.7% | M: 5 / 15.2% F: 6 / 18.2% T: 11 / 16.7% | Y8: 1 / 5.3% Y9: 4 / 20.0% Y10: 6 / 22.2% T: 11 / 16.7% |
| Because it's just human nature or way of life | E: 8 / 29.6% J: 15 / 38.5% T: 23 / 34.8% | M: 14 / 42.4% F: 9 / 27.3% T: 23 / 34.8% | Y8: 10 / 52.6% Y9: 5 / 25.0% Y10: 8 / 29.6% T: 23 / 34.8% |
| Other | E: 6 / 22.2% J: 8 / 20.5% T: 14 / 21.2% | M: 6 / 18.2% F: 8 / 24.2% T: 14 / 21.2% | Y8: 5 / 26.3% Y9: 5 / 25.0% Y10: 4 / 14.8% T: 14 / 21.2% |

E = English; J = Japanese; M = Male; F = Female; T = Total; Y8, 9, 10 = School Year 8, 9, 10 (School Year 1, 2, 3 in Japan).

4.2.9 Experiences

Q25. Have you ever talked about bullying / ijime in your class with teachers and classmates?

Frequency of responses is shown in table 4.2.9.1. The majority of pupils responded that they have talked about bullying / *ijime* in their class with teachers and classmates.

Table 4.2.9.1 Frequencies of responses for Q25.

| | Yes | No |
|----------------|------------|------------|
| England | 46 / 76.7% | 14 / 23.3% |
| Japan | 28 / 45.9% | 33 / 54.1% |
| Male | 34 / 59.6% | 23 / 40.4% |
| Female | 40 / 62.5% | 24 / 37.5% |
| Year 8 | 30 / 68.2% | 14 / 31.8% |
| Year 9 | 24 / 60.0% | 16 / 40.0% |
| Year 10 | 20 / 54.1% | 17 / 45.9% |
| Total | 74 / 61.2% | 47 / 38.8% |

There were no significant differences by school either in England or in Japan.

There were no significant differences either by sex or by year-group.

There was a significant difference by nationality. More pupils in England than in Japan responded that they have talked about bullying / *ijime* in class (76.7% cf. 45.9%), $X^2_{(1)} = 11.63, p < .001$.

Q26. Have you ever talked about bullying / ijime at home with your family?

Frequency of responses is shown in table 4.2.9.2. About half of pupils responded that they have talked about bullying / *ijime* with their family but half responded they have not talked about it at home.

Table 4.2.9.2: Frequencies of responses for Q26.

| | Yes | No |
|----------------|------------|------------|
| England | 35 / 58.3% | 25 / 41.7% |
| Japan | 25 / 41.0% | 36 / 59.0% |
| Male | 27 / 47.7% | 30 / 52.6% |
| Female | 23 / 51.6% | 31 / 48.4% |
| Year 8 | 23 / 52.3% | 21 / 47.7% |
| Year 9 | 22 / 55.0% | 18 / 45.0% |
| Year 10 | 15 / 40.5% | 22 / 59.5% |
| Total | 60 / 49.6% | 61 / 50.4% |

There were no significant differences by school either in England or in Japan.

There were no significant differences either by sex, year-group, or by nationality.

Q27. Have you ever been bullied in any way since you started this school?

Frequency of responses is shown in table 4.2.9.3. The majority of pupils responded they have not been bullied since they started the current school (66%), but some 34% did admit that they have had an experience of being bullied.

Table 4.2.9.3: Frequencies of responses for Q27.

| | Yes | No |
|----------------|------------|------------|
| England | 27 / 45.0% | 33 / 55.0% |
| Japan | 14 / 23.0% | 47 / 77.0% |
| Male | 21 / 36.8% | 36 / 63.2% |
| Female | 20 / 31.3% | 44 / 68.8% |
| Year 8 | 11 / 25.0% | 33 / 75.0% |
| Year 9 | 12 / 30.0% | 28 / 70.0% |
| Year 10 | 18 / 48.6% | 19 / 51.4% |
| Total | 41 / 33.9% | 80 / 66.1% |

There were no significant differences by school either in England or in Japan.

There were no significant differences either by sex or year-group.

There was a significant difference by nationality. More pupils in England than in Japan reported that they have been bullied since they started the current school (45% cf. 23%), $X^2_{(1)} = 8.64, p < .005$.

Q28. Have you been bullied in any way in the last 12 months?

Frequency of responses is shown in table 4.2.9.4. Some 14% of pupils reported that they have been bullied in the last 12 months.

Table 4.2.9.4: Frequencies of responses for Q28.

| | Yes | No |
|----------------|------------|-------------|
| England | 9 / 15.0% | 51 / 85.0% |
| Japan | 8 / 13.1% | 53 / 86.9% |
| Male | 9 / 15.8% | 48 / 84.2% |
| Female | 8 / 12.5% | 56 / 87.5% |
| Year 8 | 2 / 4.5% | 42 / 95.5% |
| Year 9 | 7 / 17.5% | 33 / 82.5% |
| Year 10 | 8 / 21.6% | 29 / 78.4% |
| Total | 17 / 14.0% | 104 / 86.0% |

There were no significant differences by school either in England or in Japan.

There were no significant differences either by sex, by year-group, or by nationality.

Q29. Have you ever bullied someone in any way since you started this school?

Frequency of responses is shown in table 4.2.9.5. Although one-quarter of pupils admitted that they have bullied others since they started the current school, the majority of pupils reported that they have never bullied anyone.

Table 4.2.9.5: Frequencies of responses for Q29.

| | Yes | No |
|----------------|------------|------------|
| England | 14 / 23.7% | 45 / 76.3% |
| Japan | 16 / 26.2% | 45 / 73.8% |
| Male | 19 / 33.3% | 38 / 66.7% |
| Female | 11 / 17.5% | 52 / 82.5% |
| Year 8 | 12 / 27.3% | 32 / 72.7% |
| Year 9 | 6 / 15.0% | 34 / 85.0% |
| Year 10 | 12 / 33.3% | 24 / 66.7% |
| Total | 30 / 25.0% | 90 / 75.0% |

There were no significant differences by school either in England or in Japan.

There were no significant differences either by sex, by year-group, or by nationality.

Q30. Have you bullied someone in any way in the last 12 months?

Frequency of responses is shown in table 4.2.9.6. Only 9% of pupils report that they have bullied others in the last 12 months.

Table 4.2.9.6: Frequencies of responses for Q30.

| | Yes | No |
|----------------|------------|-------------|
| England | 4 / 6.7% | 56 / 93.3% |
| Japan | 7 / 11.5% | 54 / 88.5% |
| Male | 6 / 10.5% | 51 / 89.5% |
| Female | 5 / 7.8% | 59 / 92.2% |
| Year 8 | 4 / 9.1% | 40 / 90.9% |
| Year 9 | 2 / 5.0% | 38 / 95.0% |
| Year 10 | 5 / 13.5% | 32 / 86.5% |
| Total | 11 / 9.1% | 110 / 90.9% |

There were no significant differences by school either in England or in Japan.

There were no significant differences either by sex, by year-group, or by nationality.

Chapter Five: Discussion – The First Study

Chapter summary

The results of the first study show many similarities in responses of Japanese and English children, but also some differences. Typically, the phenomenon of both *ijime* in Japan and bullying in England are understood by common features such as repetition of actions, imbalance of power, and various forms such as direct physical and verbal as well as indirect social or relational. Nevertheless, the general questions on the nature of bullying / *ijime* provided somewhat different pictures. *Ijime* was typically understood as occurring within the same year group, often perpetrated by a considerable number of classmates whom the victim knows quite well; the English pupils more often described bullying as by a small number of bullies, often from higher years, and not knowing each other very well or at all. These substantially different nuances between *ijime* and bullying will be considered and discussed.

5.1 Children's definition of bullying / *ijime*

Academic definitions are not always consistent with how children understand the phenomenon. However, given that it is children who actually conduct the behaviour or receive the nasty treatment, and that it is they who are most likely to notice that an incident is happening and decide whether or not to intervene and help the victims or to support and reinforce the aggressor(s), it seems important to examine how children themselves understand this phenomenon.

Both in open-ended (where pupils were asked what kind of behaviour they regard as bullying / *ijime*) and closed-choice questions (where pupils were asked whether or not they think the four different bully / victim scenarios given to them are bullying / *ijime*), direct physical and verbal forms seem to be commonly well recognised among pupils in both countries. However, indirect forms of bullying / *ijime* are more recognised as *ijime* among Japanese pupils than as bullying among English pupils. Most English pupils who regarded ignoring / social exclusion as not bullying reported that 'because it's up to

people to whom they are playing with or hanging around with' or 'because you don't have to play with someone you don't particularly like'. This may reflect a difference between bullying and *ijime* that are rooted in the differences in school systems or climates between the two countries. In English schools, even if someone was ignored or excluded by a particular group of people, there would still be someone whom the person can play with or talk with, whereas in Japanese schools, as Morita et al. (1999) suggested, when the person was ignored or excluded, it would often be by their close friends or even by the whole class. Given that in the Japanese educational system, pupils are allocated to a class where they have to spend most of the time, it would be very difficult for the victim to find other friends, and even if the victim managed to find alternative groups to play with in other classes or in different year groups, there would not be much time to spend with them. Thus, English pupils may not consider such indirect forms of bullying as serious as direct physical and verbal forms of bullying whereas Japanese pupils may consider such indirect forms to be as serious as other types of *ijime*.

It should also be noted that although very few pupils in both Japan and in England mentioned some of the major aspects of bullying / *ijime*, such as the repetition of actions and asymmetric power relationships between aggressor(s) and the victim(s), the majority of Japanese pupils, compared to English, do seem to think that *ijime* is most often a group act rather than between two individuals. This too suggests the commonness of indirect forms of *ijime* in Japanese schools.

These results appear to be consistent with previous studies based on pupils' self-reported experiences of bullying / *ijime* which suggested that compared to bullying, *ijime* is more weighted towards psychological aggression and more characterised by within-group phenomenon (Morita et al. 1999). This difference could also partly stem from the difference in background history of interest in the issue of bullying / *ijime* in each country.

In the late 1970s to early 1980s, Japanese academic as well as public and media attention was directed only towards school violence between students, against teachers

and in the form of vandalism. Because of the extreme nature of such school violence, little attention was given to *ijime* until the atmosphere in the school had become calmer in the early 1980s (Morita et al., 1999). Since the issue of *ijime* was treated rather independently as a new problematic phenomenon by the society (including the government, academic researchers as well as media and general public), focus was placed more on its indirect and covert nature in contrast to the more overt and direct nature of school violence. In other words, the term '*ijime*' is generally recognised and used for indirect forms of aggression, or more precisely, for aggressive behaviour which causes a victim more psychological suffering than physical suffering. This may explain why even though the action itself often has direct physical forms, attention is often placed not on physical damage but more on psychological damage of the victims.

In England, on the other hand, recent bullying research was started by the influence of studies in Scandinavia where the focus was mainly placed on overt and direct forms of aggression (initially known as mobbing) (e.g. Olweus, 1978; 1993; 1994). Although, in early 1990s, the importance of indirect forms of aggression was introduced (Bjorkqvist, Lagerspetz, & Kaukiainen, 1992), and now well recognised among most researchers, it may not yet be the case among children. Indeed, several studies indicate that the most essential feature in defining bullying for children is the 'adverse effect' on the victim (Madsen, 1996; La Fontaine, 1991; Smith & Levan, 1995).

Given that children seem to decide whether or not the action is bullying according more to the negative consequences and effects on the victim rather than its nature, and that indirect type of aggression is rather covert in nature and often difficult (even for adults) to identify, it is quite understandable for children to see more direct physical and verbal aggression as bullying than indirect relational or social aggression, as it must be difficult for them to see the consequences of the action if they do not even notice the action itself.

However, given that indirect forms of bullying have been found to be as serious and damaging for the victim as other direct forms of bullying (Owens, Slee & Shute, 2000; Wolke, Woods, Bloomfield & Karstadt, 2000), it is important to make children as well

as adults aware of the seriousness of such indirect bullying. Indeed, it has been found in several intervention studies that while direct physical bullying (more common among boys) and verbal bullying (common in both boys and girls) are well recognised and well targeted in awareness raising exercises as well as actual intervention measures including whole-school anti-bullying policies, indirect forms of bullying such as social exclusion may be less well recognised and less well targeted (Smith & Ananiadou, 2003). Boulton (1997) found that the majority of English schoolteachers recognised physical and verbal forms of bullying but less than half of them regarded social exclusion as bullying. This low-awareness of indirect forms of bullying should clearly be one of the issues for future more successful interventions.

5.2 Attitudes towards bullying / *ijime*

One of the most important aims of intervention programmes should be to change the attitudes of the pupils as well as adults (including teachers and other members of staff in school), towards bullying / *ijime*. In terms of general attitudes to bullying / *ijime*, a majority of pupils, both English and Japanese, think bullying / *ijime* is a bad thing to do and cannot be justified under any circumstances. However, some considerable number of pupils did think that although bullying / *ijime* is a bad thing to do, there is some positive side of it such as ‘toughening the victim up’. Furthermore, a significant minority think bullying / *ijime* can be justifiable ‘when the victim is to be blamed for the situation’. This is more pronounced among Japanese than English pupils.

This tendency for Japanese pupils to attribute the *ijime* behaviour not to aggressor(s) but to the victim’s personality and behaviour is quite common. Morita and Kiyonaga (1994) reported that 65.5% of bullies in their study blamed the victim for their *ijime* behaviour. They also reported that more than one-third of bystanders (or reinforcers: those who enjoy watching bully / victim incidents) also blamed the victim. Morita and Kiyonaga (1994) argued that this tendency among pupils to blame the victim for *ijime* behaviour should not be understood in such a way that the personality or the behaviour of the victim is the real cause of *ijime* problem (which, according to them, is what bullies often aim for and a lot of teachers actually do believe), but should be regarded as a way of

self-justifying their behaviour as offender (doing *ijime*), reinforcer (enjoying watching others doing *ijime*) or outsider (not helping the victim). If what Morita and Kiyonaga (1994) claim is correct, then it seems important to correct such a wrong belief among pupils as well as adults to make them aware that under no circumstances, can bullying / *ijime* behaviour be justifiable.

5.3 Nature of bullying / *ijime*

A large number of studies have examined the nature of bullying / *ijime*, but how well pupils perceive the nature of the phenomenon has been less studied. Investigating how accurately pupils perceive the situation, and how pupils' perceptions differ from general understanding of the phenomenon by adults, and from those of self-reported experiences, is an important topic.

In terms of pupils' general understanding of the nature of bullying / *ijime*, some aspects seem to be consistent with victim's reported actual experiences of the phenomenon while some appear to be rather different.

Regarding by whom the bullying / *ijime* behaviour is generally conducted, most Japanese pupils reported that aggressor(s) are most likely to be 'classmates' of the victims or pupils in the 'same year group'. 23% of English pupils, on the other hand, reported that aggressor(s) are likely to be 'older pupils' and 27% reported someone who is 'physically big and strong', which very few Japanese pupils reported. Furthermore, in terms of the relationships between aggressor(s) and the victim(s), more than half of Japanese pupils reported that they are often 'classmates to each other' or at least belongs to the 'same year group' (40%), whereas English pupils appear to think that 'they do not know each other very well', though similar number of Japanese pupils also gave this response. Also, around 30% of both English and Japanese pupils reported that 'they are / were friends to each other'. The marked difference found here is that significantly more pupils in England than Japan reported that 'they do not like each other'.

From these results, pupils' understanding of who can be aggressors and the relationships

between aggressors and the victims among Japanese pupils appears to be consistent with reported actual experiences of *ijime*. Morita (2001) reported that about 80% of primary and lower-secondary school pupils reported having been bullied by their classmates. Similar results were found in the latest government annual statistics (Japanese Ministry of Education, Culture, Sports, Science and Technology, 2003). In contrast, there seems some inconsistency between their perceptions and actual experiences among English pupils. It seems that English pupils think that bullying is more likely to be conducted by older pupils or pupils who are physically big and strong against a younger and more physically vulnerable victim. However, Whitney and Smith (1993) reported that most victims did not report being bullied by older pupils; most victims reported being bullied by their classmates or pupils in a different class but the same year group.

This discrepancy between pupils' perceptions and actual experiences among English pupils may partly be explained by the differences in general understanding of the nature of asymmetric power relationships between bullies and victims. It may be that bullying in England is often understood by asymmetric power relationships based more on physical strength of the bullies and victims, partly due to the history of interest in bullying as discussed above. In contrast, pupils in Japan tend to focus more on numeric differences between aggressors and the victim rather than physical strength (as can be found in Question 1, table 4.2.1.2). For instance, in *ijime*, aggressors almost always outnumber a single victim. This tendency may be explained by the types of bullying / *ijime* often conducted in each country. Given that *ijime* is more characterised by indirect forms of aggression, aggressors do not have to be physically big and strong, instead, they need to be more socially intelligent to manipulate bystanders to go along with them (Sutton, Smith & Swettenham, 1999). Moreover, as Morita et al. (1999) argued, this type of *ijime* will be most effective if the victim and the aggressor(s) belong to the same group. This can explain why most Japanese pupils think that aggressors of *ijime* often belong to the same class or year group as the victim rather than older year groups. Bullying in England, on the other hand, is often understood and characterised more by direct physical and verbal means. In order to conduct this type of bullying, aggressors must have certain physical strength for the victim to be scared of them, and it seems

natural to imagine that bullies should be older than the victim so as to be physically bigger and stronger.

Nearly half of Japanese pupils reported that *ijime* was often conducted ‘more by girls or mainly by girls’ whereas very few English pupils reported this. This does not mean that *ijime* occurs only among girls, but this is more likely to be the reflection of feminine image of the term ‘*ijime*’. It has been argued that ‘the word *ijime* is mostly used for feminine attitudes and actions but it is not used for masculinity’ (Morita et al., 1999). This suggests that *ijime* is not usually understood by the difference of physical strength between aggressor(s) and victim.

In terms of the places where bullying / *ijime* is likely to be conducted, the results were very consistent with previous studies based on pupils’ self-reports. While *ijime* in Japan was perceived to be conducted in ‘classroom’, the majority of pupils in England reported that bullying was most often conducted in ‘playground’. This is indeed the result often revealed in self-report based studies (e.g. Morita et al. 1999; Morita, 2001; Whitney & Smith, 1993; Smith & Shu, 2000).

In addition, about an equal number of both English and Japanese pupils reported that they think bullying / *ijime* is conducted in the ‘places where other people are not around’, and slightly fewer pupils in both countries reported that it ‘could happen anywhere at school’. A marked difference was found where a considerable minority of Japanese pupils reported it occurs in the ‘toilet’, and about an equal number of pupils in England reported that it occurs ‘outside school’. These venues may give an opportunity for bullies to conduct more serious offences against victims without being intervened against. It is important not to neglect such ‘invisible’ cases of bullying / *ijime* as they may be likely to be more serious offences.

5.4 Characteristics of bullies and victims

Pupils in both countries seemed to agree about typical characteristics of bullies. The most common response was ‘problematic personality characteristics’ which includes meanness, aggressiveness, impulsiveness, selfishness, less sympathetic and less empathetic feelings, followed by “having some sort of problems about themselves’ including insecurity, low self-esteem, abusive family background, and unpopularity and loneliness.

These appear, to a large extent, consistent with findings from previous studies. Olweus claimed that one of the most distinctive characteristics of bullies may be their aggressiveness. He further argued that bullies usually have more positive attitudes towards violence than pupils in general, and can be characterised by impulsivity and a strong need to dominate others (Olweus 1993, 1999). Field (1999) claimed that such aggressive characteristics of bullies are clue to their underlying anxiety and insecurity. However, Rigby (1997) claimed that in terms of insecurity and low self-esteem, bullies are indistinguishable from others. It has also been claimed that bullies were more depressed than those who are not involved in bully / victim behaviours (Slee, 1995b). Farley (1999) found that bullies were less empathic towards others, but were more likely than others to be emotionally distressed when faced with difficulties. In terms of family background of bullies, it has been reported that bullies often perceive their family members as ‘distant’ and parents as lacking accurate monitoring and warmth (Bowers, Smith and Binney, 1992; 1994).

An interesting difference was found in terms of popularity and physical appearance. A considerable number of Japanese pupils claimed that bullies were generally ‘popular among peers’, while very few pupils in England thought so. This is quite understandable given that one of the most common forms of *ijime* is indirect means, bullies must have some popularity or high-status among peers to control others to manage what they want to get. In contrast, more pupils in England than Japan reported that bullies generally ‘look strong’ (though the difference was not significant). This again suggests that bullying in England seems to be perceived as more direct physical in nature, and the

bullies should, therefore, be perceived as physically big, strong, and threatening, but not necessarily popular.

Differences also emerged when pupils were asked why they think bullies act in the way they do. Nearly half of pupils in Japan suggested they had negative feelings towards the victim (i.e. ‘because they don’t like the victim’ / ‘because the victim gets on the bullies’ nerves’), whereas the majority of pupils in England cited the bullies’ own personal problems including unhappiness, insecurity, anger, stresses, frustrations, jealous, lack of good friendships, as well as their desire to impress others about their physical strength and toughness. This difference could be explained by the general attitude differences of pupils towards bully / victim incidents. As discussed above, while most English pupils regards bullying as a bad thing that should not be allowed or accepted under any circumstances, more Japanese pupils seem to think that *ijime* can be justified when the victim is to be blamed for the situation.

In terms of typical characteristics of victims, the majority of pupils in both countries perceived the typical victim as ‘inactive / unassertive’. This includes quiet, shy, inability to speak up, stand up or fight back for themselves, vulnerable, too sensitive, and have low self-esteem. This seems almost identical to what Olweus (1993) called ‘the passive / submissive victim’. Olweus (1993) also claimed that this type of victim often does not have good friends in their class. Indeed, about one-thirds of English pupils and about 20% of Japanese pupils in this study also claimed that the typical victim has very few or no friends. They also reported that because they lack social skills, typical victims are not popular among peers, and cannot get along with other children. Similar findings have been reported in several different studies (Boulton and Smith, 1994; Boulton, 1995).

There were some national differences too. More than half of English pupils perceived the victim as ‘physically small and weak’, but very few pupils in Japan agreed with this view. This again suggests the direct physical nature of bullying. On the other hand (although only at $p < .05$ level), more Japanese than English pupils blame the victim as being ‘noisy and loud, selfish or self-centred, obtrusive, and provocative’. Japanese pupils’ tendency to blame the victims was again found here.

A considerable number of pupils in both countries reported that the victims are ‘somehow different from others’ including their race, religion, background culture, dialect and accent, socio-economic backgrounds, academic achievement, hobbies and interests, and general attitudes and values. This appears more likely to be a motive of bullies or reason for the victims becoming a target of bullying / *ijime* rather than a personal characteristic of victims. Indeed, regarding the reasons why they think the victim of bullying / *ijime* becomes a target of such behaviour, nearly half of English pupils again reported that victims are somehow different from other pupils. More than half of Japanese pupils and over one-thirds of English pupils also blamed the victim’s inability to do something about it. Similar to the previous question, while a considerable number of English pupils cited the victim’s physical weakness and vulnerability, about an equal number of Japanese pupils blamed the victims who they think deserved to be the victims of *ijime*.

5.5 Recommended coping strategies for different forms of bullying / *ijime*

How individual victims cope with victimisation is an important aspect of studying bullying / *ijime*. Whether a child becomes a persistent or long-term victim may depend greatly on how they cope with attempts at peer victimization and harassment. Those who cope less well or get less support will be easier targets for continued victimization, with less risk to the bully or bullies (Perry, Kusel & Perry, 1988; Smith, Shu & Madsen, 2001).

For direct physical bullying / *ijime*, more than 80% of pupils in England suggested that the victim should ‘seek help from others’ including teachers, parents, and friends. Although about half of Japanese pupils suggest that the victim seek help from others, about an equal number think that the victim should ‘take direct action against bullies by him / herself’ including fighting back, arguing back, telling the bullies to stop, or asking the bullies why they do it. Many fewer pupils in England suggested this, instead, more than one-third recommended some form of ‘avoidance’ behaviour including run away, walk away, move away, or stay away from bullies, ignore them, or transfer to another

school. In terms of the behaviour that pupils do not recommend for the victim, the results were almost opposite to what was found for recommended strategies. The majority of pupils in England think that the victims ‘should not take direct actions against bullies’ while two-fifths of Japanese pupils think the victims ‘should not keep quiet about it / put up with it’, and nearly one-third of them think the victim ‘should not seek help from others’.

A very similar pattern was found for direct verbal bullying / *ijime*. Most English pupils recommended that the victim ‘seek help from others’ while most pupils in Japan recommended the victim ‘take direct action against bullies’. Nearly half of pupils in England also recommended ‘ignoring the bullies’. In terms of the behaviour pupils do not recommend for the victim, most English pupils think the victim ‘should not take direct action against bullies’, while nearly half of Japanese pupils think the victim ‘should not keep quiet about it / put up with it’.

However, this pattern was slightly changed for ignoring and social exclusion. The majority of English pupils recommended the victim to ‘make new friends’. In contrast, although nearly half of Japanese pupils still think the victim should ‘take direct action against bullies’, about one-thirds of them recommended ‘seeking help from others’. Furthermore, about 20% recommended that they ‘just put up with it’, and some 15% blamed the victim and recommended the victims to ‘reflect themselves on any fault and to try to improve themselves’. The behaviour pupils do not recommend to the victim was quite consistent with what was found as recommended coping strategies. The majority of pupils in England think the victim ‘should not try to fit back into the group’, and one-fifth of them think the victim ‘should not take direct action against bullies’. In contrast, a quarter of Japanese pupils think the victim ‘should not keep quiet about it / put up with it’, and the same number think that the victim ‘should not try to fit back into the group’.

For note-sending and malicious rumour spreading, the results were rather similar to those for direct physical and verbal bullying / *ijime*. The majority of pupils in England recommended ‘seeking help from others’, whereas nearly half of pupils in Japan

recommended ‘making clear for everyone that the rumour is not true / denying the rumour’. Interestingly, two-fifths of pupils in England reported that the victim should ‘keep quiet about it / put up with it’. Regarding the behaviour that the victim should not take, the majority of pupils in England recommended ‘not to take direct action against bullies’. In contrast, about 30% of pupils in Japan reported that the victim ‘should not take direct action against bullies’, and about an equal number think that the victim ‘should not keep quiet about it or put up with it’.

From these results, pupils in both countries seem to have some idea of what one should and should not do to cope with different kinds of bullying / *ijime* effectively. Japanese pupils seem clearly reluctant to seek help from others, instead they appear to think taking direct actions against bullies are more useful coping strategies, especially for direct physical and verbal forms of *ijime*. They also think that the victim should not keep quiet about it and just put up with it. In contrast, English pupils think that seeking help from others is very helpful and that the victim should not take any kind of direct action against bullies whatever forms of bullying the victim is receiving.

The important issue here is that although pupils do have some thoughts about how to cope with bullying / *ijime*, this does not mean they can always try what they believe to be the best coping strategies. It seems likely that most of the time, victims of bullying / *ijime* cannot or do not do anything about it, but just put up with it. Morita (2001) reported that 61.4% of victims in Japanese samples and 66.5% of victims in English samples in their cross-national study reported that they either did not do anything about it and put up with it or tried to behave as if they were not bothered about being bullied. Only 17% of victims in English samples and 16% of victims in Japanese samples reported that they told teachers or friends about it and asked for help. This is clearly an issue that something should be done about.

Another important issue is the effectiveness of coping strategies. Given that there is always an imbalance of power between bullies and victims, where a victim finds it difficult to defend him- or her-self effectively (Olweus, 1993), strategies such as telling the bullies to stop, or fighting back, may not be as successful as seeking help from

others. Toda (1997) argued that major reasons for Japanese pupils' reluctance to tell adults is that the victims often feel too much shame or are too embarrassed; or that they blame themselves for the problem and feel they should deal with it on their own, otherwise they must put up with it. However, this suggestion was speculative rather than based on evidence, and therefore, needs to be examined further. An alternative explanation for the tendency for Japanese pupils to recommend such direct action may be the lack of trust towards teachers and peers as a defender or as an intervener to the situation. Morita (2001) found that 34.6% of victims in Japanese samples who told their teachers about being bullied and asked for help reported that they lost their trust towards teachers. Furthermore, 31.1% of pupils who claimed to lose their trust towards teachers reported that teachers did not do anything about it, 9.7% of them reported that *ijime* got worse, and 17.5% reported that nothing changed about the situation.

Regarding recommended coping strategies for indirect forms of bullying / *ijime* such as ignoring / social exclusion and note-sending / malicious rumour spreading, some marked differences were found. For ignoring and social exclusion, while most English pupils recommended making new friends, the majority of Japanese pupils recommended to either take direct action against bullies or to seek help from others. Significant minorities of Japanese pupils recommended to put up with it or to make some improvement about themselves. English pupils appear to think that even when a group of pupils tried to ignore or exclude the victim, there should be others that the victim can approach and hang around with. In contrast, given that Japanese pupils are generally very reluctant to seek help from others, and that it should be very difficult to take any kind of direct action against bullies especially when the victim is ignored or excluded, there seems no way to cope with the situation but, as pupils suggested, just put up with it, unless the victim somehow makes a positive change about themselves so as to be accepted by peers again. This is probably one of the characteristic differences between bullying in England and *ijime* in Japan.

An interesting difference in pupils' perception between England and Japan was found in recommended coping strategies for nasty note-sending and rumour spreading. About two-fifths of pupils in England reported that the victim should keep quiet about it / put

up with it. This appears not to be because there is no way to cope with the situation, but because they believe that this is not as serious as other forms of bullying, and therefore, the victim should just leave it as it is until everyone forgets about it. Japanese pupils, on the other hand, take this type of *ijime* more seriously, recommending that the victim should tell everyone that the rumour is not true. If the victim just ignored the rumour and left it as it is, the *ijime* could escalate to ignoring and social exclusion which Japanese pupils may find the most difficult to cope with.

5.6 Telling and not telling others

One of the difficulties for teachers and other members of the staff at school as well as parents wishing to tackle the problem of bullying / *ijime* is that many victims of bullying / *ijime* do not tell anyone about their victimisation or ask anyone for help. Victims' not telling adults (teachers and parents) about their being bullied makes successful intervention more difficult. Thus, an important question is why victims of bullying / *ijime* so often keep quiet about it.

The most common response in both countries was 'the fear of the bullying / *ijime* getting even worse', though this was more pronounced among English pupils. One-fourth of pupils in Japan seem to blame victim's mental weakness, however, this 'mental weakness' could be included under such fear of future attacks by bullies. About an equal number of both Japanese and English pupils responded 'because the victims have or believe they have no one they can confide with'. Small minorities in both countries showed rather pessimistic attitudes by saying 'because there is nothing the victim actually can do about it'.

If the major reason for the victim not telling others about it or not seeking help from others is the fear of bullying / *ijime* getting worse, the solution seems to depend more on those who are in a position to give support to these victims rather than on the individual victims. The majority of pupils in both countries have positive attitudes to those who actually tell someone about it and ask for help. Furthermore, those who believe that telling others about being bullied is a good or right thing to do, also expect that telling

others should help the victim sort out the problem. A considerable number of pupils in both countries also understand that ‘unless the victim does something about it, the bullying / *ijime* never stops’. In contrast, one of the major responses from those minorities who believe that telling others is not a good thing was the fear of bullying / *ijime* getting even worse. Some pupils think that ‘telling others is a good thing as long as the victim tells someone he / she can really trust’.

This tendency was also found when pupils were asked whether or not they would tell someone about it if they got bullied. The majority of pupils in both countries said that they would tell someone about it, although this was more pronounced among English pupils. Those who reported that they would tell someone about it, also believed that telling others would lead to a solution to the problem. The majority of pupils who responded that they would ask someone for help when they were bullied think that they would ask others for help whatever type of bullying / *ijime* they got, and more worryingly, around one-third of pupils who responded that they would not ask anyone for help said that they would not seek any help no matter what type of bullying / *ijime* they got. This was significantly more pronounced among Japanese pupils.

The reasons for such reluctance of telling others among Japanese pupils, as well as some English pupils, could be found in the question: to whom pupils in each country would tell about being bullied, or being victims of *ijime* and why they would tell a particular person. While the majority of pupils in England reported that they would tell either teachers or parents, the majority of Japanese pupils reported that they would tell their friends. Looking at the reasons, the majority of English pupils reported ‘because they help me deal with the problem’, but about one-third of pupils in Japan responded ‘because teachers and / or parents could make the situation even worse’. About equal number of Japanese pupils also responded ‘because it’s much easier to talk to them’ and ‘because I can trust them most’.

It seems clear that the pupils’ reluctance to tell others, particularly among Japanese pupils, is due to the fear of bullying / *ijime* getting even worse, and more worryingly such fear appears to stem from a lack of trust and confidence towards adults as a helper.

If pupils have trust and confidence towards adults, it must be much easier to encourage the victims to overcome the fear of bullying / *ijime* getting worse and to approach adults for help and support they need. However, if such trust and confidence towards adults are lacking, however hard teachers and parents try to encourage the victims, they are more likely to keep suffering in silence rather than asking for necessary help and support.

5.7 The role of bystanders

In most studies, the majority of bullying is found to take place in the playground or other public areas such as classrooms or corridors, where other children are likely to be present (Craig, Pepler & Atlas, 2000; Pepler & Craig, 1995; Whitney and Smith, 1993; Smith et al., 1999). However, although a majority of pupils (around 60-70%) have been reported to feel sympathetic towards victims and feel negative about bullying (Whitney & Smith, 1993; Rigby, 1996, 1997), they most often report not doing anything about it or even joining in the bullying when they actually see bullying happening (Whitney & Smith, 1993; Smith & Shu, 2000; Houndoumadi & Pateraki, 2001). Why do they not help the victim? Craig et al. (2000) speculated that a lack of peer intervention in most bullying episodes could be due to a lack of strategies rather than a lack of sympathy towards victims among peers.

In this study, the majority of pupils in both countries think that bystanders ‘should help the victim’ either by seeking external help or by taking direct action against bullies on behalf of the suffering victim. More English pupils suggested ‘seeking external help’ than Japanese pupils, who recommended ‘taking direct action against bullies’. This was a very similar finding to that of recommended coping strategies. Regarding the behaviour that bystanders should not take, the majority of pupils in England think that the bystanders ‘should not get directly involved in the situation even to help the victim’, whereas nearly half of Japanese pupils thinks that the bystanders ‘should not join in the *ijime* behaviour’. About one-fifth of pupils in both countries also suggested that bystanders ‘should not ignore the situation’. It seems that pupils in both countries do have certain ideas of what they should and should not do when they see someone else being bullied. Therefore, there might be other reasons for not helping the suffering

victim other than a lack of strategies as suggested by Craig et al. (2000).

The majority of pupils in both countries suggested that the reason for not helping the victim when they see someone else being bullied was ‘the fear of getting attacked by the bullies or of becoming a new target of bullying / *ijime* themselves’. Therefore, seeking external help could be a more sensible way to help the victim compared to taking direct action against bullies on behalf of the victim. However, this does not seem to give a full explanation why pupils often do not help the victim when they come across the bully / victim situation.

One possible explanation may be the difficulty of deciding whether or not observed behaviour is bullying / *ijime*. For instance, even when someone observed the bullying / *ijime* behaviour, if the person did not see it as bullying / *ijime*, there would be no action taken by this observer. Another possible explanation may be a lack of trust towards adults. Pupils would not seek external help if they cannot trust such external helpers.

General attitudes of pupils towards helping victims is also an important factor. Consistent with previous studies, the majority of pupils in this study showed negative feelings towards those who ignore or do not bother to help the victim. However, about one-third of English pupils and nearly half of Japanese pupils showed some sort of understanding and sympathetic feelings towards those who ignore the situation or who do not bother to help the victim. This can be a potential danger for successful interventions as such feelings can be used as a self-justification for ignoring the situation and for not doing anything about it, as Morita and Kiyonaga (1994) suggested.

5.8 Stopping bullying / *ijime* at school

A lack of trust and confidence towards adults including teachers and parents, particularly pronounced among Japanese pupils, has been discussed several times. The reasons why such negative attitudes towards adults emerged among Japanese pupils will now be considered in more detail.

Nearly all pupils in England agreed that their schools should do something about bullying, and most of them also agreed that their schools actually do something about it. In contrast, only half of pupils in Japan responded that they think school should do something about *ijime*. Nearly all pupils who did not think school should do something about *ijime* claimed that ‘there is no point in doing it’. Furthermore, less than 30% of Japanese pupils agreed that their schools actually do something about it. The major responses for the reason why they think the schools do not do anything about *ijime* problem was ‘because they believe that *ijime* never happens in the school’ and ‘Because *ijime* is actually very rare’.

These results do not at all mean that Japanese schools do not do anything about *ijime* or that teachers in Japanese schools are not aware of the problem of *ijime*. However, such very low awareness of schools trying to tackle *ijime* among pupils clearly appears to affect their confidence towards schools and adults in their ability to solve the problem.

Indeed, concerning what pupils expect their teachers to do to stop bullying / *ijime*, about one-fifth of pupils in Japan reported that ‘they don’t expect teachers to do anything to stop *ijime* incidents’. This includes pupils saying ‘there’s no point in expecting anything from teachers’ and ‘there’s not many things they can do about it’. The majority of pupils in England, on the other hand, suggested more practical issues related to the school based intervention such as ‘to punish the bullies properly’, ‘to make bullies stop doing it’, and ‘to help the victims’. In contrast, the majority of pupils in Japan tended to suggest more basic issues concerning better relationships between teachers and pupils including ‘to pay more attention to each pupil’, ‘to try to create an environment where pupils can more easily approach teachers’, ‘they need to be able to talk with us more properly by coming down to the same level as us’, ‘to know it’s important to communicate with us’, and ‘to become more supportive and reliable’.

Regarding what pupils expect their parents to do to stop bullying / *ijime* at school, the findings were very similar. The majority of pupils in England reported that they want their parents ‘to try to deal with the situation properly’ by ‘talking to the schools about the issues’, ‘informing any incidents found by the parents’, and by ‘talking to other

parents about the issues'. In contrast, Japanese pupils seem more anxious to get basic attention and communication from their parents. They claimed to expect their parents to give 'a better parenting'. This includes more attention, more time to talk, more communication, more serious thoughts and care, and more support and understanding. Does this mean Japanese parents do not care about their child? This question cannot be answered here, but it seems certain that Japanese children do feel that they are not fully cared for by their parents. Furthermore, about two-fifths of pupils in Japan reported that they do not expect their parents to do anything to stop *ijime*.

Despite a lack of trust and confidence towards an adults' ability to solve the problem of *ijime* among Japanese pupils, they seem to be as confident as English pupils are in solving the problem of bullying / *ijime* by themselves. The majority of pupils in both countries agreed that pupils can do something about the problem of bullying / *ijime*. The majority of English pupils and nearly half of pupils in Japan agreed that they can help the victims by intervening in the situation, comforting the victim, becoming friends with them, and informing about incidents to teachers. Nearly half of pupils in Japan also suggested preventing the *ijime* behaviour at school by encouraging the bullies to stop, being friendly to everyone, trying to be more assertive, and making a strong norm not to allow *ijime* behaviour at school. This result was rather surprising given that pupils in Japan tended to have rather negative thoughts and feelings towards schools and the idea of school-based interventions. It may be that a lack of trust and confidence towards schools and adults among Japanese pupils affects their independence and confidence to do something by themselves rather than asking support and help from adults.

Pupils in both countries do have some ideas of what they can do to stop bullying / *ijime* behaviour at school. This appears as a very positive outcome for schools wishing to tackle the problem. However, we should be cautious in jumping to conclusions. Having an idea of what one should do or what should be done and actually doing so are two different things. Indeed, looking at pupils general attitudes towards stopping bullying / *ijime* incident at school, the results were rather mixed among English pupils and much more negative and pessimistic among Japanese pupils.

Just over half of pupils in England agreed that bullying at school can be stopped while less than one-third of pupils in Japan agreed that *ijime* at school can be stopped. Those who believe that bullying can be stopped claimed that ‘everyone should try hard enough to stop it’, and the necessity of more strict punishment against bullying behaviour was also suggested. In contrast, those who responded not to think bullying / *ijime* can be stopped seem to have a more realistic view towards the issue, claiming that ‘there are always people who don’t listen to others or try to understand others’ feelings’, ‘teachers cannot pay attention to every single child all the time’, and ‘it’s just human nature or way of life’. These views from children may be true, yet what seems important is to give every child a hope and belief that bullying / *ijime* problem could eventually be stopped. How to encourage those pupils who have negative and pessimistic attitudes towards stopping bullying / *ijime* behaviour at school seems one key aspect for successful school-based interventions.

Considering the actual cases of successful intervention projects in England, one of the most important factors is to tackle the problem at the whole-school level (as well as class-based and individual levels), encouraging involvement of pupils as well as teachers and parents in order for schools to be able to make an atmosphere such that children have confidence in adults, especially teachers, as well as themselves to help and support victims of bullying immediately and confidently. Intervention projects in England have focussed on developing a whole-school policy on bullying in the school; since November 1999 it has been a legal requirement for all schools to have such an anti-bullying policy. Strong emphasis was also placed on seeking help or telling a teacher when bullied, as exemplified in the title of the government produced anti-bullying pack: *Don’t Suffer in Silence* (Department for Education and Employment 1994, 2000). This has been available free and requested by most schools.

In contrast, following a chain of suicides of pupils in the mid-1980s, *ijime* came to be seen as one of the biggest social problems. Since then, several meetings were held between academic researchers, local educational boards, and the former Ministry of Education, Science and Culture (*Monbusho*). A national survey based on pupils self-reports as well as teachers reports was conducted both by academics and the

government, and official notices [e.g. *Jidou no yuujiinkankei wo meguru shidoujou no shomondai* (Problems on guidance concerned with relationships among children)] were issued to warn each school to take action against *ijime*. However, these notices did not include specific measures. In 1996, *Monbusho* started to send school counsellors to 150 schools to help victims of *ijime*; the number of schools that has school counsellors has increased to 4,300 since then. However in general, school-based intervention has been much less intensive in Japan than in England. Although more concrete and specific measures are being used to tackle *ijime* in a few Japanese schools (e.g. peer support schemes, Toda, 2001), a more nationally based intervention project to change school climate and the attitudes of children and teachers may be needed to overcome the lack of trust and confidence towards adults and the reluctance of pupils to tell adults about being bullied.

5.9 Conclusion

This study confirms that secondary school pupils in both countries have definite ideas about what is and what is not bullying / *ijime*; by whom and where the behaviour is typically conducted; and what should be and should not be done when they are victimised and when they see someone else is being victimised. The majority of pupils have very positive and supportive attitudes to those who seek help from others, and negative attitudes towards bullying / *ijime* behaviour. However, previous studies suggested that knowing what victims of bullying / *ijime* should do in a particular situation does not necessarily mean they can act in the way they think they should. This surely suggests that the majority of victims do not or cannot do anything about it and just put up with it in an actual situation, because of the fear of bullying / *ijime* getting worse or of not having enough support from others. Exactly the same explanation can be applied to when they see someone else being victimised. Furthermore, there were certainly some significant minorities who think bullying / *ijime* behaviour can be justifiable or acceptable if the victimised child is to be blamed for the situation. Very low levels of trust and confidence towards schools and teachers in their ability to solve the problems of *ijime* were found among many Japanese pupils. An important step to prevent bullying / *ijime* is to change the climate of the school so that victims of bullying

/ ijime can tell others about being bullied with trust and confidence, and peers as well as teachers who witness a bullying */ ijime* episode and who are informed about the incidents can treat the situation correctly with confidence.

Chapter Six: Questionnaire Survey

Chapter summary

931 English and 1,036 Japanese secondary-school-pupils participated in an anonymous self-report questionnaire cross-national comparative study. This second study of the thesis investigated children's perceptions and understandings of the phenomenon, focusing on the nature of different forms of bullying / *ijime* behaviour, examining whether or not their perceptions and understandings differ in terms of different means of behaviour. The study also investigated how children form their friendships at school, and where they spent time with these friends in and outside school. The chapter provides a description of the methods used, how the data was analysed, and results obtained.

6.1 Rationale for the study

The results of the first study suggested some common understanding and attitudes towards the phenomenon between two national samples. However, some important differences also emerged.

Bullying in England was commonly understood as often being conducted in the playground by physically big and strong person(s) who may be older than the victims and whom the victims may know but not in a friendly way or whom the victims do not know very well or at all. *Ijime* in Japan, on the other hand, was commonly understood as often being conducted in the classroom by the victims' classmates or at least pupils in the same year group whom the victims know very well. In terms of how well children are aware of the different forms of bullying / *ijime*, direct physical and verbal bullying / *ijime* were well recognised by pupils in both countries. However, some forms of indirect aggression such as ignoring and social exclusion were found to be better recognised by Japanese pupils as one of the forms of *ijime*, with very poor recognition among English pupils as one of the forms of bullying. There was also a difference in preferred coping strategies; while English pupils preferred seeking external help, Japanese pupils

preferred taking direct action against aggressor(s). This reluctance of Japanese pupils to seek external help seem to stem from their lack of trust and confidence in adults as well as peers in their ability to solve the problem without making the situation even worse.

These differences between the two national samples are consistent with the argument by Morita et al. (1999), who claimed that while *ijime* is more often conducted by victim's classmates, in a form of indirect aggression in the classroom, bullying is more often conducted by older / unknown person(s), in a form of direct physical or verbal aggression, often in a playground. Furthermore, it could also be argued that because it is often direct physical in nature, the victims of bullying find it very difficult to take direct action against bullies, and thus seeking external help could be more likely to solve the problem. On the other hand, because *ijime* is often indirect social or relational in nature, the victims often find themselves in isolation in the class where no external help can be expected, and thus taking direct action against bullies could be more likely to solve the problem.

However, are these understanding of the phenomena true? Concerning the previous studies examining the nature and extent of bullying in England and *ijime* in Japan based on pupils' self-reports, it seems not a full explanation. Indirect social or relational bullying was found to be as common as direct physical and verbal means in England. The victims of bullying were often found to be bullied by their classmates or pupils in the same year group rather than older pupils (Morita, 2001; Smith and Shu, 2000; Whitney and Smith, 1994). Direct physical and verbal *ijime* has also been found to be as common as indirect social or relational means in Japan (Morita et al. 1999; Morita, 2001).

Therefore, there are some discrepancies between what children perceive or understand and what they actually experienced. Given that there are different forms of bullying / *ijime*, and that pupils seem to have a different idea of how to cope with such different means of bullying / *ijime*, it seems important to examine not only how pupils perceive and understand the nature of bullying / *ijime* as a whole, but also of the different forms they can take.

Morita et al. (1999) argued that some forms of indirect bullying / *ijime* such as ignoring and social exclusion should be more effective if the aggressor(s) and the victim belong to the same social group. Therefore, these types of bullying / *ijime* could be more likely to occur between pupils who know each other very well, and could be more likely to happen in the classroom rather than in the playground. Direct physical or verbal forms of bullying / *ijime* should be more likely from someone physically stronger than the victim, and unlike indirect forms, such direct physical or verbal forms of bullying / *ijime* can still be very effective if the victim has no knowledge about the aggressor(s). Also, these direct forms of bullying / *ijime* are more visible and easy for teachers and other pupils to intervene. Therefore, the playground could be the more likely place for it to happen.

Furthermore, given the difference in English and Japanese pupils' understanding of the phenomenon, how children in each country form their friendships could also an important factor.

Assuming that in Japanese schools, the social group is more likely to be formed within a class and pupils have fewer interactions with pupils in different classes or year groups, aggressor(s) and victims of *ijime* will be more likely to share the same social group and pupils are more likely to experience indirect forms of *ijime* in the classroom by their classmates or even by their 'friends'. In England, pupils may have more interactions with pupils in different classes and year-groups and the social groups are formed among a broader population (i.e. cross-class / cross-year). If this is the case, bullies and victims will be less likely to share the same peer group and therefore, pupils will be more likely to experience direct forms of bullying in the playground by older or unknown peers.

Also, there might be a difference in frequencies and places where pupils spend their time with peers; if pupils in Japan spend more time with peers in the classroom and pupils in England spend more time with peers in the playground, it seems natural to see more *ijime* in the classroom and more bullying in the playground, whatever type of bullying / *ijime* it is.

6.2 Methodology

6.2.1 Study aims

An anonymous self-report questionnaire cross-national comparative study was designed aiming to investigate secondary school pupils' relationships with friends, and their perceptions and understanding of different forms of bullying / *ijime* behaviour:

- (1) How many good friends they have in their own class, in different classes in the same year group, and in different year groups.
- (2) How often they spend time with these friends in various different places in and outside school including:
 1. Their own classroom
 2. Friends' classrooms
 3. Playground
 4. Other places in school
 5. On the way to school / to home
 6. Outside school
- (3) How children perceive six different hypothetical scenarios of bullying / *ijime* behaviour (i.e. physical aggression, verbal abuse, ignoring, social exclusion, stealing, hiding, and taking money or belongings, and note-sending and rumour spreading) in terms of:
 1. the frequency of occurrence in their year groups.
 2. the likelihood of each behaviour to be 'fighting', 'bullying / *ijime*', and 'playing / joking around'.
 3. the likelihood of each behaviour being conducted in the 'classroom', 'playground', 'elsewhere in school', 'on the way to school / to home', and 'outside school'.
 4. the likelihood of each behaviour being conducted by 'the victims' classmates', 'someone in different classes but in the same year group', or 'someone in higher year group'.

5. the likelihood of the relationship between aggressor(s) and victim to be 'friends to each other', 'known each other but not friends', or 'not known very well or at all'.
6. the seriousness of the behaviour.

6.2.2 Rationale for using anonymous self-report questionnaire

The anonymous self-report questionnaire survey has been one of the most widely used methodologies in the field. The advantages of using a questionnaire over doing an interview can be its apparent simplicity, its versatility and its low cost as a method of data gathering (Breakwell et al., 2000). Using a questionnaire as a method of data gathering allows many respondents to take part in the study at the same time so that it will be very efficient in terms of researchers' time and effort. Since a one-to-one structured interview method was used in the first study, although the researcher managed to obtain richer and less constrained information from the participants, there was a limitation of generalisability of the findings; firstly because of a relatively small number of participants, and secondly because the participating pupils were chosen by school teachers. Thus, this second study aimed to examine underlying factors that may relate to a number of trends found in the first study, using wider populations. The anonymous self-report questionnaire survey is more suited to this purpose. There is also an advantage for using a questionnaire in terms of the time needed to code and analyse responses, compared to using interview methodology.

6.2.3 Participants

Recruitment

Schools in both England and Japan were initially approached by telephone or e-mail. Head teachers of each school were given a brief description of the aims of the study and the nature of the data gathering, and were asked if they would permit children in the school to take part. After agreement was given, meetings with either the head teacher, head of year, or other members of staff were held in order to discuss the study further. In this meeting, each school was given an opportunity to examine the questionnaire, and asked whether they would like the researcher to make any changes in the questionnaire

or to omit particular questions (no changes were actually requested by any schools).

Samples

A sample of 1,036 Japanese pupils from 4 lower-secondary schools in Chiba (outskirts of Tokyo) and 931 English pupils from 5 secondary schools in London, Kent, and Leicester participated in the study. All the schools in Japan and in England were state schools, taking pupils from an average socio-economic background. The mean age of the Japanese sample was 13.43 years and of the English sample 13.21 years. The mean age of the total sample was 13.32 years. Exact number of participants in each year group is shown in table 6.2.3.

Table 6.2.3: Participants

| | Japan | | | England | | | | Total |
|---------------|--------|--------|---------|---------|--------|---------|---------|-------|
| | Year 8 | Year 9 | Year 10 | Year 8 | Year 9 | Year 10 | Year 11 | |
| Male | 224 | 151 | 145 | 170 | 237 | 35 | 26 | 988 |
| Female | 228 | 124 | 164 | 154 | 228 | 50 | 31 | 979 |
| Total | 452 | 275 | 309 | 324 | 465 | 85 | 57 | 1967 |

6.2.4 Measures

Development of the questionnaire

The questionnaire was designed in English, and piloted extensively with twelve-to-fourteen-year-old pupils in England, to examine whether each question was clear enough to understand, and whether the whole questionnaire and each question provided the right kind of information for the study aims. The time taken to complete the questionnaire was also examined during this pilot study. The initial questionnaire was long and time consuming, increasing the chances of a participant losing interest in the questionnaire and finding it difficult to keep their concentration throughout, so a few questions were eliminated to shorten it.

The final version of the questionnaire took approximately thirty minutes to complete. The English version was translated by the author into Japanese. The Japanese version was then back-translated into English by another Japanese-English bilingual person, and

was checked by my U.K. supervisor to ensure the Japanese version had been reliably translated.

On the cases of both English and Japanese versions of the questionnaire, participants were given general information about anonymity of data, and their rights not to take part in the study and not to answer any question that they felt uncomfortable with even after deciding to take part.

Contents of the questionnaire

The questionnaire contained two separate sections. Section 1 included questions about children's relationships with friends including: the number of friends in the same class, in different classes in the same year group, and in different year groups, and where and how often they spend their time with those friends in and outside school. Section 2 included children's general understanding of six different forms of bullying / *ijime* behaviour (physical, verbal, ignoring, social exclusion, stealing / hiding / taking money or belongings, and malicious rumour spreading / nasty note-sending), regarding frequency of occurrence, places, aggressor(s), the relationships between aggressor(s) and the victim, and seriousness of the behaviour.

All questions in the questionnaire had five-point scales where pupils were asked to choose one option that they thought most appropriate, except for three questions about the number of friends they have, where children were asked to write down numbers in the spaces provided. A summary of each section of the questionnaire is shown in table 6.2.4 below. The actual questionnaire used in the study is shown in Appendix 2.

Table 6.2.4: Summary of the questionnaire.

| Question number | Question |
|---|--|
| Section 1 | |
| Personal information | |
| Question 1 to 4 | <ul style="list-style-type: none"> Age, Gender, Year-group, and Name of the school. |
| Number of friends | |
| Question 5, 11, 18 | <ul style="list-style-type: none"> How many good friends do you have in your class? How many good friends do you have in different classes but in the same year group? How many good friends do you have in different year groups? |
| Places and frequencies children spend time with friends in the same class / in different class / in different year groups | |
| Question 6 to 10 | <ul style="list-style-type: none"> How often do you spend time with these friends during break-times in classroom? How often do you spend time with these friends during break-time in friends' classroom? |
| Question 12 to 17 | <ul style="list-style-type: none"> How often do you spend time with these friends during break-time in playground? How often do you spend time with these friends during break-times in other places in school (corridors, stairs, library, gym, other rooms)? |
| Question 19 to 24 | <ul style="list-style-type: none"> How often do you spend time with these friends on the way to school and to home? How often do you spend time with these friends outside school? |
| * 5-point scale; 1: Never; 2: Rarely; 3: Sometimes; 4: Often; 5: Almost always. | |
| Section 2 (in this section, question number represents different hypothetical scenario and actual question is represented as a, b, c...etc). | |
| Perceived frequency of each scenario in their year group | |
| Question a | <ul style="list-style-type: none"> How often do you think this situation happens in your year group at school? |
| * 5-point scale; 1: Never happens; 2: Occasionally; 3: Every week; 4: Everyday; 5: Several times a day. | |
| Perceived likely behaviours | |
| Question b and c | <ul style="list-style-type: none"> How likely do you think this situation is to be each of the following (i.e. fighting, bullying, playing / joking around) if done by one student to another / if done by a group of students against one student? |
| * 5-point scale; 1: Not likely; 2: Slightly likely; 3: Quite likely; 4: Likely; 5: Very likely. | |
| Perceived likely places | |
| Question d | <ul style="list-style-type: none"> How likely do you think this situation is to happen in each place (i.e. classroom, playground, elsewhere in school, on the way to home / to school, outside school)? |
| * 5-point scale; 1: Not likely; 2: Slightly likely; 3: Quite likely; 4: Likely; 5: Very likely. | |
| Perceived likely aggressor(s) | |
| Question e | <ul style="list-style-type: none"> How likely do you think the aggressor to be each of the following (i.e. classmates, person / people in different class but in the same year group, person / people in higher year group)? |
| * 5-point scale; 1: Not likely; 2: Slightly likely; 3: Quite likely; 4: Likely; 5: Very likely. | |
| Perceived likely relationships between aggressor(s) and the victim | |
| Question f | <ul style="list-style-type: none"> How likely to you think the relationship between aggressor(s) and the victim is to be each of the following (i.e. friends, they know each other but not in a friendly way, they don't know each other very well or at all)? |
| * 5-point scale; 1: Not likely; 2: Slightly likely; 3: Quite likely; 4: Likely; 5: Very likely. | |
| Perceived likely person to be blamed for the situation | |
| Question g | <ul style="list-style-type: none"> Who would other pupils blame for the situation? (i.e. the aggressor(s), the victim, both aggressor(s) and the victim). |
| * 5-point scale; 1: Not likely; 2: Slightly likely; 3: Quite likely; 4: Likely; 5: Very likely. | |
| Perceived seriousness of the situation | |
| Question h | <ul style="list-style-type: none"> How serious do you think this situation is to be? |
| * 5-point scale; 1: Not serious at all; 2: Slightly serious; 3: Quite serious; 4: Serious; 5: Very serious). | |
| Experiences | |
| Question 31 & 32 | <ul style="list-style-type: none"> Have you ever been in any of these 6 situations that you imagined as an aggressor / as a victim during the last 12 months? |
| * 5-point scale; 1: Never; 2: Once or twice; 3: Once or twice a month; 4: Once a week; 5: Several times a week. | |

Hypothetical scenarios

In the second section, pupils were given six different hypothetical bully / victim scenarios consisted of direct physical and verbal aggression, direct social exclusion, indirect ignoring, and indirect rumour spreading / note-sending. These were:

- (1) Imagine one student or a group of students hit, kick, and punch another student who cannot fight back or defend him- / her-self effectively.
- (2) Imagine one student or a group of students say mean or unpleasant things to another student, make fun of him / her, or call him / her mean and hurtful names.
- (3) Imagine one student or a group of students refuse any sort of communication with one student as if he / she does not exist or is invisible.
- (4) Imagine a group of students actively try to exclude one student from their group of friends, tell him / her “No, We don’t want to play with you”.
- (5) Imagine one student or a group of students hide, break, steal, or take another student’s money or valuable belongings.
- (6) Imagine one student or a group of students spread nasty rumours about another student, talk behind his / her back, or gossip about him / her.

6.2.5 Procedure

Questionnaires were delivered by the author to each school and given on a class basis by members of staff at each school. Completed questionnaires were collected by the author from the schools when they were ready. Each school was given written feedback about the findings, by the author. This contained a summary, and detailed results for that school. However, individual responses were not given to any school due to the anonymity of the data collection procedure.

6.2.6 Analysis

Statistical analysis was conducted using SPSS. The distribution of responses for each national sample as well as for the total samples was examined. Similarities and differences that emerged between sex, year-groups and two national samples, and the interactions between Nationality and Sex as well as Nationality and Year-groups were also calculated. To examine whether or not differences and interactions were statistically significant, MANOVA (overall test) and ANOVA (follow-up analysis) for

scaled scores and Chi-squared test for frequency data were applied. Because of the small number of participants and of different grading system between English and Japanese schools, the data from English pupils in Year 10 and in Year 11 were merged and treated as one group (presented as 'Year 10' in Results section).

6.3 Results

I report primarily on the distribution of responses for the total data set as well as within each country. I report on nationality differences, as well as sex and year-group differences found to be significant using MANOVA (over-all test) and ANOVA (follow-up analysis). Due to a large number of tests being made, the results found to be significant at the $p < .01$ level were discussed as significant main effects, others discussed as interesting trends that might be useful for future research.

Section 1: Relationships with friends

In this section, pupils were first asked how many good friends they have in their own class, in different classes in the same year group, and in different year groups. Pupils were then asked how often they spend time with these friends in various different places in and outside school including 'classroom', 'friends' classroom', 'playground', 'other places in school', 'on the way to school / to home' and 'outside school'. Answers were on a 5-point-scale rating: 1: Never; 2: Rarely (once a week); 3: Sometimes (twice or three times a week); 4 Often (three or more times a week); and 5: Almost always (every occasion).

6.3.1 Number of friends

The mean number of good friends in the same class, in different classes in the same year group, and in different year groups is shown in table 6.3.1.1. Pupils reported having more friends in ‘different classes in the same year group’ than in the ‘same class’ or in ‘different year groups’. Both English and Japanese pupils reported having a considerable number of friends in the same year group, with more friends in ‘different classes’ than the ‘same class’. While Japanese pupils reported having many fewer friends in different years compared to those in the same year group, English pupils reported having slightly fewer but still considerable number of friends in different year groups.

Table 6.3.1.1 Mean numbers of friends (STD).

| | Same class | Different class in the same year group | Different year groups |
|----------------|-------------|--|-----------------------|
| Japan | 8.16 (4.48) | 9.47 (5.43) | 2.98 (3.24) |
| England | 6.54 (3.81) | 8.12 (5.47) | 5.24 (3.66) |
| Male | 8.33 (4.33) | 9.46 (5.50) | 3.99 (3.64) |
| Female | 6.76 (4.04) | 8.45 (5.43) | 3.73 (3.52) |
| Year 8 | 7.52 (4.26) | 8.84 (5.54) | 3.96 (3.57) |
| Year 9 | 7.29 (4.16) | 8.88 (5.45) | 4.22 (3.67) |
| Year 10 | 7.93 (4.58) | 9.23 (5.43) | 3.11 (3.36) |
| Total | 7.53 (4.31) | 8.95 (5.48) | 3.86 (3.58) |

A MANOVA revealed main effects of Nationality [$F_{(3, 1573)} = 109.61, p < .001$] and Sex [$F_{(3, 1573)} = 8.68, p < .001$]. There were also a significant Nationality x Sex [$F_{(3, 1573)} = 4.82, p < .002$] and Nationality x Year-group interactions [$F_{(6, 3148)} = 7.10, p < .001$]. There was no significant main effect of Year-group. Follow-up analysis was applied using ANOVA. Table 6.3.1.2 shows the main effects of Nationality, table 6.3.1.3 the main effects of Sex. Table 6.3.1.4 shows the Nationality x Sex interaction, and table 6.3.1.5 shows the Nationality x Year-group interaction.

There was a main effect of Nationality, for ‘friends in the same class’ and ‘friends in different year groups’. Japanese pupils had significantly more friends than English pupils in the same class. English pupils had significantly more friends in different year groups than Japanese pupils.

Table 6.3.1.2: Main effects of Nationality on number of friends

| Categories | Mean | | df | F value | p value |
|-----------------------|---------|-------|---------|---------|---------|
| | England | Japan | | | |
| Same class | 6.54 | 8.16 | 1, 1901 | 20.44 | .001 |
| Different class | 8.12 | 9.47 | 1, 1721 | 4.65 | [.05] |
| Different year groups | 5.24 | 2.98 | 1, 1679 | 168.08 | .001 |

There was a main effect of Sex for all categories. Boys had significantly more friends than girls ‘in the same class’ and ‘in different classes but in the same year group’, and ‘in different year groups’.

Table 6.3.1.3: Main effects of Sex on number of friends

| Categories | Mean | | df | F value | p value |
|-----------------------|------|--------|---------|---------|---------|
| | Male | Female | | | |
| Same class | 8.33 | 6.76 | 1, 1901 | 30.07 | .001 |
| Different class | 9.46 | 8.45 | 1, 1721 | 9.74 | .005 |
| Different year groups | 3.99 | 3.73 | 1, 1679 | 7.13 | .01 |

There was one significant Nationality x Sex interaction for number of friends ‘in the same class’. While significant main effect of Sex was only found for Japanese pupils, significant main effect of Nationality was only found for male pupils (see figure 6.3.1.1).

Figure 6.3.1.1: Nationality x Sex interaction for number of friends in the same class.

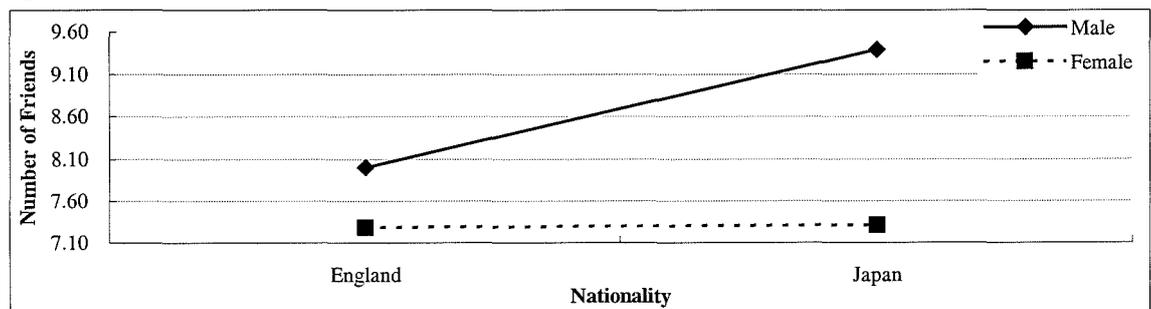


Table 6.3.1.4: Nationality x Sex interaction on the number of friends

| Categories | Mean | | df | F value | p value | |
|-----------------------|---------|--------|------|---------|---------|----------|
| | Male | Female | | | | |
| Same class | England | 8.00 | 7.28 | 1, 1901 | 15.47 | .001 |
| | Japan | 9.39 | 7.31 | | | |
| Different class | England | 9.25 | 8.54 | 1, 1721 | .72 | Not sig. |
| | Japan | 10.18 | 8.94 | | | |
| Different year groups | England | 5.90 | 5.36 | 1, 1679 | .01 | Not sig. |
| | Japan | 3.31 | 2.79 | | | |

There were two significant Nationality x Year-group interactions. For number of friends ‘in the same class’, significant main effect of Year-group was only found for English pupils, and significant main effect of Nationality was only found for Year 10 pupils (see figure 6.3.1.2).

For a number of friends in different year groups, while significant main effect of Year-group was only found for Japanese pupils, significant main effect of Nationality was found for all year groups (see figure 6.3.1.3).

Figure 6.3.1.2: Nationality x Year interaction for number of friends in the same class.

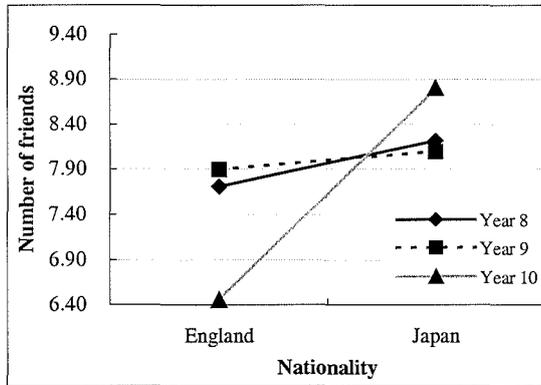


Figure 6.3.1.3: Nationality x Year interaction for number of friends in different year groups.

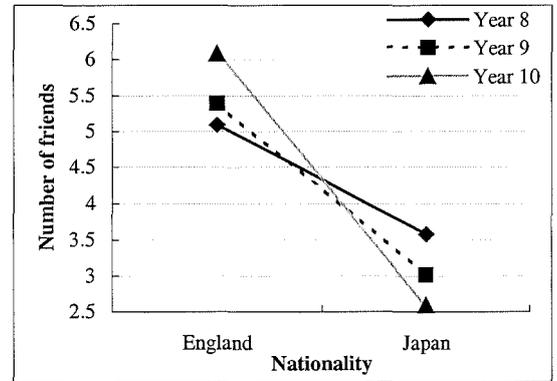


Table 6.3.1.5: Nationality x Year-group interaction for the number of friends

| Categories | Mean | | | df | F value | p value | |
|-----------------------|---------|--------|---------|------|---------|---------|----------|
| | Year 8 | Year 9 | Year 10 | | | | |
| Same class | England | 7.71 | 7.89 | 6.45 | 2, 1901 | 8.21 | .001 |
| | Japan | 8.21 | 8.09 | 8.80 | | | |
| Different class | England | 8.57 | 9.12 | 8.80 | 2, 1721 | .47 | Not sig. |
| | Japan | 9.51 | 9.56 | 9.64 | | | |
| Different year groups | England | 5.10 | 5.39 | 6.08 | 2, 1679 | 8.93 | .001 |
| | Japan | 3.57 | 3.01 | 2.59 | | | |

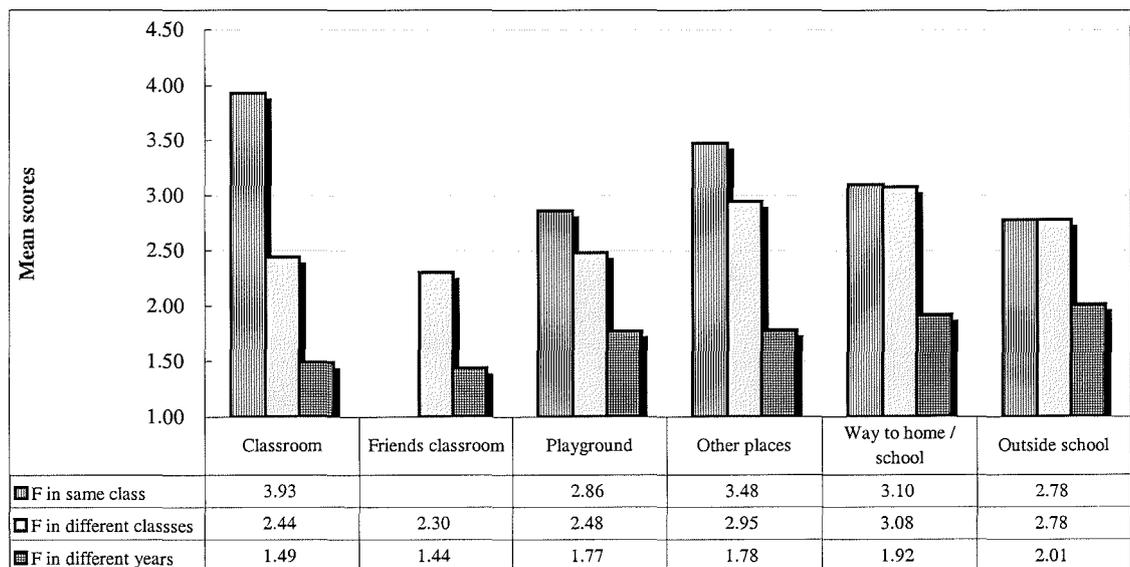
6.3.2 Time and places spent with friends

Mean scores for the time spent in each place with friends in the same class, in different classes in the same year group, and in different year groups are shown in figure 6.3.2.1. Mean scores for the two national samples are shown in figures 6.3.2.2 (friends in the same class), 6.3.2.3 (friends in different classes), and 6.3.2.4 (friends in different year groups).

In terms of friends in the same class, pupils reported spending more time with them in

‘their classrooms’, followed by ‘other places at school’ and ‘on the way to school / home’. Regarding friends in different class, but same year group, they spend time most often ‘on the way to school / home’, followed by ‘other places in school’, ‘outside school’, and ‘playground’. In terms of friends in different year groups, pupils spend time most often ‘outside school’ followed by ‘on the way to home / school’.

Figure 6.3.2.1: Mean scores of time spent with friends in same class, in different class, and in different year groups (total sample).



English pupils seem to spend most of the time in the ‘playground’ with their friends in the same class as well as in different classes in the same year group, but they seem to spend more time with friends in different year groups ‘outside school’. Japanese pupils, on the other hand, seem to spend most of the time in the ‘classroom’ with their friends in the same class, and spend more time ‘outside school’ including ‘on the way to school / to home’ with friends in different classes in the same year group. Japanese pupils seem to spend much less time with those in different year groups both in and outside school.

Figure 6.3.2.2: Mean scores of time spent with friends in the same class (Nationality).

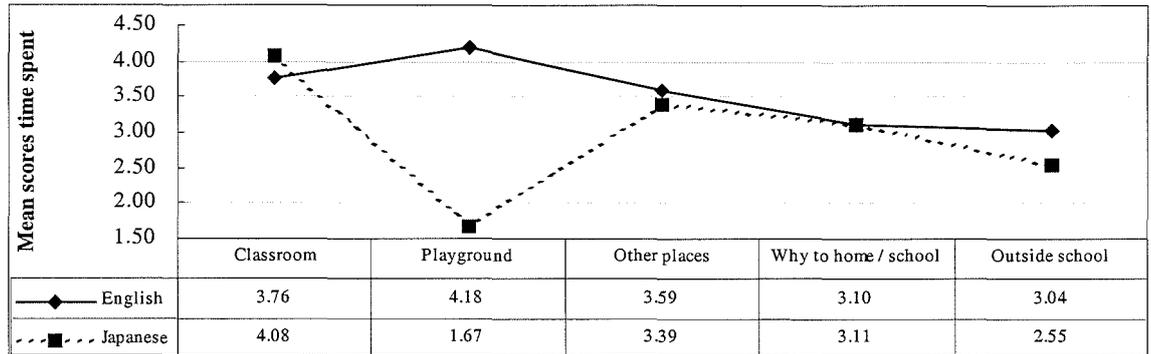


Figure 6.3.2.3: Mean scores of time spent with friends in different classes in the same year group (Nationality).

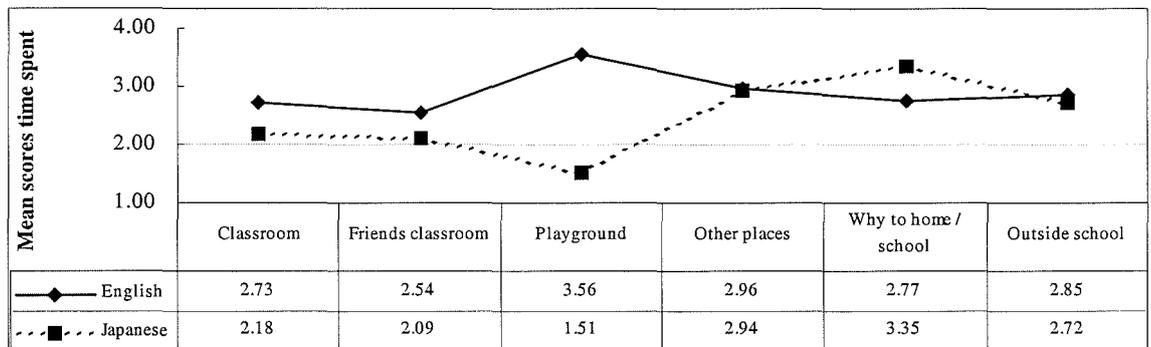
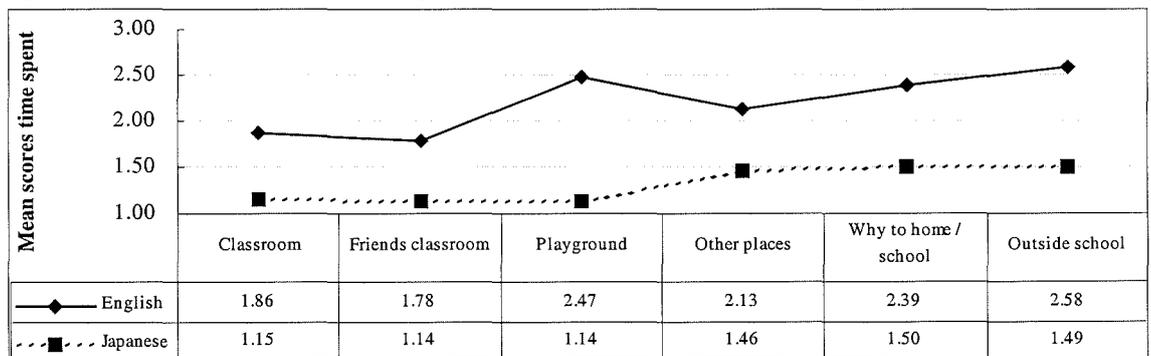


Figure 6.3.2.4: Mean scores of time spent with friends in different year groups (Nationality).



MANOVA revealed main effects of Nationality for time spent with friends in the same class [$F_{(5, 1951)} = 521.29, p < .001$], in different classes [$F_{(6, 1950)} = 304.60, p < .001$], and in different year groups [$F_{(6, 1950)} = 179.60, p < .001$]. Main effects of Sex were also found for each category [$F_{(5, 1951)} = 13.65, p < .001$; $F_{(6, 1950)} = 8.52, p < .001$; and $F_{(6, 1950)} = 4.15, p < .001$ respectively]. Main effects of Year-group were revealed for friends in the same class [$F_{(10, 3904)} = 8.55, p < .001$] and friends in different classes [$F_{(12, 3902)} = 5.63, p < .001$].

There were also significant Nationality x Sex interactions for friends in the same class [$F_{(5, 1951)} = 5.15, p < .001$] and friends in different classes [$F_{(6, 1950)} = 6.49, p < .001$]. Significant Nationality x Year-group interactions were also revealed for each category [$F_{(10, 3904)} = 4.88, p < .001$; $F_{(12, 3902)} = 8.20, p < .001$; and $F_{(12, 3902)} = 6.88, p < .001$ respectively].

Follow-up analysis was conducted using ANOVA. Tables 6.3.2.1 to 6.3.2.3 show the main effects of Nationality. Main effects of Sex are shown in tables 6.3.2.4 to 6.3.3.2.6, and of Year-group in tables 6.3.2.7 and 6.3.2.8. Nationality x Sex interactions are shown in tables 6.3.2.9 and 6.3.2.10, and Nationality x Year-group interactions in tables 6.3.2.11 to 6.3.2.13.

Regarding friends in the same class, there were four significant main effects of Nationality. Japanese pupils spent significantly more time than English in the 'classroom'. English pupils spent significantly more time in the 'playground', 'other places in school', and 'outside school'.

Table 6.3.2.1: Main effects of Nationality on time spent with friends in the same class.

| Friends | Places | Mean | | df | F value | p value |
|------------|--------------------------------|---------|-------|---------|----------|----------|
| | | England | Japan | | | |
| Same class | Classroom | 3.76 | 4.08 | 1, 1955 | 19.95 | .001 |
| | Playground | 4.18 | 1.67 | 1, 1955 | 12076.49 | .001 |
| | Other places in school | 3.59 | 3.39 | 1, 1955 | 11.88 | .001 |
| | On the way to school / to home | 3.10 | 3.11 | 1, 1955 | .14 | Not sig. |
| | Outside school | 3.04 | 2.55 | 1, 1955 | 106.93 | .001 |

In terms of friends in a different class but the same year group, there were five significant main effects. English pupils spent significantly more time than Japanese in the 'classroom', 'friends classroom', and 'playground'. Japanese pupils spent more time 'on their way to school / to home'.

Table 6.3.2.2: Main effects of Nationality on time spent with friends in different classes but the same year group

| Friends | Places | Mean | | df | F value | p value |
|--|--------------------------------|---------|-------|---------|---------|----------|
| | | England | Japan | | | |
| Different classes in the same year group | Classroom | 2.73 | 2.18 | 1, 1955 | 89.02 | .001 |
| | Friends' classroom | 2.54 | 2.09 | 1, 1955 | 64.83 | .001 |
| | Playground | 3.56 | 1.51 | 1, 1955 | 1487.20 | .001 |
| | Other places in school | 2.96 | 2.94 | 1, 1955 | 2.74 | Not sig. |
| | On the way to school / to home | 2.77 | 3.35 | 1, 1955 | 76.57 | .001 |
| | Outside school | 2.85 | 2.72 | 1, 1955 | 14.40 | .001 |

Finally, regarding friends in different year groups, significant main effects were found in all categories. English pupils spent significantly more time than Japanese pupils at every possible place: 'own classroom', 'friends' classroom', 'playground', 'other places in school', 'on the way to school / to home', and 'outside school'.

Table 6.3.2.3: Main effects of Nationality for time spent with friends in different year groups.

| Friends | Places | Mean | | df | F value | p value |
|-----------------------|--------------------------------|---------|-------|---------|---------|---------|
| | | England | Japan | | | |
| Different year groups | Classroom | 1.86 | 1.15 | 1, 1955 | 321.52 | .001 |
| | Friends' classroom | 1.78 | 1.14 | 1, 1955 | 280.98 | .001 |
| | Playground | 2.47 | 1.14 | 1, 1955 | 871.95 | .001 |
| | Other places in school | 2.13 | 1.46 | 1, 1955 | 231.05 | .001 |
| | On the way to school / to home | 2.39 | 1.50 | 1, 1955 | 317.09 | .001 |
| | Outside school | 2.58 | 1.49 | 1, 1955 | 515.51 | .001 |

In terms of main effects of Sex, there were three significant main effects on the place pupils spent with friends in the same class. Boys spent more time than girls in the 'playground' and 'outside school', while girls spent more time than boys in the 'other places in school'.

Table 6.3.2.4: Main effects of Sex for time spent with friends in the same class.

| Friends | Places | Mean | | df | F value | p value |
|------------|--------------------------------|------|--------|---------|---------|----------|
| | | Male | Female | | | |
| Same class | Classroom | 3.86 | 3.99 | 1, 1955 | 2.46 | Not sig. |
| | Playground | 2.98 | 2.74 | 1, 1955 | 17.51 | .001 |
| | Other places in school | 3.40 | 3.57 | 1, 1955 | 8.95 | .005 |
| | On the way to school / to home | 3.12 | 3.09 | 1, 1955 | 2.52 | Not sig. |
| | Outside school | 2.93 | 2.64 | 1, 1955 | 30.69 | .001 |

In terms of the friends in a different class but the same year group, there were two significant main effects [and two trends]. Boys spent more time in the ‘playground’ and ‘outside school’.

Table 6.3.2.5: Main effects of Sex for time spent with friends in different classes.

| Friends | Places | Mean | | df | F value | p value |
|--|--------------------------------|------|--------|---------|---------|----------|
| | | Male | Female | | | |
| Different classes in the same year group | Classroom | 2.51 | 2.37 | 1, 1955 | 5.32 | [.05] |
| | Friends’ classroom | 2.37 | 2.23 | 1, 1955 | 5.79 | [.05] |
| | Playground | 2.64 | 2.32 | 1, 1955 | 33.27 | .001 |
| | Other places in school | 2.97 | 2.93 | 1, 1955 | .47 | Not sig. |
| | On the way to school / to home | 3.08 | 3.08 | 1, 1955 | .28 | Not sig. |
| | Outside school | 2.93 | 2.64 | 1, 1955 | 23.76 | .001 |

Finally, in terms of friends in different year groups, there were five significant main effects. Boys spent significantly more time than girls in the ‘classroom’, ‘friends classrooms’, ‘playground’, ‘on the way to school / to home’, and ‘outside school’.

Table 6.3.2.6: Main effects of Sex for time spent with friends in different year groups.

| Friends | Places | Mean | | df | F value | p value |
|-----------------------|--------------------------------|------|--------|---------|---------|----------|
| | | Male | Female | | | |
| Different year groups | Classroom | 1.55 | 1.43 | 1, 1955 | 10.94 | .001 |
| | Friends’ classroom | 1.52 | 1.36 | 1, 1955 | 15.25 | .001 |
| | Playground | 1.86 | 1.68 | 1, 1955 | 12.34 | .001 |
| | Other places in school | 1.81 | 1.74 | 1, 1955 | 1.45 | Not sig. |
| | On the way to school / to home | 2.00 | 1.85 | 1, 1955 | 7.42 | .01 |
| | Outside school | 2.09 | 1.92 | 1, 1955 | 8.76 | .005 |

In terms of year-group differences, there were two significant main effects [and one trend] on the time spent with the friends in the same class. Pupils in Year 9 spent less time in the ‘classrooms’ than pupils in Year 8 and in Year 10, but spent more time in the ‘playground’. Pupils in Year 8 spent more time at ‘playground’ than pupils in Year 10.

Table 6.3.2.7: Main effects of Year-group for time spent with friends in the same class.

| Friends | Places | Mean | | | df | F value | p value |
|------------|--------------------------------|--------|--------|---------|---------|---------|----------|
| | | Year 8 | Year 9 | Year 10 | | | |
| Same class | Classroom | 4.05 | 3.74 | 4.02 | 2, 1955 | 8.37 | .001 |
| | Playground | 2.91 | 3.24 | 2.15 | 2, 1955 | 23.30 | .001 |
| | Other places in school | 3.49 | 3.54 | 3.39 | 2, 1955 | .53 | Not sig. |
| | On the way to school / to home | 3.07 | 3.09 | 3.18 | 2, 1955 | .43 | Not sig. |
| | Outside school | 2.72 | 2.88 | 2.74 | 2, 1955 | 3.31 | [.05] |

In terms of friends in different classes but in the same year group, there were three significant main effects [and two trends]. Pupils in Year 9 spent significantly more time in the ‘playground’ than pupils in Year 8 and Year 10. Also, pupils in Year 9 spent significantly more time than pupils in Year 10 in ‘on the way to school / to home’, and spent more time than pupils in Year 8 ‘outside school’.

Table 6.3.2.8: Main effects of Year-group for time spent with friends in different classes.

| Friends | Places | Mean | | | df | F value | p value |
|--|--------------------------------|--------|--------|---------|---------|---------|----------|
| | | Year 8 | Year 9 | Year 10 | | | |
| Different classes in the same year group | Classroom | 2.34 | 2.62 | 2.32 | 2, 1955 | 3.85 | [.05] |
| | Friends’ classroom | 2.22 | 2.43 | 2.24 | 2, 1955 | 3.05 | [.05] |
| | Playground | 2.39 | 2.91 | 1.94 | 2, 1955 | 6.83 | .001 |
| | Other places in school | 2.94 | 3.04 | 2.81 | 2, 1955 | 2.56 | Not sig. |
| | On the way to school / to home | 3.07 | 3.12 | 3.02 | 2, 1955 | 6.27 | .005 |
| | Outside school | 2.66 | 2.90 | 2.81 | 2, 1955 | 13.43 | .001 |

Regarding Nationality x Sex interactions, one significant interaction was found for time spent with friends in the same class in the ‘classroom’. Significant main effect of Sex was only found for Japanese pupils, and significant main effect of Nationality was only found for female pupils (see figure 6.3.2.5).

Figure 6.3.2.5: Nationality x Sex interaction for the time spent with friends in the same class in the classroom.

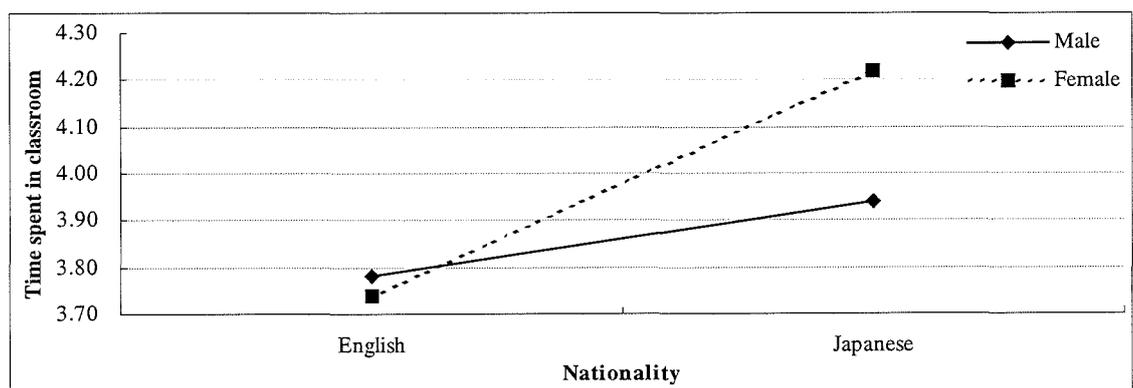


Table 6.3.2.9: Nationality x Sex interaction for time spent with friends in the same class.

| Friends | Places | Mean | | df | F value | p value | |
|------------|--------------------------------|---------|--------|------|---------|---------|----------|
| | | Male | Female | | | | |
| Same class | Classroom | England | 3.78 | 3.74 | 1, 1955 | 10.89 | .001 |
| | | Japan | 3.94 | 4.22 | | | |
| | Playground | England | 4.20 | 4.05 | 1, 1955 | .22 | Not sig. |
| | | Japan | 1.76 | 1.51 | | | |
| | Other places in school | England | 3.47 | 3.76 | 1, 1955 | 2.75 | Not sig. |
| | | Japan | 3.36 | 3.34 | | | |
| | On the way to school / to home | England | 3.20 | 2.99 | 1, 1955 | 2.13 | Not sig. |
| | | Japan | 3.12 | 3.12 | | | |
| | Outside school | England | 3.20 | 2.99 | 1, 1955 | 2.71 | Not sig. |
| | | Japan | 2.74 | 2.35 | | | |

In terms of friends in different classes, there was one significant interaction for time spent 'on the way to school / to home'. Significant main effect of Sex was found in both nationalities in opposite directions, and significant main effect of Nationality was found in both males and females (see figure 6.3.2.6).

Figure 6.3.2.6: Nationality x Sex interaction for the time spent with friends in the different classes on the way to school / to home.

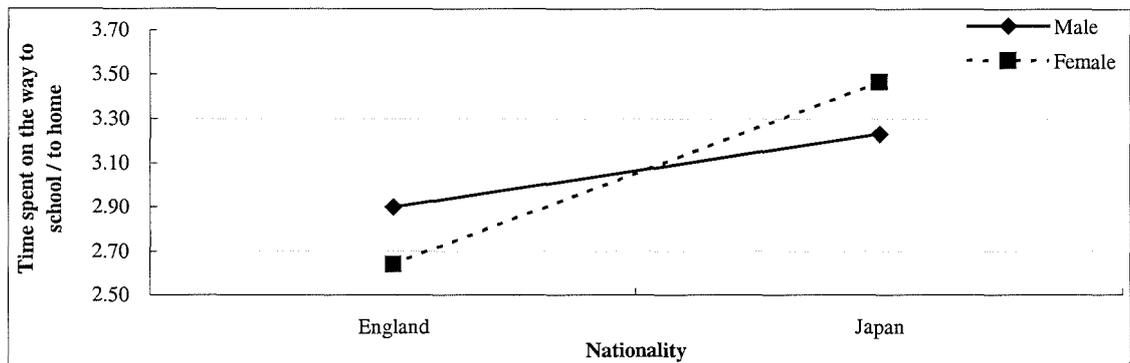


Table 6.3.2.10: Nationality x Sex interaction for time spent with friends in different classes.

| Friends | Places | Mean | | df | F value | p value | |
|--|--------------------------------|---------|--------|------|---------|---------|----------|
| | | Male | Female | | | | |
| Different classes in the same year group | Classroom | England | 2.88 | 2.66 | 1, 1955 | 1.50 | Not sig. |
| | | Japan | 2.21 | 2.14 | | | |
| | Friends' classroom | England | 2.70 | 2.45 | 1, 1955 | 3.21 | Not sig. |
| | | Japan | 2.12 | 2.08 | | | |
| | Playground | England | 3.71 | 3.34 | 1, 1955 | 1.41 | Not sig. |
| | | Japan | 1.61 | 1.37 | | | |
| | Other places in school | England | 2.98 | 3.06 | 1, 1955 | 4.16 | [.05] |
| | | Japan | 3.00 | 2.84 | | | |
| | On the way to school / to home | England | 2.90 | 2.64 | 1, 1955 | 22.45 | .001 |
| | | Japan | 3.23 | 3.47 | | | |
| | Outside school | England | 3.14 | 2.76 | 1, 1955 | 2.52 | Not sig. |
| | | Japan | 2.83 | 2.63 | | | |

In terms of Nationality x Year-group interactions, there was one significant interaction for time spent 'outside school' with friends in the same class. While significant main effect of Year-group was found only for English pupils, significant main effect of Nationality was found for all year groups (see figure 6.3.2.7).

Figure 6.3.2.7: Nationality x Year-group interaction for the time spent with friends in the same class outside school.

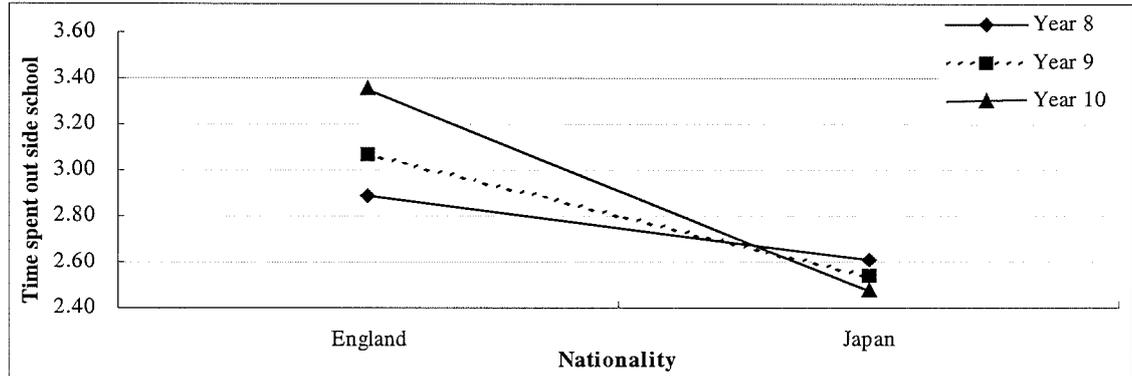


Table 6.3.2.11: Nationality x Year-group interactions for time spent with friends in the same class.

| Friends | Places | Mean | | | df | F value | p value | |
|--------------------------------|------------------------|---------|--------|--------|---------|---------|----------|----------|
| | | England | Year 8 | Year 9 | | | | Year 10 |
| Same class | Classroom | England | 3.87 | 3.69 | 3.79 | 2, 1955 | 1.04 | Not sig. |
| | | Japan | 4.19 | 3.84 | 4.13 | | | |
| | Playground | England | 4.30 | 4.18 | 3.95 | 2, 1955 | 1.55 | Not sig. |
| | | Japan | 1.91 | 1.65 | 1.34 | | | |
| | Other places in school | England | 3.65 | 3.54 | 3.65 | 2, 1955 | 3.40 | [.05] |
| | | Japan | 3.39 | 3.54 | 3.27 | | | |
| On the way to school / to home | England | 3.12 | 3.11 | 3.06 | 2, 1955 | 1.43 | Not sig. | |
| | Japan | 3.04 | 3.07 | 3.26 | | | | |
| Outside school | England | 2.87 | 3.07 | 3.36 | 2, 1955 | 10.42 | .001 | |
| | Japan | 2.61 | 2.54 | 2.48 | | | | |

In terms of friends in different classes in the same year groups, significant interactions were found in all categories. For time spent in the 'classroom', while significant main effect of Year-group was only found for English pupils, significant main effect of Nationality was found in all year groups (see figure 6.3.2.8).

For the time spent in 'friends' classroom', similar pattern was found where significant main effect of Year-group was only found for English pupils, while significant main effect of Nationality was found in all year groups (see figure 6.3.2.9).

For the time in ‘playground’, significant main effect of Year-group was found in both nationalities, and significant main effect of Nationality was also found in all year groups (see figure 6.3.2.10).

For ‘other places in school’, while significant main effect of Year-group was found in both nationalities, significant main effect of Nationality was found in Year 8 and Year 10 pupils in opposite directions (see figure 6.3.2.11).

In terms of time spent ‘on the way to school / to home’, significant main effect of Year-group was only found for Japanese pupils, and significant main effect of Nationality was only found for Year 8 and Year 9 pupils (see figure 6.3.2.12).

Finally, for time spent in ‘outside school’, while significant main effect of Year-group was found for both nationalities, significant main effect of Nationality was only found for Year 10 pupils (see figure 6.3.2.13).

Figure 6.3.2.8: Nationality x Year-group interaction for time spent with friends in different classes in the classroom.

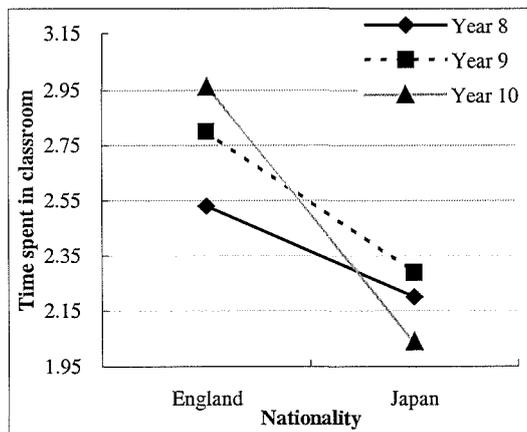


Figure 6.3.2.9: Nationality x Year-group interaction for time spent with friends in different classes in friends' classroom.

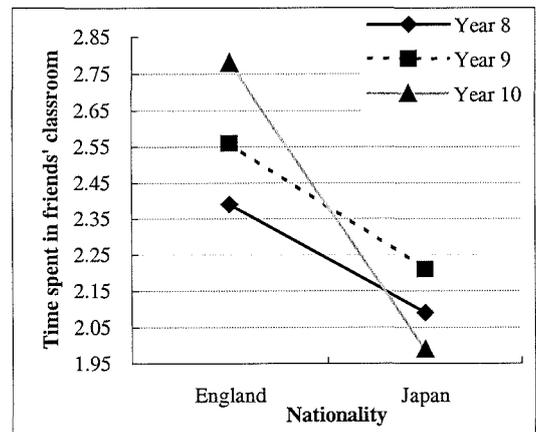


Figure 6.3.2.10: Nationality x Year-group interaction for the time spent with friends in different classes in the playground.

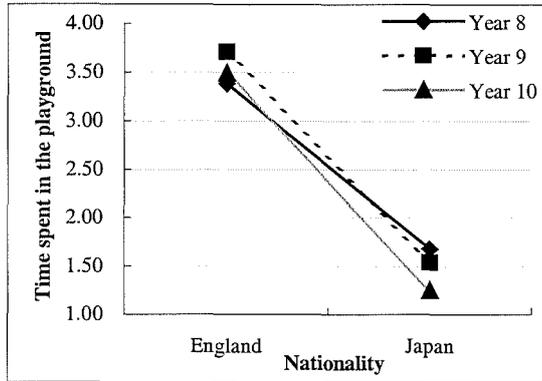


Figure 6.3.2.11: Nationality x Year-group interaction for the time spent with friends in different classes in other places in school.

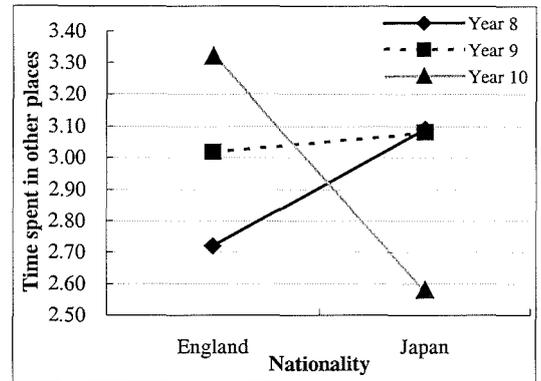


Figure 6.3.2.12: Nationality x Year-group interaction for the time spent with friends in different classes on the way to school / to home.

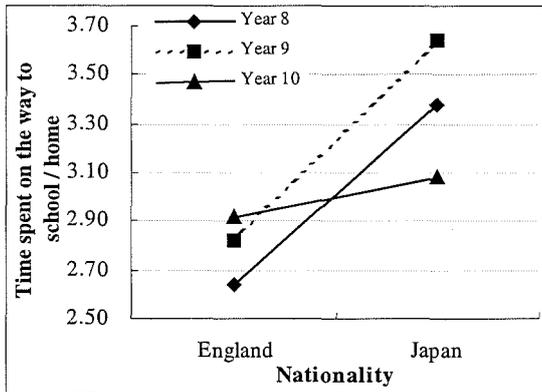


Figure 6.3.2.13: Nationality x Year-group interaction for the time spent with friends in different classes outside school.

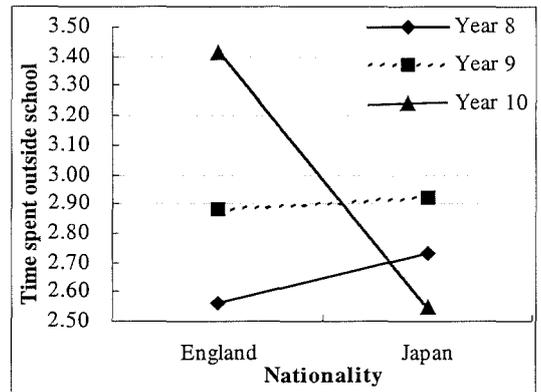


Table 6.3.2.12: Nationality x Year-group interactions for time spent with friends in different classes.

| Friends | Places | Mean | | | df | F value | p value | |
|--|--------------------------------|---------|--------|--------|------|---------|---------|---------|
| | | England | Year 8 | Year 9 | | | | Year 10 |
| Different classes in the same year group | Classroom | England | 2.53 | 2.80 | 2.96 | 2, 1955 | 6.74 | .001 |
| | | Japan | 2.20 | 2.29 | 2.04 | | | |
| | Friends' classroom | England | 2.39 | 2.56 | 2.78 | 2, 1955 | 5.56 | .005 |
| | | Japan | 2.09 | 2.21 | 1.99 | | | |
| | Playground | England | 3.38 | 3.71 | 3.49 | 2, 1955 | 11.96 | .001 |
| | | Japan | 1.68 | 1.54 | 1.25 | | | |
| | Other places in school | England | 2.72 | 3.02 | 3.32 | 2, 1955 | 26.65 | .001 |
| | | Japan | 3.09 | 3.08 | 2.58 | | | |
| | On the way to school / to home | England | 2.64 | 2.82 | 2.92 | 2, 1955 | 8.12 | .001 |
| | | Japan | 3.38 | 3.64 | 3.08 | | | |
| | Outside school | England | 2.56 | 2.88 | 3.41 | 2, 1955 | 25.62 | .001 |
| | | Japan | 2.73 | 2.92 | 2.55 | | | |

Finally, regarding the friends in different year groups, there were three significant Nationality x Year-group interactions. A similar pattern was found for time spent in 'other places in school', 'on the way to school / to home', and 'outside school' where significant main effect of Year-group was found for both nationalities, and significant main effect of Nationality was found in all year groups (see figure 6.3.2.14, 6.3.2.15, 6.3.2.16).

Figure 6.3.2.14: Nationality x Year-group interaction for the time spent with friends in different year groups in other places in school.

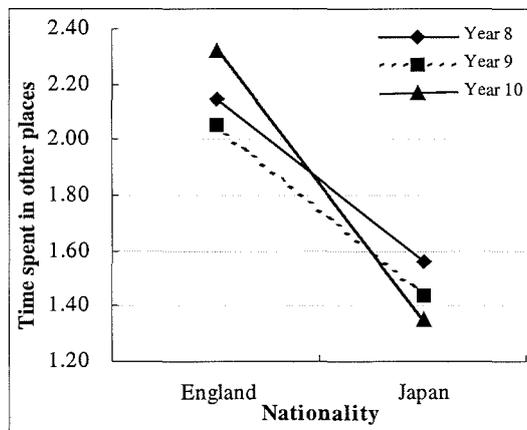


Figure 6.3.2.15: Nationality x Year-group interaction for the time spent with friends in different year groups on the way to school / home.

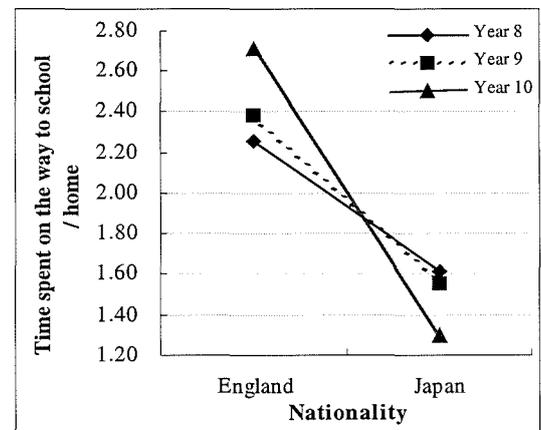


Figure 6.3.2.16: Nationality x Year-group interaction for the time spent with friends in different year groups outside school.

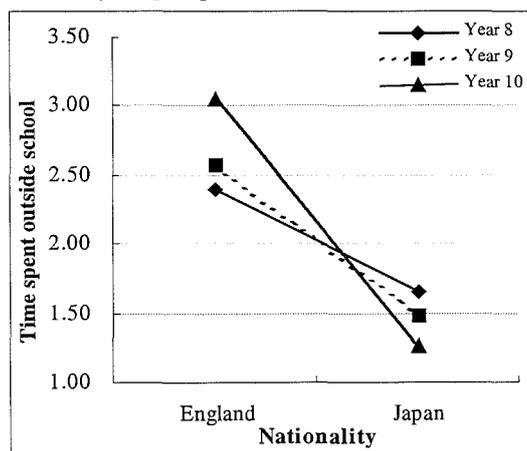


Table 6.3.2.13: Nationality x Year-group interactions for time spent with friends in different year groups.

| Friends | Places | Mean | | | df | F value | p value | |
|-----------------------|--------------------------------|---------|--------|---------|------|---------|---------|----------|
| | | Year 8 | Year 9 | Year 10 | | | | |
| Different year groups | Classroom | England | 1.89 | 1.82 | 1.90 | 2, 1955 | .56 | Not sig. |
| | | Japan | 1.17 | 1.16 | 1.13 | | | |
| | Friends' classroom | England | 1.81 | 1.74 | 1.83 | 2, 1955 | .98 | Not sig. |
| | | Japan | 1.15 | 1.15 | 1.11 | | | |
| | Playground | England | 2.51 | 2.48 | 2.36 | 2, 1955 | .38 | Not sig. |
| | | Japan | 1.20 | 1.11 | 1.09 | | | |
| | Other places in school | England | 2.15 | 2.05 | 2.32 | 2, 1955 | 5.48 | .005 |
| | | Japan | 1.56 | 1.44 | 1.35 | | | |
| | On the way to school / to home | England | 2.26 | 2.39 | 2.71 | 2, 1955 | 15.34 | .001 |
| | | Japan | 1.61 | 1.56 | 1.30 | | | |
| | Outside school | England | 2.40 | 2.57 | 3.05 | 2, 1955 | 29.87 | .001 |
| | | Japan | 1.66 | 1.48 | 1.26 | | | |

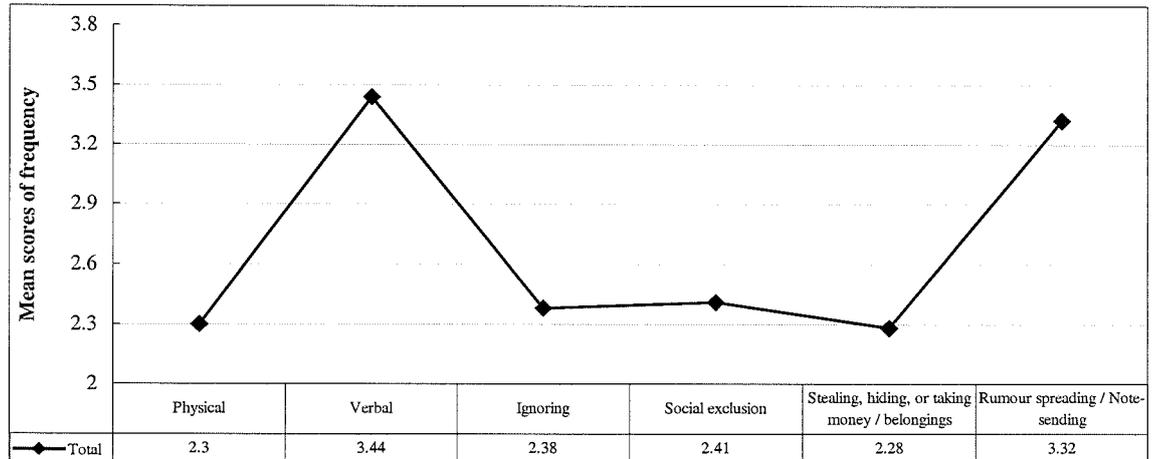
Section 2: The perceived nature of bullying / *ijime*

In this section, pupils were given six different hypothetical bully / victim scenarios (physical, verbal, ignoring, social exclusion, stealing / hiding / taking money or belongings, and note-sending / rumour spreading – see section 3.4.4). Pupils were then asked six questions about each scenario (perceived frequencies; perceived likelihood of each behaviour to be fighting, bullying / *ijime*, and playing / joking around; perceived aggressors; perceived relationships between aggressor(s) and the victim; and perceived seriousness of the behaviour).

6.3.3 Perceived frequency of different forms of bullying / *ijime*

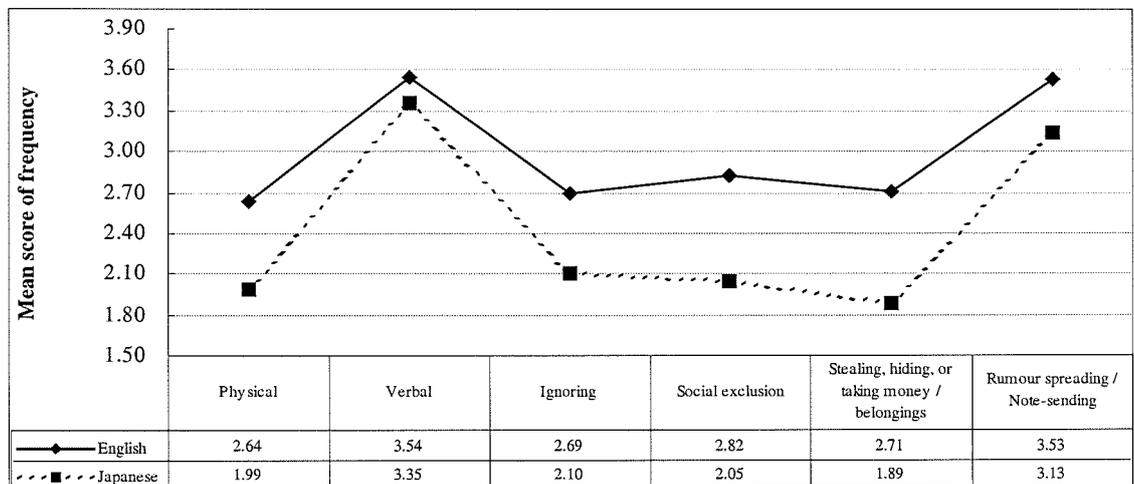
Pupils were asked how often they think each hypothetical scenario actually happens in their year-groups. Answers were on 5-point scales; 1: Never happens; 2: Occasionally; 3: Every week; 4: Everyday; and 5: Several times a day. Mean scores for perceived frequency is shown in figure 6.3.3.1, and for the two national samples in figure 6.3.3.2.

Figure 6.3.3.1: Mean scores of perceived frequency of behaviour (Total samples).



The most common form of bullying / *ijime* that pupils perceived to occur often was ‘verbal’ followed by ‘rumour spreading / note-sending’ which were both perceived to happen more than every week. Next common forms were indirect forms of bullying / *ijime* such as ‘ignoring’ and ‘social exclusion’. ‘Physical’ and ‘stealing / hiding / taking money or belongings’ were perceived to happen least frequently.

Figure 6.3.3.2: Mean scores of perceived frequency of behaviour (Nationality difference).



By both English and Japanese pupils, ‘verbal abuse’ was perceived to be the most frequent followed by ‘rumour spreading’. For English pupils, ‘social exclusion’ and ‘Stealing / hiding / taking money or belongings’ seem only slightly more frequent than ‘ignoring’ and ‘physical aggression’. Japanese pupils perceived ‘ignoring’ to be slightly more frequent than ‘physical aggression’ and ‘Stealing / hiding / taking money or

belongings'. All in all, the difference between each types of bullying / *ijime* was very similar between English and Japanese. However, Japanese pupils rated lower than English throughout the six behaviours.

MANOVA revealed main effects of Nationality [$F_{(6, 1950)} = 86.01, p < .001$], Sex [$F_{(6, 1950)} = 6.86, p < .001$], and Year-group [$F_{(12, 3902)} = 3.64, p < .001$]. There were also significant Nationality x Sex interaction [$F_{(6, 1950)} = 2.67, p < .05$], and Nationality x Year-group interaction [$F_{(12, 3902)} = 2.96, p < .001$].

Follow-up analysis was applied using ANOVA. Table 6.3.3.1 shows the main effects of Nationality. Main effects of Sex are shown in table 6.3.3.2, and of Year-group in table 6.3.3.3. Nationality x Sex interaction is shown in table 6.3.3.4, and Nationality x Year-group interaction in table 6.3.3.5.

Significant main effects of Nationality were found on all forms of bullying / *ijime*. English pupils rated all forms of bullying / *ijime* significantly higher than Japanese pupils.

Table 6.3.3.1: Main effects of Nationality on perceived frequency of the behaviour

| Types of bullying / <i>ijime</i> | Mean | | df | F value | p value |
|--|---------|-------|---------|---------|---------|
| | England | Japan | | | |
| Physical | 2.64 | 1.99 | 1, 1955 | 178.55 | .001 |
| Verbal | 3.54 | 3.35 | 1, 1955 | 9.46 | .005 |
| Ignoring | 2.69 | 2.10 | 1, 1955 | 154.78 | .001 |
| Social exclusion | 2.82 | 2.05 | 1, 1955 | 268.84 | .001 |
| Stealing / hiding / taking money or belongings | 2.71 | 1.89 | 1, 1955 | 317.10 | .001 |
| Rumour spreading / Note-sending | 3.53 | 3.13 | 1, 1955 | 49.27 | .001 |

In terms of sex differences, significant main effects were found on 'physical', 'stealing / hiding / taking money or belongings' and 'rumour spreading / note-sending'. Boys rated 'physical' and 'stealing / hiding / taking money or belongings' significantly higher than girls, while girls rated 'rumour spreading / note-sending' significantly higher than boys.

Table 6.3.3.2: Main effects of Sex on perceived frequency of the behaviour

| Types of bullying / <i>ijime</i> | Mean | | df | F value | p value |
|--|------|--------|---------|---------|----------|
| | Male | Female | | | |
| Physical | 2.37 | 2.22 | 1, 1955 | 10.41 | .001 |
| Verbal | 3.42 | 3.46 | 1, 1955 | .01 | Not sig. |
| Ignoring | 2.34 | 2.42 | 1, 1955 | .59 | Not sig. |
| Social exclusion | 2.39 | 2.43 | 1, 1955 | .02 | Not sig. |
| Stealing / hiding / taking money or belongings | 2.32 | 2.23 | 1, 1955 | 7.29 | .01 |
| Rumour spreading / Note-sending | 3.21 | 3.43 | 1, 1955 | 13.35 | .001 |

In terms of year-group differences, significant main effect was found for 'stealing / hiding / taking money or belongings'. Pupils in Year 9 rated 'stealing / hiding / taking money or belongings' significantly higher than those in Year 8.

Table 6.3.3.3: Main effects of Year-group on perceived frequency of the behaviour

| Types of bullying / <i>ijime</i> | Mean | | | df | F value | p value |
|--|--------|--------|---------|---------|---------|----------|
| | Year 8 | Year 9 | Year 10 | | | |
| Physical | 2.32 | 2.40 | 2.09 | 2, 1955 | 3.43 | [.05] |
| Verbal | 3.39 | 3.49 | 3.45 | 2, 1955 | .47 | Not sig. |
| Ignoring | 2.33 | 2.45 | 2.36 | 2, 1955 | 2.78 | Not sig. |
| Social exclusion | 2.40 | 2.52 | 2.25 | 2, 1955 | .30 | Not sig. |
| Stealing / hiding / taking money or belongings | 2.14 | 2.43 | 2.26 | 2, 1955 | 6.67 | .001 |
| Rumour spreading / Note-sending | 3.33 | 3.31 | 3.31 | 2, 1955 | 1.81 | Not sig. |

Regarding the interaction between Nationality and Sex, a significant interaction was found for 'physical aggression'. While significant main effect of Sex was found only for Japanese pupils, significant main effect of Nationality was found for both males and females (see figure 6.3.3.3).

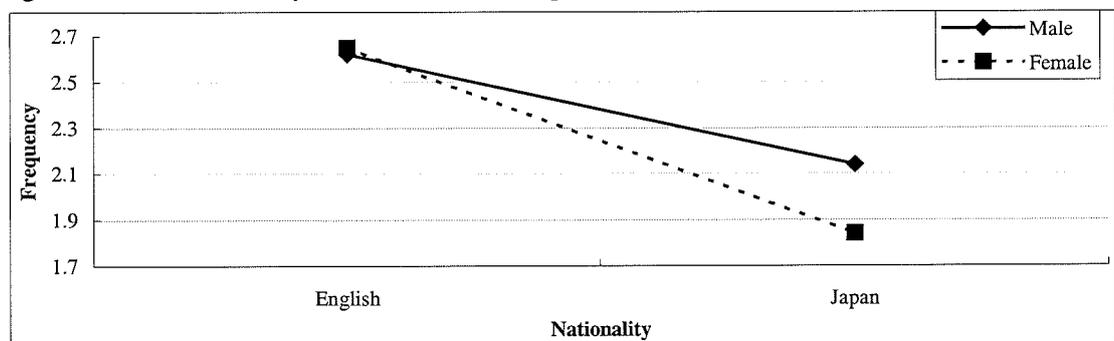
Figure: 6.3.3.3: Nationality x Sex interaction for perceived frequency of physical bullying / *ijime*

Table 6.3.3.4: Nationality x Sex interactions for perceived frequency of the behaviour

| Types of bullying / <i>ijime</i> | Mean | | df | F value | p value |
|--|---------|--------|---------|---------|----------|
| | Male | Female | | | |
| Physical | England | 2.60 | 1, 1955 | 10.93 | .001 |
| | Japan | 2.13 | | | |
| Verbal | England | 3.47 | 1, 1955 | 3.80 | Not sig. |
| | Japan | 3.39 | | | |
| Ignoring | England | 2.68 | 1, 1955 | .28 | Not sig. |
| | Japan | 2.08 | | | |
| Social exclusion | England | 2.84 | 1, 1955 | .33 | Not sig. |
| | Japan | 2.02 | | | |
| Stealing / hiding / taking money or belongings | England | 2.77 | 1, 1955 | .58 | Not sig. |
| | Japan | 1.98 | | | |
| Rumour spreading / Note-sending | England | 3.44 | 1, 1955 | .25 | Not sig. |
| | Japan | 3.01 | | | |

Regarding Nationality x Year-group interactions, significant interactions were found for 'Verbal' and 'Ignoring'. For verbal bullying / *ijime*, significant main effect of Year-group was found only for English pupils, and significant main effect of Nationality was only found for Year 9 pupils (see figure 6.3.3.4).

For ignoring, while significant main effect of Year-group was only found for Japanese pupils, significant main effect of Nationality was found for all year groups (see figure 6.3.3.5).

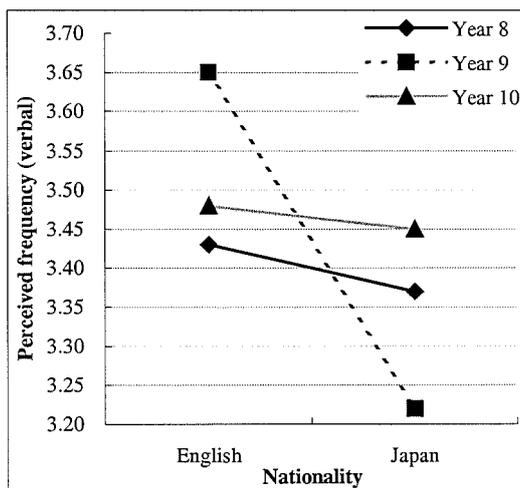
Figure 6.3.3.4: Nationality x Year-group interaction for frequency of verbal bullying / *ijime*

Figure 6.3.3.5: Nationality x Year-group interaction for frequency of ignoring

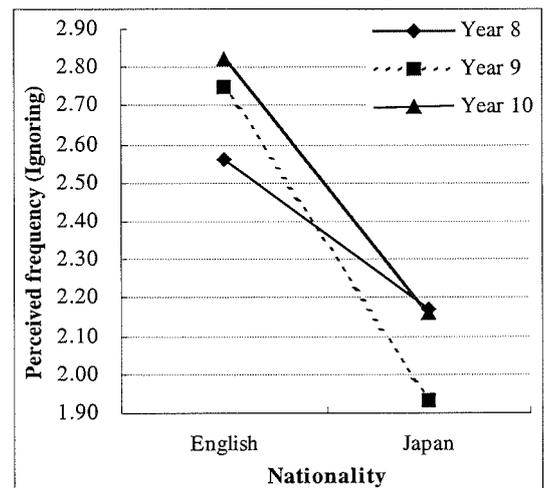


Table 6.3.3.5: Nationality x Year-group interactions for perceived frequency of the behaviour

| Types of bullying / <i>ijime</i> | Mean | | | df | F value | p value | |
|--|---------|--------|---------|------|---------|---------|----------|
| | Year 8 | Year 9 | Year 10 | | | | |
| Physical | England | 2.64 | 2.69 | 2.49 | 2, 1955 | 3.29 | [.05] |
| | Japan | 2.09 | 1.92 | 1.93 | | | |
| Verbal | England | 3.43 | 3.65 | 3.48 | 2, 1955 | 5.84 | .005 |
| | Japan | 3.37 | 3.22 | 3.45 | | | |
| Ignoring | England | 2.56 | 2.75 | 2.82 | 2, 1955 | 8.12 | .001 |
| | Japan | 2.17 | 1.93 | 2.16 | | | |
| Social exclusion | England | 2.75 | 2.86 | 2.86 | 2, 1955 | 4.21 | [.05] |
| | Japan | 2.14 | 1.96 | 1.99 | | | |
| Stealing / hiding / taking money or belongings | England | 2.63 | 2.75 | 2.81 | 2, 1955 | .18 | Not sig. |
| | Japan | 1.79 | 1.89 | 2.02 | | | |
| Rumour spreading / Note-sending | England | 3.57 | 3.50 | 3.52 | 2, 1955 | .75 | Not sig. |
| | Japan | 3.16 | 3.01 | 3.21 | | | |

6.3.4 Perceived category of behaviour

Pupils were asked how likely they think each given scenario was fighting, bullying / *ijime*, and playing / joking around when the behaviour is conducted by one aggressor, and when the behaviour is conducted by a group of aggressors. Answers were on 5 point scales; 1: Not likely; 2: Slightly likely; 3: Quite likely; 4: Likely; and 5: Very likely. Mean score is shown in figure 6.3.4.1, and mean scores for two national samples are shown in figures 6.3.4.2 to 6.3.4.4.

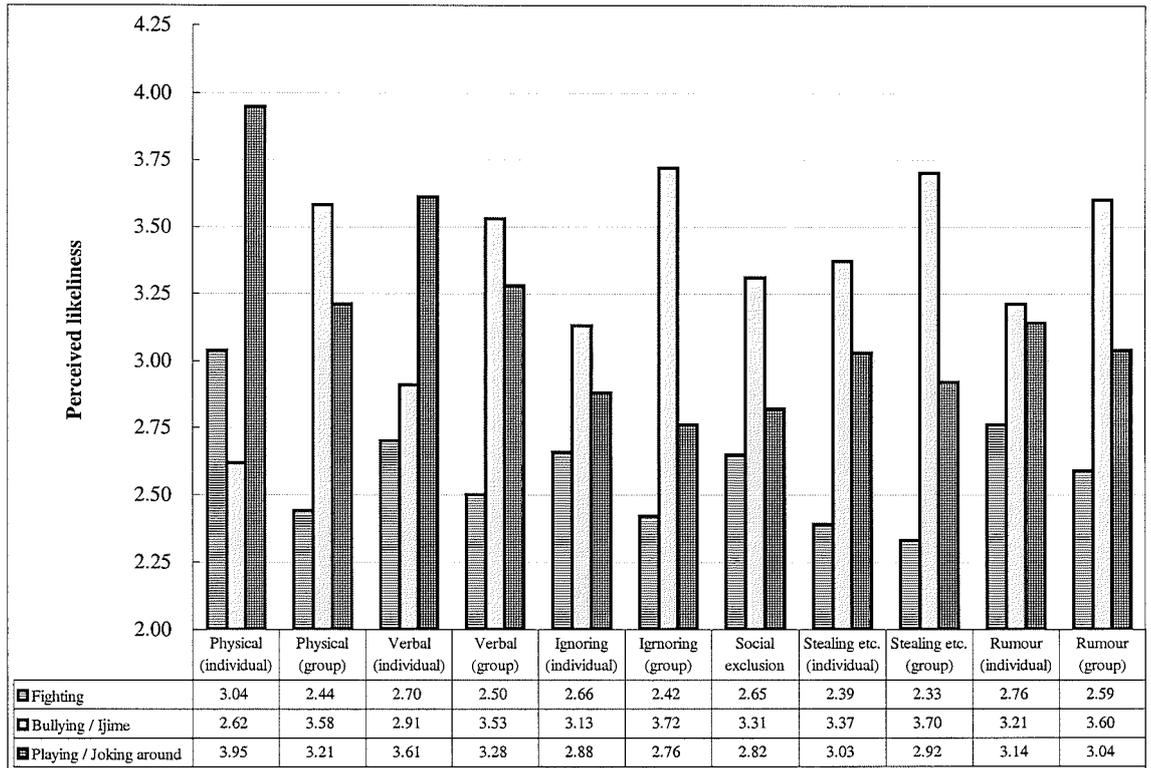
The behaviour most rated as 'Fighting' was 'physical aggression' acted by an individual aggressor, followed by 'rumour spreading / note-sending' acted by an individual, and 'verbal aggression' acted by an individual. The behaviour least rated as 'Fighting' was 'stealing / hiding / taking money or belongings' acted by a group of aggressors, followed by the same behaviour acted by an individual aggressor.

The behaviour most rated as 'Bullying / *Ijime*' was 'ignoring' acted by a group of aggressors, followed by 'stealing / hiding / taking money or belongings' acted by a group of aggressors, 'rumour spreading / note-sending' acted by a group of aggressors, and 'physical aggression' acted by a group of aggressors. The behaviour least rated as 'Bullying / *Ijime*' was 'physical aggression' acted by an individual, followed by 'verbal aggression' acted by an individual.

The behaviour most rated as 'Playing / Joking around' was 'physical aggression' acted

by an individual, followed by ‘verbal aggression’ acted by an individual and by a group of aggressors. The behaviour least rated as ‘Playing / Joking around’ was ‘ignoring’ acted by a group of aggressors, followed by ‘social exclusion’, and ‘ignoring’ acted by an individual aggressor.

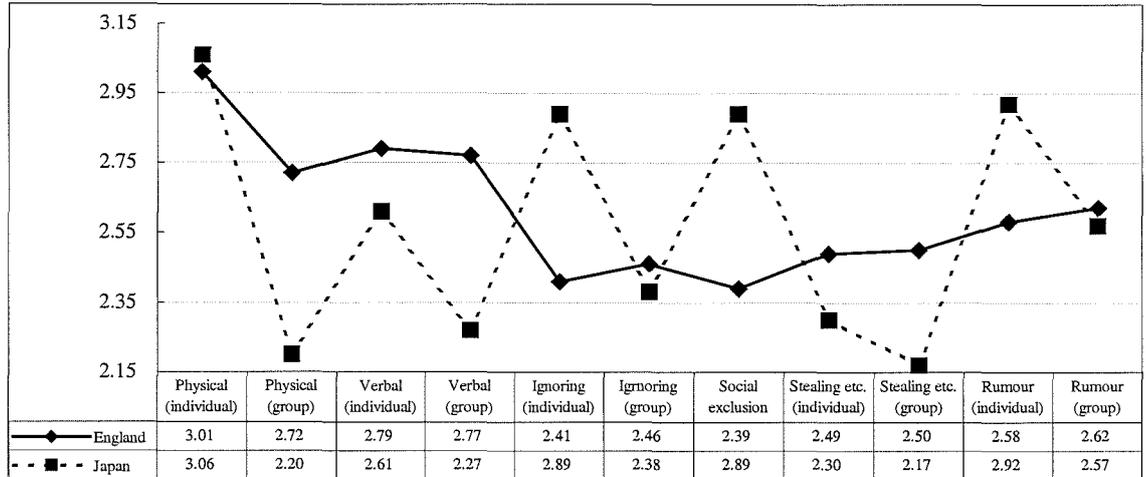
Figure 6.3.4.1: Perceived likelihood of the behaviour (total sample)



* individual = behaviour acted by a single aggressor; group = behaviour acted by a group of aggressors; Stealing etc. = stealing / hiding / taking money or belongings; Rumour = rumour spreading / note-sending.

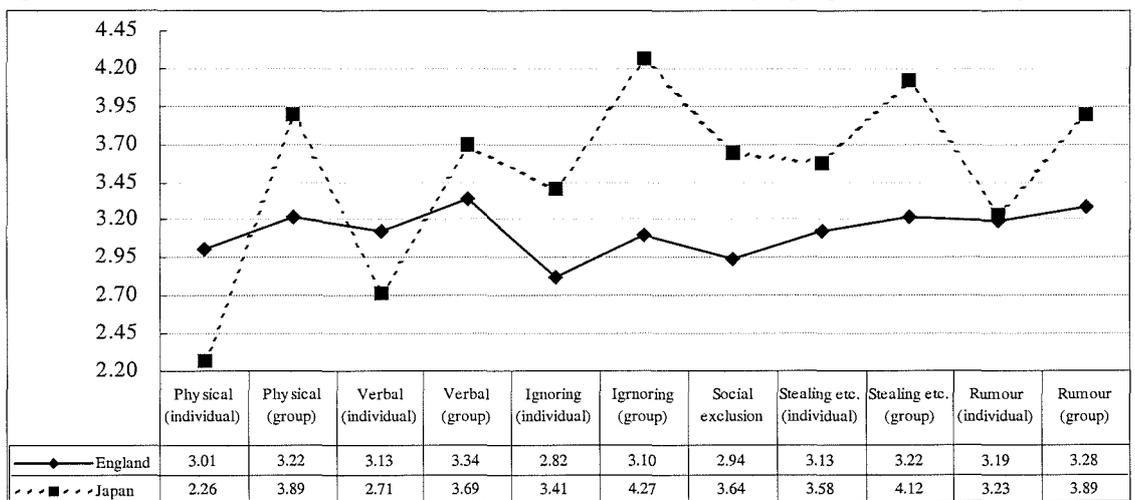
Regarding the nationality differences for the behaviour rated as ‘Fighting’, the most rated by English pupils were ‘physical aggression’ and ‘verbal aggression’ acted by both an individual and a group of aggressors. Japanese pupils also rated ‘physical aggression’ acted by an individual aggressor most as ‘Fighting’, followed by ‘rumour spreading / note-sending’, ‘ignoring’, and ‘social exclusion’ all acted by an individual aggressor which were rated as least likely to be ‘Fighting’ by English pupils. Japanese pupils least rated ‘physical aggression’ and ‘stealing / hiding / taking money or belongings’ acted by a group of aggressors as ‘Fighting’.

Figure 6.3.4.2: Mean scores for likelihood of the behaviour as ‘Fighting’ (Nationality)



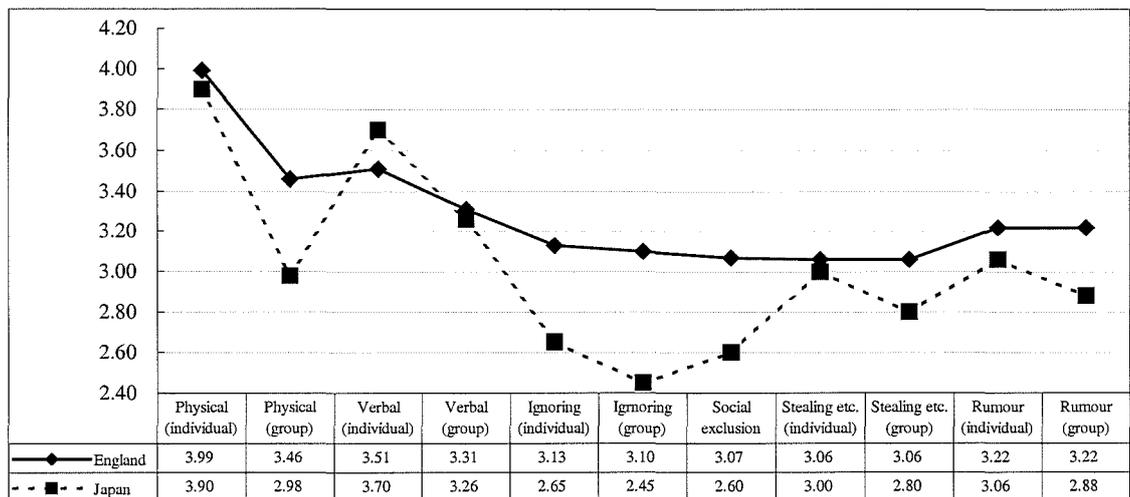
Regarding the behaviour perceived to be ‘Bullying / *Ijime*’, English pupils most rated ‘verbal aggression’, followed by ‘rumour spreading’, ‘physical aggression’, and ‘stealing / hiding / taking money or belongings’ all acted by a group of individuals. Japanese pupils most rated ‘ignoring’, followed by ‘stealing / hiding / taking money or belongings’, ‘physical aggression’, and ‘rumour spreading’ all acted by a group of aggressors. The least rated behaviour by English pupils as ‘Bullying / *Ijime*’ was ‘ignoring’ acted by an individual, followed by ‘social exclusion’. In contrast, the least rated by Japanese pupils was ‘physical aggression’, followed by ‘verbal aggression’ both acted by an individual.

Figure 6.3.4.3: Mean scores of likelihood of the behaviour as ‘Bullying / *Ijime*’ (Nationality)



Regarding the behaviour perceived likely to be ‘Playing / Joking around’, English pupils most rated ‘physical aggression’ acted by an individual, followed by ‘verbal aggression’ acted by an individual, and the same behaviours acted by a group of aggressors. Japanese pupils also most rated ‘physical aggression’ and ‘verbal aggression’ both acted by an individual aggressor, followed by the same behaviours acted by a group of aggressors. The behaviour least rated as ‘Playing / Joking around’ by English pupils was ‘stealing / hiding / taking money or belongings’ acted by both an individual and a group of aggressors, followed by ‘social exclusion’. The least rated behaviour by Japanese pupils was ‘ignoring’ acted by a group of aggressors, followed by ‘social exclusion’ and ‘ignoring’ acted by an individual aggressor.

Figure 6.3.4.4: Mean scores of likelihood of the behaviour as ‘Playing / Joking around’ (Nationality)



MANOVA revealed a number of main effects of Nationality, Sex, and Year-group. There were also significant Nationality x Sex interactions, and Nationality x Year-group interactions. Results of MANOVA are shown in table 6.3.4.1.

Table 6.3.4.1: Main effects of Nationality, Sex, and Year-groups, and Nationality x Sex and Nationality x Year-group interactions.

| Main Effects | Categories | df | F value | p value |
|--------------------------|-------------------------|----------|---------|----------|
| Nationality | Fighting | 11, 1945 | 42.91 | .001 |
| | Bullying / <i>Ijime</i> | 11, 1944 | 100.23 | .001 |
| | Playing / Joking around | 11, 1944 | 23.86 | .001 |
| Sex | Fighting | 11, 1945 | 5.39 | .001 |
| | Bullying / <i>Ijime</i> | 11, 1944 | 1.51 | Not sig. |
| | Playing / Joking around | 11, 1944 | 3.68 | .001 |
| Year-group | Fighting | 22, 3892 | 1.92 | .01 |
| | Bullying / <i>Ijime</i> | 22, 3890 | 1.87 | .01 |
| | Playing / Joking around | 22, 3890 | 3.28 | .001 |
| Nationality x Sex | Fighting | 11, 1945 | 5.19 | .001 |
| | Bullying / <i>Ijime</i> | 11, 1944 | 2.51 | .005 |
| | Playing / Joking around | 11, 1944 | 1.88 | [.05] |
| Nationality x Year-group | Fighting | 22, 3892 | 1.48 | Not sig. |
| | Bullying / <i>Ijime</i> | 22, 3890 | 1.23 | Not sig. |
| | Playing / Joking around | 22, 3890 | 1.50 | Not sig. |

Follow-up analysis was applied using ANOVA. Tables 6.3.4.2 to 6.3.4.4 show the main effects of Nationality. Main effects of Sex are shown in tables 6.3.4.5 and 6.3.4.6, and of Year-group in tables 6.3.4.7 to 6.3.4.9. Nationality x Sex interaction is shown in tables 6.3.4.10 to 6.3.4.12. There was no significant Nationality x Year-group interaction.

Regarding the main effects of Nationality on perceived likelihood of the behaviour to be 'Fighting', there were eight significant main effects. English pupils rated 'physical aggression' acted by a group of aggressors, 'verbal aggression' acted by both an individual and by a group of aggressors, and 'stealing / hiding / taking money or belongings' acted by both an individual and by a group of aggressors significantly higher than Japanese pupils. Japanese pupils rated 'ignoring' and 'rumour spreading / note-sending' both acted by an individual aggressor, and 'social exclusion' significantly higher than English pupils.

Table 6.3.4.2: Main effects of Nationality on perceived likelihood of the behaviour to be 'Fighting'

| Types of behaviour | Mean | | df | F value | p value |
|---|---------|-------|---------|---------|----------|
| | England | Japan | | | |
| Physical (individual) | 3.01 | 3.06 | 1, 1955 | 1.33 | Not sig. |
| Physical (group) | 2.72 | 2.20 | 1, 1955 | 92.49 | .001 |
| Verbal (individual) | 2.79 | 2.61 | 1, 1955 | 9.88 | .005 |
| Verbal (group) | 2.77 | 2.27 | 1, 1955 | 78.48 | .001 |
| Ignoring (individual) | 2.41 | 2.89 | 1, 1955 | 66.96 | .001 |
| Ignoring (group) | 2.46 | 2.38 | 1, 1955 | .88 | Not sig. |
| Social Exclusion | 2.39 | 2.89 | 1, 1955 | 73.26 | .001 |
| Stealing / hiding / taking money or belongings (individual) | 2.49 | 2.30 | 1, 1955 | 10.52 | .001 |
| Stealing / hiding / taking money or belongings (group) | 2.50 | 2.17 | 1, 1955 | 28.80 | .001 |
| Rumour spreading / Note-sending (individual) | 2.58 | 2.92 | 1, 1955 | 29.63 | .001 |
| Rumour spreading / Note-sending (group) | 2.62 | 2.57 | 1, 1955 | 1.87 | Not sig. |

Regarding the main effects of Nationality on perceived likelihood of the behaviour to be 'Bullying / *Ijime*', ten significant main effects were obtained. English pupils rated 'physical' and 'verbal' aggression both acted by an individual aggressor significantly higher than Japanese pupils. Japanese pupils rated 'physical' and 'verbal' aggression both acted by a group of aggressors, 'ignoring' acted by both an individual and by a group of aggressors, 'social exclusion', 'stealing / hiding / taking money or belongings' acted by both an individual, and by a group of aggressors, and 'rumour spreading / note-sending' acted by a group of aggressors significantly higher than English pupils.

Table 6.3.4.3: Main effects of Nationality on perceived likelihood of the behaviour to be 'Bullying / *Ijime*'

| Types of behaviour | Mean | | df | F value | p value |
|---|---------|-------|---------|---------|----------|
| | England | Japan | | | |
| Physical (individual) | 3.01 | 2.26 | 1, 1954 | 199.14 | .001 |
| Physical (group) | 3.22 | 3.89 | 1, 1954 | 97.21 | .001 |
| Verbal (individual) | 3.13 | 2.71 | 1, 1954 | 59.91 | .001 |
| Verbal (group) | 3.34 | 3.69 | 1, 1954 | 29.78 | .001 |
| Ignoring (individual) | 2.82 | 3.41 | 1, 1954 | 85.17 | .001 |
| Ignoring (group) | 3.10 | 4.27 | 1, 1954 | 419.29 | .001 |
| Social Exclusion | 2.94 | 3.64 | 1, 1954 | 145.96 | .001 |
| Stealing / hiding / taking money or belongings (individual) | 3.13 | 3.58 | 1, 1954 | 49.21 | .001 |
| Stealing / hiding / taking money or belongings (group) | 3.22 | 4.12 | 1, 1954 | 233.20 | .001 |
| Rumour spreading / Note-sending (individual) | 3.19 | 3.23 | 1, 1954 | .99 | Not sig. |
| Rumour spreading / Note-sending (group) | 3.28 | 3.89 | 1, 1954 | 109.96 | .001 |

Regarding the main effects of Nationality on perceived likelihood of the behaviour as 'Playing / Joking around', seven significant main effects were found. English pupils rated 'physical aggression' acted by a group of aggressors, 'ignoring' both acted by an individual and by a group of aggressors, 'social exclusion', 'stealing / hiding / taking money or belongings', and 'rumour spreading / note-sending' acted by a group of aggressors significantly higher than Japanese pupils. Japanese pupils rated 'verbal aggression' acted by a group of aggressors significantly higher than English pupils.

Table 6.3.4.4: Main effects of Nationality on perceived likelihood of the behaviour to be 'Playing / Joking around'

| Types of behaviour | Mean | | df | F value | p value |
|---|---------|-------|---------|---------|----------|
| | England | Japan | | | |
| Physical (individual) | 3.99 | 3.90 | 1, 1954 | 4.25 | [.05] |
| Physical (group) | 3.46 | 2.98 | 1, 1954 | 75.74 | .001 |
| Verbal (individual) | 3.51 | 3.70 | 1, 1954 | 11.60 | .001 |
| Verbal (group) | 3.31 | 3.26 | 1, 1954 | 1.25 | Not sig. |
| Ignoring (individual) | 3.13 | 2.65 | 1, 1954 | 63.11 | .001 |
| Ignoring (group) | 3.10 | 2.45 | 1, 1954 | 107.02 | .001 |
| Social Exclusion | 3.07 | 2.60 | 1, 1954 | 49.63 | .001 |
| Stealing / hiding / taking money or belongings (individual) | 3.06 | 3.00 | 1, 1954 | .83 | Not sig. |
| Stealing / hiding / taking money or belongings (group) | 3.06 | 2.80 | 1, 1954 | 18.54 | .001 |
| Rumour spreading / Note-sending (individual) | 3.22 | 3.06 | 1, 1954 | 5.50 | [.05] |
| Rumour spreading / Note-sending (group) | 3.22 | 2.88 | 1, 1954 | 29.35 | .001 |

Regarding the main effects of Sex on perceived likelihood of the behaviour as 'Fighting', nine significant main effects were obtained. Female pupils rated 'physical' and 'verbal' aggression, 'ignoring', and 'rumour spreading' all acted by both an individual and a group of aggressors, and 'stealing / hiding / taking money or belongings' acted by a group of aggressors significantly higher than male pupils.

Table 6.3.4.5: Main effects of Sex on perceived likelihood of the behaviour to be 'Fighting'.

| Types of behaviour | Mean | | df | F value | p value |
|---|------|--------|---------|---------|----------|
| | Male | Female | | | |
| Physical (individual) | 2.93 | 3.15 | 1, 1955 | 10.03 | .005 |
| Physical (group) | 2.35 | 2.54 | 1, 1955 | 9.88 | .005 |
| Verbal (individual) | 2.62 | 2.78 | 1, 1955 | 7.38 | .01 |
| Verbal (group) | 2.38 | 2.63 | 1, 1955 | 20.85 | .001 |
| Ignoring (individual) | 2.49 | 2.84 | 1, 1955 | 26.62 | .001 |
| Ignoring (group) | 2.24 | 2.59 | 1, 1955 | 36.67 | .001 |
| Social Exclusion | 2.58 | 2.72 | 1, 1955 | 5.43 | [.05] |
| Stealing / hiding / taking money or belongings (individual) | 2.33 | 2.44 | 1, 1955 | 3.28 | Not sig. |
| Stealing / hiding / taking money or belongings (group) | 2.21 | 2.44 | 1, 1955 | 18.31 | .001 |
| Rumour spreading / Note-sending (individual) | 2.65 | 2.86 | 1, 1955 | 13.39 | .001 |
| Rumour spreading / Note-sending (group) | 2.49 | 2.69 | 1, 1955 | 12.02 | .001 |

Regarding the main effects of Sex on perceived likelihood of the behaviour as 'Playing / Joking around', one significant main effect was found. Female pupils rated 'social exclusion' significantly higher than male pupils as 'Playing / Joking around'.

Table 6.3.4.6: Main effects of Sex on perceived likelihood of the behaviour as 'Playing / Joking around'.

| Types of behaviour | Mean | | df | F value | p value |
|---|------|--------|---------|---------|----------|
| | Male | Female | | | |
| Physical (individual) | 3.96 | 3.93 | 1, 1954 | 1.36 | Not sig. |
| Physical (group) | 3.22 | 3.20 | 1, 1954 | 1.02 | Not sig. |
| Verbal (individual) | 3.62 | 3.60 | 1, 1954 | .65 | Not sig. |
| Verbal (group) | 3.26 | 3.30 | 1, 1954 | .12 | Not sig. |
| Ignoring (individual) | 2.85 | 2.90 | 1, 1954 | .01 | Not sig. |
| Ignoring (group) | 2.69 | 2.83 | 1, 1954 | 3.86 | [.05] |
| Social Exclusion | 2.68 | 2.96 | 1, 1954 | 22.55 | .001 |
| Stealing / hiding / taking money or belongings (individual) | 3.00 | 3.06 | 1, 1954 | .31 | Not sig. |
| Stealing / hiding / taking money or belongings (group) | 2.87 | 2.97 | 1, 1954 | 1.79 | Not sig. |
| Rumour spreading / Note-sending (individual) | 3.13 | 3.15 | 1, 1954 | .10 | Not sig. |
| Rumour spreading / Note-sending (group) | 3.02 | 3.06 | 1, 1954 | .02 | Not sig. |

Regarding the main effects of Year-group on perceived likelihood of the behaviour as 'Fighting', one significant main effect was obtained. Pupils in Year 8 rated 'physical aggression' acted by a group of aggressors significantly higher than pupils in Year 9 and Year 10.

Table 6.3.4.7: Main effects of Year-group on perceived likelihood of the behaviour as 'Fighting'

| Types of behaviour | Mean | | | df | F value | p value |
|---|--------|--------|---------|---------|---------|----------|
| | Year 8 | Year 9 | Year 10 | | | |
| Physical (individual) | 3.05 | 3.05 | 2.99 | 2, 1955 | .96 | Not sig. |
| Physical (group) | 2.52 | 2.44 | 2.32 | 2, 1955 | 5.29 | .005 |
| Verbal (individual) | 2.70 | 2.75 | 2.62 | 2, 1955 | .40 | Not sig. |
| Verbal (group) | 2.53 | 2.58 | 2.34 | 2, 1955 | 2.30 | Not sig. |
| Ignoring (individual) | 2.70 | 2.62 | 2.67 | 2, 1955 | 1.19 | Not sig. |
| Ignoring (group) | 2.42 | 2.42 | 2.39 | 2, 1955 | .40 | Not sig. |
| Social Exclusion | 2.65 | 2.55 | 2.83 | 2, 1955 | 1.17 | Not sig. |
| Stealing / hiding / taking money or belongings (individual) | 2.34 | 2.42 | 2.41 | 2, 1955 | .57 | Not sig. |
| Stealing / hiding / taking money or belongings (group) | 2.28 | 2.38 | 2.33 | 2, 1955 | .19 | Not sig. |
| Rumour spreading / Note-sending (individual) | 2.73 | 2.70 | 2.89 | 2, 1955 | 1.28 | Not sig. |
| Rumour spreading / Note-sending (group) | 2.62 | 2.52 | 2.66 | 2, 1955 | 2.67 | Not sig. |

Regarding the main effects of Year-group on perceived likelihood of the behaviour as 'Bullying / *Ijime*', no significant main effect was obtained.

Table 6.3.4.8: Main effects of Year-group on perceived likelihood of the behaviour as 'Bullying / *Ijime*'.

| Types of behaviour | Mean | | | df | F value | p value |
|---|--------|--------|---------|---------|---------|----------|
| | Year 8 | Year 9 | Year 10 | | | |
| Physical (individual) | 2.54 | 2.73 | 2.56 | 2, 1954 | 2.20 | Not sig. |
| Physical (group) | 3.65 | 3.45 | 3.66 | 2, 1954 | .20 | Not sig. |
| Verbal (individual) | 2.89 | 2.96 | 2.86 | 2, 1954 | .25 | Not sig. |
| Verbal (group) | 3.58 | 3.48 | 3.50 | 2, 1954 | .85 | Not sig. |
| Ignoring (individual) | 3.15 | 3.04 | 3.27 | 2, 1954 | .51 | Not sig. |
| Ignoring (group) | 3.77 | 3.59 | 3.83 | 2, 1954 | 1.65 | Not sig. |
| Social Exclusion | 3.35 | 3.28 | 3.29 | 2, 1954 | 3.58 | [.05] |
| Stealing / hiding / taking money or belongings (individual) | 3.36 | 3.29 | 3.52 | 2, 1954 | .71 | Not sig. |
| Stealing / hiding / taking money or belongings (group) | 3.76 | 3.61 | 3.73 | 2, 1954 | 2.57 | Not sig. |
| Rumour spreading / Note-sending (individual) | 3.20 | 3.26 | 3.16 | 2, 1954 | 1.38 | Not sig. |
| Rumour spreading / Note-sending (group) | 3.64 | 3.55 | 3.61 | 2, 1954 | 1.85 | Not sig. |

Regarding the main effects of Year-group on perceived likelihood of the behaviour as 'Playing / Joking around', seven significant main effects were obtained. Pupils in Year 10 rated 'physical aggression' acted by a group of aggressors significantly higher than pupils in Year 8 and Year 9. Pupils in Year 8 rated 'verbal aggression' and 'ignoring' acted by both an individual and a group of aggressors significantly lower than pupils in Year 9 and Year 10. Pupils in Year 8 also rated 'social exclusion' and 'stealing / hiding /

taking money or belongings' acted by a group of aggressors significantly lower than pupils in Year 9 and Year 10.

Table 6.3.4.9: Main effects of Year-group on perceived likelihood of the behaviour to be 'Playing / Joking around'.

| Types of behaviour | Mean | | | df | F value | p value |
|---|--------|--------|---------|---------|---------|----------|
| | Year 8 | Year 9 | Year 10 | | | |
| Physical (individual) | 3.88 | 3.95 | 4.04 | 2, 1954 | 4.07 | [.05] |
| Physical (group) | 3.02 | 3.28 | 3.43 | 2, 1954 | 20.31 | .001 |
| Verbal (individual) | 3.51 | 3.66 | 3.71 | 2, 1954 | 6.06 | .005 |
| Verbal (group) | 3.12 | 3.34 | 3.45 | 2, 1954 | 11.64 | .001 |
| Ignoring (individual) | 2.72 | 3.00 | 2.92 | 2, 1954 | 7.41 | .001 |
| Ignoring (group) | 2.61 | 2.90 | 2.78 | 2, 1954 | 6.00 | .005 |
| Social Exclusion | 2.66 | 2.94 | 2.91 | 2, 1954 | 6.15 | .005 |
| Stealing / hiding / taking money or belongings (individual) | 2.98 | 3.06 | 3.05 | 2, 1954 | .89 | Not sig. |
| Stealing / hiding / taking money or belongings (group) | 2.76 | 3.02 | 3.02 | 2, 1954 | 9.32 | .001 |
| Rumour spreading / Note-sending (individual) | 3.11 | 3.15 | 3.18 | 2, 1954 | .26 | Not sig. |
| Rumour spreading / Note-sending (group) | 2.97 | 3.10 | 3.07 | 2, 1954 | 1.62 | Not sig. |

Regarding the Nationality x Sex interactions for perceived likelihood of the behaviour as 'Fighting', there were six significant interactions. For likelihood of 'physical aggression' acted by an individual aggressor, significant main effect of Sex was only found for Japanese pupils, and significant main effect of Nationality was only found for female pupils (see figure 6.3.4.5).

For 'ignoring' acted by individual aggressor, significant main effect of Sex was only found for Japanese pupils, and significant main effect of Nationality was only found for female pupils (see figure 6.3.4.6).

For 'ignoring' acted by a group of aggressors, while significant main effect of Sex was only found for Japanese pupils, significant main effect of Nationality was found for both males and females (see figure 6.3.4.7).

For 'social exclusion', while significant main effect of Sex was only found for Japanese pupils, significant main effect of Nationality was found for both males and females (see figure 6.3.4.8).

For ‘rumour spreading / note-sending’ acted by an individual aggressor, significant main effect of Sex was only found for Japanese pupils, and significant main effect of Nationality was only found for female pupils (see figure 6.3.4.9).

Finally, for ‘rumour spreading’ acted by a group of aggressors, significant main effect of Sex was only found for Japanese pupils, and significant main effect of Nationality was only found for male pupils (see figure 6.3.4.10).

Figure 6.3.4.5: Nationality x Sex interaction for perceived likelihood of physical aggression acted by an individual aggressor as Fighting.

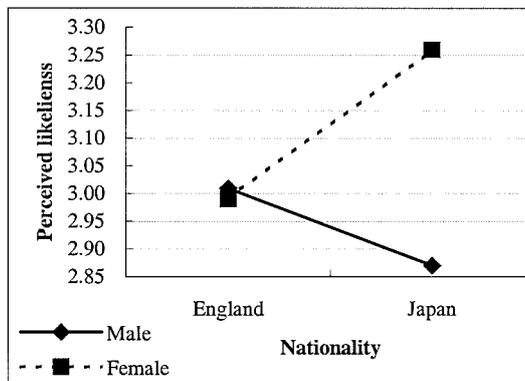


Figure 6.3.4.6: Nationality x Sex interaction for perceived likelihood of ignoring acted by an individual aggressor as Fighting.

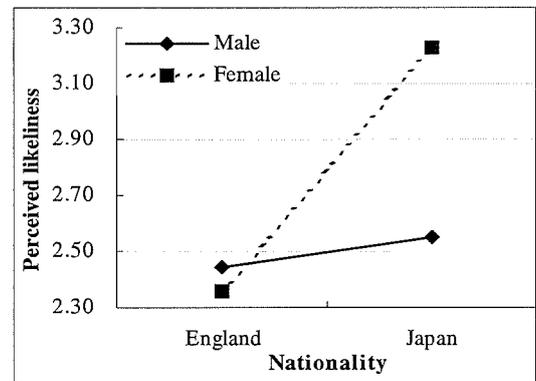


Figure 6.3.4.7: Nationality x Sex interaction for perceived likelihood of ignoring acted by a group of aggressors as Fighting.

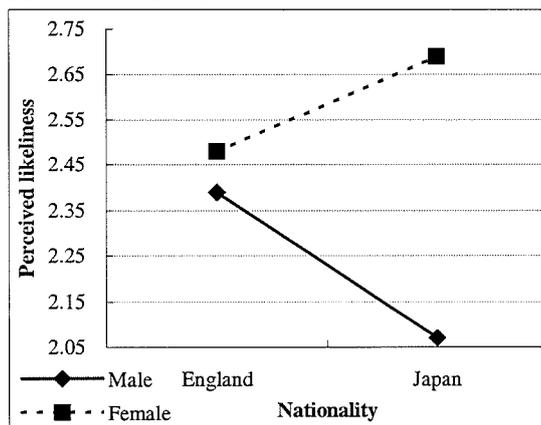


Figure 6.3.4.8: Nationality x Sex interaction for perceived likelihood of social exclusion as Fighting.

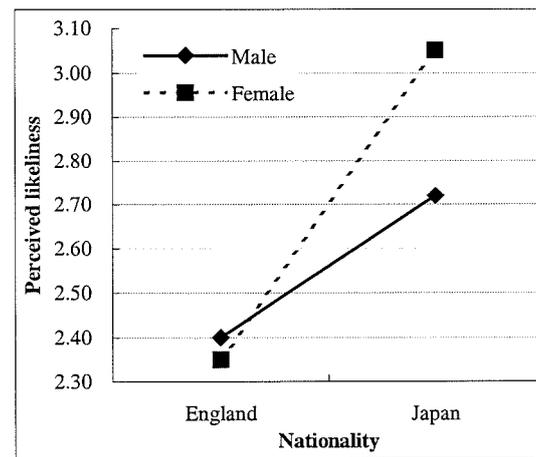


Figure 6.3.4.9: Nationality x Sex interaction for perceived likelihood of rumour spreading acted by an individual aggressor as Fighting.

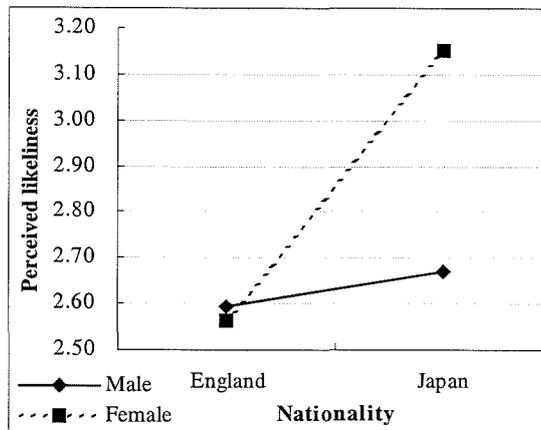


Figure 6.3.4.10: Nationality x Sex interaction for perceived likelihood of rumour spreading acted by a group of aggressors as Fighting.

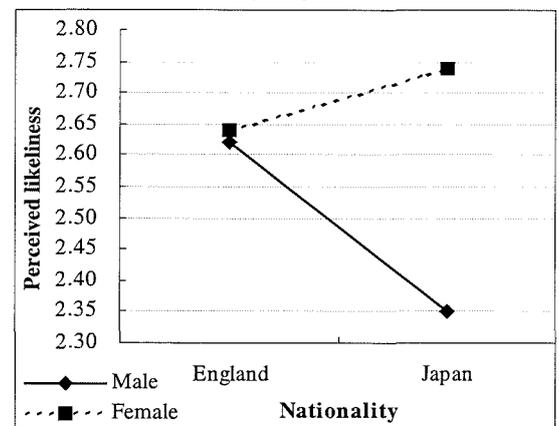
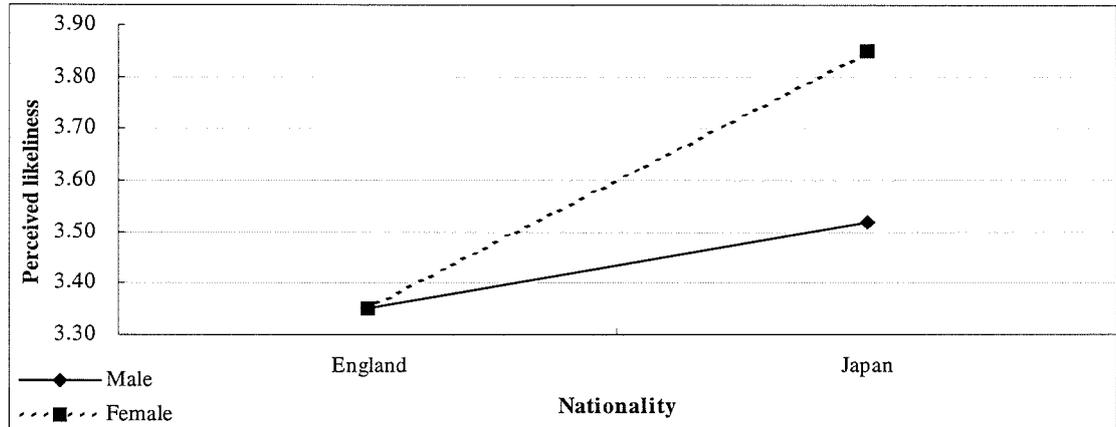


Table 6.3.4.10: Nationality x Sex interaction on perceived likelihood of the behaviour as 'Fighting'.

| Types of behaviour | Mean | | df | F value | p value |
|---|---------|--------|---------|---------|----------|
| | Male | Female | | | |
| Physical (individual) | England | 3.01 | 1, 1955 | 12.76 | .001 |
| | Japan | 2.87 | | | |
| Physical (group) | England | 2.70 | 1, 1955 | 4.84 | [.05] |
| | Japan | 2.04 | | | |
| Verbal (individual) | England | 2.74 | 1, 1955 | 1.80 | Not sig. |
| | Japan | 2.48 | | | |
| Verbal (group) | England | 2.68 | 1, 1955 | 4.90 | [.05] |
| | Japan | 2.07 | | | |
| Ignoring (individual) | England | 2.44 | 1, 1955 | 40.55 | .001 |
| | Japan | 2.55 | | | |
| Ignoring (group) | England | 2.39 | 1, 1955 | 20.12 | .001 |
| | Japan | 2.07 | | | |
| Social exclusion | England | 2.40 | 1, 1955 | 10.29 | .001 |
| | Japan | 2.72 | | | |
| Stealing / hiding / taking money or belongings (individual) | England | 2.49 | 1, 1955 | 4.17 | [.05] |
| | Japan | 2.18 | | | |
| Stealing / hiding / taking money or belongings (group) | England | 2.41 | 1, 1955 | 3.79 | Not sig. |
| | Japan | 1.99 | | | |
| Rumour spreading / note-sending (individual) | England | 2.59 | 1, 1955 | 17.21 | .001 |
| | Japan | 2.67 | | | |
| Rumour spreading / note-sending (group) | England | 2.62 | 1, 1955 | 9.57 | .005 |
| | Japan | 2.35 | | | |

Regarding the Nationality x Sex interactions for perceived likelihood of the behaviour as 'Bulling / *Ijime*', there was one significant interaction for 'verbal aggression' acted by a group of aggressors. While significant main effect of sex was only found for Japanese pupils, significant main effect of Nationality was found for both males and females (see figure 6.3.4.11).

Figure 6.3.4.11: Nationality x Sex interaction for perceived likelihood of verbal aggression acted by a group of aggressors as Bullying / *Ijime*.Table 6.3.4.11: Nationality x Sex interaction on perceived likelihood of the behaviour as 'Bullying / *Ijime*'.

| Types of behaviour | Mean | | df | F value | p value |
|---|---------|--------|---------|---------|----------|
| | England | Female | | | |
| Physical (individual) | England | 3.16 | 1, 1955 | .89 | Not sig. |
| | Japan | 2.30 | | | |
| Physical (group) | England | 3.32 | 1, 1955 | 1.61 | Not sig. |
| | Japan | 4.02 | | | |
| Verbal (individual) | England | 3.17 | 1, 1955 | 3.45 | Not sig. |
| | Japan | 2.82 | | | |
| Verbal (group) | England | 3.35 | 1, 1955 | 7.29 | .01 |
| | Japan | 3.85 | | | |
| Ignoring (individual) | England | 2.86 | 1, 1955 | .02 | Not sig. |
| | Japan | 3.43 | | | |
| Ignoring (group) | England | 3.15 | 1, 1955 | .03 | Not sig. |
| | Japan | 4.33 | | | |
| Social exclusion | England | 2.95 | 1, 1955 | 1.40 | Not sig. |
| | Japan | 3.73 | | | |
| Stealing / hiding / taking money or belongings (individual) | England | 3.12 | 1, 1955 | 5.45 | [.05] |
| | Japan | 3.72 | | | |
| Stealing / hiding / taking money or belongings (group) | England | 3.19 | 1, 1955 | 2.27 | Not sig. |
| | Japan | 4.20 | | | |
| Rumour spreading / note-sending (individual) | England | 3.26 | 1, 1955 | .48 | Not sig. |
| | Japan | 3.28 | | | |
| Rumour spreading / note-sending (group) | England | 3.36 | 1, 1955 | 1.37 | Not sig. |
| | Japan | 3.91 | | | |

Regarding the Nationality x Sex interaction on perceived likelihood of the behaviour as 'Playing / Joking around', no significant interactions was obtained.

Table 6.3.4.12: Nationality x Sex interaction on perceived likelihood of the behaviour as 'Playing / Joking around'.

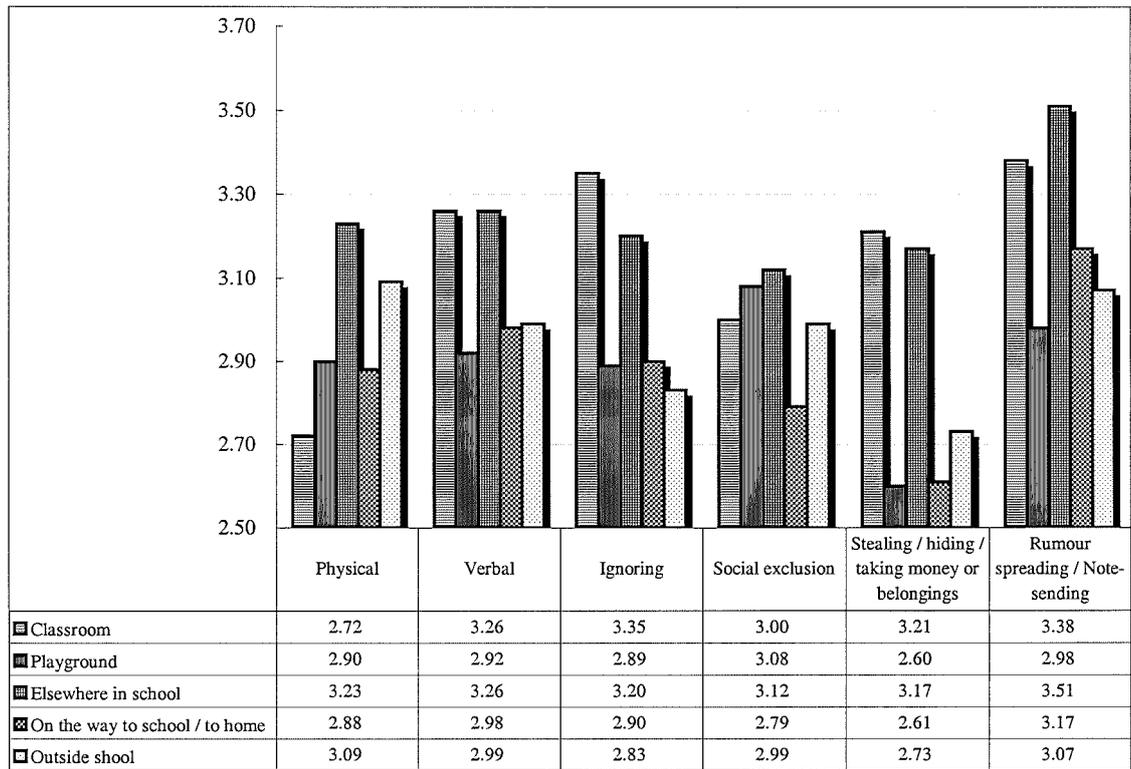
| Types of behaviour | Mean | | df | F value | p value | |
|---|---------|--------|------|---------|---------|----------|
| | Male | Female | | | | |
| Physical (individual) | England | 4.05 | 3.99 | 1, 1955 | .01 | Not sig. |
| | Japan | 3.94 | 3.87 | | | |
| Physical (group) | England | 3.56 | 3.56 | 1, 1955 | .97 | Not sig. |
| | Japan | 3.07 | 2.94 | | | |
| Verbal (individual) | England | 3.48 | 3.56 | 1, 1955 | 5.02 | [.05] |
| | Japan | 3.81 | 3.63 | | | |
| Verbal (group) | England | 3.34 | 3.38 | 1, 1955 | 1.05 | Not sig. |
| | Japan | 3.33 | 3.25 | | | |
| Ignoring (individual) | England | 3.16 | 3.16 | 1, 1955 | .06 | Not sig. |
| | Japan | 2.67 | 2.69 | | | |
| Ignoring (group) | England | 3.11 | 3.17 | 1, 1955 | 1.15 | Not sig. |
| | Japan | 2.39 | 2.58 | | | |
| Social exclusion | England | 2.99 | 3.13 | 1, 1955 | 5.59 | [.05] |
| | Japan | 2.42 | 2.85 | | | |
| Stealing / hiding / taking money or belongings (individual) | England | 3.08 | 3.07 | 1, 1955 | .38 | Not sig. |
| | Japan | 2.98 | 3.05 | | | |
| Stealing / hiding / taking money or belongings (group) | England | 3.10 | 3.13 | 1, 1955 | .83 | Not sig. |
| | Japan | 2.76 | 2.91 | | | |
| Rumour spreading / note-sending (individual) | England | 3.29 | 3.16 | 1, 1955 | 3.47 | Not sig. |
| | Japan | 3.03 | 3.13 | | | |
| Rumour spreading / note-sending (group) | England | 3.29 | 3.20 | 1, 1955 | 2.54 | Not sig. |
| | Japan | 2.85 | 2.96 | | | |

6.3.5 Perceived likely places

Pupils were asked how likely they think each given scenario to happen in classroom, playground, elsewhere in school, on the way to school / to home, and outside school. Answers were on a 5 point scale; 1: Not likely; 2: Slightly likely; 3: Quite likely; 4: Likely; and 5: Very likely. Mean scores of each place are shown in figure 6.3.5.1, and mean scores for two national samples in figures 6.3.5.2 to 6.3.5.7.

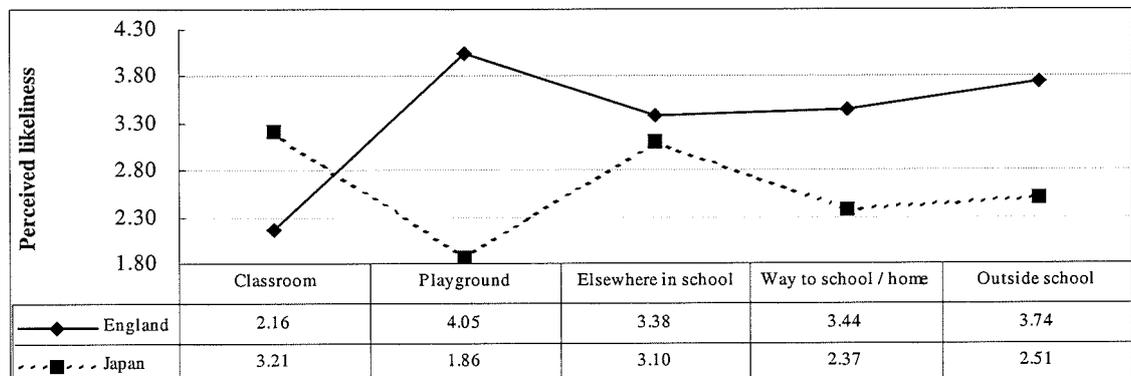
For physical aggression, pupils rated 'elsewhere in school' as the most likely place to happen followed by 'outside school', 'playground', and 'on the way to school / to home'. The least likely place to happen was 'classroom'. For verbal abuse, ignoring, social exclusion, stealing / hiding / taking money or belongings, and rumour spreading / note-sending, pupils rated 'classroom' and 'elsewhere in school' as the most likely places to happen followed by 'playground', 'outside school', and 'on the way to school / to home'.

Figure 6.3.5.1: Mean scores of perceived likely places for different forms of bullying / *ijime*.



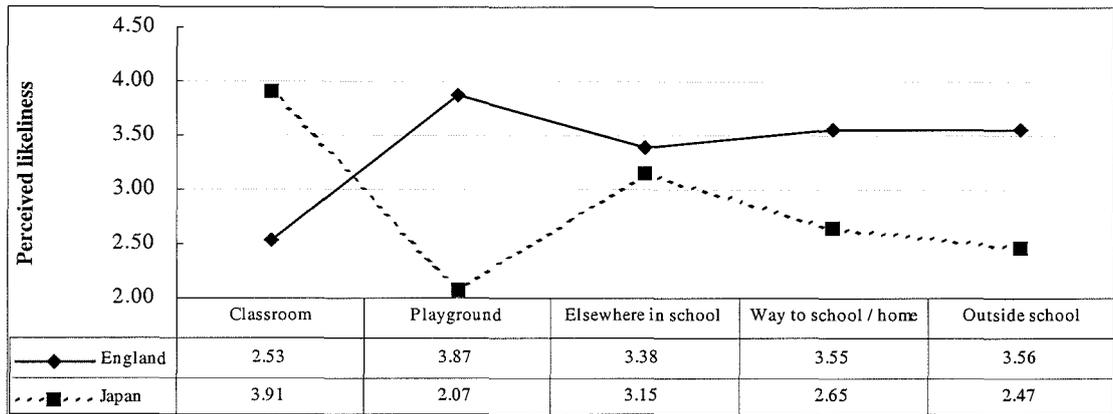
In terms of nationality differences, English pupils rated ‘Playground’ as the most likely place for physical aggression, followed by ‘Outside school’, ‘Elsewhere in school’, and ‘On the way to school / to home’. The least rated place for physical aggression was ‘Classroom’. The most rated place by Japanese pupils was ‘Classroom’, followed by ‘Elsewhere in school’, ‘Outside school’, and ‘On the way to school / to home’. The least rated place was ‘Playground’.

Figure 6.3.5.2: Mean scores of perceived likely places for physical aggression (Nationality)



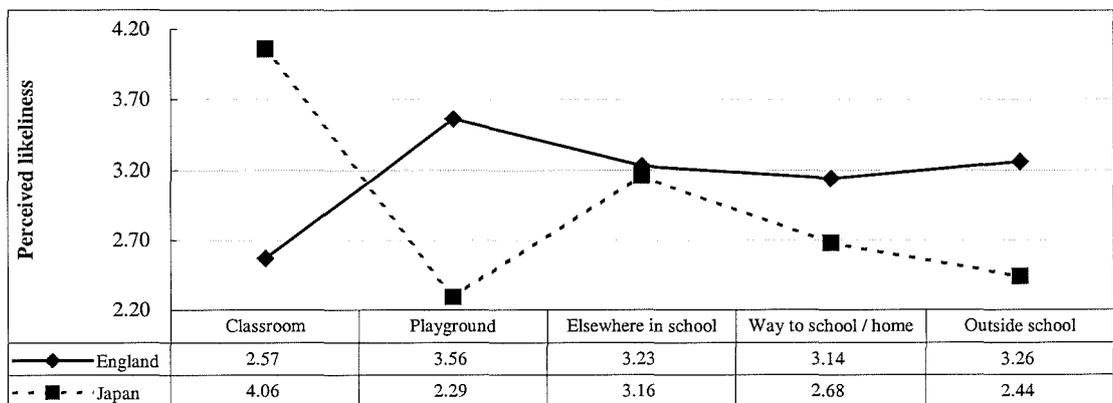
For verbal aggression, the most rated place by English pupils was ‘Playground’, followed by ‘Outside school’, ‘Elsewhere in school’, and ‘On the way to school / to home’. The least rated place was ‘Classroom’. The most rated place by Japanese pupils was ‘Classroom’, followed by ‘Elsewhere in school’, ‘On the way to school / to home’, and ‘Outside school’. The least rated place was ‘Playground’.

Figure 6.3.5.3: Mean scores of perceived likely places for verbal aggression (Nationality)



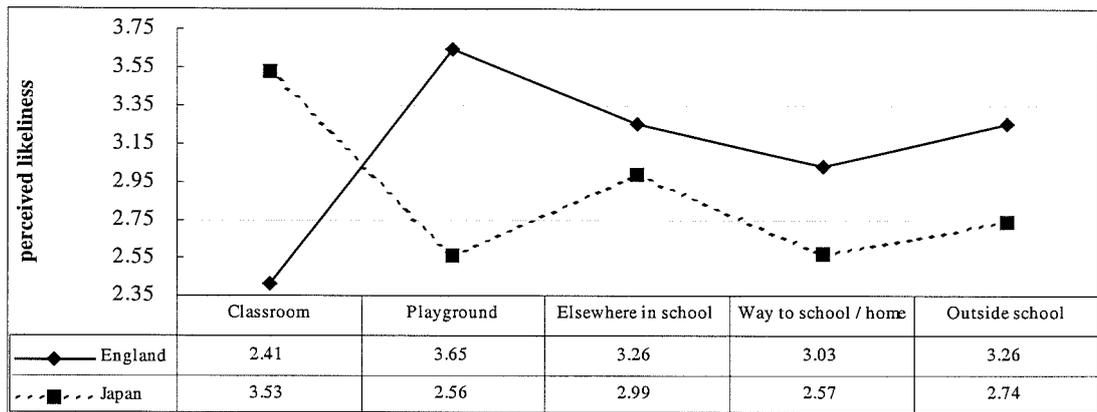
For ignoring, the most rated place by English pupils was ‘Playground’, followed by ‘Outside school’, ‘Elsewhere in school’, and ‘On the way to school / to home’. The least rated place was ‘Classroom’. The most rated place by Japanese pupils was ‘Classroom’ (4.06), followed by ‘Elsewhere in school’, ‘On the way to school / to home’, ‘Outside school’. The least rated place was ‘Playground’.

Figure 6.3.5.4: Mean scores of perceived likely places for ignoring (Nationality)



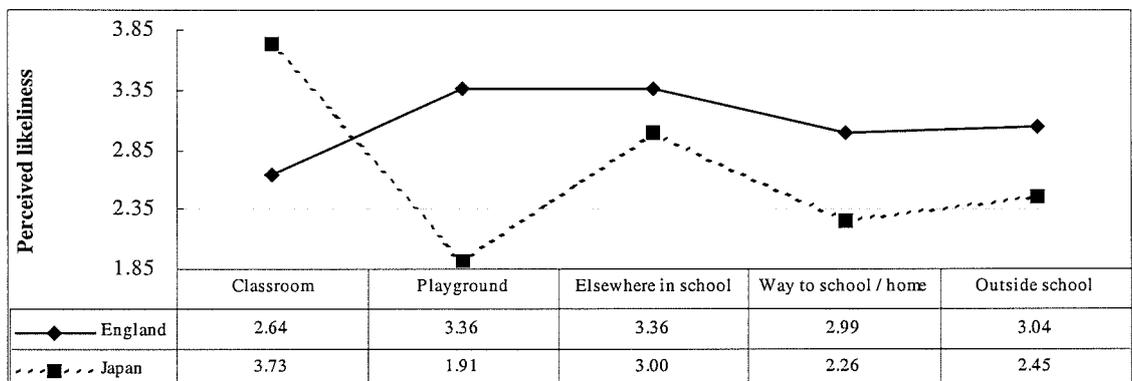
The most rated place for social exclusion by English pupils was ‘Playground’, followed by ‘Elsewhere in school’ and ‘Outside school’, and ‘On the way to school / to home’. The least rated place was ‘Classroom’. The most rated place by Japanese pupils was ‘Classroom’, followed by ‘Elsewhere in school’, ‘Outside school’. The least rated places were ‘On the way to school / to home’ and ‘Playground’.

Figure 6.3.5.5: Mean scores of perceived likely places for social exclusion (Nationality)



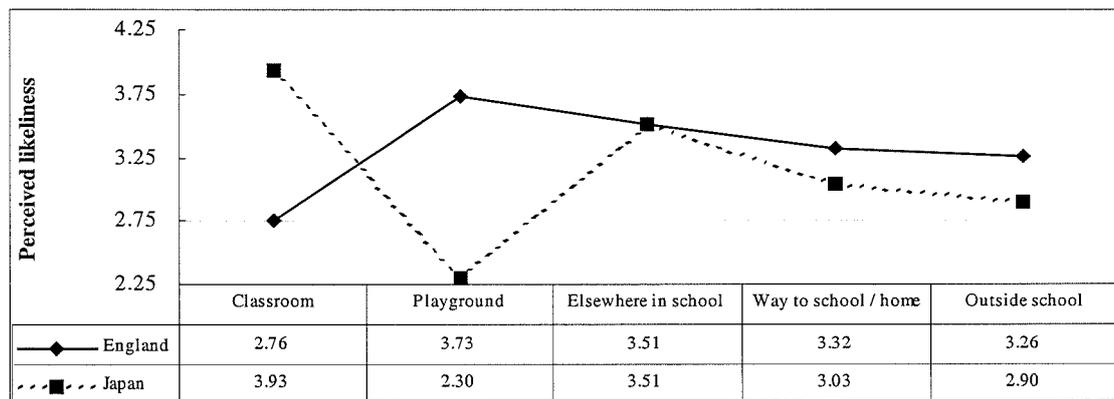
For stealing / hiding / taking money or belongings, the most rated places by English pupils were ‘Playground’ and ‘Elsewhere in school’, followed by ‘Outside school’ and ‘On the way to school / to home’. The least rated place was ‘Classroom’. The most rated place by Japanese pupils was ‘Classroom’, followed by ‘Elsewhere in school’, ‘Outside school’, and ‘On the way to school / to home’. The least rated place was ‘Playground’.

Figure 6.3.5.6: Mean scores of perceived likely places for stealing / hiding / taking money or belongings (Nationality)



For rumour spreading / note-sending, the most rated place by English pupils was 'Playground', followed by 'Elsewhere in school', 'On the way to school / to home', and 'Outside school'. The least rated place was 'Classroom'. The most rated place by Japanese pupils was 'Classroom', followed by 'Elsewhere in school', 'On the way to school / to home', and 'Outside school'. The least rated place was 'Playground'.

Figure 6.3.5.7: Mean scores of perceived likely places for rumour spreading / note-sending (Nationality)



MANOVA revealed a number of main effects of Nationality, Sex, and Year-group. There were also significant Nationality x Sex interactions, and Nationality x Year-group interactions. Results of MANOVA are shown in table 6.3.5.1.

Table 6.3.5.1: Main effects of Nationality, Sex, and Year-groups, and Nationality x Sex and Nationality x Year-group interactions for perceived likely places.

| Main Effects | Categories | df | F value | p value |
|--------------------------|--|----------|---------|----------|
| Nationality | Physical | 5, 1951 | 631.89 | .001 |
| | Verbal | 5, 1951 | 493.10 | .001 |
| | Ignoring | 5, 1951 | 325.11 | .001 |
| | Social exclusion | 5, 1951 | 207.24 | .001 |
| | Stealing / hiding / taking money or belongings | 5, 1951 | 250.93 | .001 |
| | Rumour spreading | 5, 1951 | 315.87 | .001 |
| Sex | Physical | 5, 1951 | 7.81 | .001 |
| | Verbal | 5, 1951 | 8.41 | .001 |
| | Ignoring | 5, 1951 | 5.13 | .001 |
| | Social exclusion | 5, 1951 | 4.78 | .001 |
| | Stealing / hiding / taking money or belongings | 5, 1951 | 4.01 | .001 |
| | Rumour spreading | 5, 1951 | 3.04 | .01 |
| Year-group | Physical | 10, 3904 | 3.47 | .001 |
| | Verbal | 10, 3904 | 2.83 | .005 |
| | Ignoring | 10, 3904 | 1.93 | [.05] |
| | Social exclusion | 10, 3904 | 4.93 | .001 |
| | Stealing / hiding / taking money or belongings | 10, 3904 | 1.60 | Not sig. |
| | Rumour spreading | 10, 3904 | 2.32 | .01 |
| Nationality x Sex | Physical | 5, 1951 | 5.80 | .001 |
| | Verbal | 5, 1951 | 5.85 | .001 |
| | Ignoring | 5, 1951 | 3.25 | .01 |
| | Social exclusion | 5, 1951 | 3.38 | .005 |
| | Stealing / hiding / taking money or belongings | 5, 1951 | 2.05 | Not sig. |
| | Rumour spreading | 5, 1951 | 2.98 | [.05] |
| Nationality x Year-group | Physical | 10, 3904 | 5.30 | .001 |
| | Verbal | 10, 3904 | 4.64 | .001 |
| | Ignoring | 10, 3904 | 2.52 | .005 |
| | Social exclusion | 10, 3904 | 3.55 | .001 |
| | Stealing / hiding / taking money or belongings | 10, 3904 | 2.66 | .01 |
| | Rumour spreading | 10, 3904 | 2.04 | Not sig. |

Follow-up analysis was applied using ANOVA. Tables 6.3.5.2 to 6.3.5.7 show the main effects of Nationality. Main effects of Sex were shown in tables 6.3.5.8 to 6.3.5.13, and of Year-group in tables 6.3.5.14 to 6.3.5.18. Nationality x Sex interaction was shown in tables 6.3.5.19 to 6.3.5.23, and Nationality x Year-group interaction in tables 6.3.5.24 to 6.3.5.28.

ANOVA revealed that English pupils rated all places except 'Classroom' significantly higher than Japanese pupils as likely place for physical aggression. Japanese pupils

rated 'Classroom' significantly higher than English pupils.

Table 6.3.5.2: Main effects of Nationality on likely places for physical aggression.

| Places | Means | | df | F value | p value |
|--------------------------------|---------|----------|---------|---------|---------|
| | English | Japanese | | | |
| Classroom | 2.16 | 3.21 | 1, 1955 | 350.64 | .001 |
| Playground | 4.05 | 1.86 | 1, 1955 | 2325.25 | .001 |
| Elsewhere in school | 3.38 | 3.10 | 1, 1955 | 32.99 | .001 |
| On the way to school / to home | 3.44 | 2.37 | 1, 1955 | 314.92 | .001 |
| Outside school | 3.74 | 2.51 | 1, 1955 | 406.54 | .001 |

Regarding the likely place for verbal aggression, English pupils rated all places except 'Classroom' significantly higher than Japanese pupils. Japanese pupils rated 'Classroom' significantly higher than English pupils.

Table 6.3.5.3: Main effects of Nationality on likely places for verbal aggression.

| Places | Means | | df | F value | p value |
|--------------------------------|---------|----------|---------|---------|---------|
| | English | Japanese | | | |
| Classroom | 2.53 | 3.91 | 1, 1955 | 589.07 | .001 |
| Playground | 3.87 | 2.07 | 1, 1955 | 1208.69 | .001 |
| Elsewhere in school | 3.38 | 3.15 | 1, 1955 | 22.12 | .001 |
| On the way to school / to home | 3.35 | 2.65 | 1, 1955 | 128.94 | .001 |
| Outside school | 3.56 | 2.47 | 1, 1955 | 304.34 | .001 |

Regarding the likely place for verbal aggression, English pupils rated 'Playground', 'On the way to school / to home', and 'Outside school' significantly higher than Japanese pupils who rated 'Classroom' significantly higher than English pupils.

Table 6.3.5.4: Main effects of Nationality on likely places for ignoring.

| Places | Means | | df | F value | p value |
|--------------------------------|---------|----------|---------|---------|----------|
| | English | Japanese | | | |
| Classroom | 2.57 | 4.06 | 1, 1955 | 714.10 | .001 |
| Playground | 3.56 | 2.29 | 1, 1955 | 445.21 | .001 |
| Elsewhere in school | 3.23 | 3.16 | 1, 1955 | 1.13 | Not sig. |
| On the way to school / to home | 3.14 | 2.68 | 1, 1955 | 53.09 | .001 |
| Outside school | 3.26 | 2.44 | 1, 1955 | 164.03 | .001 |

Regarding the likely place for verbal aggression, English pupils rated all places except 'Classroom' significantly higher than Japanese pupils. Japanese pupils rated 'Classroom' significantly higher than English pupils.

Table 6.3.5.5: Main effects of Nationality on likely places for social exclusion.

| Places | Means | | df | F value | p value |
|--------------------------------|---------|----------|---------|---------|---------|
| | English | Japanese | | | |
| Classroom | 2.41 | 3.53 | 1, 1955 | 394.38 | .001 |
| Playground | 3.65 | 2.56 | 1, 1955 | 320.00 | .001 |
| Elsewhere in school | 3.26 | 2.99 | 1, 1955 | 23.86 | .001 |
| On the way to school / to home | 3.03 | 2.57 | 1, 1955 | 66.07 | .001 |
| Outside school | 3.26 | 2.74 | 1, 1955 | 75.60 | .001 |

For stealing / hiding / taking money or belongings, English pupils rated all places except 'Classroom' significantly higher than Japanese pupils. Japanese pupils rated 'Classroom' significantly higher than English pupils.

Table 6.3.5.6: Main effects of Nationality on likely places for stealing / hiding / taking money or belongings.

| Places | Means | | df | F value | p value |
|--------------------------------|---------|----------|---------|---------|---------|
| | English | Japanese | | | |
| Classroom | 2.64 | 3.73 | 1, 1955 | 327.68 | .001 |
| Playground | 3.36 | 1.91 | 1, 1955 | 695.41 | .001 |
| Elsewhere in school | 3.36 | 3.00 | 1, 1955 | 32.98 | .001 |
| On the way to school / to home | 2.99 | 2.26 | 1, 1955 | 135.49 | .001 |
| Outside school | 3.04 | 2.45 | 1, 1955 | 87.81 | .001 |

English pupils rated 'Playground', 'On the way to school / to home', and 'Outside school' significantly higher than Japanese pupils who rated 'Classroom' significantly higher than them.

Table 6.3.5.7: Main effects of Nationality on likely places for rumour spreading / note-sending.

| Places | Means | | df | F value | p value |
|--------------------------------|---------|----------|---------|---------|----------|
| | English | Japanese | | | |
| Classroom | 2.76 | 3.93 | 1, 1955 | 442.65 | .001 |
| Playground | 3.73 | 2.30 | 1, 1955 | 570.78 | .001 |
| Elsewhere in school | 3.51 | 3.51 | 1, 1955 | .02 | Not sig. |
| On the way to school / to home | 3.32 | 3.03 | 1, 1955 | 14.93 | .001 |
| Outside school | 3.26 | 2.90 | 1, 1955 | 28.43 | .001 |

In terms of the main effect of Sex on likely places for physical aggression, female pupils rated 'On the way to school / to home' significantly higher than male pupils.

Table 6.3.5.8: Main effects of Sex on likely places for physical aggression.

| Places | Means | | df | F value | p value |
|--------------------------------|-------|---------|---------|---------|----------|
| | Males | Females | | | |
| Classroom | 2.67 | 2.77 | 1, 1955 | .46 | Not sig. |
| Playground | 2.84 | 2.95 | 1, 1955 | 3.70 | Not sig. |
| Elsewhere in school | 3.13 | 3.33 | 1, 1955 | 4.96 | [.05] |
| On the way to school / to home | 2.69 | 3.07 | 1, 1955 | 34.48 | .001 |
| Outside school | 3.00 | 3.18 | 1, 1955 | 3.25 | Not sig. |

For verbal aggression, female pupils rated 'Classroom' and 'On the way to school / to home' significantly higher than male pupils.

Table 6.3.5.9: Main effects of Sex on likely places for verbal aggression.

| Places | Means | | df | F value | p value |
|--------------------------------|-------|---------|---------|---------|----------|
| | Males | Females | | | |
| Classroom | 3.15 | 3.36 | 1, 1955 | 7.53 | .01 |
| Playground | 2.88 | 2.96 | 1, 1955 | 1.59 | Not sig. |
| Elsewhere in school | 3.18 | 3.34 | 1, 1955 | 3.55 | Not sig. |
| On the way to school / to home | 2.79 | 3.17 | 1, 1955 | 32.51 | .001 |
| Outside school | 2.91 | 3.07 | 1, 1955 | 3.68 | Not sig. |

For ignoring, female pupils rated all places, except 'Outside school' significantly higher than male pupils.

Table 6.3.5.10: Main effects of Sex on likely places for ignoring.

| Places | Means | | df | F value | p value |
|--------------------------------|-------|---------|---------|---------|---------|
| | Males | Females | | | |
| Classroom | 3.25 | 3.46 | 1, 1955 | 8.42 | .005 |
| Playground | 2.80 | 2.98 | 1, 1955 | 8.81 | .005 |
| Elsewhere in school | 3.07 | 3.33 | 1, 1955 | 15.28 | .001 |
| On the way to school / to home | 2.76 | 3.03 | 1, 1955 | 18.63 | .001 |
| Outside school | 2.74 | 2.91 | 1, 1955 | 6.21 | [.05] |

For social exclusion, female pupils rated 'Classroom' and 'Playground' significantly higher than male pupils.

Table 6.3.5.11: Main effects of Sex on likely places for social exclusion.

| Places | Means | | df | F value | p value |
|--------------------------------|-------|---------|---------|---------|----------|
| | Males | Females | | | |
| Classroom | 2.87 | 3.13 | 1, 1955 | 11.38 | .001 |
| Playground | 2.96 | 3.19 | 1, 1955 | 14.08 | .001 |
| Elsewhere in school | 3.04 | 3.20 | 1, 1955 | 4.18 | [.05] |
| On the way to school / to home | 2.70 | 2.88 | 1, 1955 | 6.42 | [.05] |
| Outside school | 2.94 | 3.03 | 1, 1955 | .71 | Not sig. |

For stealing / hiding / taking money or belongings, female pupils rated 'Classroom' and 'On the way to school / to home' significantly higher than male pupils.

Table 6.3.5.12: Main effects of Sex on likely places for stealing / hiding / taking money or belongings.

| Places | Means | | df | F value | p value |
|--------------------------------|-------|---------|---------|---------|----------|
| | Males | Females | | | |
| Classroom | 3.13 | 3.30 | 1, 1955 | 8.78 | .005 |
| Playground | 2.53 | 2.67 | 1, 1955 | 4.37 | [.05] |
| Elsewhere in school | 3.10 | 3.24 | 1, 1955 | 2.37 | Not sig. |
| On the way to school / to home | 2.51 | 2.71 | 1, 1955 | 10.43 | .001 |
| Outside school | 2.69 | 2.76 | 1, 1955 | .48 | Not sig. |

For rumour spreading / note-sending, female pupils rated 'Elsewhere in school' and 'On the way to school / to home' significantly higher than male pupils.

Table 6.3.5.13: Main effects of Sex on likely places for rumour spreading / note-sending.

| Places | Means | | df | F value | p value |
|--------------------------------|-------|---------|---------|---------|----------|
| | Males | Females | | | |
| Classroom | 3.31 | 3.44 | 1, 1955 | 3.14 | Not sig. |
| Playground | 2.91 | 3.04 | 1, 1955 | 6.04 | [.05] |
| Elsewhere in school | 3.43 | 3.60 | 1, 1955 | 8.07 | .005 |
| On the way to school / to home | 3.05 | 3.29 | 1, 1955 | 13.55 | .001 |
| Outside school | 3.00 | 3.15 | 1, 1955 | 4.16 | [.05] |

Regarding the main effects of Year-group on likely places for physical aggression, one significant main effect was found. According to post-hoc Bonferroni comparisons, pupils in Year 10 rated 'Elsewhere in school' significantly higher than pupils in Year 8 and Year 9, and pupils in Year 9 rated significantly higher than pupils in Year 8.

Table 6.3.5.14: Main effects of Year-group on likely places for physical aggression.

| Places | Means | | | df | F value | p value |
|--------------------------------|--------|--------|---------|---------|---------|----------|
| | Year 8 | Year 9 | Year 10 | | | |
| Classroom | 2.73 | 2.54 | 2.98 | 2, 1955 | 3.44 | [.05] |
| Playground | 2.80 | 3.22 | 2.54 | 2, 1955 | .43 | Not sig. |
| Elsewhere in school | 3.11 | 3.29 | 3.34 | 2, 1955 | 9.78 | .001 |
| On the way to school / to home | 2.77 | 3.03 | 2.82 | 2, 1955 | 2.11 | Not sig. |
| Outside school | 2.98 | 3.29 | 2.95 | 2, 1955 | 1.96 | Not sig. |

For verbal aggression, no significant main effect was obtained.

Table 6.3.5.15: Main effects of Year-group on likely places for verbal aggression.

| Places | Means | | | df | F value | p value |
|--------------------------------|--------|--------|---------|---------|---------|----------|
| | Year 8 | Year 9 | Year 10 | | | |
| Classroom | 3.33 | 2.98 | 3.58 | 2, 1955 | 2.74 | Not sig. |
| Playground | 2.85 | 3.19 | 2.59 | 2, 1955 | 1.06 | Not sig. |
| Elsewhere in school | 3.19 | 3.29 | 3.32 | 2, 1955 | 3.45 | [.05] |
| On the way to school / to home | 2.87 | 3.14 | 2.90 | 2, 1955 | 3.22 | [.05] |
| Outside school | 2.87 | 3.20 | 2.84 | 2, 1955 | 2.17 | Not sig. |

For ignoring, no significant main effect was obtained.

Table 6.3.5.16: Main effects of Year-group on likely places for ignoring.

| Places | Means | | | df | F value | p value |
|--------------------------------|--------|--------|---------|---------|---------|----------|
| | Year 8 | Year 9 | Year 10 | | | |
| Classroom | 3.36 | 3.16 | 3.66 | 2, 1955 | 2.13 | Not sig. |
| Playground | 2.78 | 3.17 | 2.61 | 2, 1955 | 3.80 | [.05] |
| Elsewhere in school | 3.15 | 3.28 | 3.15 | 2, 1955 | 2.89 | Not sig. |
| On the way to school / to home | 2.80 | 3.06 | 2.79 | 2, 1955 | 4.31 | [.05] |
| Outside school | 2.70 | 3.04 | 2.69 | 2, 1955 | 3.89 | [.05] |

For social exclusion, pupils in Year 10 rated 'Playground' significantly lower than pupils in Year 8 and in Year 9. Pupils in Year 8 rated 'On the way to school / to home' significantly lower than pupils in Year 9 and in Year 10. Pupils in Year 9 rated 'Outside school' significantly higher than pupils in Year 8.

Table 6.3.5.17: Main effects of Year-group on likely places for social exclusion.

| Places | Means | | | df | F value | p value |
|--------------------------------|--------|--------|---------|---------|---------|----------|
| | Year 8 | Year 9 | Year 10 | | | |
| Classroom | 3.01 | 2.81 | 3.29 | 2, 1955 | 2.23 | Not sig. |
| Playground | 3.10 | 3.29 | 2.69 | 2, 1955 | 6.33 | .005 |
| Elsewhere in school | 3.07 | 3.19 | 3.07 | 2, 1955 | .89 | Not sig. |
| On the way to school / to home | 2.68 | 2.92 | 2.78 | 2, 1955 | 4.93 | .01 |
| Outside school | 2.87 | 3.17 | 2.89 | 2, 1955 | 5.82 | .005 |

For rumour spreading / note-sending, pupils in Year 9 rated 'On the way to school / to home' significantly higher than pupils in Year 8 and Year 10.

Table 6.3.5.18: Main effects of Year-group on likely places for rumour spreading.

| Places | Means | | | df | F value | p value |
|--------------------------------|--------|--------|---------|---------|---------|----------|
| | Year 8 | Year 9 | Year 10 | | | |
| Classroom | 3.38 | 3.25 | 3.59 | 2, 1955 | 2.00 | Not sig. |
| Playground | 2.90 | 3.24 | 2.67 | 2, 1955 | 1.78 | Not sig. |
| Elsewhere in school | 3.51 | 3.54 | 3.48 | 2, 1955 | .41 | Not sig. |
| On the way to school / to home | 3.12 | 3.32 | 3.01 | 2, 1955 | 4.85 | .01 |
| Outside school | 2.99 | 3.20 | 3.01 | 2, 1955 | 2.36 | Not sig. |

Regarding Nationality x Sex interactions, four significant interactions were found for likely places for physical aggression. For 'Playground', while significant main effect of Sex was only found for Japanese pupils, significant main effect of Nationality was found for both males and females (see figure 6.3.5.8).

For 'Elsewhere in school', significant main effect of Sex was only found for Japanese pupils, and significant main effect of Nationality was only found for male pupils (see figure 6.3.5.9).

For 'On the way to school / to home', while significant main effect of Sex was only found for Japanese pupils, significant main effect of Nationality was found for both males and females (see figure 6.3.5.10).

Finally for 'Outside school', while significant main effect of Sex was only found for Japanese pupils, significant main effect of Nationality was found for both males and females (see figure 6.3.5.11).

Figure 6.3.5.8: Nationality x Sex interaction for 'playground' as a likely place for physical aggression

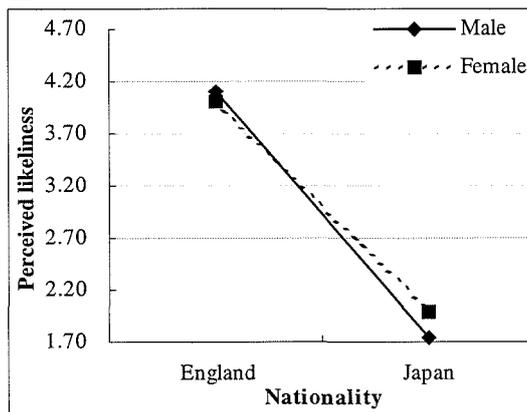


Figure 6.3.5.9: Nationality x Sex interaction for 'elsewhere in school' as a likely place for physical aggression

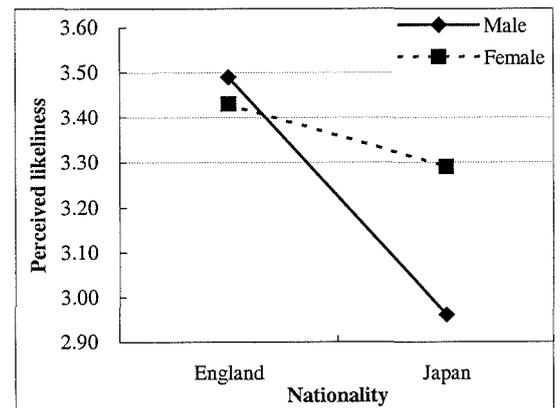


Figure 6.3.5.10: Nationality x Sex interaction on 'on the way to school / to home' as a likely place for physical aggression

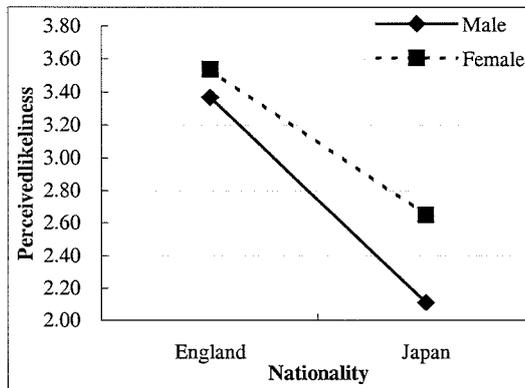


Figure 6.3.5.11: Nationality x Sex interaction on 'outside school' as a likely place for physical aggression

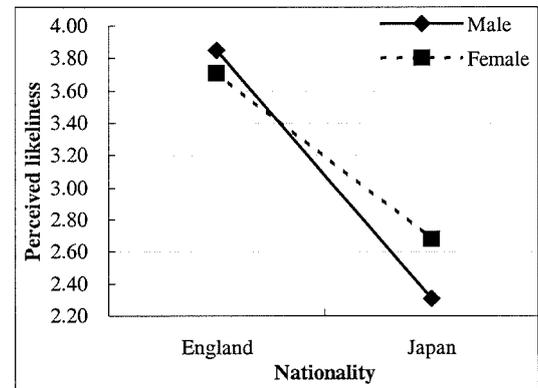


Table 6.3.5.19: Nationality x Sex interaction on likely places for physical aggression.

| Places | Means | | df | F value | p value |
|--------------------------------|---------|-------|---------|---------|----------|
| | England | Japan | | | |
| Classroom | 2.12 | 2.24 | 1, 1955 | 2.68 | Not sig. |
| | 3.23 | 3.18 | | | |
| Playground | 4.10 | 4.01 | 1, 1955 | 15.66 | .001 |
| | 1.73 | 1.99 | | | |
| Elsewhere in school | 3.49 | 3.43 | 1, 1955 | 11.29 | .001 |
| | 2.96 | 3.29 | | | |
| On the way to school / to home | 3.37 | 3.54 | 1, 1955 | 9.18 | .005 |
| | 2.11 | 2.65 | | | |
| Outside school | 3.85 | 3.71 | 1, 1955 | 15.16 | .001 |
| | 2.31 | 2.68 | | | |

Regarding Nationality x Sex interactions for verbal aggression, four significant interactions were found. For 'Playground', while significant main effect of Sex was only found for Japanese pupils, significant main effect of Nationality was found for both males and females (see figure 6.3.5.12).

For 'Elsewhere in school', significant main effect of Sex was only found for Japanese pupils, and significant main effect of Nationality was only found for male pupils (see figure 6.3.5.13).

For 'On the way to school / to home', while significant main effect of Sex was only found for Japanese pupils, significant main effect of Nationality was found for both males and females (see figure 6.3.5.14).

Finally, for ‘Outside school’, while significant main effect of Sex was only found for Japanese pupils, significant main effect of Nationality was found for both males and females (see figure 6.3.5.15).

Figure 6.3.5.12: Nationality x Sex interaction on ‘playground’ as a likely place for verbal aggression

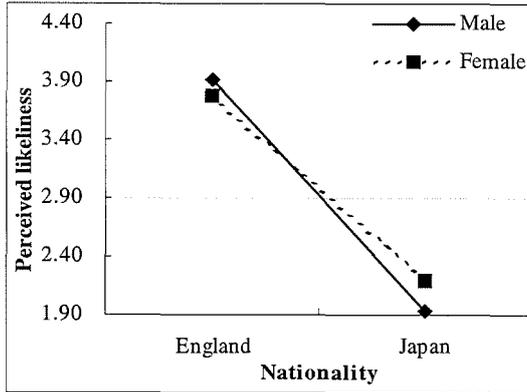


Figure 6.3.5.13: Nationality x Sex interaction on ‘elsewhere in school’ as a likely place for verbal aggression

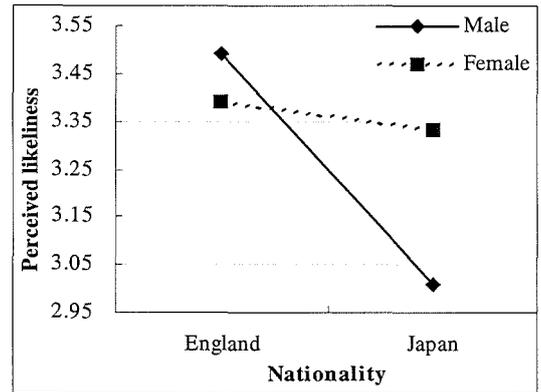


Figure 6.3.5.14: Nationality x Sex interaction on ‘on the way to school / to home’ as a likely place for verbal aggression

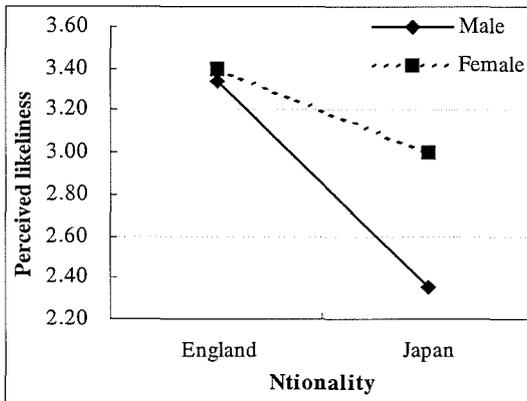


Figure 6.3.5.15: Nationality x Sex interaction on ‘outside school’ as a likely place for verbal aggression

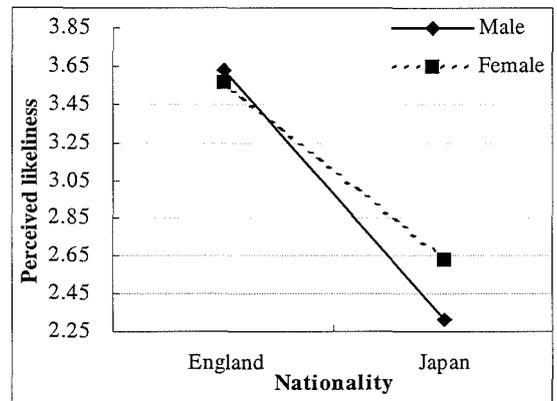


Table 6.3.5.20: Nationality x Sex interaction for likely places for verbal aggression.

| Places | Means | | df | F value | p value |
|--------------------------------|---------|-------|---------|---------|----------|
| | England | Japan | | | |
| Classroom | 2.49 | 2.59 | 1, 1955 | .98 | Not sig. |
| | 3.80 | 4.01 | | | |
| Playground | 3.91 | 3.78 | 1, 1955 | 14.01 | .001 |
| | 1.93 | 2.19 | | | |
| Elsewhere in school | 3.49 | 3.39 | 1, 1955 | 13.29 | .001 |
| | 3.01 | 3.33 | | | |
| On the way to school / to home | 3.34 | 3.40 | 1, 1955 | 23.53 | .001 |
| | 2.35 | 3.00 | | | |
| Outside school | 3.63 | 3.56 | 1, 1955 | 9.14 | .005 |
| | 2.31 | 2.63 | | | |

For ignoring, there was one significant Nationality x Sex interaction for ‘elsewhere in school’. Significant main effect of Sex was only found for Japanese pupils, and significant main effect of Nationality was only found for male pupils (see figure 6.3.5.16).

Figure 6.3.5.16: Nationality x Sex interaction on ‘elsewhere in school’ as a likely place for ignoring

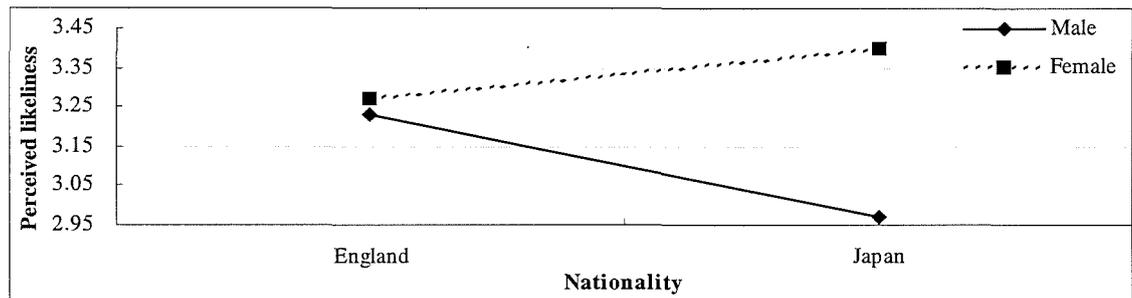


Table 6.3.5.21: Main effects of Nationality x Sex interaction on likely places for ignoring.

| Places | Means | | df | F value | p value |
|--------------------------------|---------|-------|---------|---------|----------|
| | England | Japan | | | |
| Classroom | 2.52 | 2.61 | 1, 1955 | 1.51 | Not sig. |
| | 3.95 | 4.18 | | | |
| Playground | 3.44 | 3.61 | 1, 1955 | .01 | Not sig. |
| | 2.21 | 2.39 | | | |
| Elsewhere in school | 3.23 | 3.27 | 1, 1955 | 10.43 | .001 |
| | 2.97 | 3.40 | | | |
| On the way to school / to home | 3.02 | 3.27 | 1, 1955 | .11 | Not sig. |
| | 2.54 | 2.83 | | | |
| Outside school | 3.18 | 3.82 | 1, 1955 | .32 | Not sig. |
| | 2.38 | 2.51 | | | |

For social exclusion, two significant interactions were found. For ‘Playground’, while significant main effect of Sex was only found for Japanese pupils, significant main effect of Nationality was found for both males and females (see figure 6.3.5.17).

For ‘Elsewhere in school’, significant main effect of Sex was only found for Japanese pupils, and significant main effect of Nationality was only found for male pupils (see figure 6.3.5.18).

Figure 6.3.5.17: Nationality x Sex interaction on 'playground' as a likely place for social exclusion.

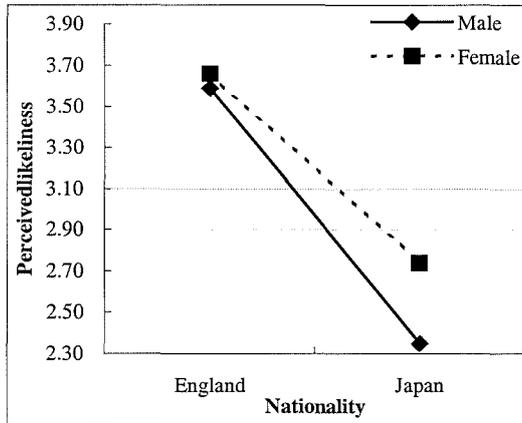


Figure 6.3.5.18: Nationality x Sex interaction on 'elsewhere in school' as a likely place for social exclusion.

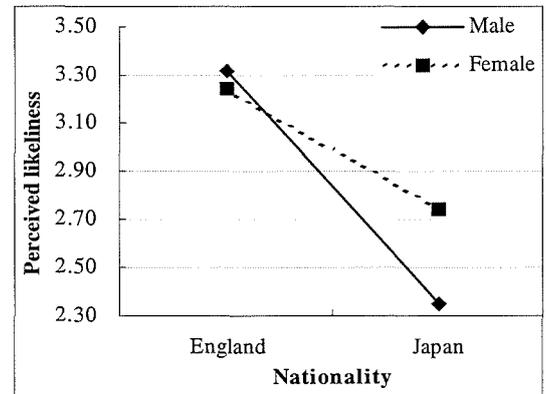


Table 6.3.5.22: Nationality x Sex interaction on likely places for social exclusion.

| Places | Means | | df | F value | p value |
|--------------------------------|---------|---------|---------|---------|----------|
| | Males | Females | | | |
| Classroom | England | 2.38 | 1, 1955 | 6.17 | [.05] |
| | Japan | 2.43 | | | |
| Playground | England | 3.37 | 1, 1955 | 7.09 | .005 |
| | Japan | 3.66 | | | |
| Elsewhere in school | England | 2.35 | 1, 1955 | 12.42 | .001 |
| | Japan | 2.74 | | | |
| On the way to school / to home | England | 3.05 | 1, 1955 | 3.20 | Not sig. |
| | Japan | 3.09 | | | |
| Outside school | England | 2.45 | 1, 1955 | .11 | Not sig. |
| | Japan | 2.71 | | | |
| | England | 3.30 | 1, 1955 | | |
| | Japan | 3.34 | | | |
| | England | 2.70 | | | |
| | Japan | 2.78 | | | |

For rumour spreading, one significant interaction was found on 'Elsewhere in school'. While significant main effect of Sex was only found for Japanese pupils, significant main effect of Nationality was found for both males and females (see figure 6.3.5.19).

Figure 6.3.5.19: Nationality x Sex interaction on 'elsewhere in school' as a likely place for rumour spreading

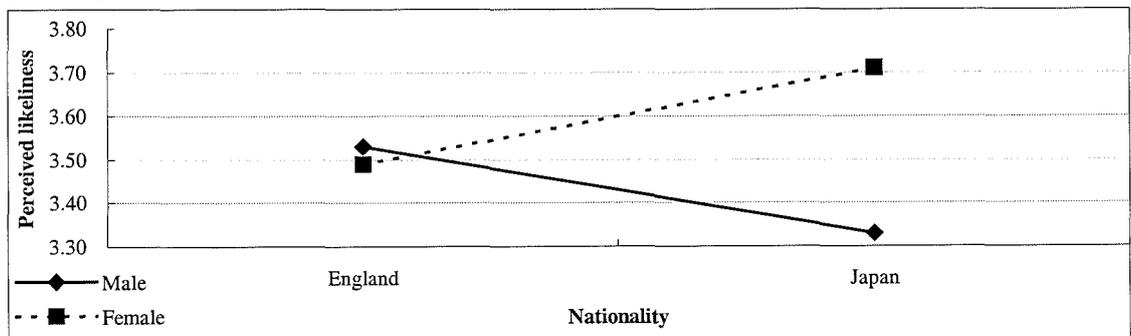


Table 6.3.5.23: Nationality x Sex interaction for likely places for rumour spreading.

| Places | Means | | df | F value | p value |
|--------------------------------|---------|-------|---------|---------|----------|
| | England | Japan | | | |
| Classroom | England | 2.75 | 1, 1955 | 3.52 | Not sig. |
| | Japan | 3.83 | | | |
| Playground | England | 3.63 | 1, 1955 | .50 | Not sig. |
| | Japan | 2.20 | | | |
| Elsewhere in school | England | 3.53 | 1, 1955 | 12.20 | .001 |
| | Japan | 3.33 | | | |
| On the way to school / to home | England | 3.24 | 1, 1955 | 3.99 | [.05] |
| | Japan | 2.86 | | | |
| Outside school | England | 3.27 | 1, 1955 | 3.63 | Not sig. |
| | Japan | 2.77 | | | |

Regarding the Nationality x Year-group interaction for the perceived likely places for 'physical aggression', there were three significant interactions. For 'Classroom', while significant main effect of Year-group was only found for English pupils, significant main effect of Nationality was found for all year groups (see figure 6.3.5.20).

For 'Elsewhere in school', significant main effect of Year-group was only found for English pupils, and significant main effect of Nationality was found for Year 8 and Year 10 pupils (see figure 6.3.5.21).

Finally, for 'Outside school', while significant main effect of Year-group was only found for English pupils, significant main effect of Nationality was found for all year groups (see figure 6.3.5.22).

Figure 6.3.5.20: Nationality x Year-group interaction for 'Classroom' as a likely place for physical aggression.

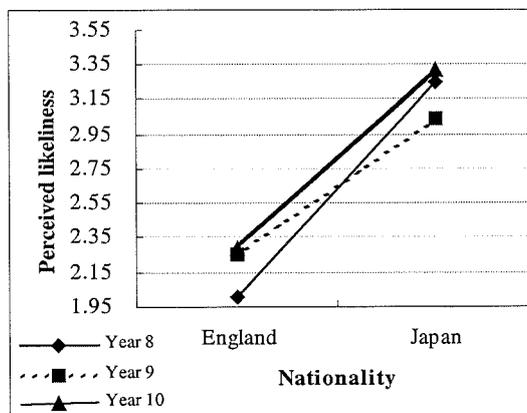


Figure 6.3.5.21: Nationality x Year-group interaction for 'Elsewhere in school' as a likely place for physical aggression.

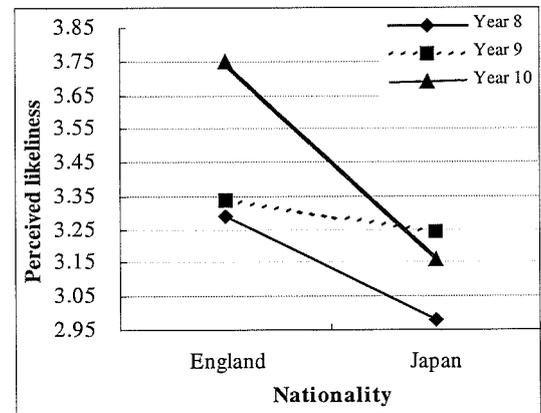


Figure 6.3.5.22: Nationality x Year-group interaction on 'Outside school' as a likely place for physical aggression.

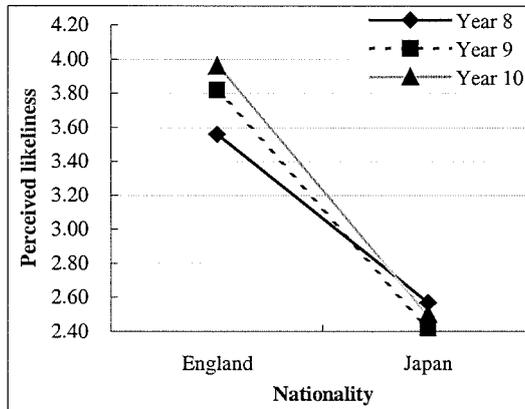


Table 6.3.5.24: Nationality x Year-group interactions on likely places for physical aggression.

| Types of behaviour | Means | | | df | F value | p value | |
|--------------------------------|---------|--------|--------|------|---------|---------|----------|
| | England | Year 8 | Year 9 | | | | Year 10 |
| Classroom | England | 2.01 | 2.25 | 2.29 | 2, 1955 | 7.20 | .001 |
| | Japan | 3.25 | 3.04 | 3.32 | | | |
| Playground | England | 4.11 | 4.03 | 4.02 | 2, 1955 | .31 | Not sig. |
| | Japan | 1.86 | 1.85 | 1.86 | | | |
| Elsewhere in school | England | 3.29 | 3.34 | 3.75 | 2, 1955 | 5.44 | .005 |
| | Japan | 2.98 | 3.24 | 3.16 | | | |
| On the way to school / to home | England | 3.35 | 3.47 | 3.56 | 2, 1955 | .65 | Not sig. |
| | Japan | 2.35 | 2.32 | 2.46 | | | |
| Outside school | England | 3.56 | 3.82 | 3.96 | 2, 1955 | 6.34 | .005 |
| | Japan | 2.57 | 2.42 | 2.50 | | | |

Regarding the Nationality x Year-group interaction for the perceived likely places for 'verbal aggression', there were two significant interactions. For 'Elsewhere in school', while no significant main effect of Year-group was found for either nationalities, significant main effect of Nationality was found for Year 8 and Year 10 pupils (see figure 6.3.5.23).

For 'Outside school', while main effect of Year-group was only found for English pupils, significant main effect of Nationality was found for all year groups (see figure 6.3.5.24).

Figure 6.3.5.23: Nationality x Year-group interaction on 'Elsewhere in school' as a likely place for verbal aggression.

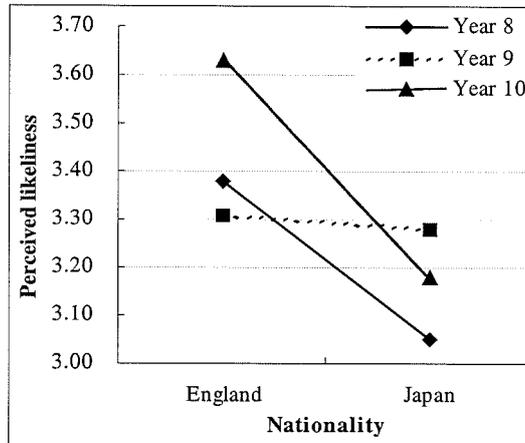


Figure 6.3.5.24: Nationality x Year-group interaction on 'Outside school' as a likely place for verbal aggression.

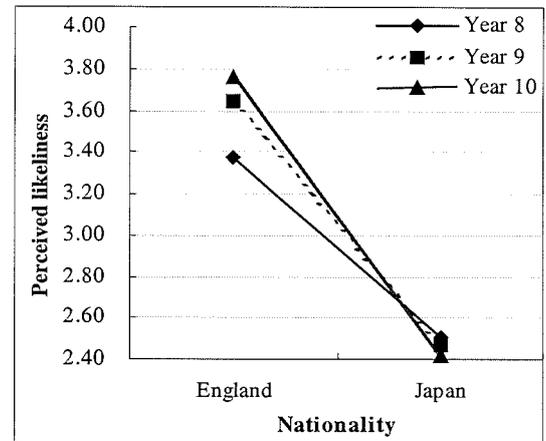


Table 6.3.5.25: Main effects of Nationality x Year-group interactions on likely places for verbal aggression.

| Types of behaviour | Means | | | df | F value | p value | |
|--------------------------------|---------|--------|--------|------|---------|---------|----------|
| | England | Year 8 | Year 9 | | | | Year 10 |
| Classroom | England | 2.48 | 2.56 | 2.58 | 2, 1955 | 3.53 | [.05] |
| | Japan | 3.94 | 3.73 | 4.05 | | | |
| Playground | England | 3.90 | 3.89 | 3.74 | 2, 1955 | 1.22 | Not sig. |
| | Japan | 2.10 | 2.02 | 2.07 | | | |
| Elsewhere in school | England | 3.38 | 3.31 | 3.63 | 2, 1955 | 4.67 | .01 |
| | Japan | 3.05 | 3.28 | 3.18 | | | |
| On the way to school / to home | England | 3.26 | 3.37 | 3.48 | 2, 1955 | 1.53 | Not sig. |
| | Japan | 2.59 | 2.80 | 2.63 | | | |
| Outside school | England | 3.37 | 3.64 | 3.76 | 2, 1955 | 4.88 | .01 |
| | Japan | 2.51 | 2.47 | 2.42 | | | |

Regarding the Nationality x Year-group interaction for the perceived likely places for 'ignoring', no significant interaction was obtained.

Table 6.3.5.26: Main effects of Nationality x Year-group interactions on likely places for ignoring.

| Types of behaviour | Means | | | df | F value | p value | |
|--------------------------------|---------|--------|--------|------|---------|---------|----------|
| | England | Year 8 | Year 9 | | | | Year 10 |
| Classroom | England | 2.48 | 2.64 | 2.58 | 2, 1955 | 1.02 | Not sig. |
| | Japan | 4.00 | 4.04 | 4.16 | | | |
| Playground | England | 3.49 | 3.65 | 3.42 | 2, 1955 | .15 | Not sig. |
| | Japan | 2.28 | 2.39 | 2.24 | | | |
| Elsewhere in school | England | 3.22 | 3.23 | 3.30 | 2, 1955 | 4.11 | [.05] |
| | Japan | 3.10 | 3.39 | 3.07 | | | |
| On the way to school / to home | England | 3.01 | 3.21 | 3.21 | 2, 1955 | 1.50 | Not sig. |
| | Japan | 2.64 | 2.84 | 2.58 | | | |
| Outside school | England | 3.10 | 3.32 | 3.43 | 2, 1955 | 3.33 | [.05] |
| | Japan | 2.43 | 2.57 | 2.34 | | | |

Regarding the Nationality x Year-group interaction for the perceived likely places for 'social exclusion', there was one significant interaction for 'Outside school'. While significant main effect of Year-group was found for both nationalities, significant main effect of Nationality was found only for Year 9 and Year 10 pupils (see figure 6.3.2.25).

Figure 6.3.5.25: Nationality x Year-group interaction on 'Outside school' as a likely place for social exclusion.

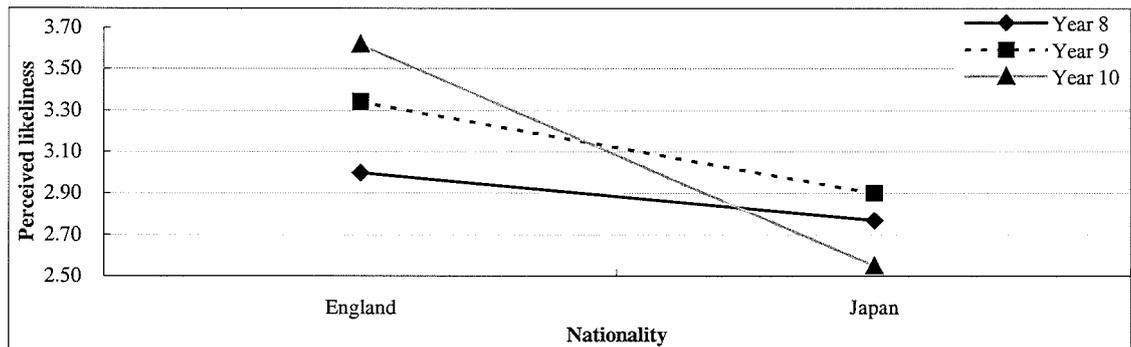


Table 6.3.5.27: Nationality x Year-group interactions on likely places for Social exclusion.

| Types of behaviour | Means | | | df | F value | p value | |
|--------------------------------|---------|--------|--------|------|---------|---------|----------|
| | England | Year 8 | Year 9 | | | | Year 10 |
| Classroom | England | 2.32 | 2.48 | 2.42 | 2, 1955 | 3.68 | [.05] |
| | Japan | 3.50 | 3.99 | 3.70 | | | |
| Playground | England | 3.65 | 3.70 | 3.53 | 2, 1955 | 1.68 | Not sig. |
| | Japan | 2.71 | 2.62 | 2.31 | | | |
| Elsewhere in school | England | 3.20 | 3.28 | 3.35 | 2, 1955 | .84 | Not sig. |
| | Japan | 2.98 | 3.06 | 2.95 | | | |
| On the way to school / to home | England | 2.83 | 3.11 | 3.26 | 2, 1955 | 4.09 | [.05] |
| | Japan | 2.56 | 2.61 | 2.56 | | | |
| Outside school | England | 3.00 | 3.34 | 3.62 | 2, 1955 | 12.12 | .001 |
| | Japan | 2.77 | 2.90 | 2.55 | | | |

Regarding the Nationality x Year-group interaction for the perceived likely places for 'stealing / hiding / taking money or belongings', there was one significant interaction for 'Outside school'. While no significant main effect of Year-group was found either nationalities, significant main effect of Nationality was found for all year groups (see figure 6.3.5.26).

Figure 6.3.5.26: Nationality x Year-group interaction on 'Outside school' as a likely place for stealing / hiding / taking money or belongings.

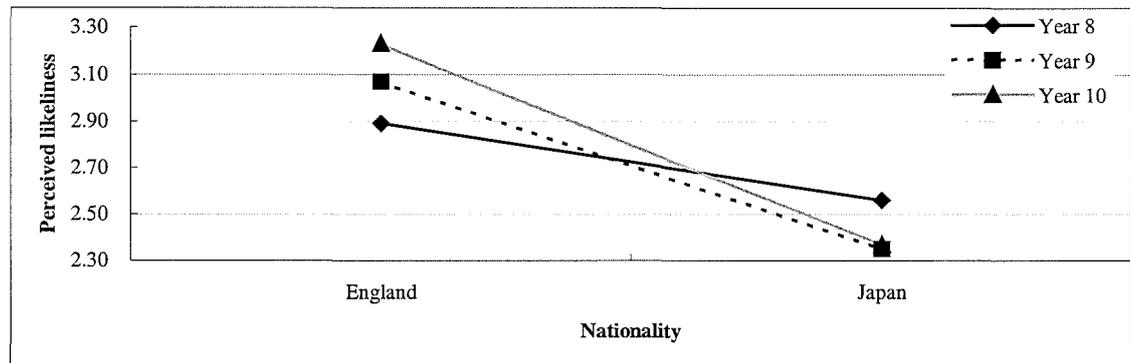


Table 6.3.5.28: Nationality x Year-group interactions on likely places for stealing / hiding / taking money or belongings.

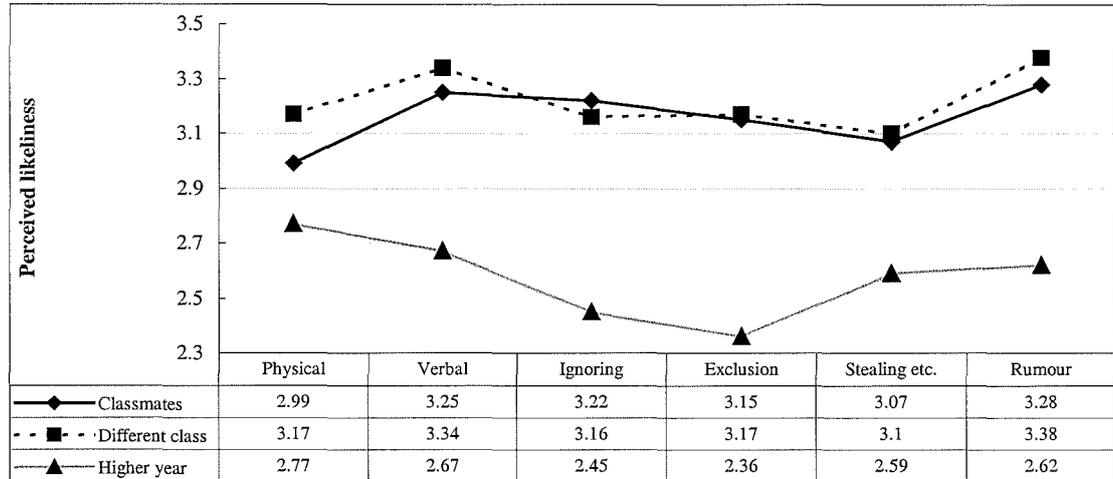
| Types of behaviour | Means | | | df | F value | p value | |
|--------------------------------|---------|--------|---------|------|---------|---------|----------|
| | Year 8 | Year 9 | Year 10 | | | | |
| Classroom | England | 2.46 | 2.75 | 2.66 | 2, 1955 | .39 | Not sig. |
| | Japan | 3.65 | 3.82 | 3.80 | | | |
| Playground | England | 3.32 | 3.41 | 3.28 | 2, 1955 | .92 | Not sig. |
| | Japan | 1.93 | 1.88 | 1.92 | | | |
| Elsewhere in school | England | 3.39 | 3.35 | 3.33 | 2, 1955 | .21 | Not sig. |
| | Japan | 2.98 | 3.03 | 3.00 | | | |
| On the way to school / to home | England | 2.97 | 3.02 | 2.94 | 2, 1955 | .50 | Not sig. |
| | Japan | 2.25 | 2.23 | 2.31 | | | |
| Outside school | England | 2.89 | 3.07 | 3.23 | 2, 1955 | 5.74 | .005 |
| | Japan | 2.56 | 2.35 | 2.37 | | | |

6.3.6 Perceived likely aggressor(s)

Pupils were asked how likely they think the aggressor(s) of each given scenario to be 'classmates' of the victim, 'pupils in different class but the same year group', and 'pupils in higher year group'. Answers were on a 5 point scale; 1: Not likely; 2: Slightly likely; 3: Quite likely; 4: Likely; and 5: Very likely. Mean scores for perceived likely aggressor(s) is shown in figure 6.3.6.1.

Pupils rated 'classmates' and 'pupils in different classes but the same year group' as more likely to be aggressor(s) of the behaviour than 'pupils in higher year group' for all behaviours. For physical aggression, verbal abuse, social exclusion, stealing / hiding / taking money or belongings, and rumour spreading / note-sending, they perceived 'pupils in different class but the same year group' more likely to be aggressor(s) than 'classmates', whereas for ignoring, 'classmates' were rated as more likely to be aggressor(s) of the behaviour.

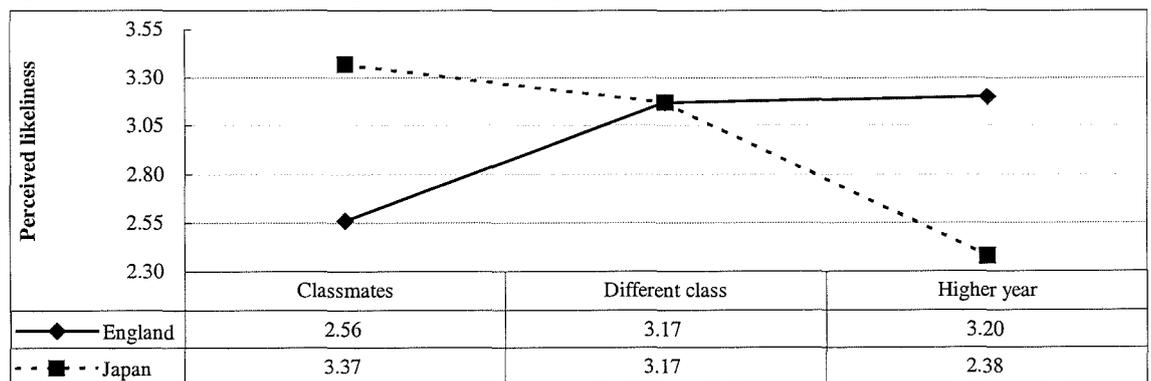
Figure 6.3.6.1: Mean scores of perceived likely aggressors (total sample)



* Stealing etc. = stealing / hiding / taking money or belongings; Rumour = rumour spreading / note-sending.

Regarding the nationality differences, English pupils rated ‘pupils in higher year group’ as the most likely aggressor for ‘physical aggression’, followed by ‘pupils in different classes but the same year group’. English pupils rated ‘classmates’ as the least likely aggressor. Japanese pupils rated ‘classmates’ as the most likely aggressor, followed by ‘pupils in different class but the same year group’. They rated ‘pupils in higher year group’ as the least likely aggressor (see figure 6.3.6.2).

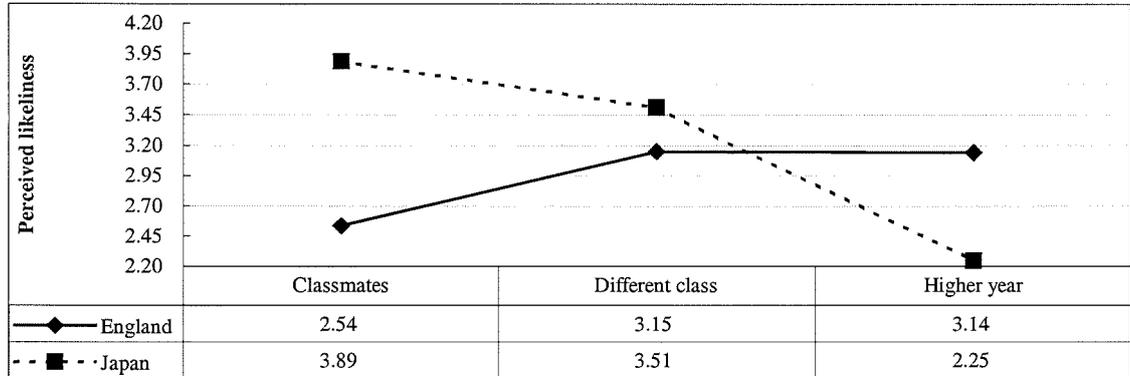
Figure 6.3.6.2: Mean scores of perceived likely aggressors for physical aggression (Nationality).



Regarding the perceived likely aggressor for verbal aggression, English pupils rated pupils both in ‘different classes but the same year group’ and in ‘higher year group’ as likely aggressor for verbal aggression. They rated ‘classmates’ as least likely aggressor. Japanese pupils rated ‘classmates’ as the most likely aggressor, followed by ‘pupils in different classes but the same year group’. They rated ‘pupils in higher year group’ as

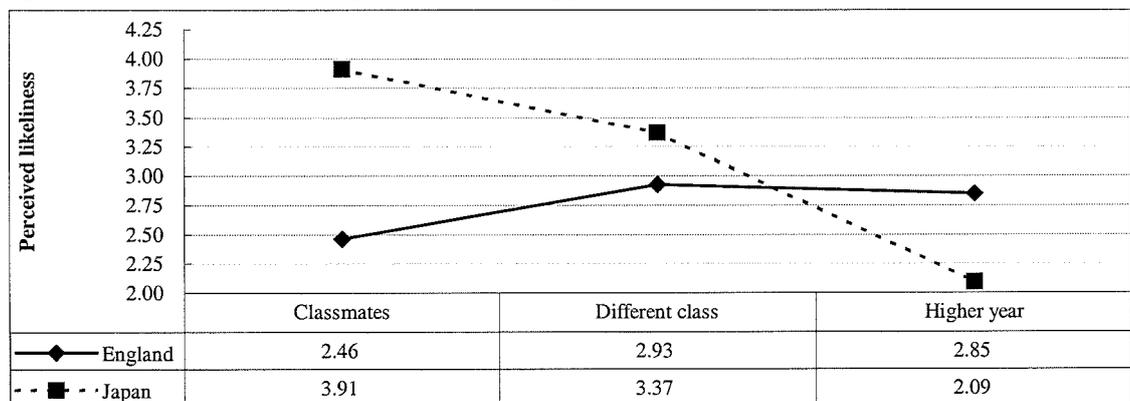
the least likely aggressor (see figure 6.3.6.3).

Figure 6.3.6.3: Mean scores of perceived likely aggressors for verbal aggression (Nationality).



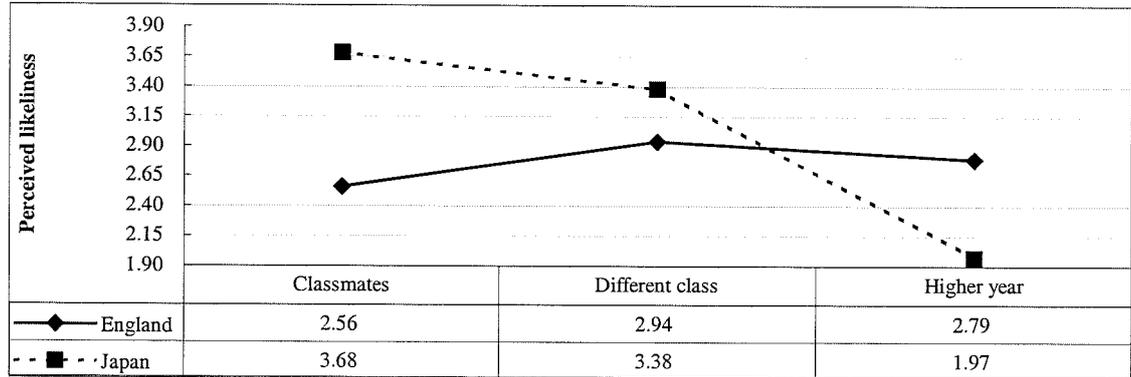
For ignoring, English pupils rated ‘pupils in different classes but the same year group’ as the most likely aggressor, followed by ‘pupils in higher year group’. They rated ‘classmates’ as the least likely aggressor. Japanese pupils rated ‘classmates’ as the most likely aggressor, followed by ‘pupils in different classes’. They rated ‘pupils in higher year group’ as the least likely aggressor (see figure 6.3.6.4).

Figure 6.3.6.4: Mean scores of perceived likely aggressors for ignoring (Nationality).



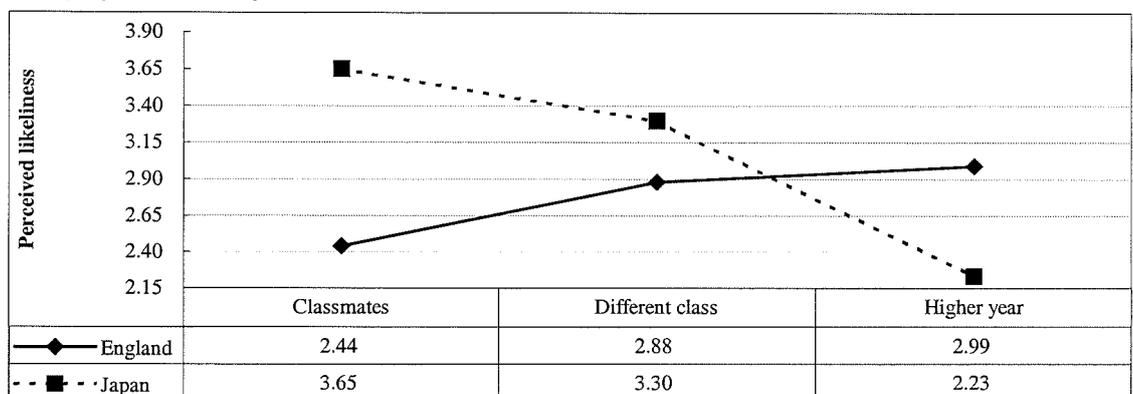
For social exclusion, English pupils rated ‘pupils in different classes but the same year group’ as the most likely aggressor, followed by ‘pupils in higher year group’. They rated ‘classmates’ as the least likely aggressor. Japanese pupils rated ‘classmates’ as the most likely aggressor, followed by ‘pupils in different classes’. They rated ‘pupils in higher year group’ as the least likely aggressor (see figure 6.3.6.5).

Figure 6.3.6.5: Mean scores of perceived likely aggressors for social exclusion (Nationality).



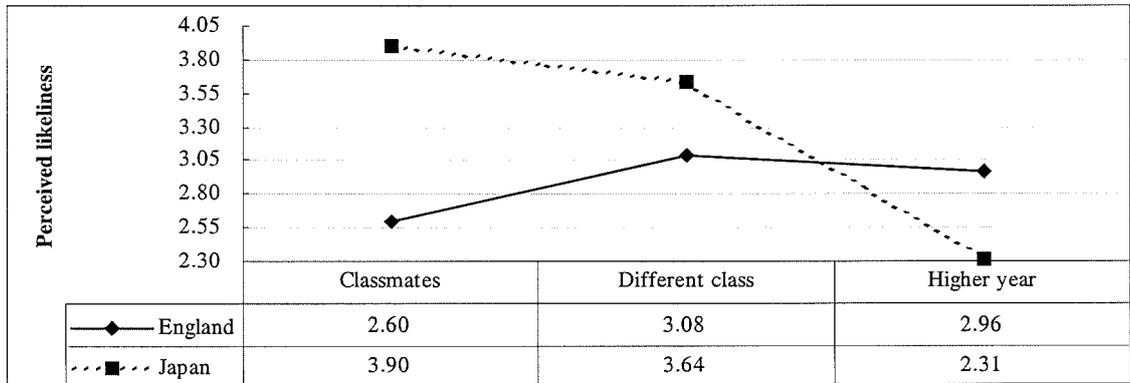
For stealing / hiding / taking money or belongings, pupils in England rated 'pupils in higher year group' as the most likely aggressor, followed by 'pupils in different classes but the same year group'. They rated 'classmates' as the least likely aggressor. Japanese pupils rated 'classmates' as the most likely aggressor, followed by 'pupils in different classes but the same year group'. They rated 'pupils in higher year group' as the least likely aggressor for the behaviour (see figure 6.3.6.6).

Figure 6.3.6.6: Mean scores of perceived likely aggressors for stealing / hiding / taking money or belongings (Nationality).



For rumour spreading / note-sending, pupils in England rated 'pupils in different classes but the same year group' as the most likely aggressor, followed by 'pupils in higher year group'. They rated 'classmates' as the least likely aggressor. Japanese pupils rated 'classmates' as the most likely aggressor, followed by 'pupils in different classes but the same year group'. They rated 'pupils in higher year group' as the least likely aggressor (see figure 6.3.6.7).

Figure 6.3.6.7: Mean scores of perceived likely aggressors for rumour spreading / note-sending (Nationality).



MANOVA revealed a number of main effects of Nationality, Sex, and Year-group. There were also significant Nationality x Sex interactions, and Nationality x Year-group interactions. Results of MANOVA are shown in table 6.3.6.1.

Table 6.3.6.1: Main effects of Nationality, Sex, Year-groups, and of Nationality x Sex and Nationality x Year-group interactions for perceived likely aggressors.

| Main Effects | Categories | df | F value | p value |
|--------------------------|--|---------|---------|----------|
| Nationality | Physical | 3, 1953 | 145.60 | .001 |
| | Verbal | 3, 1953 | 329.05 | .001 |
| | Ignoring | 3, 1953 | 354.70 | .001 |
| | Social exclusion | 3, 1953 | 242.33 | .001 |
| | Stealing / hiding / taking money or belongings | 3, 1953 | 230.83 | .001 |
| | Rumour spreading | 3, 1953 | 282.00 | .001 |
| Sex | Physical | 3, 1953 | 13.19 | .001 |
| | Verbal | 3, 1953 | 12.16 | .001 |
| | Ignoring | 3, 1953 | 14.01 | .001 |
| | Social exclusion | 3, 1953 | 12.78 | .001 |
| | Stealing / hiding / taking money or belongings | 3, 1953 | 12.16 | .001 |
| | Rumour spreading | 3, 1953 | 13.06 | .001 |
| Year-group | Physical | 6, 3908 | 2.77 | [.05] |
| | Verbal | 6, 3908 | 2.17 | Not sig. |
| | Ignoring | 6, 3908 | 1.56 | Not sig. |
| | Social exclusion | 6, 3908 | 3.98 | .001 |
| | Stealing / hiding / taking money or belongings | 6, 3908 | 2.93 | .01 |
| | Rumour spreading | 6, 3908 | 1.83 | Not sig. |
| Nationality x Sex | Physical | 3, 1953 | 4.50 | .005 |
| | Verbal | 3, 1953 | 5.16 | .001 |
| | Ignoring | 3, 1953 | 5.52 | .001 |
| | Social exclusion | 3, 1953 | 4.66 | .005 |
| | Stealing / hiding / taking money or belongings | 3, 1953 | 6.01 | .001 |
| | Rumour spreading | 3, 1953 | 7.34 | .001 |
| Nationality x Year-group | Physical | 6, 3908 | 2.69 | [.05] |
| | Verbal | 6, 3908 | 1.78 | Not sig. |
| | Ignoring | 6, 3908 | 1.10 | Not sig. |
| | Social exclusion | 6, 3908 | 2.22 | Not sig. |
| | Stealing / hiding / taking money or belongings | 6, 3908 | 2.88 | .01 |
| | Rumour spreading | 6, 3908 | 2.41 | Not sig. |

Follow-up analysis was applied using ANOVA. Tables 6.3.6.2 to 6.3.6.7 show the main effects of Nationality. Main effects of Sex were shown in tables 6.3.6.8 to 6.3.6.13, and of Year-group in tables 6.3.6.14 to 6.3.6.16. Nationality x Sex interaction was shown in tables 6.3.6.17 to 6.3.6.22, and Nationality x Year-group interaction in tables 6.3.6.23 and 6.3.6.24.

ANOVA revealed that Japanese pupils rated 'classmates' significantly higher than English pupils as likely aggressor of physical aggression. English pupils rated 'pupils in

higher year group' significantly higher than Japanese pupils as likely aggressor.

Table 6.3.6.2: Main effects of Nationality on likely aggressor for physical aggression.

| Aggressor | Means | | df | F value | p value |
|-----------------------------|---------|----------|---------|---------|----------|
| | English | Japanese | | | |
| Pupils in the same class | 2.56 | 3.37 | 1, 1955 | 250.40 | .001 |
| Pupils in different classes | 3.17 | 3.17 | 1, 1955 | .09 | Not sig. |
| Pupils in higher years | 3.20 | 2.38 | 1, 1955 | 184.35 | .001 |

For verbal aggression, pupils in Japan rated both 'pupils in the same class' and 'pupils in different classes but the same year group' significantly higher than English pupils as an aggressor. English pupils rated 'pupils in higher year group' significantly higher than Japanese pupils.

Table 6.3.6.3: Main effects of Nationality on likely aggressor for verbal aggression.

| Aggressor | Means | | df | F value | p value |
|-----------------------------|---------|----------|---------|---------|---------|
| | English | Japanese | | | |
| Pupils in the same class | 2.54 | 3.89 | 1, 1955 | 638.28 | .001 |
| Pupils in different classes | 3.15 | 3.51 | 1, 1955 | 54.41 | .001 |
| Pupils in higher years | 3.14 | 2.25 | 1, 1955 | 233.23 | .001 |

For ignoring, Japanese pupils rated both 'classmates' and 'pupils in different classes but the same year group' significantly higher than English pupils as an aggressor. English pupils rated 'pupils in higher year group' significantly higher than Japanese pupils.

Table 6.3.6.4: Main effects of Nationality on likely aggressor for ignoring.

| Aggressor | Means | | df | F value | p value |
|-----------------------------|---------|----------|---------|---------|---------|
| | English | Japanese | | | |
| Pupils in the same class | 2.46 | 3.91 | 1, 1955 | 762.84 | .001 |
| Pupils in different classes | 2.93 | 3.37 | 1, 1955 | 81.42 | .001 |
| Pupils in higher years | 2.85 | 2.09 | 1, 1955 | 176.23 | .001 |

For social exclusion, Japanese pupils rated both 'classmates' and 'pupils in different classes but the same year group' significantly higher than English pupils as an aggressor. English pupils rated 'pupils in higher year group' significantly higher than Japanese pupils.

Table 6.3.6.5: Main effects of Nationality on likely aggressor for social exclusion.

| Aggressor | Means | | df | F value | p value |
|-----------------------------|---------|----------|---------|---------|---------|
| | English | Japanese | | | |
| Pupils in the same class | 2.56 | 3.68 | 1, 1955 | 402.73 | .001 |
| Pupils in different classes | 2.94 | 3.38 | 1, 1955 | 92.58 | .001 |
| Pupils in higher years | 2.79 | 1.97 | 1, 1955 | 222.53 | .001 |

For stealing / hiding / taking money or belongings, Japanese pupils rated both 'classmates' and 'pupils in different classes but the same year group' significantly higher than English pupils as an aggressor. English pupils rated 'pupils in higher year group' significantly higher than Japanese pupils.

Table 6.3.6.6: Main effects of Nationality on likely aggressor for stealing / hiding / taking money or belongings.

| Aggressor | Means | | df | F value | p value |
|-----------------------------|---------|----------|---------|---------|---------|
| | English | Japanese | | | |
| Pupils in the same class | 2.44 | 3.65 | 1, 1955 | 503.66 | .001 |
| Pupils in different classes | 2.88 | 3.30 | 1, 1955 | 74.42 | .001 |
| Pupils in higher years | 2.99 | 2.23 | 1, 1955 | 133.98 | .001 |

For rumour spreading / note-sending, Japanese pupils rated both 'classmates' and 'pupils in different classes but the same year group' significantly higher than English pupils as an aggressor. English pupils rated 'pupils in higher year group' significantly higher than Japanese pupils.

Table 6.3.6.7: Main effects of Nationality on likely aggressor for rumour spreading / note-sending.

| Aggressor | Means | | df | F value | p value |
|-----------------------------|---------|----------|---------|---------|---------|
| | English | Japanese | | | |
| Pupils in the same class | 2.60 | 3.90 | 1, 1955 | 621.04 | .001 |
| Pupils in different classes | 3.08 | 3.64 | 1, 1955 | 127.99 | .001 |
| Pupils in higher years | 2.96 | 2.31 | 1, 1955 | 108.51 | .001 |

Regarding the sex differences, female pupils rated all categories significantly higher than male pupils as an aggressor for physical aggression.

Table 6.3.6.8: Main effects of Sex on likely aggressor for physical aggression.

| Aggressor | Means | | df | F value | p value |
|-----------------------------|-------|--------|---------|---------|---------|
| | Male | Female | | | |
| Pupils in the same class | 2.86 | 3.11 | 1, 1955 | 13.45 | .001 |
| Pupils in different classes | 3.06 | 3.28 | 1, 1955 | 14.82 | .001 |
| Pupils in higher years | 2.60 | 2.95 | 1, 1955 | 26.94 | .001 |

For verbal aggression, female pupils rated all categories significantly higher than male pupils as an aggressor.

Table 6.3.6.9: Main effects of Sex on likely aggressor for verbal aggression.

| Aggressor | Means | | df | F value | p value |
|-----------------------------|-------|--------|---------|---------|---------|
| | Male | Female | | | |
| Pupils in the same class | 3.13 | 3.37 | 1, 1955 | 12.93 | .001 |
| Pupils in different classes | 3.24 | 3.44 | 1, 1955 | 14.76 | .001 |
| Pupils in higher years | 2.51 | 2.84 | 1, 1955 | 26.59 | .001 |

For ignoring, female pupils rated all categories significantly higher than male pupils as an aggressor.

Table 6.3.6.10: Main effects of Sex on likely aggressor for ignoring.

| Aggressor | Means | | df | F value | p value |
|-----------------------------|-------|--------|---------|---------|---------|
| | Male | Female | | | |
| Pupils in the same class | 3.10 | 3.34 | 1, 1955 | 18.55 | .001 |
| Pupils in different classes | 3.06 | 3.27 | 1, 1955 | 16.14 | .001 |
| Pupils in higher years | 2.29 | 2.61 | 1, 1955 | 28.41 | .001 |

For social exclusion, female pupils rated all categories significantly higher than male pupils as an aggressor.

Table 6.3.6.11: Main effects of Sex on likely aggressor for social exclusion.

| Aggressor | Means | | df | F value | p value |
|-----------------------------|-------|--------|---------|---------|---------|
| | Male | Female | | | |
| Pupils in the same class | 3.00 | 3.30 | 1, 1955 | 30.12 | .001 |
| Pupils in different classes | 3.05 | 3.29 | 1, 1955 | 22.29 | .001 |
| Pupils in higher years | 2.27 | 2.45 | 1, 1955 | 8.09 | .005 |

For stealing / hiding / taking money or belongings, female pupils rated all categories significantly higher than male pupils as an aggressor.

Table 6.3.6.12: Main effects of Sex on likely aggressor for stealing / hiding / taking money or belongings.

| Aggressor | Means | | df | F value | p value |
|-----------------------------|-------|--------|---------|---------|---------|
| | Male | Female | | | |
| Pupils in the same class | 2.93 | 3.22 | 1, 1955 | 30.44 | .001 |
| Pupils in different classes | 3.01 | 3.20 | 1, 1955 | 10.67 | .001 |
| Pupils in higher years | 2.50 | 2.68 | 1, 1955 | 8.66 | .005 |

For rumour spreading / note-sending, female pupils rated all categories significantly higher than male pupils as an aggressor.

Table 6.3.6.13: Main effects of Sex on likely aggressor for rumour spreading / note-sending.

| Aggressor | Means | | df | F value | p value |
|-----------------------------|-------|--------|---------|---------|---------|
| | Male | Female | | | |
| Pupils in the same class | 3.17 | 3.40 | 1, 1955 | 18.40 | .001 |
| Pupils in different classes | 3.23 | 3.52 | 1, 1955 | 32.54 | .001 |
| Pupils in higher years | 2.49 | 2.75 | 1, 1955 | 15.99 | .001 |

In terms of the main effect of Year-group on likely aggressor for physical aggression, no significant main effect was obtained.

Table 6.3.6.14: Main effects of Year-group on likely aggressor for physical aggression.

| Aggressor | Means | | | df | F value | p value |
|-----------------------------|--------|--------|---------|---------|---------|----------|
| | Year 8 | Year 9 | Year 10 | | | |
| Pupils in the same class | 3.05 | 2.84 | 3.12 | 2, 1955 | .44 | Not sig. |
| Pupils in different classes | 3.13 | 3.23 | 3.13 | 2, 1955 | 3.10 | [.05] |
| Pupils in higher years | 2.72 | 2.84 | 2.75 | 2, 1955 | 1.49 | Not sig. |

For social exclusion, pupils in Year 9 rated 'pupils in different classes but in the same year group' significantly higher than pupils in Year 8 and Year 10.

Table 6.3.6.15: Main effects of Year-group on likely aggressor for social exclusion.

| Aggressor | Means | | | df | F value | p value |
|-----------------------------|--------|--------|---------|---------|---------|----------|
| | Year 8 | Year 9 | Year 10 | | | |
| Pupils in the same class | 3.18 | 3.01 | 3.33 | 2, 1955 | 1.18 | Not sig. |
| Pupils in different classes | 3.15 | 3.21 | 3.14 | 2, 1955 | 8.08 | .001 |
| Pupils in higher years | 2.30 | 2.46 | 2.29 | 2, 1955 | .59 | Not sig. |

For stealing / hiding / taking money or belongings, no significant main effect was obtained.

Table 6.3.6.16: Main effects of Year-group on likely aggressor for stealing / hiding / taking money or belongings.

| Aggressor | Means | | | df | F value | p value |
|-----------------------------|--------|--------|---------|---------|---------|----------|
| | Year 8 | Year 9 | Year 10 | | | |
| Pupils in the same class | 3.09 | 2.95 | 3.25 | 2, 1955 | 2.26 | Not sig. |
| Pupils in different classes | 3.06 | 3.12 | 3.16 | 2, 1955 | 4.53 | [.05] |
| Pupils in higher years | 2.59 | 2.65 | 2.47 | 2, 1955 | 1.78 | Not sig. |

In terms of the Nationality x Sex interaction on likely aggressor for physical aggression, there was one significant interaction on 'pupils in higher year group'. While significant main effect of Sex was only found for Japanese pupils, significant main effect of Nationality was found for both males and females (see figure 6.3.6.8).

Figure 6.3.6.8: Nationality x Sex interaction for likely aggressor for physical aggression as ‘pupils in higher year group’.

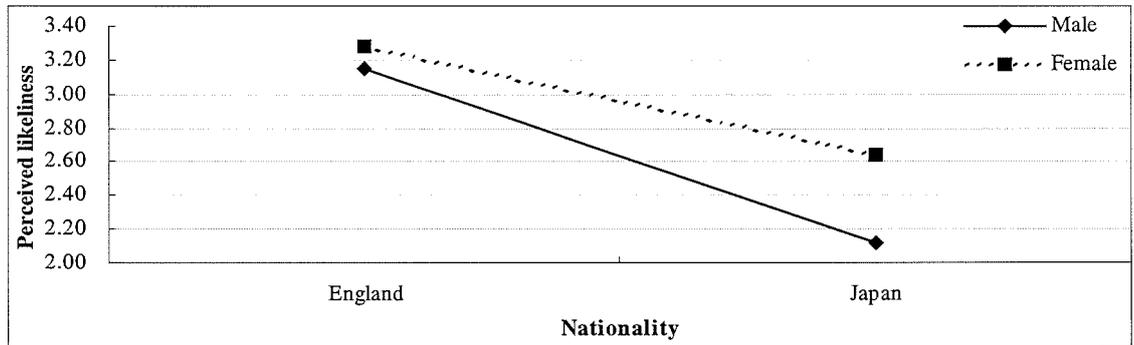


Table 6.3.6.17: Nationality x Sex interaction on likely aggressor for physical aggression.

| Aggressor | Means | | df | F value | p value |
|-----------------------------|---------|--------|---------|---------|----------|
| | Male | Female | | | |
| Pupils in the same class | England | 2.50 | 1, 1955 | .15 | Not sig. |
| | Japan | 3.25 | | | |
| Pupils in different classes | England | 3.14 | 1, 1955 | 5.49 | [.05] |
| | Japan | 3.04 | | | |
| Pupils in higher years | England | 3.15 | 1, 1955 | 10.19 | .001 |
| | Japan | 2.12 | | | |

Regarding the likely aggressor for verbal aggression, there were two significant Nationality x Sex interactions. For both the likely aggressor as ‘pupils in different classes but the same year group’ and ‘pupils in higher year group’, while significant main effect of Sex was only found for Japanese pupils, significant main effect of Nationality was found for both males and females (see figures 6.3.6.9 and 6.3.6.10)

Figure 6.3.6.9: Nationality x Sex interaction on likely aggressor for verbal aggression as ‘pupils in different classes but the same year group’.

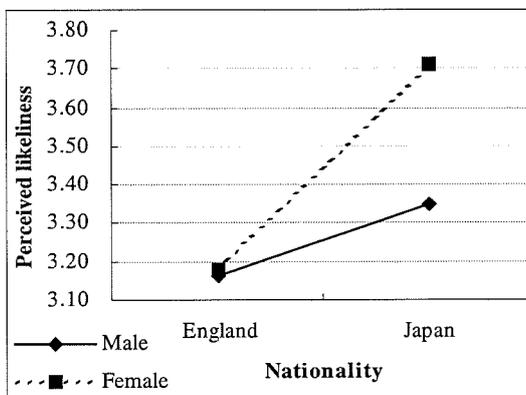


Figure 6.3.6.10: Nationality x Sex interaction on likely aggressor for verbal aggression as ‘pupils in higher year group’.

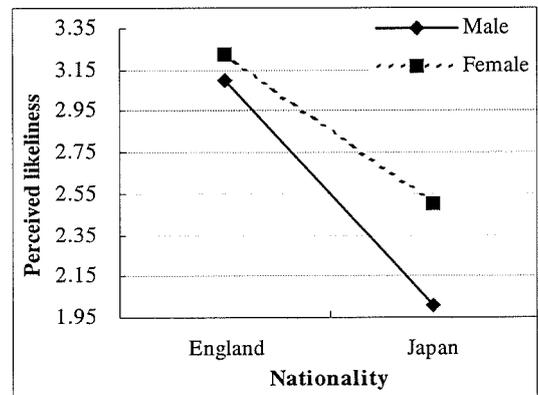


Table 6.3.6.18: Nationality x Sex interaction on likely aggressor for verbal aggression.

| Aggressor | Means | | df | F value | p value |
|-----------------------------|---------|--------|---------|---------|----------|
| | Male | Female | | | |
| Pupils in the same class | England | 2.51 | 1, 1955 | 1.71 | Not sig. |
| | Japan | 3.75 | | | |
| Pupils in different classes | England | 3.16 | 1, 1955 | 11.58 | .001 |
| | Japan | 3.35 | | | |
| Pupils in higher years | England | 3.10 | 1, 1955 | 8.81 | .005 |
| | Japan | 2.01 | | | |

Regarding the likely aggressor for ignoring, there was one significant Nationality x Sex interaction for the likely aggressor as 'pupils in higher year group'. While significant main effect of Sex was only found for Japanese pupils, significant main effect of Nationality was found for both males and females (see figure 6.3.6.11).

Figure 6.3.6.11: Nationality x Sex interaction on likely aggressor for ignoring as 'pupils in higher year group'.

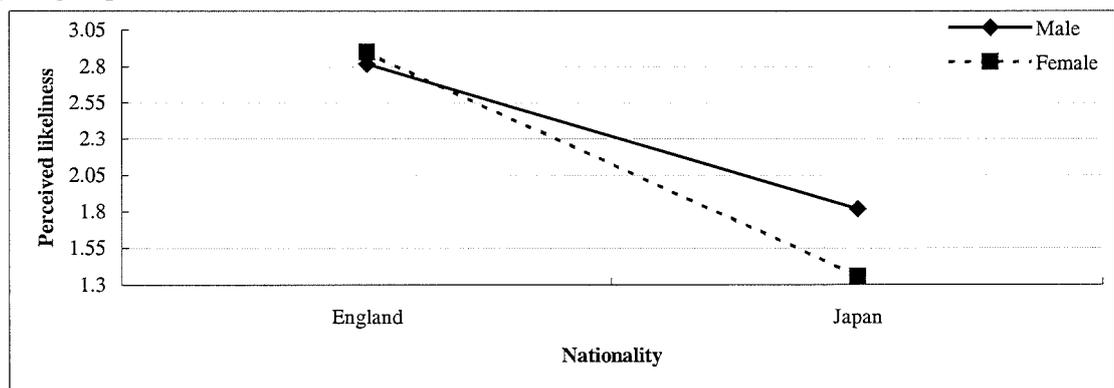


Table 6.3.6.19: Nationality x Sex interaction on likely aggressor for ignoring.

| Aggressor | Means | | df | F value | p value |
|-----------------------------|---------|--------|---------|---------|----------|
| | Male | Female | | | |
| Pupils in the same class | England | 2.35 | 1, 1955 | .14 | Not sig. |
| | Japan | 3.79 | | | |
| Pupils in different classes | England | 2.89 | 1, 1955 | 5.32 | [.05] |
| | Japan | 3.23 | | | |
| Pupils in higher years | England | 2.82 | 1, 1955 | 15.11 | .001 |
| | Japan | 1.82 | | | |

Regarding the likely aggressor for social exclusion, one significant interaction was found for the likely aggressor as 'pupils in higher year group'. While significant main effect of Sex was only found for Japanese pupils, significant main effect of Nationality was found for both males and females (see figure 6.3.6.12).

Figure 6.3.6.12: Nationality x Sex interaction on likely aggressor for social exclusion as ‘pupils in higher year group’.

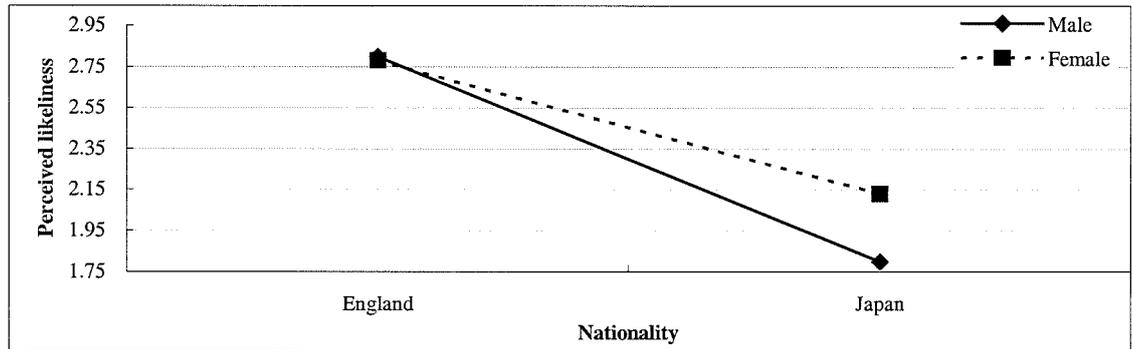


Table 6.3.6.20: Nationality x Sex interaction on likely aggressor for social exclusion.

| Aggressor | Means | | df | F value | p value |
|-----------------------------|---------|--------|---------|---------|---------|
| | England | Female | | | |
| Pupils in the same class | 2.47 | 2.65 | 1, 1955 | 5.36 | [.05] |
| | 3.47 | 3.91 | | | |
| Pupils in different classes | 2.86 | 2.98 | 1, 1955 | 5.71 | [.05] |
| | 3.22 | 3.58 | | | |
| Pupils in higher years | 2.80 | 2.78 | 1, 1955 | 9.66 | .005 |
| | 1.80 | 2.13 | | | |

Regarding the likely aggressor for stealing / hiding / taking money or belongings, two significant interactions were found. For both the likely aggressor as ‘pupils in different classes but the same year group’ and ‘pupils in higher year group’, significant main effect of Sex was only found for Japanese pupils, but significant main effect of Nationality was found for both males and females (see figures 6.3.6.13 and 6.3.6.14).

Figure 6.3.6.13: Nationality x Sex interaction on likely aggressor for stealing / hiding / taking money or belongings as ‘pupils in different classes but in the same year group’.

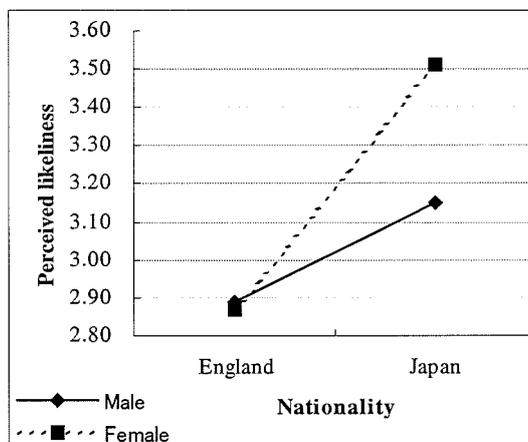


Figure 6.3.6.14: Nationality x Sex interaction on likely aggressor for stealing / hiding / taking money or belongings as ‘pupils in higher year group’.

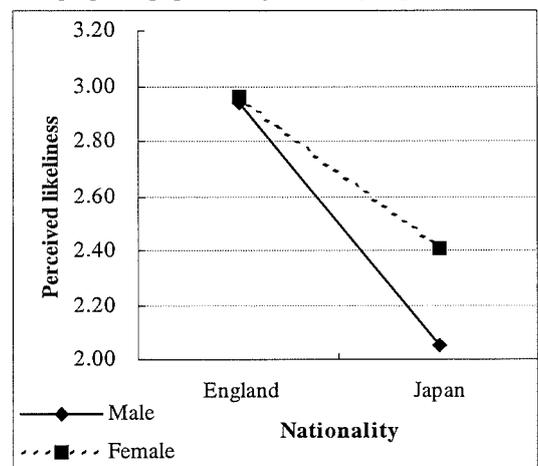


Table 6.3.6.21: Nationality x Sex interaction on likely aggressor for stealing / hiding / taking money or belongings.

| Aggressor | Means | | df | F value | p value |
|-----------------------------|---------|--------|---------|---------|----------|
| | Male | Female | | | |
| Pupils in the same class | England | 2.29 | 1, 1955 | .42 | Not sig. |
| | Japan | 3.49 | | | |
| Pupils in different classes | England | 2.89 | 1, 1955 | 14.04 | .001 |
| | Japan | 3.15 | | | |
| Pupils in higher years | England | 2.94 | 1, 1955 | 7.41 | .01 |
| | Japan | 2.05 | | | |

Regarding the likely aggressor for rumour spreading / note-sending, a significant interactions were obtained in all categories; while significant main effect of Sex was only found for Japanese pupils, while significant main effect of Nationality was found for both males and females (see figures 6.3.6.15, 6.3.6.16, and 6.3.6.17).

Figure 6.3.6.15: Nationality x Sex interaction on likely aggressor for rumour spreading / note-sending as 'pupils in the same class'.

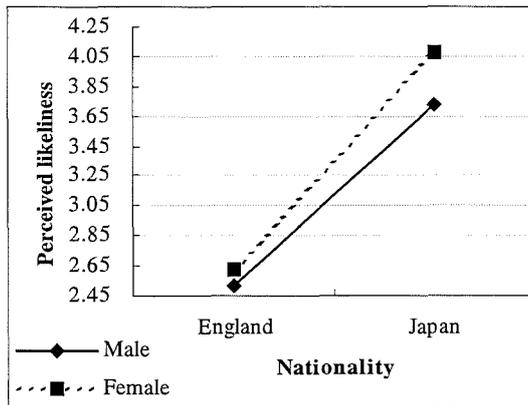


Figure 6.3.6.16: Nationality x Sex interaction on likely aggressor for rumour spreading / note-sending as 'pupils in different classes but the same year group'.

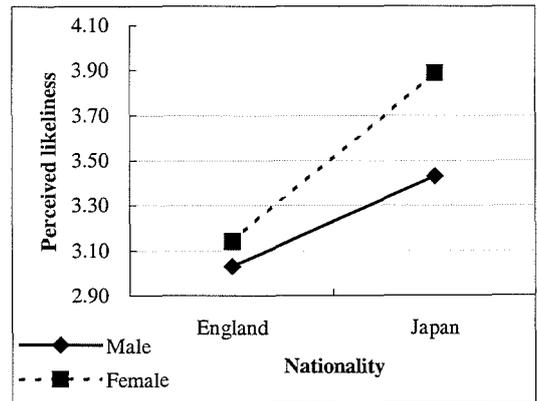


Figure 6.3.6.17: Nationality x Sex interaction on likely aggressor for rumour spreading / note-sending as 'pupils in higher year group'.

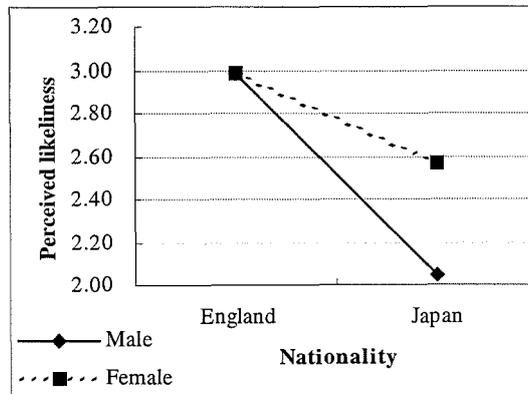


Table 6.3.6.22: Nationality x Sex interaction on likely aggressor for rumour spreading / note-sending.

| Aggressor | Means | | df | F value | p value | |
|-----------------------------|---------|------|------|---------|---------|--------|
| | | Male | | | | Female |
| Pupils in the same class | England | 2.52 | 2.62 | 1, 1955 | 6.00 | .01 |
| | Japan | 3.72 | 4.08 | | | |
| Pupils in different classes | England | 3.03 | 3.14 | 1, 1955 | 11.86 | .001 |
| | Japan | 3.43 | 3.89 | | | |
| Pupils in higher years | England | 2.99 | 2.99 | 1, 1955 | 16.90 | .001 |
| | Japan | 2.05 | 2.57 | | | |

Regarding the Nationality x Year-group interaction on likely aggressor for physical aggression, no significant interaction was obtained.

Table 6.3.6.23: Nationality x Year-group interaction on likely aggressor for physical aggression.

| Aggressor | Means | | | df | F value | p value | |
|-----------------------------|---------|--------|---------|------|---------|---------|----------|
| | Year 8 | Year 9 | Year 10 | | | | |
| Pupils in the same class | England | 2.53 | 2.57 | 2.67 | 2, 1955 | 1.52 | Not sig. |
| | Japan | 3.43 | 3.32 | 3.34 | | | |
| Pupils in different classes | England | 3.17 | 3.17 | 3.18 | 2, 1955 | 3.43 | [.05] |
| | Japan | 3.10 | 3.36 | 3.11 | | | |
| Pupils in higher years | England | 3.20 | 3.18 | 3.26 | 2, 1955 | .24 | Not sig. |
| | Japan | 2.37 | 2.29 | 2.48 | | | |

Regarding the likely aggressor for stealing / hiding / taking money or belongings, no significant interaction was obtained.

Table 6.3.6.24: Nationality x Year-group interaction on likely aggressor for stealing / hiding / taking money or belongings.

| Aggressor | Means | | | df | F value | p value | |
|-----------------------------|---------|--------|---------|------|---------|---------|----------|
| | Year 8 | Year 9 | Year 10 | | | | |
| Pupils in the same class | England | 2.35 | 2.51 | 2.40 | 2, 1955 | .23 | Not sig. |
| | Japan | 3.63 | 3.71 | 3.63 | | | |
| Pupils in different classes | England | 2.86 | 2.90 | 2.88 | 2, 1955 | 2.41 | Not sig. |
| | Japan | 3.21 | 3.49 | 3.29 | | | |
| Pupils in higher years | England | 3.11 | 2.96 | 2.78 | 2, 1955 | 3.72 | [.05] |
| | Japan | 2.22 | 2.15 | 2.32 | | | |

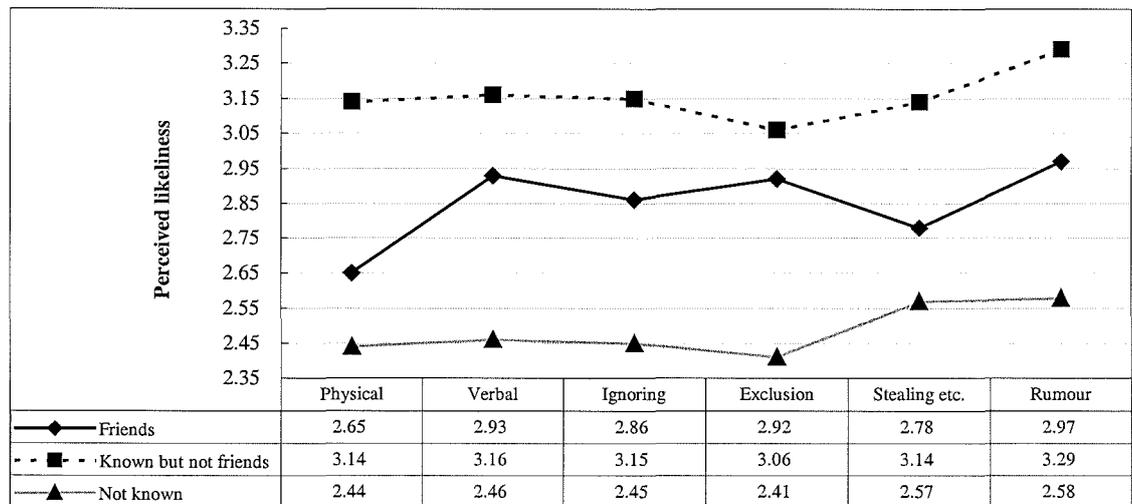
6.3.7 Perceived likely relationships between aggressor(s) and the victim

Pupils were asked how likely they think the relationships between the aggressor(s) and victim of each given scenario to be 'friends to each other', 'know each other but not friends', and 'don't know each other very well or at all'. Answers were on a 5 point scale; 1: Not likely; 2: Slightly likely; 3: Quite likely; 4: Likely; and 5: Very likely. Mean scores of perceived likely relationships between aggressor(s) and the victim is

shown in figure 6.3.7.1, and for the two national samples in figures 6.3.7.2 to 6.3.7.7.

Pupils rated 'known each other but not friends' as the most likely relationships between aggressor(s) and the victim followed by 'friends to each other' for all forms of behaviour. Pupils rated 'don't know each other very well or at all' as the least likely relationships between aggressor(s) and the victim for all forms of behaviour.

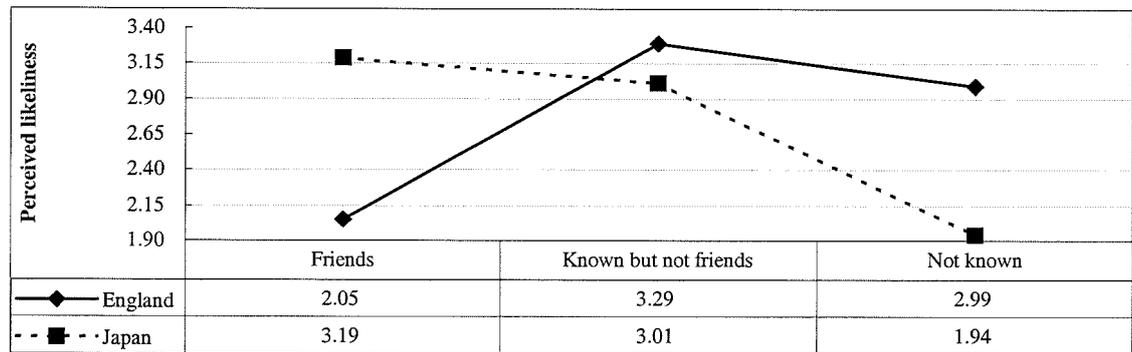
Figure 6.3.7.1: Mean scores of perceived likely relationships between aggressor(s) and the victim.



* Stealing etc. = stealing / hiding / taking money or belongings, Rumour = rumour spreading / note-sending, friends = they are friends to each other, known but not friends = they know each other but are not friends, not known = they don't know each other very well / at all.

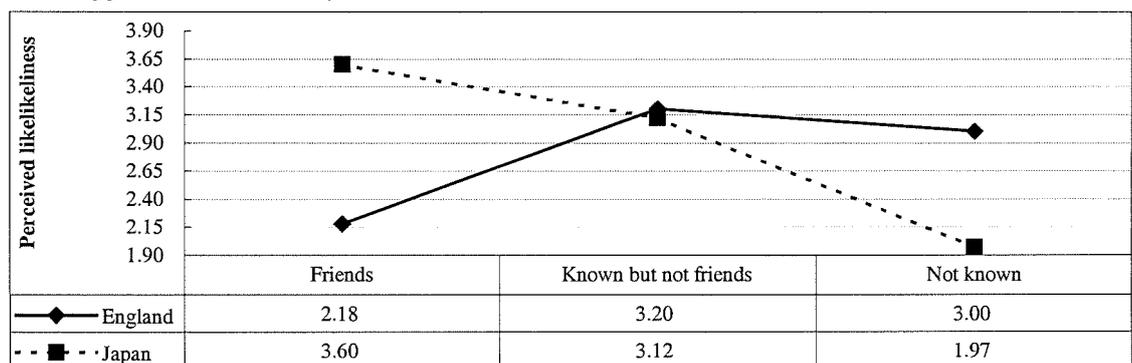
In terms of Nationality differences of perceived likely relationships between aggressor(s) and the victim for physical aggression, English pupils rated 'they know each other but are not friend' as the most likely relationships, followed by 'they don't know each other very well / at all'. They rated 'they are friends to each other' as the least likely relationships between aggressor(s) and the victim for physical aggression. Japanese pupils rated 'they are friends to each other' as the most likely relationships, followed by 'they know each other but are not friend'. They rated 'they don't know each other very well / at all' as the least likely relationships.

Figure 6.3.7.2: Mean scores of perceived likely relationships between aggressor(s) and the victim for physical aggression (Nationality)



For the perceived likely relationships between aggressor(s) and the victim for verbal aggression, English pupils rated ‘they know each other but are not friend’ as the most likely relationships, followed by ‘they don’t know each other very well / at all’. They rated ‘they are friends to each other’ as the least likely relationships between aggressor(s) and the victim for verbal aggression. Japanese pupils rated ‘they are friends to each other’ as the most likely relationships, followed by ‘they know each other but are not friend’. They rated ‘they don’t know each other very well / at all’ as the least likely relationships.

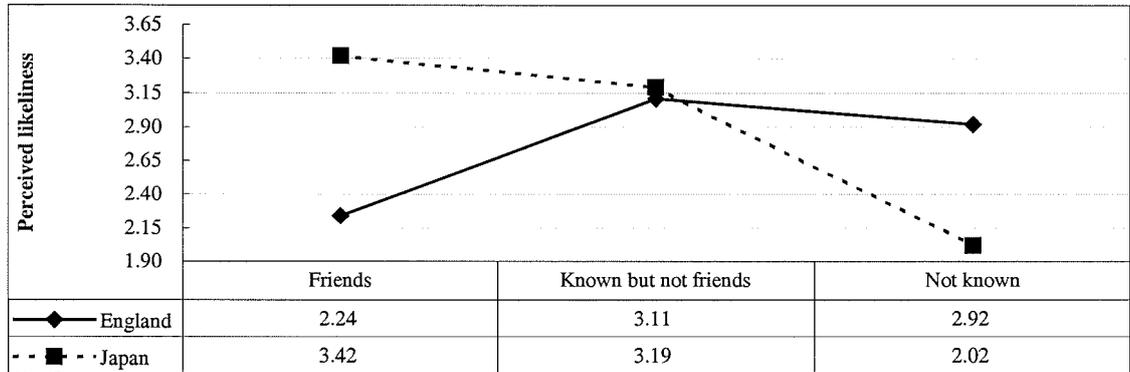
Figure 6.3.7.3: Mean scores of perceived likely relationships between aggressor(s) and the victim for verbal aggression (Nationality)



For the perceived likely relationships between aggressor(s) and the victim for ignoring, English pupils rated ‘they know each other but are not friend’ as the most likely relationships, followed by ‘they don’t know each other very well / at all’. They rated ‘they are friends to each other’ as the least likely relationships between aggressor(s) and the victim for ignoring. Japanese pupils rated ‘they are friends to each other’ as the most

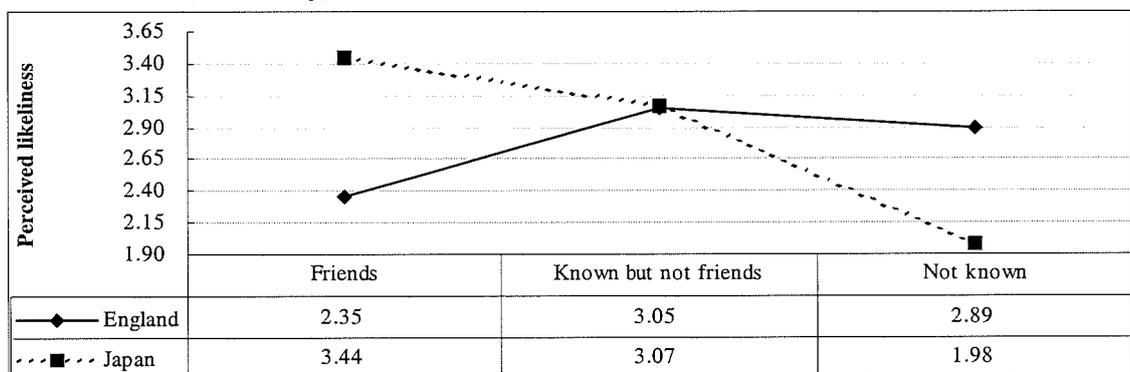
likely relationships, followed by ‘they know each other but are not friend’. They rated ‘they don’t know each other very well / at all’ as the least likely relationships.

Figure 6.3.7.4: Mean scores of perceived likely relationships between aggressor(s) and the victim for ignoring (Nationality)



For the perceived likely relationships between aggressor(s) and the victim for social exclusion, English pupils rated ‘they know each other but are not friend’ as the most likely relationships, followed by ‘they don’t know each other very well / at all’. They rated ‘they are friends to each other’ as the least likely relationships between aggressor(s) and the victim for social exclusion. Japanese pupils rated ‘they are friends to each other’ as the most likely relationships, followed by ‘they know each other but are not friend’. They rated ‘they don’t know each other very well / at all’ as the least likely relationships.

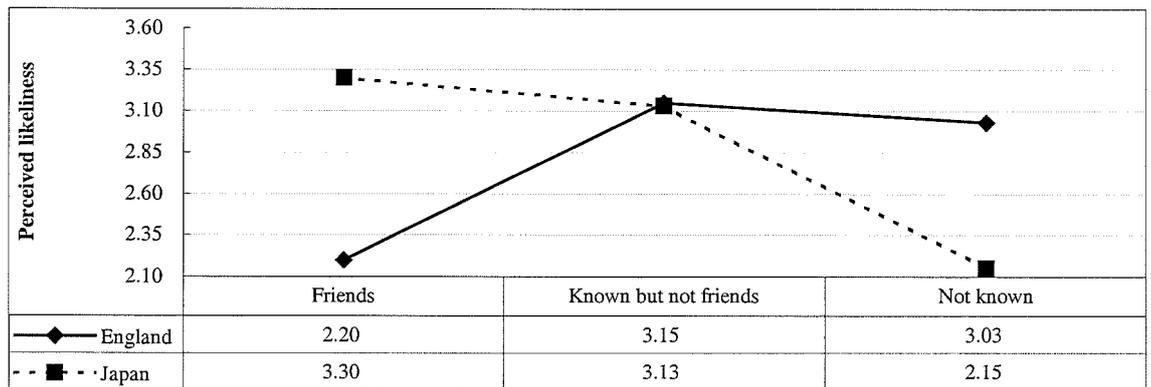
Figure 6.3.7.5: Mean scores of perceived likely relationships between aggressor(s) and the victim for social exclusion (Nationality)



For the perceived likely relationships between aggressor(s) and the victim for stealing / hiding / taking money or belongings, English pupils rated ‘they know each other but are

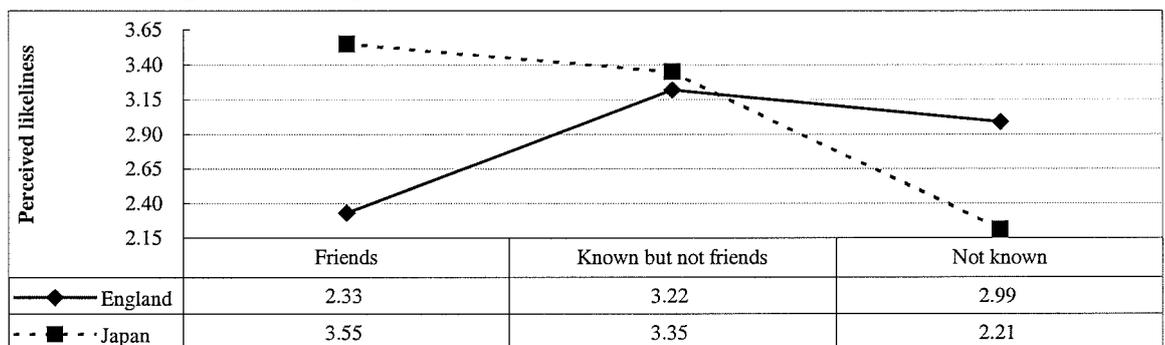
not friend' as the most likely relationships, followed by 'they don't know each other very well / at all'. They rated 'they are friends to each other' as the least likely relationships. Japanese pupils rated 'they are friends to each other' as the most likely relationships, followed by 'they know each other but are not friend'. They rated 'they don't know each other very well / at all' as the least likely relationships.

Figure 6.3.7.6: Mean scores of perceived likely relationships between aggressor(s) and the victim for stealing / hiding / taking money or belongings (Nationality)



For the perceived likely relationships between aggressor(s) and the victim for rumour spreading / note-sending, English pupils rated 'they know each other but are not friend' as the most likely relationships, followed by 'they don't know each other very well / at all'. They rated 'they are friends to each other' as the least likely relationships. Japanese pupils rated 'they are friends to each other' as the most likely relationships, followed by 'they know each other but are not friend'. They rated 'they don't know each other very well / at all' as the least likely relationships.

Figure 6.3.7.7: Mean scores of perceived likely relationships between aggressor(s) and the victim for rumour spreading / note-sending (Nationality)



MANOVA revealed a number of main effects of Nationality, Sex, and Year-group. There were also significant Nationality x Sex interactions, and Nationality x Year-group interactions. Results of MANOVA are shown in table 6.3.7.1.

Table 6.3.7.1: Main effects of Nationality, Sex, and Year-groups, and Nationality x Sex and Nationality x Year-group interactions for perceived likely relationships between aggressor(s) and the victim.

| Main Effects | Categories | df | F value | p value |
|--------------------------|--|---------|---------|----------|
| Nationality | Physical | 3, 1953 | 145.60 | .001 |
| | Verbal | 3, 1953 | 329.05 | .001 |
| | Ignoring | 3, 1953 | 354.70 | .001 |
| | Social exclusion | 3, 1953 | 242.33 | .001 |
| | Stealing / hiding / taking money or belongings | 3, 1953 | 230.83 | .001 |
| | Rumour spreading | 3, 1953 | 282.00 | .001 |
| Sex | Physical | 3, 1953 | 13.19 | .001 |
| | Verbal | 3, 1953 | 12.16 | .001 |
| | Ignoring | 3, 1953 | 14.01 | .001 |
| | Social exclusion | 3, 1953 | 12.78 | .001 |
| | Stealing / hiding / taking money or belongings | 3, 1953 | 12.16 | .001 |
| | Rumour spreading | 3, 1953 | 13.06 | .001 |
| Year-group | Physical | 6, 3908 | 2.77 | .05 |
| | Verbal | 6, 3908 | 2.17 | .05 |
| | Ignoring | 6, 3908 | 1.56 | Not sig. |
| | Social exclusion | 6, 3908 | 3.98 | .001 |
| | Stealing / hiding / taking money or belongings | 6, 3908 | 2.93 | .01 |
| | Rumour spreading | 6, 3908 | 1.83 | Not sig. |
| Nationality x Sex | Physical | 3, 1953 | 4.49 | .005 |
| | Verbal | 3, 1953 | 5.16 | .001 |
| | Ignoring | 3, 1953 | 5.52 | .001 |
| | Social exclusion | 3, 1953 | 4.66 | .005 |
| | Stealing / hiding / taking money or belongings | 3, 1953 | 6.01 | .001 |
| | Rumour spreading | 3, 1953 | 7.34 | .001 |
| Nationality x Year-group | Physical | 6, 3908 | 2.70 | .05 |
| | Verbal | 6, 3908 | 1.78 | Not sig. |
| | Ignoring | 6, 3908 | 1.10 | Not sig. |
| | Social exclusion | 6, 3908 | 2.22 | .05 |
| | Stealing / hiding / taking money or belongings | 6, 3908 | 2.88 | .01 |
| | Rumour spreading | 6, 3908 | 2.41 | .05 |

Follow-up analysis was applied using ANOVA. Tables 6.3.7.2 to 6.3.7.7 show the main effects of Nationality. Main effects of Sex were shown in tables 6.3.7.8 to 6.3.7.13, and of Year-group in tables 6.3.7.14 to 6.3.7.17. Nationality x Sex interactions were shown in tables 6.3.7.18 to 6.3.7.23, and Nationality x Year-group interactions in table 6.3.7.24

to 6.3.7.27.

ANOVA revealed three significant main effect of Nationality on perceived likely relationships between aggressor(s) and the victim for physical aggression. While Japanese pupils rated 'they are friends to each other' significantly higher than English pupils as likely relationships between aggressor(s) and the victim, English pupils rated both 'they know each other but are not friends' and 'they don't know each other very well / at all' significantly higher than Japanese.

Table 6.3.7.2: Main effects of Nationality on likely relationships between aggressor(s) and the victim for physical aggression.

| Relationships | Means | | df | F value | p value |
|-----------------------------|---------|----------|---------|---------|---------|
| | English | Japanese | | | |
| Friends | 2.05 | 3.19 | 1, 1955 | 424.60 | .001 |
| Known but not friends | 3.29 | 3.01 | 1, 1955 | 34.81 | .001 |
| Not know very well / at all | 2.99 | 1.94 | 1, 1955 | 350.68 | .001 |

For verbal aggression, there were two significant main effects. Japanese pupils rated 'they are friends to each other' significantly higher than English pupils. English pupils rated 'they don't know each other very well / at all' significantly higher than Japanese pupils.

Table 6.3.7.3: Main effects of Nationality on likely relationships between aggressor(s) and the victim for verbal aggression.

| Relationships | Means | | df | F value | p value |
|-----------------------------|---------|----------|---------|---------|----------|
| | English | Japanese | | | |
| Friends | 2.18 | 3.60 | 1, 1955 | 654.64 | .001 |
| Known but not friends | 3.20 | 3.12 | 1, 1955 | 2.01 | Not sig. |
| Not know very well / at all | 3.00 | 1.97 | 1, 1955 | 339.97 | .001 |

For ignoring, two significant main effects were obtained. Japanese pupils rated 'they are friends to each other' significantly higher than English pupils. English pupils rated 'they don't know each other very well / at all' significantly higher than Japanese pupils.

Table 6.3.7.4: Main effects of Nationality on likely relationships between aggressor(s) and the victim for ignoring.

| Relationships | Means | | df | F value | p value |
|-----------------------------|---------|----------|---------|---------|----------|
| | English | Japanese | | | |
| Friends | 2.24 | 3.42 | 1, 1955 | 427.04 | .001 |
| Known but not friends | 3.11 | 3.19 | 1, 1955 | 1.99 | Not sig. |
| Not know very well / at all | 2.92 | 2.02 | 1, 1955 | 271.09 | .001 |

For social exclusion, two significant main effects were found. Japanese pupils rated 'they are friends to each other' significantly higher than English pupils. English pupils rated 'they don't know each other very well / at all' significantly higher than Japanese pupils.

Table 6.3.7.5: Main effects of Nationality on likely relationships between aggressor(s) and the victim for social exclusion.

| Relationships | Means | | df | F value | p value |
|-----------------------------|---------|----------|---------|---------|----------|
| | English | Japanese | | | |
| Friends | 2.35 | 3.44 | 1, 1955 | 380.18 | .001 |
| Known but not friends | 3.05 | 3.07 | 1, 1955 | .45 | Not sig. |
| Not know very well / at all | 2.89 | 1.98 | 1, 1955 | 270.64 | .001 |

For stealing / hiding / taking money or belongings, two significant main effects were found. Japanese pupils rated 'they are friends to each other' significantly higher than English pupils. English pupils rated 'they don't know each other very well / at all' significantly higher than Japanese pupils.

Table 6.3.7.6: Main effects of Nationality on likely relationships between aggressor(s) and the victim for stealing / hiding / taking money or belongings.

| Relationships | Means | | df | F value | p value |
|-----------------------------|---------|----------|---------|---------|----------|
| | English | Japanese | | | |
| Friends | 2.20 | 3.30 | 1, 1955 | 381.50 | .001 |
| Known but not friends | 3.15 | 3.13 | 1, 1955 | .01 | Not sig. |
| Not know very well / at all | 3.03 | 2.15 | 1, 1955 | 215.24 | .001 |

For rumour spreading / note-sending, two significant main effects were obtained. Japanese pupils rated 'they are friends to each other' significantly higher than English pupils. English pupils rated 'they don't know each other very well / at all' significantly higher than Japanese pupils.

Table 6.3.7.7: Main effects of Nationality on likely relationships between aggressor(s) and the victim for rumour spreading / note-sending.

| Relationships | Means | | df | F value | p value |
|-----------------------------|---------|----------|---------|---------|---------|
| | English | Japanese | | | |
| Friends | 2.33 | 3.55 | 1, 1955 | 477.59 | .001 |
| Known but not friends | 3.22 | 3.35 | 1, 1955 | 6.53 | [.05] |
| Not know very well / at all | 2.99 | 2.21 | 1, 1955 | 164.34 | .001 |

In terms of the main effects of Sex on likely relationships between aggressor(s) and the victim for physical aggression, one significant main effect was found. Female pupils rated 'they are friends to each other' significantly higher than male pupils as likely relationships.

Table 6.3.7.8: Main effects of Sex on likely relationships between aggressor(s) and the victim for physical aggression.

| Relationships | Means | | df | F value | p value |
|-----------------------------|-------|--------|---------|---------|----------|
| | Male | Female | | | |
| Friends | 2.52 | 2.78 | 1, 1955 | 13.91 | .001 |
| Known but not friends | 3.10 | 3.18 | 1, 1955 | .81 | Not sig. |
| Not know very well / at all | 2.45 | 2.42 | 1, 1955 | .86 | Not sig. |

For verbal aggression, two significant main effects were obtained. Female pupils rated 'they are friends to each other' and 'they know each other but are not friends' significantly higher than male pupils as likely relationships between aggressor(s) and the victim.

Table 6.3.7.9: Main effects of Sex on likely relationships between aggressor(s) and the victim for verbal aggression.

| Relationships | Means | | df | F value | p value |
|-----------------------------|-------|--------|---------|---------|----------|
| | Male | Female | | | |
| Friends | 2.83 | 3.03 | 1, 1955 | 6.78 | .01 |
| Known but not friends | 3.07 | 3.25 | 1, 1955 | 6.62 | .01 |
| Not know very well / at all | 2.40 | 2.51 | 1, 1955 | 1.53 | Not sig. |

For ignoring, there was one significant main effect. Female pupils rated 'they are friends to each other' significantly higher than male pupils as likely relationships.

Table 6.3.7.10: Main effects of Sex on likely relationships between aggressor(s) and the victim for ignoring.

| Relationships | Means | | df | F value | p value |
|-----------------------------|-------|--------|---------|---------|----------|
| | Male | Female | | | |
| Friends | 2.71 | 3.02 | 1, 1955 | 17.99 | .001 |
| Known but not friends | 3.11 | 3.20 | 1, 1955 | 2.72 | Not sig. |
| Not know very well / at all | 2.40 | 2.49 | 1, 1955 | 1.98 | Not sig. |

For social exclusion, there was one significant main effect. Female pupils rated 'they are friends to each other' significantly higher than male pupils as likely relationships.

Table 6.3.7.11: Main effects of Sex on likely relationships between aggressor(s) and the victim for social exclusion.

| Relationships | Means | | df | F value | p value |
|-----------------------------|-------|--------|---------|---------|----------|
| | Male | Female | | | |
| Friends | 2.70 | 3.14 | 1, 1955 | 61.94 | .001 |
| Known but not friends | 3.05 | 3.07 | 1, 1955 | .27 | Not sig. |
| Not know very well / at all | 2.44 | 2.38 | 1, 1955 | 1.35 | Not sig. |

For stealing / hiding / taking money or belongings, two significant main effects were obtained. Female pupils rated both 'they are friends to each other' and 'they know each other but are not friends' significantly higher than male pupils as a likely relationship.

Table 6.3.7.12: Main effects of Sex on likely relationships between aggressor(s) and the victim for stealing / hiding / taking money or belongings.

| Relationships | Means | | df | F value | p value |
|-----------------------------|-------|--------|---------|---------|----------|
| | Male | Female | | | |
| Friends | 2.65 | 2.91 | 1, 1955 | 13.86 | .001 |
| Known but not friends | 3.06 | 3.22 | 1, 1955 | 6.86 | .01 |
| Not know very well / at all | 2.52 | 2.61 | 1, 1955 | 2.25 | Not sig. |

For rumour spreading / note-sending, two significant main effects were obtained. Female pupils rated both 'they are friends to each other' and 'they know each other but are not friends' significantly higher than male pupils as a likely relationship.

Table 6.3.7.13: Main effects of Sex on likely relationships between aggressor(s) and the victim for rumour spreading / note-sending.

| Relationships | Means | | df | F value | p value |
|-----------------------------|-------|--------|---------|---------|----------|
| | Male | Female | | | |
| Friends | 2.81 | 3.14 | 1, 1955 | 24.97 | .001 |
| Known but not friends | 3.20 | 3.38 | 1, 1955 | 9.99 | .005 |
| Not know very well / at all | 2.54 | 2.63 | 1, 1955 | 1.43 | Not sig. |

In terms of the main effects of Year-group on likely relationships between aggressor(s) and the victim for physical aggression, no significant main effect was obtained.

Table 6.3.7.14: Main effects of Year-group on likely relationships between aggressor(s) and the victim for physical aggression.

| Relationships | Means | | | df | F value | p value |
|-----------------------------|--------|--------|---------|---------|---------|----------|
| | Year 8 | Year 9 | Year 10 | | | |
| Friends | 2.74 | 2.47 | 2.77 | 2, 1955 | .64 | Not sig. |
| Known but not friends | 3.10 | 3.22 | 3.10 | 2, 1955 | 1.54 | Not sig. |
| Not know very well / at all | 2.31 | 2.61 | 2.37 | 2, 1955 | 3.18 | [.05] |

For verbal aggression, there was one significant main effect. Pupils in Year 9 rated 'they don't know each other very well / at all' significantly higher than pupils in Year 8 as likely relationships between aggressor(s) and the victim.

Table 6.3.7.15: Main effects of Year-group on likely relationships between aggressor(s) and the victim for verbal aggression.

| Relationships | Means | | | df | F value | p value |
|-----------------------------|--------|--------|---------|---------|---------|----------|
| | Year 8 | Year 9 | Year 10 | | | |
| Friends | 2.99 | 2.69 | 3.20 | 2, 1955 | 1.18 | Not sig. |
| Known but not friends | 3.13 | 3.24 | 3.09 | 2, 1955 | 2.12 | Not sig. |
| Not know very well / at all | 2.29 | 2.68 | 2.36 | 2, 1955 | 5.80 | .001 |

For social exclusion, no significant main effect was obtained.

Table 6.3.7.16: Main effects of Year-group on likely relationships between aggressor(s) and the victim for social exclusion.

| Relationships | Means | | | df | F value | p value |
|-----------------------------|--------|--------|---------|---------|---------|----------|
| | Year 8 | Year 9 | Year 10 | | | |
| Friends | 2.89 | 2.79 | 3.19 | 2, 1955 | 4.24 | [.05] |
| Known but not friends | 3.11 | 3.08 | 2.94 | 2, 1955 | 2.73 | Not sig. |
| Not know very well / at all | 2.34 | 2.57 | 2.29 | 2, 1955 | .40 | Not sig. |

For stealing / hiding / taking money or belongings, no significant main effect was obtained..

Table 6.3.7.17: Main effects of Year-group on likely relationships between aggressor(s) and the victim for stealing / hiding / taking money or belongings.

| Relationships | Means | | | df | F value | p value |
|-----------------------------|--------|--------|---------|---------|---------|----------|
| | Year 8 | Year 9 | Year 10 | | | |
| Friends | 2.79 | 2.66 | 2.95 | 2, 1955 | 1.84 | Not sig. |
| Known but not friends | 3.08 | 3.21 | 3.12 | 2, 1955 | 2.93 | [.05] |
| Not know very well / at all | 2.43 | 2.73 | 2.53 | 2, 1955 | 2.81 | Not sig. |

In terms of the Nationality x Sex interaction for physical aggression, no significant interaction was obtained.

Table 6.3.7.18: Nationality x Sex interaction on likely relationships between aggressor(s) and the victim for physical aggression.

| Relationships | Means | | df | F value | p value |
|-----------------------------|---------|--------|---------|---------|----------|
| | Male | Female | | | |
| Friends | England | 1.96 | 1, 1955 | 2.76 | Not sig. |
| | Japan | 3.02 | | | |
| Known but not friends | England | 3.36 | 1, 1955 | 1.85 | Not sig. |
| | Japan | 2.95 | | | |
| Not know very well / at all | England | 3.08 | 1, 1955 | 1.85 | Not sig. |
| | Japan | 1.94 | | | |

For verbal aggression, there was one significant interaction was obtained for 'they don't know each other very well / at all'. While significant main effect of Sex was only found for Japanese pupils, significant main effect of Nationality was found for both males and females (see figure 6.3.7.8).

Figure 6.3.7.8: Nationality x Sex interaction for likely relationships for verbal aggression as 'they don't know each other very well / at all'.

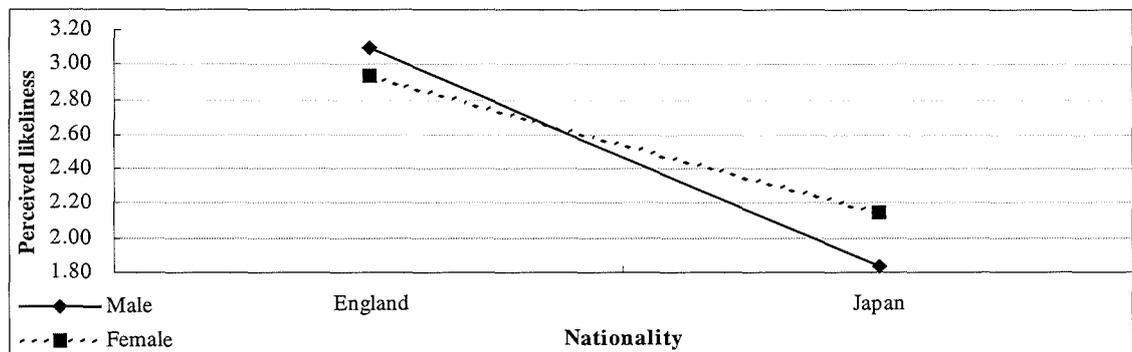


Table 6.3.7.19: Nationality x Sex interaction on likely relationships between aggressor(s) and the victim for verbal aggression.

| Relationships | Means | | df | F value | p value |
|-----------------------------|---------|--------|---------|---------|----------|
| | Male | Female | | | |
| Friends | England | 2.17 | 1, 1955 | 1.89 | Not sig. |
| | Japan | 3.49 | | | |
| Known but not friends | England | 3.21 | 1, 1955 | 6.00 | [.05] |
| | Japan | 2.99 | | | |
| Not know very well / at all | England | 3.10 | 1, 1955 | 18.08 | .001 |
| | Japan | 1.84 | | | |

For ignoring, one significant Nationality x Sex interaction was found for 'they are friends to each other'. While significant main effect of Sex was only found for Japanese

pupils, significant main effect of Nationality was found for both males and females (see figure 6.3.7.9).

Figure 6.3.7.9: Nationality x Sex interaction for likely relationships for ignoring as ‘they are friends to each other’.

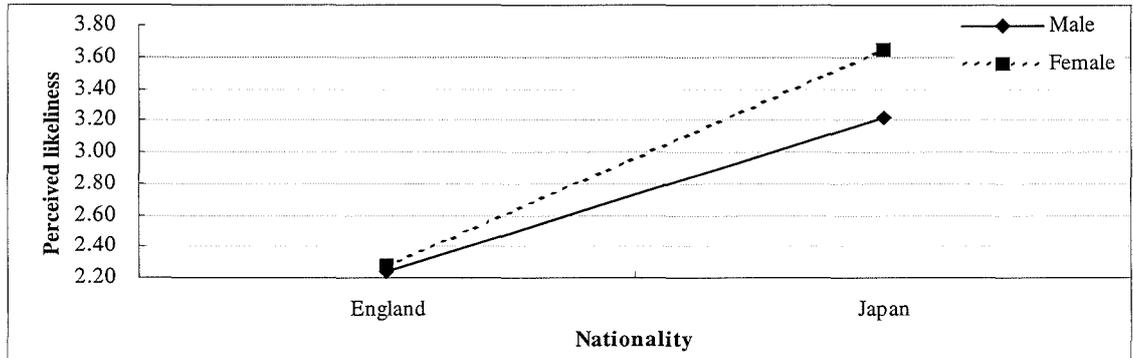


Table 6.3.7.20: Nationality x Sex interaction on likely relationships between aggressor(s) and the victim for ignoring.

| Relationships | Means | | df | F value | p value |
|-----------------------------|---------|--------|---------|---------|----------|
| | Male | Female | | | |
| Friends | England | 2.24 | 1, 1955 | 11.64 | .001 |
| | Japan | 2.28 | | | |
| Known but not friends | England | 3.02 | 1, 1955 | .01 | Not sig. |
| | Japan | 3.13 | | | |
| Not know very well / at all | England | 2.96 | 1, 1955 | 1.23 | Not sig. |
| | Japan | 1.97 | | | |

For social exclusion, there was one significant Nationality x Sex interaction for ‘they are friends to each other’. Significant main effect of Sex was found for both nationalities, and significant main effect of Nationality was found for both sexes (see figure 6.3.7.10).

Figure 6.3.7.10: Nationality x Sex interaction on likely relationships for social exclusion as ‘they are friends to each other’.

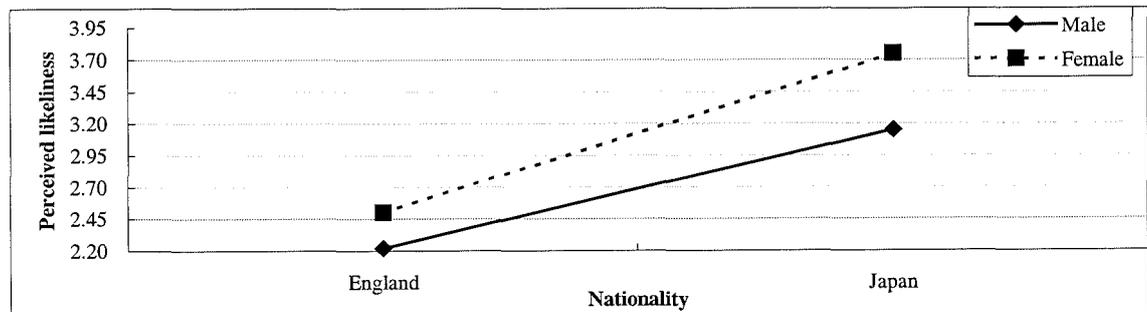


Table 6.3.7.21: Nationality x Sex interaction on likely relationships between aggressor(s) and the victim for social exclusion.

| Relationships | Means | | df | F value | p value |
|-----------------------------|---------|-------|---------|---------|----------|
| | England | Japan | | | |
| Friends | Male | 2.22 | 1, 1955 | 8.54 | .005 |
| | Female | 2.50 | | | |
| Known but not friends | Male | 3.15 | 1, 1955 | .48 | Not sig. |
| | Female | 3.75 | | | |
| Not know very well / at all | Male | 3.08 | 1, 1955 | 3.78 | Not sig. |
| | Female | 2.99 | | | |
| Not know very well / at all | Male | 3.05 | 1, 1955 | 3.78 | Not sig. |
| | Female | 3.08 | | | |
| Not know very well / at all | Male | 3.00 | 1, 1955 | 3.78 | Not sig. |
| | Female | 2.82 | | | |
| Not know very well / at all | Male | 1.97 | 1, 1955 | 3.78 | Not sig. |
| | Female | 2.02 | | | |

Regarding the likely relationships for stealing / hiding / taking money or belongings, two significant interactions were obtained. For both 'they are friends to each other' and 'they don't know each other very well / at all', significant main effect of Sex was only found for Japanese pupils, while significant main effect of Nationality was found for both males and females (see figures 6.3.7.11 and 6.3.7.12).

Figure 6.3.7.11: Nationality x Sex interaction on likely relationships for stealing / hiding / taking money or belongings as 'they are friends to each other'.

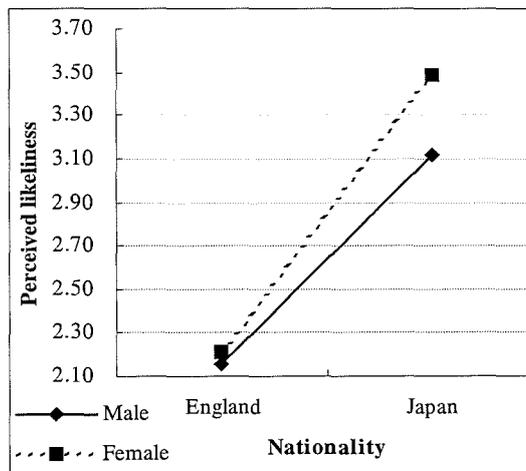


Figure 6.3.7.12: Nationality x Sex interaction on likely relationships for stealing / hiding / taking money or belongings as 'they don't know each other very well / at all'.

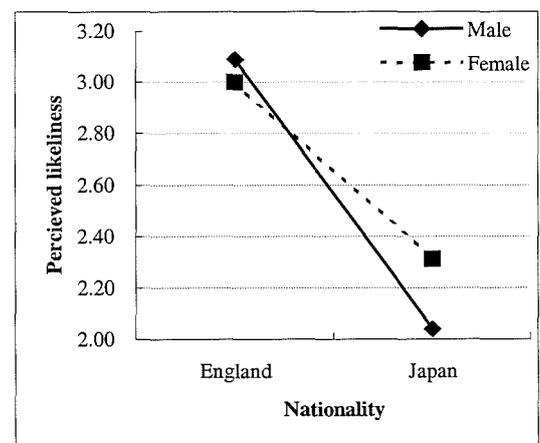


Table 6.3.7.22: Nationality x Sex interaction on likely relationships between aggressor(s) and the victim for stealing / hiding / taking money or belongings.

| Relationships | Means | | df | F value | p value |
|-----------------------------|---------|-------|---------|---------|----------|
| | England | Japan | | | |
| Friends | Male | 2.16 | 1, 1955 | 7.46 | .01 |
| | Female | 2.21 | | | |
| Known but not friends | Male | 3.12 | 1, 1955 | 2.55 | Not sig. |
| | Female | 3.49 | | | |
| Not know very well / at all | Male | 3.12 | 1, 1955 | 9.64 | .005 |
| | Female | 3.18 | | | |
| Not know very well / at all | Male | 3.03 | 1, 1955 | 9.64 | .005 |
| | Female | 3.27 | | | |
| Not know very well / at all | Male | 3.09 | 1, 1955 | 9.64 | .005 |
| | Female | 3.00 | | | |
| Not know very well / at all | Male | 2.04 | 1, 1955 | 9.64 | .005 |
| | Female | 2.31 | | | |

Regarding the likely relationships for rumour spreading / note-sending, two significant Nationality x Sex interactions were obtained. For both 'they are friends to each other' and 'they don't know each other very well / at all', significant main effect of Sex was only found for Japanese pupils, while significant main effect of Nationality was found for both males and females (see figures 6.3.7.13 and 6.3.7.14).

Figure 6.3.7.13: Nationality x Sex interaction on likely relationships for rumour spreading / note-sending as 'they are friends to each other'.

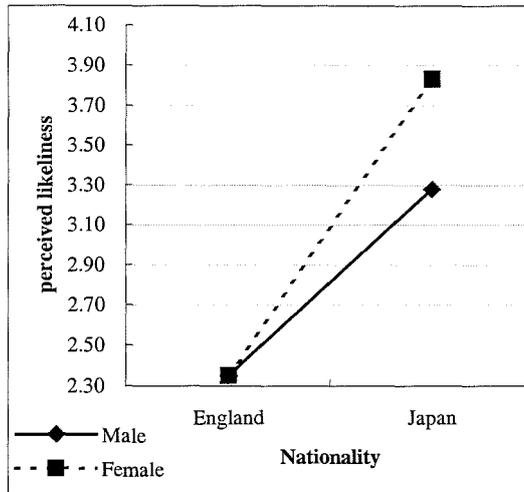


Figure 6.3.7.14: Nationality x Sex interaction on likely relationships for rumour spreading as 'they don't know each other very well / at all'.

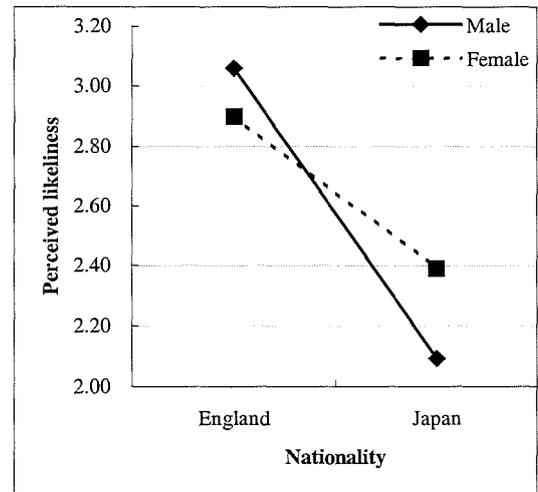


Table 6.3.7.23: Nationality x Sex interaction on likely relationships between aggressor(s) and the victim for rumour spreading / note-sending.

| Relationships | Means | | df | F value | p value |
|-----------------------------|---------|--------|---------|---------|----------|
| | Male | Female | | | |
| Friends | England | 2.35 | 1, 1955 | 24.72 | .001 |
| | Japan | 3.28 | | | |
| Known but not friends | England | 3.17 | 1, 1955 | 2.24 | Not sig. |
| | Japan | 3.23 | | | |
| Not know very well / at all | England | 3.06 | 1, 1955 | 15.52 | .001 |
| | Japan | 2.09 | | | |

Regarding the main effect of Nationality x Year-group interaction on likely relationships for physical aggression, two significant interactions were obtained. For 'they are friends to each other', while no significant main effect of Year-group was obtained, significant main effect of Nationality was found for all year groups (see figure 6.3.7.15).

For 'they know each other but are not friends', while no significant main effect of Year-group was obtained, a significant main effect of Nationality was found for Year 10

pupils (see figure 6.3.7.16).

Figure 6.3.7.15: Nationality x Year-group interaction on likely relationships for physical aggression as ‘they are friends to each other’.

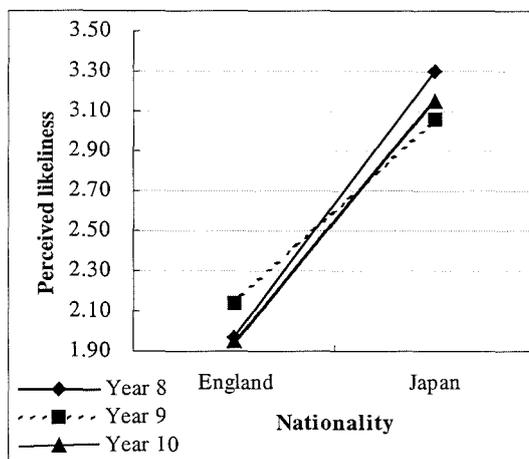


Figure 6.3.7.16: Nationality x Year-group interaction on likely relationships for physical aggression as ‘they know each other but are not friends’.

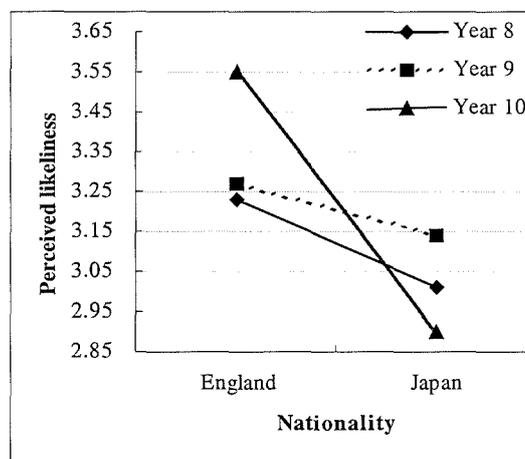


Table 6.3.7.24: Nationality x Year-group interaction on likely relationships between aggressor(s) and the victim for physical aggression.

| Relationships | Means | | | df | F value | p value | |
|-----------------------------|---------|--------|--------|------|---------|---------|----------|
| | England | Year 8 | Year 9 | | | | Year 10 |
| Friends | England | 1.97 | 2.14 | 1.95 | 1, 1955 | 6.11 | .005 |
| | Japan | 3.30 | 3.06 | 3.15 | | | |
| Known but not friends | England | 3.23 | 3.27 | 3.55 | 1, 1955 | 6.28 | .005 |
| | Japan | 3.01 | 3.14 | 2.90 | | | |
| Not know very well / at all | England | 2.93 | 3.00 | 3.12 | 1, 1955 | .14 | Not sig. |
| | Japan | 1.86 | 1.97 | 2.03 | | | |

Regarding the likely relationships between aggressor(s) and the victim for social exclusion, no significant Nationality x Year-group interaction was found.

Table 6.3.7.25: Nationality x Year-group interaction on likely relationships between aggressor(s) and the victim for social exclusion.

| Relationships | Means | | | df | F value | p value | |
|-----------------------------|---------|--------|--------|------|---------|---------|----------|
| | England | Year 8 | Year 9 | | | | Year 10 |
| Friends | England | 2.20 | 2.42 | 2.46 | 1, 1955 | .94 | Not sig. |
| | Japan | 3.39 | 3.45 | 3.51 | | | |
| Known but not friends | England | 3.11 | 3.04 | 2.94 | 1, 1955 | .48 | Not sig. |
| | Japan | 3.11 | 3.14 | 2.96 | | | |
| Not know very well / at all | England | 2.92 | 2.85 | 2.96 | 1, 1955 | 1.93 | Not sig. |
| | Japan | 1.92 | 2.08 | 1.98 | | | |

For the likely relationships for stealing / hiding / taking money or belongings, no significant Nationality x Year-group interaction was obtained.

Table 6.2.5.26: Nationality x Year-group interaction on likely relationships between aggressor(s) and the victim for stealing / hiding / taking money or belongings.

| Relationships | Means | | | df | F value | p value | |
|-----------------------------|---------|--------|--------|------|---------|---------|----------|
| | | Year 8 | Year 9 | | | | Year 10 |
| Friends | England | 2.04 | 2.30 | 2.23 | 1, 1955 | 2.92 | Not sig. |
| | Japan | 3.33 | 3.30 | 3.29 | | | |
| Known but not friends | England | 3.15 | 3.16 | 3.13 | 1, 1955 | 2.63 | Not sig. |
| | Japan | 3.03 | 3.32 | 3.11 | | | |
| Not know very well / at all | England | 3.06 | 3.00 | 3.07 | 1, 1955 | 4.43 | [.05] |
| | Japan | 1.98 | 2.28 | 2.27 | | | |

Regarding the likely relationships between aggressor(s) and the victim for rumour spreading / note-sending, no significant Nationality x Year-group interaction was obtained.

Table 6.3.7.27: Nationality x Year-group interaction on likely relationships between aggressor(s) and the victim for rumour spreading / note-sending.

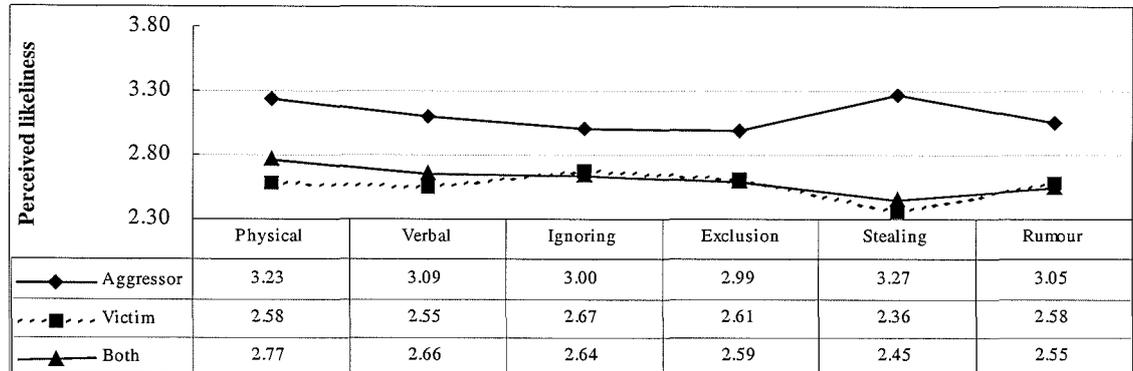
| Relationships | Means | | | df | F value | p value | |
|-----------------------------|---------|--------|--------|------|---------|---------|----------|
| | | Year 8 | Year 9 | | | | Year 10 |
| Friends | England | 2.15 | 2.42 | 2.48 | 1, 1955 | 3.91 | [.05] |
| | Japan | 3.56 | 3.53 | 3.58 | | | |
| Known but not friends | England | 3.24 | 3.23 | 3.18 | 1, 1955 | 1.55 | Not sig. |
| | Japan | 3.31 | 3.50 | 3.27 | | | |
| Not know very well / at all | England | 2.98 | 3.01 | 2.97 | 1, 1955 | 4.27 | [.05] |
| | Japan | 2.05 | 2.44 | 2.23 | | | |

6.3.8 Perceived likely person to be blamed for the situation

Pupils were asked how likely they think others would blame 'aggressor(s)', 'the victim', and 'both aggressor(s) and the victim' for given scenario. Answers were on a 5 point scale; 1: Not likely; 2: Slightly likely; 3: Quite likely; 4: Likely; and 5: Very likely. Mean scores of perceived likely person to be blamed for the situation in each scenario is shown in figure 6.3.8.1, and means for two national samples in figures 6.3.8.2. to 6.3.8.7.

Pupils rated 'the aggressor(s)' as the most likely person to be blamed for all scenarios. While for physical aggression, verbal aggression, and stealing / hiding / taking money or belongings, pupils rated 'both aggressor(s) and the victim' as more likely to be blamed for the situation than 'the victim', for ignoring, social exclusion, and rumour spreading / note-sending, pupils rated 'the victim' as more likely person to be blamed for the situation than 'both aggressor(s) and the victim'.

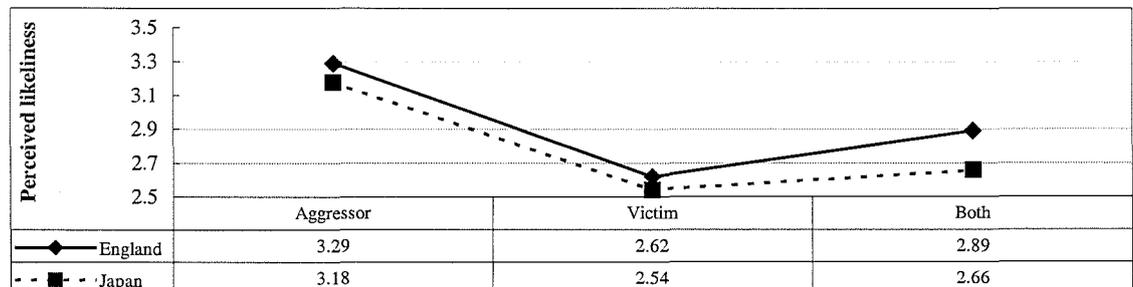
Figure 6.3.8.1: Mean scores of perceived likely person to be blamed for the situation (total sample)



* Stealing etc. = stealing / hiding / taking money or belongings, Rumour = rumour spreading / note-sending, friends = they are friends to each other, known but not friends = they know each other but are not friends, not known = they don't know each other very well / at all.

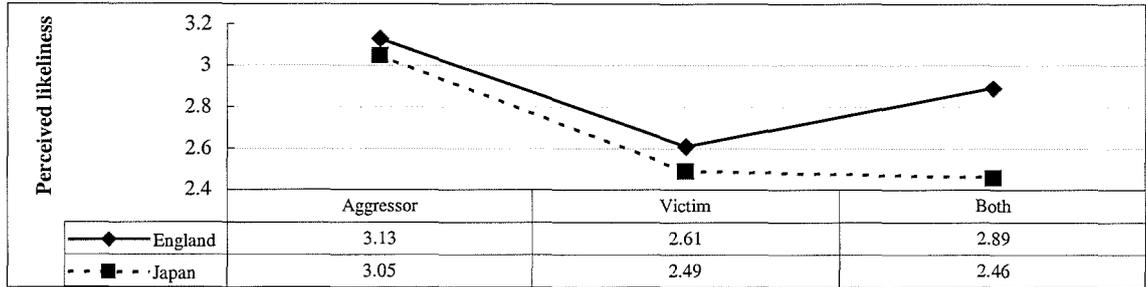
In terms of nationality differences of perceived likely person to be blamed for physical aggression, both English and Japanese rated 'the aggressor' as the most likely person to be blamed, followed by 'both aggressor and the victim'. Both English and Japanese pupils rated 'the victim' to be the least likely person to be blamed.

Figure 6.3.8.2: Perceived likely person to be blamed for physical aggression (Nationality)



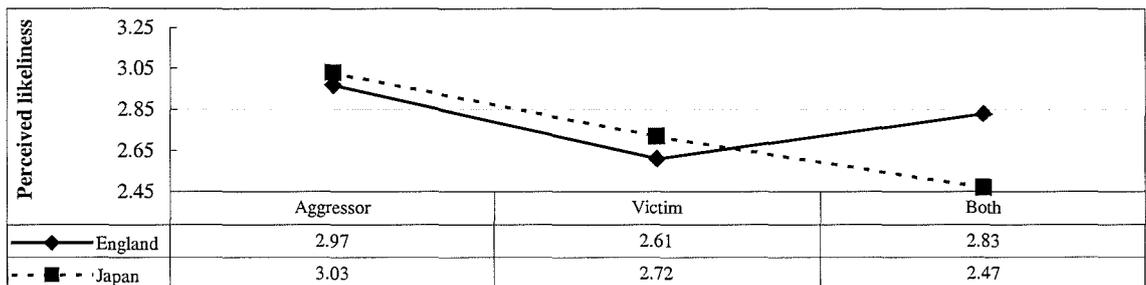
For the likely person to be blamed for verbal aggression, both English and Japanese pupils rated 'the aggressor' to be the most likely person to be blamed. While English pupils rated 'both the aggressor and the victim' to be more likely to be blamed than 'the victim', Japanese pupils rated 'the victim' as more likely to be blamed than 'both aggressor and the victim'.

Figure 6.3.8.3: Perceived likely person to be blamed for verbal aggression (Nationality)



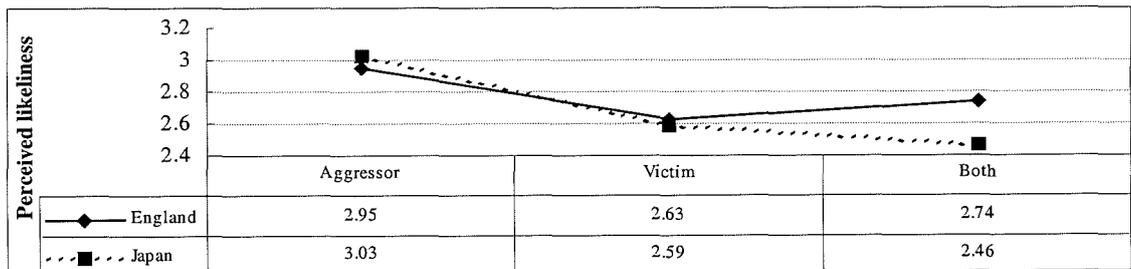
For the likely person to be blamed for ignoring, both English and Japanese pupils rated ‘the aggressor’ to be the most likely person to be blamed. While English pupils rated ‘both the aggressor and the victim’ to be more likely to be blamed than ‘the victim’, Japanese pupils rated ‘the victim’ to be more likely to be blamed than ‘both the aggressor and the victim’.

Figure 6.3.8.4: Perceived likely person to be blamed for ignoring (Nationality)



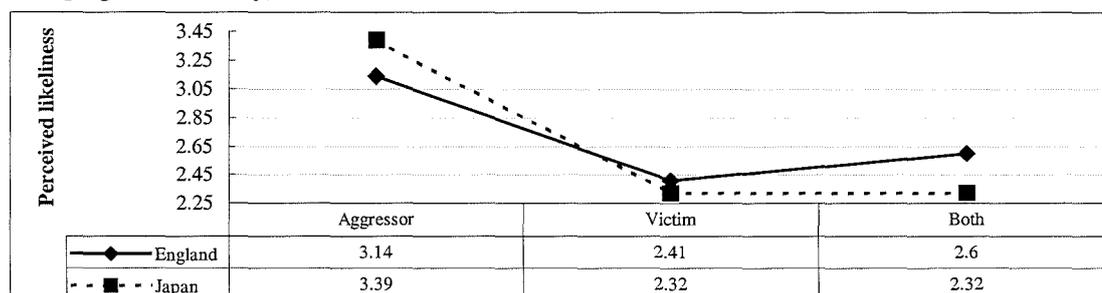
For the likely person to be blamed for social exclusion, both English and Japanese pupils rated ‘the aggressor’ to be the most likely person to be blamed. While English pupils rated ‘both the aggressor and the victim’ to be more likely to be blamed than ‘the victim’, Japanese pupils rated ‘the victim’ to be more likely to be blamed than ‘both the aggressor and the victim’.

Figure 6.3.8.5: Perceived likely person to be blamed for social exclusion (Nationality)



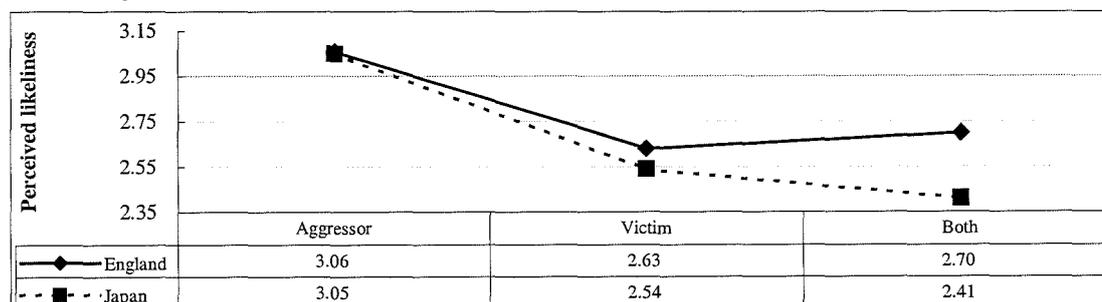
For the likely person to be blamed for stealing / hiding / taking money or belongings, both English and Japanese pupils rated 'the aggressor' to be the most likely person to be blamed. While English pupils rated 'both the aggressor and the victim' to be more likely to be blamed than 'the victim', Japanese pupils rated 'the victim' and 'both the aggressor and the victim' to be equally likely to be blamed.

Figure 6.3.8.6: Perceived likely person to be blamed for stealing / hiding / taking money or belongings (Nationality)



For the likely person to be blamed for rumour spreading / note-sending, both English and Japanese pupils rated 'the aggressor' to be the most likely person to be blamed. While English pupils rated 'both the aggressor and the victim' to be more likely to be blamed than 'the victim', Japanese pupils rated 'the victim' to be more likely to be blamed than 'both the aggressor and the victim'.

Figure 6.3.8.7: Perceived likely person to be blamed for rumour spreading / note-sending (Nationality)



MANOVA revealed a number of main effects of Nationality, Sex, and Year-group. There were also significant Nationality x Sex interactions, and Nationality x Year-group interactions. Results of MANOVA are shown in table 6.3.8.1.

Table 6.3.8.1: Main effects of Nationality, Sex, Year-groups, and of Nationality x Sex and Nationality x Year-group interactions for perceived likely person to be blamed for the situation.

| Main Effects | Categories | df | F value | p value |
|--------------------------|--|---------|---------|----------|
| Nationality | Physical | 3, 1953 | 6.43 | .001 |
| | Verbal | 3, 1953 | 22.15 | .001 |
| | Ignoring | 3, 1953 | 31.28 | .001 |
| | Social exclusion | 3, 1953 | 17.87 | .001 |
| | Stealing / hiding / taking money or belongings | 3, 1953 | 17.87 | .001 |
| | Rumour spreading | 3, 1953 | 14.95 | .001 |
| Sex | Physical | 3, 1953 | 5.13 | .005 |
| | Verbal | 3, 1953 | 4.05 | .01 |
| | Ignoring | 3, 1953 | 4.14 | .01 |
| | Social exclusion | 3, 1953 | 4.32 | .005 |
| | Stealing / hiding / taking money or belongings | 3, 1953 | 2.92 | [.05] |
| | Rumour spreading | 3, 1953 | 4.02 | .01 |
| Year-group | Physical | 6, 3908 | .53 | Not sig. |
| | Verbal | 6, 3908 | 1.08 | Not sig. |
| | Ignoring | 6, 3908 | 3.54 | .005 |
| | Social exclusion | 6, 3908 | 4.48 | .001 |
| | Stealing / hiding / taking money or belongings | 6, 3908 | 2.21 | [.05] |
| | Rumour spreading | 6, 3908 | 3.56 | .005 |
| Nationality x Sex | Physical | 3, 1953 | 3.50 | [.05] |
| | Verbal | 3, 1953 | 3.78 | .01 |
| | Ignoring | 3, 1953 | 5.07 | .005 |
| | Social exclusion | 3, 1953 | 5.40 | .001 |
| | Stealing / hiding / taking money or belongings | 3, 1953 | 5.84 | .001 |
| | Rumour spreading | 3, 1953 | 6.54 | .001 |
| Nationality x Year-group | Physical | 6, 3908 | 2.04 | Not sig. |
| | Verbal | 6, 3908 | 1.24 | Not sig. |
| | Ignoring | 6, 3908 | 2.63 | [.05] |
| | Social exclusion | 6, 3908 | 3.16 | .005 |
| | Stealing / hiding / taking money or belongings | 6, 3908 | 1.32 | Not sig. |
| | Rumour spreading | 6, 3908 | 3.42 | .005 |

Follow-up analysis was applied using ANOVA. Tables 6.3.8.2 to 6.3.8.7 show the main effects of Nationality. Main effects of Sex were shown in tables 6.3.8.8 to 6.3.8.13, and of Year-group in tables 6.3.8.14 to 6.3.8.17. Nationality x Sex interaction was shown in tables 6.3.8.18 to 6.3.8.23, and Nationality x Year-group interaction in tables 6.3.8.24 to 6.3.8.26.

ANOVA revealed one significant main effect of Nationality on likely person to be blamed for physical aggression. English pupils rated 'Both the aggressors and the

victim' significantly higher than Japanese pupils.

Table 6.3.8.2: Main effects of Nationality on likely person to be blamed for physical aggression.

| Relationships | Means | | df | F value | p value |
|---------------------------|---------|----------|---------|---------|----------|
| | English | Japanese | | | |
| The aggressor | 3.29 | 3.18 | 1, 1955 | 2.41 | Not sig. |
| The victim | 2.62 | 2.54 | 1, 1955 | 2.11 | Not sig. |
| Both aggressor and victim | 2.89 | 2.66 | 1, 1955 | 19.13 | .001 |

For verbal aggression, there was one significant main effect. English pupils rated 'both the aggressor and the victim' significantly higher than Japanese pupils as likely person to be blamed.

Table 6.3.8.3: Main effects of Nationality on likely person to be blamed for verbal aggression.

| Relationships | Means | | df | F value | p value |
|---------------------------|---------|----------|---------|---------|----------|
| | English | Japanese | | | |
| The aggressor | 3.13 | 3.05 | 1, 1955 | .72 | Not sig. |
| The victim | 2.61 | 2.49 | 1, 1955 | 6.53 | [.05] |
| Both aggressor and victim | 2.89 | 2.46 | 1, 1955 | 63.61 | .001 |

For ignoring, one significant main effect was obtained. English pupils rated 'both the aggressor and the victim' significantly higher than Japanese pupils as likely person to be blamed.

Table 6.3.8.4: Main effects of Nationality on likely person to be blamed for ignoring.

| Relationships | Means | | df | F value | p value |
|---------------------------|---------|----------|---------|---------|----------|
| | English | Japanese | | | |
| The aggressor | 2.97 | 3.03 | 1, 1955 | 2.49 | Not sig. |
| The victim | 2.61 | 2.72 | 1, 1955 | 3.78 | Not sig. |
| Both aggressor and victim | 2.83 | 2.47 | 1, 1955 | 50.79 | .001 |

For social exclusion, one significant main effect and one trend were obtained. English pupils rated 'both the aggressor and the victim' significantly higher than Japanese pupils as likely person to be blamed.

Table 6.3.8.5: Main effects of Nationality on likely person to be blamed for social exclusion.

| Relationships | Means | | df | F value | p value |
|---------------------------|---------|----------|---------|---------|----------|
| | English | Japanese | | | |
| The aggressor | 2.95 | 3.03 | 1, 1955 | 5.21 | [.05] |
| The victim | 2.63 | 2.59 | 1, 1955 | 1.58 | Not sig. |
| Both aggressor and victim | 2.74 | 2.46 | 1, 1955 | 34.64 | .001 |

For stealing / hiding / taking money or belongings, two significant main effects were obtained. Japanese pupils rated 'the aggressor' significantly higher than English pupils as person to be blamed. English pupils rated 'both the aggressor and the victim' significantly higher than Japanese pupils.

Table 6.3.8.6: Main effects of Nationality on likely person to be blamed for stealing / hiding / taking money or belongings.

| Relationships | Means | | df | F value | p value |
|---------------------------|---------|----------|---------|---------|---------|
| | English | Japanese | | | |
| The aggressor | 3.14 | 3.39 | 1, 1955 | 21.99 | .001 |
| The victim | 2.41 | 2.32 | 1, 1955 | 4.32 | [.05] |
| Both aggressor and victim | 2.60 | 2.32 | 1, 1955 | 22.57 | .001 |

For rumour spreading / note-sending, one significant main effect was obtained. English pupils rated 'both the aggressor and the victim' significantly higher than Japanese pupils as likely person to be blamed.

Table 6.3.8.7: Main effects of Nationality on likely person to be blamed for rumour spreading / note-sending.

| Relationships | Means | | df | F value | p value |
|---------------------------|---------|----------|---------|---------|----------|
| | English | Japanese | | | |
| The aggressor | 3.06 | 3.05 | 1, 1955 | 1.21 | Not sig. |
| The victim | 2.63 | 2.54 | 1, 1955 | 2.23 | Not sig. |
| Both aggressor and victim | 2.70 | 2.41 | 1, 1955 | 35.11 | .001 |

In terms of the main effect of Sex on likely person to be blamed for physical aggression, two significant main effects were found. Female pupils rated both 'the aggressor' and 'both aggressor and the victim' significantly higher than male pupils as likely person to be blamed.

Table 6.3.8.8: Main effects of Sex on likely person to be blamed for physical aggression.

| Relationships | Means | | df | F value | p value |
|---------------------------|-------|--------|---------|---------|----------|
| | Male | Female | | | |
| The aggressor | 3.14 | 3.32 | 1, 1955 | 6.59 | .01 |
| The victim | 2.53 | 2.63 | 1, 1955 | 2.29 | Not sig. |
| Both aggressor and victim | 2.64 | 2.89 | 1, 1955 | 12.68 | .001 |

For verbal aggression, one significant main effect was obtained. Female pupils rated 'both the aggressor and the victim' significantly higher than male pupils as likely person to be blamed.

Table 6.3.8.9: Main effects of Sex on likely person to be blamed for verbal aggression.

| Relationships | Means | | df | F value | p value |
|---------------------------|-------|--------|---------|---------|----------|
| | Male | Female | | | |
| The aggressor | 3.02 | 3.16 | 1, 1955 | 4.74 | [.05] |
| The victim | 2.48 | 2.62 | 1, 1955 | 3.32 | Not sig. |
| Both aggressor and victim | 2.55 | 2.78 | 1, 1955 | 9.80 | .005 |

For ignoring, two significant main effects were obtained. Female pupils rated both 'the aggressor' and 'both aggressor and the victim' significantly higher than male pupils as likely person to be blamed.

Table 6.3.8.10: Main effects of Sex on likely person to be blamed for ignoring.

| Relationships | Means | | df | F value | p value |
|---------------------------|-------|--------|---------|---------|----------|
| | Male | Female | | | |
| The aggressor | 2.92 | 3.08 | 1, 1955 | 8.40 | .005 |
| The victim | 2.62 | 2.72 | 1, 1955 | 2.27 | Not sig. |
| Both aggressor and victim | 2.56 | 2.72 | 1, 1955 | 7.02 | .01 |

For social exclusion, one significant main effect was obtained. Female pupils rated 'the victim' significantly higher than male pupils as likely person to be blamed.

Table 6.3.8.11: Main effects of Sex on likely person to be blamed for social exclusion.

| Relationships | Means | | df | F value | p value |
|---------------------------|-------|--------|---------|---------|---------|
| | Male | Female | | | |
| The aggressor | 2.29 | 3.07 | 1, 1955 | 6.17 | [.05] |
| The victim | 2.53 | 2.70 | 1, 1955 | 7.39 | .01 |
| Both aggressor and victim | 2.51 | 2.68 | 1, 1955 | 5.60 | [.05] |

For stealing / hiding / taking money or belongings, one significant main effect was obtained. Female pupils rated 'both the aggressor and the victim' significantly higher than male pupils as likely person to be blamed.

Table 6.3.8.12: Main effects of Sex on likely person to be blamed for stealing / hiding / taking money or belongings.

| Relationships | Means | | df | F value | p value |
|---------------------------|-------|--------|---------|---------|----------|
| | Male | Female | | | |
| The aggressor | 3.22 | 3.32 | 1, 1955 | 2.12 | Not sig. |
| The victim | 2.30 | 2.43 | 1, 1955 | 2.34 | Not sig. |
| Both aggressor and victim | 2.35 | 2.55 | 1, 1955 | 7.59 | .01 |

For rumour spreading / note-sending, one significant main effect was obtained. Female pupils rated 'the victim' significantly higher than male pupils as likely person to be blamed.

Table 6.3.8.13: Main effects of Sex on likely person to be blamed for rumour spreading / note-sending.

| Relationships | Means | | df | F value | p value |
|---------------------------|-------|--------|---------|---------|---------|
| | Male | Female | | | |
| The aggressor | 3.00 | 3.11 | 1, 1955 | 4.12 | [.05] |
| The victim | 2.50 | 2.67 | 1, 1955 | 9.16 | .005 |
| Both aggressor and victim | 2.46 | 2.64 | 1, 1955 | 4.79 | [.05] |

Regarding the main effect of Year-group on likely person to be blamed for ignoring, one significant main effect was found. Pupils in Year 8 rated 'both the aggressor and the victim' significantly lower than pupils in Year 9 and Year 10.

Table 6.3.8.14: Main effects of Year-group on likely person to be blamed for ignoring.

| Relationships | Means | | | df | F value | p value |
|---------------------------|--------|--------|---------|---------|---------|----------|
| | Year 8 | Year 9 | Year 10 | | | |
| The aggressor | 3.05 | 2.98 | 2.95 | 2, 1955 | 1.91 | Not sig. |
| The victim | 2.63 | 2.68 | 2.72 | 2, 1955 | 1.50 | Not sig. |
| Both aggressor and victim | 2.54 | 2.70 | 2.71 | 2, 1955 | 5.61 | .005 |

For social exclusion, two significant main effects were obtained. Pupils in Year 8 rated 'the aggressor' significantly higher than pupils in Year 10 as likely person to be blamed. Pupils in Year 8 rated 'both the aggressor and the victim' significantly lower than pupils in Year 9 and Year 10.

Table 6.3.8.15: Main effects of Year-group on likely person to be blamed for social exclusion.

| Relationships | Means | | | df | F value | p value |
|---------------------------|--------|--------|---------|---------|---------|----------|
| | Year 8 | Year 9 | Year 10 | | | |
| The aggressor | 3.07 | 2.97 | 2.90 | 2, 1955 | 5.01 | .01 |
| The victim | 2.57 | 2.61 | 2.68 | 2, 1955 | 2.28 | Not sig. |
| Both aggressor and victim | 2.51 | 2.64 | 2.65 | 2, 1955 | 4.58 | .01 |

For stealing / hiding / taking money or belongings, one significant main effect was obtained. Pupils in Year 8 rated 'the victim' significantly lower than pupils in Year 9 and Year 10.

Table 6.3.8.16: Main effects of Year-group on likely person to be blamed for stealing / hiding / taking money or belongings.

| Relationships | Means | | | df | F value | p value |
|---------------------------|--------|--------|---------|---------|---------|----------|
| | Year 8 | Year 9 | Year 10 | | | |
| The aggressor | 3.27 | 3.25 | 3.31 | 2, 1955 | .38 | Not sig. |
| The victim | 2.26 | 2.42 | 2.45 | 2, 1955 | 6.22 | .005 |
| Both aggressor and victim | 2.36 | 2.53 | 2.49 | 2, 1955 | 2.50 | Not sig. |

For rumour spreading / note-sending, one significant main effect was obtained. Pupils in Year 8 rated 'both the aggressor and the victim' significantly lower than pupils in Year 9 and Year 10.

Table 6.3.8.17: Main effects of Year-group on likely person to be blamed for rumour spreading / note-sending.

| Relationships | Means | | | df | F value | p value |
|---------------------------|--------|--------|---------|---------|---------|----------|
| | Year 8 | Year 9 | Year 10 | | | |
| The aggressor | 3.02 | 3.11 | 3.02 | 2, 1955 | 2.47 | Not sig. |
| The victim | 2.54 | 2.62 | 2.59 | 2, 1955 | 1.00 | Not sig. |
| Both aggressor and victim | 2.44 | 2.62 | 2.62 | 2, 1955 | 6.62 | .001 |

Regarding the Nationality x Sex interaction on likely person to blame for physical aggression, one significant interaction was obtained for 'both the aggressor and the victim'. Significant main effect of Sex was only found for Japanese pupils, and significant main effect of Nationality was only found for males (see figure 6.3.8.8).

Figure 6.3.8.8: Nationality x Sex interaction for 'both the aggressor and the victim' as likely person to blame for physical aggression.

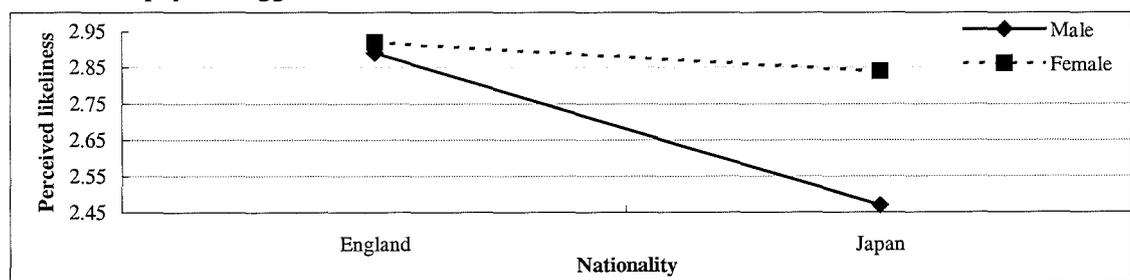


Table 6.3.8.18: Nationality x Sex interaction for likely person to be blamed for physical aggression.

| Relationships | | Means | | df | F value | p value |
|---------------------------|---------|-------|--------|---------|---------|----------|
| | | Male | Female | | | |
| The aggressor | England | 3.23 | 3.28 | 1, 1955 | 3.08 | Not sig. |
| | Japan | 3.04 | 3.30 | | | |
| The victim | England | 2.65 | 2.63 | 1, 1955 | 2.94 | Not sig. |
| | Japan | 2.47 | 2.65 | | | |
| Both aggressor and victim | England | 2.89 | 2.92 | 1, 1955 | 9.19 | .005 |
| | Japan | 2.47 | 2.84 | | | |

For verbal aggression, one significant interaction was obtained for 'both the aggressor and the victim'. While significant main effect of Sex was only found for Japanese pupils, significant main effect of Nationality was found for both males and females (see figure 6.3.8.9).

Figure 6.3.8.9: Nationality x Sex interaction for 'both the aggressor and the victim' as likely person to be blamed for verbal aggression.

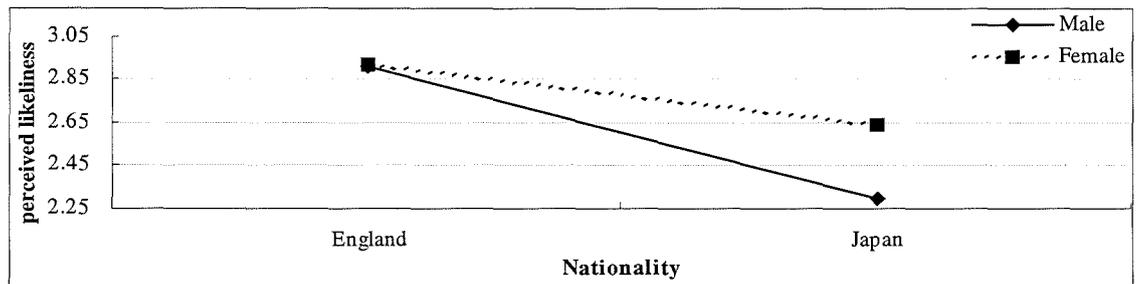


Table 6.3.8.19: Nationality x Sex interaction on likely person to be blamed for verbal aggression.

| Relationships | Means | | df | F value | p value |
|---------------------------|---------|--------|---------|---------|----------|
| | Male | Female | | | |
| The aggressor | England | 3.10 | 1, 1955 | 5.16 | [.05] |
| | Japan | 2.92 | | | |
| The victim | England | 2.63 | 1, 1955 | 2.17 | Not sig. |
| | Japan | 2.41 | | | |
| Both aggressor and victim | England | 2.91 | 1, 1955 | 8.89 | .005 |
| | Japan | 2.30 | | | |

Regarding the main effect of Nationality x Sex interaction on ignoring, one significant interaction was found for 'both the aggressor and the victim'. While significant main effect of Sex was only found for Japanese pupils, significant main effect of Nationality was found for both males and females (see figure 6.3.8.10)

Figure 6.3.8.10: Nationality x Sex interaction for 'both the aggressor and the victim' as likely person to be blamed for ignoring.

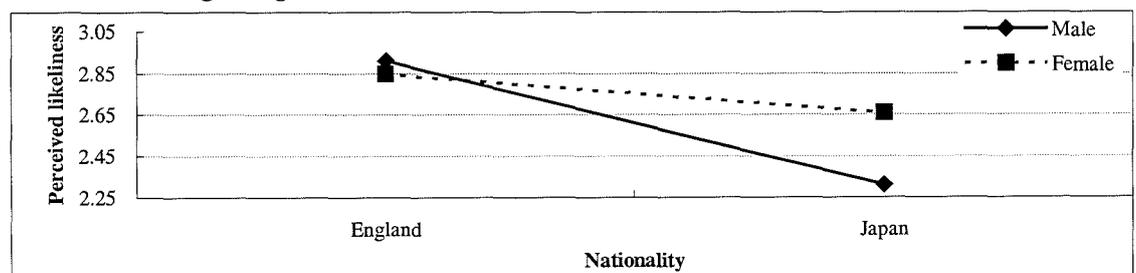


Table 6.3.8.20: Nationality x Sex interaction for likely person to be blamed for ignoring.

| Relationships | Means | | df | F value | p value |
|---------------------------|---------|--------|---------|---------|----------|
| | Male | Female | | | |
| The aggressor | England | 2.90 | 1, 1955 | 3.52 | Not sig. |
| | Japan | 2.88 | | | |
| The victim | England | 2.61 | 1, 1955 | .35 | Not sig. |
| | Japan | 2.68 | | | |
| Both aggressor and victim | England | 2.91 | 1, 1955 | 13.68 | .001 |
| | Japan | 2.31 | | | |

Regarding the main effect of Nationality x Sex interaction on social exclusion, two significant interactions were found for ‘the aggressor’ and ‘both the aggressor and the victim’. For ‘aggressor’, significant main effect of Sex was only found for Japanese pupils, and significant main effect of Nationality was only found for female pupils (see figure 6.3.8.11).

For ‘both the aggressor and the victim’, significant main effect of Sex was only found for Japanese pupils, and significant main effect of Nationality was only found for male pupils (see figure 6.3.8.12).

Figure 6.3.8.11: Nationality x Sex interaction for ‘the aggressor’ as likely person to be blamed for social exclusion.

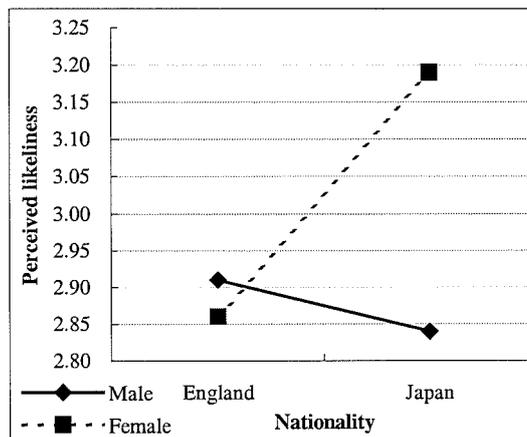


Figure 6.3.8.12: Nationality x Sex interaction for ‘both the aggressor and the victim’ as likely person to be blamed for social exclusion.

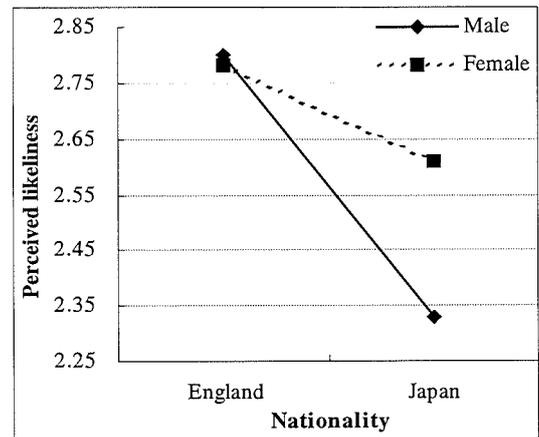


Table 6.3.8.21: Nationality x Sex interaction on likely person to be blamed for social exclusion.

| Relationships | Means | | df | F value | p value |
|---------------------------|---------|--------|---------|---------|----------|
| | Male | Female | | | |
| The aggressor | England | 2.91 | 1, 1955 | 11.80 | .001 |
| | Japan | 2.84 | | | |
| The victim | England | 2.61 | 1, 1955 | .13 | Not sig. |
| | Japan | 2.52 | | | |
| Both aggressor and victim | England | 2.80 | 1, 1955 | 7.71 | .01 |
| | Japan | 2.33 | | | |

Regarding the main effect of Nationality x Sex interaction on stealing / hiding / taking money or belongings, two significant interactions were found for 'the aggressor' and 'both the aggressor and the victim'. For 'aggressor', significant main effect of Sex was only found for Japanese pupils, and significant main effect of Nationality was only found for female pupils (see figure 6.3.8.13).

For 'both the aggressor and the victim', significant main effect of Sex was only found for Japanese pupils, and significant main effect of Nationality was only found for male pupils (see figure 6.2.6.14).

Figure 6.3.8.13: Nationality x Sex interaction for 'the aggressor' as likely person to be blamed for stealing / hiding / taking money or belongings.

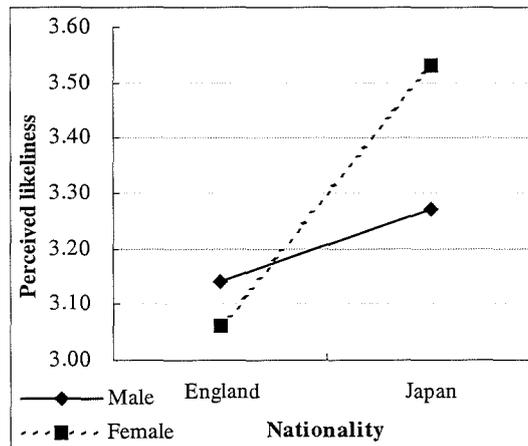


Figure 6.3.8.14: Nationality x Sex interaction for 'both the aggressor and the victim' as likely person to be blamed for stealing / hiding / taking money or belongings.

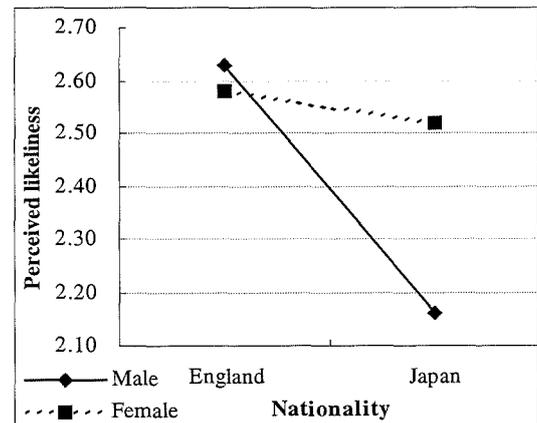


Table 6.3.8.22: Nationality x Sex interaction on likely person to be blamed for stealing / hiding / taking money or belongings.

| Relationships | Means | | df | F value | p value |
|---------------------------|---------|--------|---------|---------|----------|
| | Male | Female | | | |
| The aggressor | England | 3.14 | 1, 1955 | 7.12 | .01 |
| | Japan | 3.27 | | | |
| The victim | England | 2.46 | 1, 1955 | 3.43 | Not sig. |
| | Japan | 2.24 | | | |
| Both aggressor and victim | England | 2.63 | 1, 1955 | 12.77 | .001 |
| | Japan | 2.16 | | | |

Regarding the main effect of Nationality x Sex interaction on rumour spreading / note-sending, one significant interaction was found for 'both the aggressor and the victim'. Significant main effect of Sex was only found for Japanese pupils, and significant main effect of Nationality was only found for male pupils (see figure 6.3.8.15).

Figure 6.3.8.15: Nationality x Sex interaction on 'both the aggressor and the victim' as likely person to be blamed for rumour spreading / note-sending.

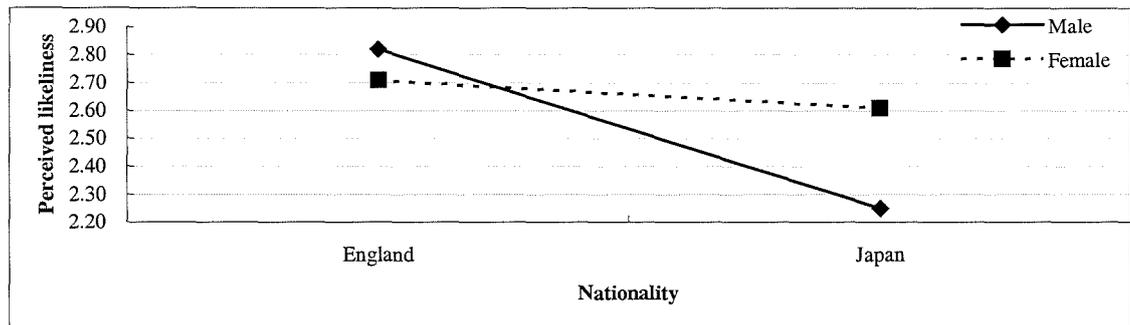


Table 6.3.8.23: Nationality x Sex interaction on likely person to be blamed for rumour spreading.

| Relationships | Means | | df | F value | p value |
|---------------------------|---------|--------|---------|---------|----------|
| | Male | Female | | | |
| The aggressor | England | 2.98 | 1, 1955 | 2.49 | Not sig. |
| | Japan | 2.95 | | | |
| The victim | England | 2.58 | 1, 1955 | .88 | Not sig. |
| | Japan | 2.45 | | | |
| Both aggressor and victim | England | 2.82 | 1, 1955 | 17.76 | .001 |
| | Japan | 2.25 | | | |

Regarding the main effect of Nationality x Year-group interaction on likely person to be blamed for ignoring, no significant interaction was obtained.

Table 6.3.8.24: Nationality x Year-group interaction on likely person to be blamed for ignoring.

| Relationships | Means | | | df | F value | p value | |
|---------------------------|---------|--------|--------|------|---------|---------|----------|
| | | Year 8 | Year 9 | | | | Year 10 |
| The aggressor | England | 3.02 | 3.00 | 2.76 | 2, 1955 | 1.96 | Not sig. |
| | Japan | 3.06 | 2.97 | 3.03 | | | |
| The victim | England | 2.62 | 2.57 | 2.71 | 2, 1955 | 3.36 | [.05] |
| | Japan | 2.63 | 2.87 | 2.73 | | | |
| Both aggressor and victim | England | 2.76 | 2.81 | 3.08 | 2, 1955 | 2.08 | Not sig. |
| | Japan | 2.38 | 2.55 | 2.53 | | | |

For social exclusion, one significant interaction was obtained for ‘the aggressor’ as a likely person to be blamed. Significant main effect of Year-group was only found for English pupils, and significant main effect of Nationality was only found for Year 10 pupils (see figure 6.3.8.16).

Figure 6.3.8.16: Nationality x Year-group interaction for ‘the aggressor’ as likely person to be blamed for social exclusion.

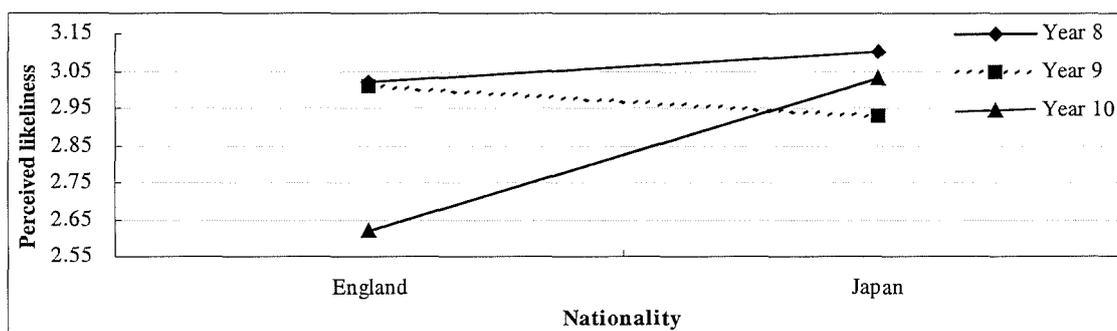


Table 6.3.8.25: Nationality x Year-group interaction on likely person to be blamed for social exclusion.

| Relationships | Means | | | df | F value | p value | |
|---------------------------|---------|--------|--------|------|---------|---------|----------|
| | | Year 8 | Year 9 | | | | Year 10 |
| The aggressor | England | 3.02 | 3.01 | 2.62 | 2, 1955 | 4.96 | .01 |
| | Japan | 3.10 | 2.93 | 3.03 | | | |
| The victim | England | 2.58 | 2.61 | 2.83 | 2, 1955 | 1.50 | Not sig. |
| | Japan | 2.57 | 2.63 | 2.62 | | | |
| Both aggressor and victim | England | 2.63 | 2.75 | 2.99 | 2, 1955 | 2.06 | Not sig. |
| | Japan | 2.43 | 2.48 | 2.50 | | | |

For rumour spreading / note-sending, one significant Nationality x Year-group interaction was obtained for ‘the aggressor’ as a likely person to be blamed. Significant main effect of Year-group was only found for English pupils, and significant main effect of Nationality was only found for Year 10 pupils (see figure 6.3.8.17).

Figure 6.3.8.17: Main effect of Nationality x Year-group interaction for ‘the aggressor’ as likely person to be blamed for rumour spreading.

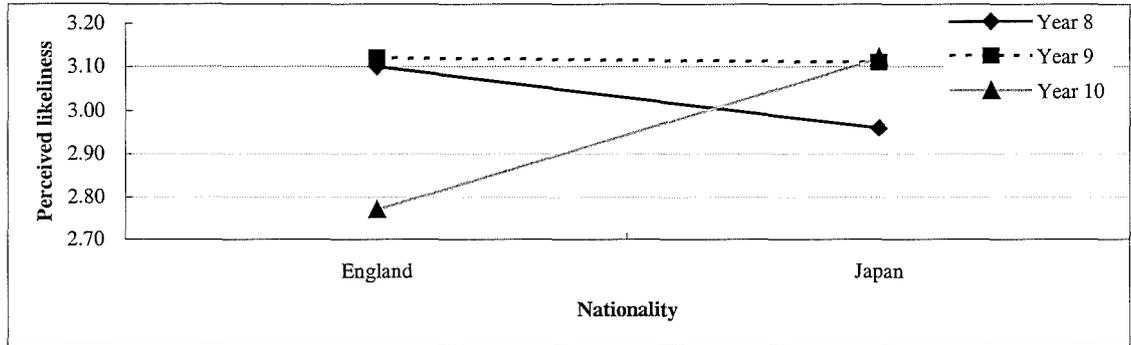


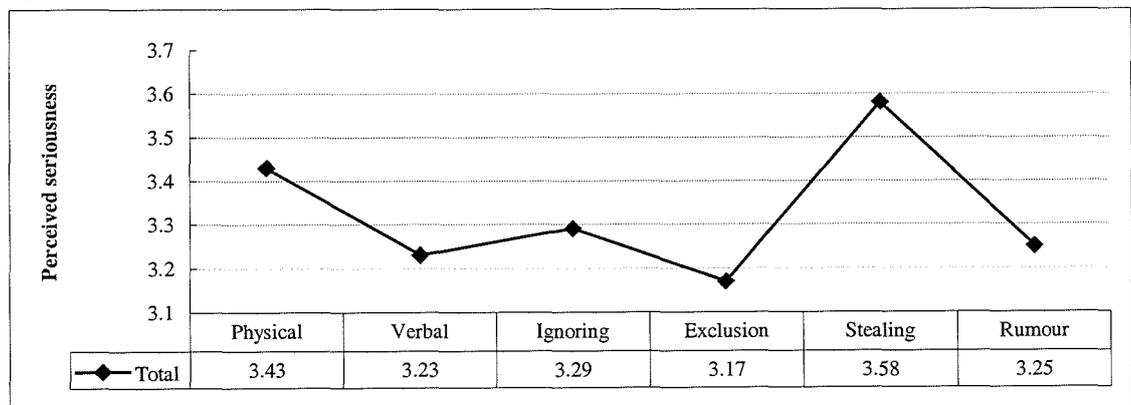
Table 6.3.8.26: Main effects of Nationality x Year-group interaction on likely person to be blamed for rumour spreading.

| Relationships | Means | | | df | F value | p value | |
|---------------------------|---------|--------|--------|------|---------|---------|----------|
| | England | Year 8 | Year 9 | | | | Year 10 |
| The aggressor | England | 3.10 | 3.12 | 2.77 | 2, 1955 | 5.10 | .01 |
| | Japan | 2.96 | 3.11 | 3.12 | | | |
| The victim | England | 2.61 | 2.62 | 2.70 | 2, 1955 | 1.08 | Not sig. |
| | Japan | 2.49 | 2.64 | 2.54 | | | |
| Both aggressor and victim | England | 2.62 | 2.69 | 2.98 | 2, 1955 | 2.87 | Not sig. |
| | Japan | 2.31 | 2.52 | 2.46 | | | |

6.3.9 Perceived seriousness of the behaviour

Pupils were asked how serious they think each given scenario is. The answers were on a 5-pointing scale; 1: Not serious at all; 2: Slightly serious; 3: Quite serious; 4: Serious; 5: Very serious. Mean scores of perceived seriousness of each scenario are shown in figure 6.3.9.1, and for two national samples in figure 6.3.9.2.

Figure 6.3.9.1: Mean scores of perceived seriousness of the behaviour (total sample)

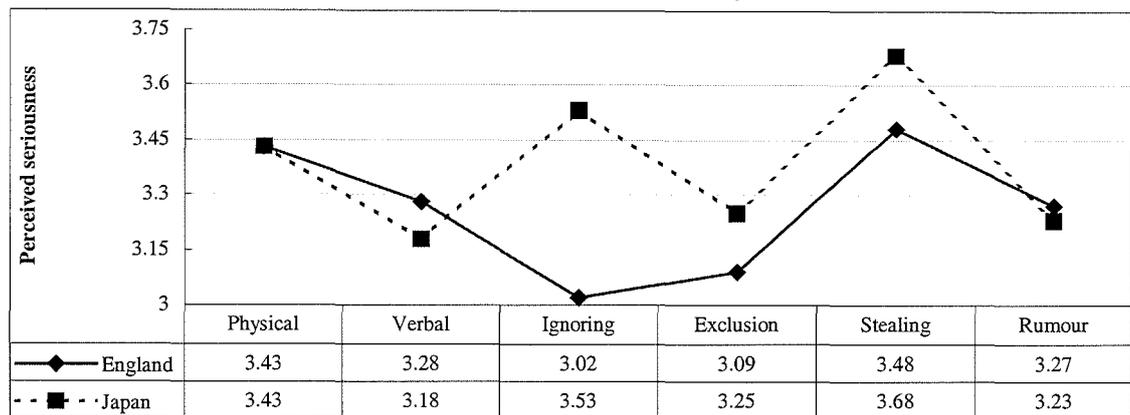


Pupils rated ‘stealing / hiding / taking money or belongings’ as the most serious

behaviour followed by 'physical aggression', 'ignoring' and 'rumour spreading / note-sending'. 'Verbal aggression' and 'social exclusion' were rated as the least serious behaviour.

In terms of nationality differences, both English and Japanese pupils rated 'stealing / hiding / taking money or belongings' as the most serious behaviour. However, English pupils rated 'physical aggression' to be the next serious behaviour, followed by 'verbal aggression' and 'rumour spreading'. They perceived 'ignoring' and 'social exclusion' to be the least serious behaviour. Japanese pupils, on the other hand, perceived 'ignoring' to be the next serious behaviour, followed by 'physical aggression' and 'social exclusion'. They rated 'rumour spreading' and 'verbal abuse' to be the least serious behaviour.

Figure 6.3.9.2: Perceived seriousness of the behaviour (nationality)



MANOVA revealed a main effects of Nationality, Sex, and Year-group. There was also a significant Nationality x Sex interaction. Results of MANOVA are shown in table 6.3.9.1.

Table 6.3.9.1: Main effects of Nationality, Sex, Year-groups, and Nationality x Sex and Nationality x Year-group interactions for perceived seriousness of the behaviour.

| Main effects | df | F value | p value |
|--------------------------|----------|---------|----------|
| Nationality | 6, 1950 | 30.74 | .001 |
| Sex | 6, 1950 | 6.06 | .001 |
| Year-group | 12, 3902 | 2.51 | .005 |
| Nationality x Sex | 6, 1950 | 5.36 | .001 |
| Nationality x Year-group | 12, 3902 | .81 | Not sig. |

Follow-up analysis was applied using ANOVA. Table 6.3.9.2 shows the main effects of Nationality. A main effect of Sex is shown in table 6.3.9.3, and of Year-group in table 6.3.9.4. Nationality x Sex interaction is shown in table 6.3.9.5.

ANOVA revealed three significant main effects of Nationality on perceived seriousness of the behaviour. Japanese pupils rated 'ignoring', 'social exclusion', and 'stealing / hiding / taking money or belongings' significantly higher than English pupils.

Table 6.3.9.2: Main effect of Nationality on perceived seriousness of the behaviour

| Behaviour | Mean | | df | F value | p value |
|--|---------|-------|---------|---------|----------|
| | England | Japan | | | |
| Physical aggression | 3.43 | 3.43 | 1, 1955 | .01 | Not sig. |
| Verbal aggression | 3.28 | 3.18 | 1, 1955 | 4.13 | [.05] |
| Ignoring | 3.02 | 3.53 | 1, 1955 | 94.53 | .001 |
| Social exclusion | 3.09 | 3.25 | 1, 1955 | 10.85 | .001 |
| Stealing / hiding / taking money or belongings | 3.48 | 3.68 | 1, 1955 | 16.73 | .001 |
| Rumour spreading / note-sending | 3.27 | 3.23 | 1, 1955 | .28 | Not sig. |

In terms of the main effect of Sex, four significant main effects were obtained. Female pupils rated 'physical aggression', 'ignoring', 'stealing / hiding / taking money or belongings', and 'rumour spreading / note-sending' significantly higher than male pupils.

Table 6.3.9.3: Main effect of Sex on perceived seriousness of the behaviour

| Behaviour | Mean | | df | F value | p value |
|--|------|--------|---------|---------|----------|
| | Male | Female | | | |
| Physical aggression | 3.32 | 3.55 | 1, 1955 | 22.44 | .001 |
| Verbal aggression | 3.17 | 3.28 | 1, 1955 | 3.54 | Not sig. |
| Ignoring | 3.16 | 3.42 | 1, 1955 | 21.54 | .001 |
| Social exclusion | 3.11 | 3.23 | 1, 1955 | 5.43 | [.05] |
| Stealing / hiding / taking money or belongings | 3.49 | 3.68 | 1, 1955 | 12.77 | .001 |
| Rumour spreading / note-sending | 3.18 | 3.32 | 1, 1955 | 8.74 | .005 |

Regarding the main effect of Year-group, two significant main effects were obtained. Pupils in Year 8 rated 'physical aggression' and 'social exclusion' significantly higher than pupils in Year 9 and Year 10.

Table 6.3.9.4: Main effect of Year-group on perceived seriousness of the behaviour

| Behaviour | Mean | | | df | F value | p value |
|--|--------|--------|---------|---------|---------|----------|
| | Year 8 | Year 9 | Year 10 | | | |
| Physical aggression | 3.56 | 3.36 | 3.33 | 2, 1955 | 8.73 | .001 |
| Verbal aggression | 3.25 | 3.26 | 3.13 | 2, 1955 | 1.49 | Not sig. |
| Ignoring | 3.38 | 3.20 | 3.28 | 2, 1955 | 2.50 | Not sig. |
| Social exclusion | 3.27 | 3.12 | 3.08 | 2, 1955 | 6.33 | .005 |
| Stealing / hiding / taking money or belongings | 3.63 | 3.54 | 3.57 | 2, 1955 | 1.23 | Not sig. |
| Rumour spreading / note-sending | 3.31 | 3.24 | 3.15 | 2, 1955 | 3.44 | [.05] |

Regarding the Nationality x Sex interaction on perceived seriousness of the behaviour, five significant interactions were obtained. For physical aggression, while significant main effect of Sex was only found for Japanese pupils, significant main effect of Nationality was found for both males and females (see figure 6.3.9.3).

For verbal aggression, significant main effect of Sex was only found for Japanese pupils, and significant main effect of Nationality was only found for male pupils (see figure 6.3.9.4).

For ignoring, while significant main effect of Sex was only found for Japanese pupils, significant main effect of Nationality was found for both males and females (see figure 6.3.9.5)

For social exclusion, significant main effect of Sex was only found for Japanese pupils, and significant main effect of Nationality was only found for female pupils (see figure 6.3.9.6)

Finally for stealing / hiding / taking money or belongings, significant main effect of Sex was only found for Japanese pupils, and significant main effect of Nationality was only found for female pupils (see figure 6.3.9.7).

Figure 6.3.9.3: Nationality x Sex interaction on perceived seriousness of physical aggression

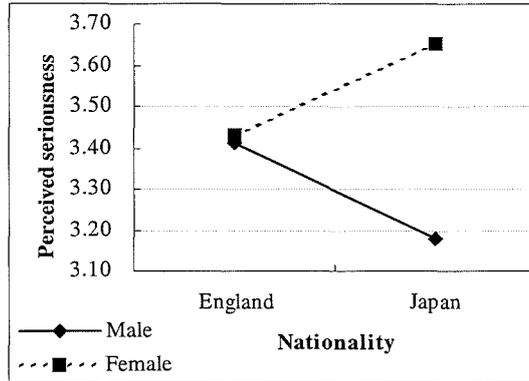


Figure 6.3.9.4: Nationality x Sex interaction on perceived seriousness of verbal aggression

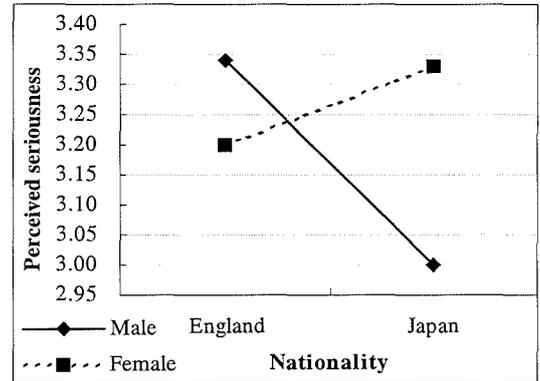


Figure 6.3.9.5: Nationality x Sex interaction on perceived seriousness of ignoring

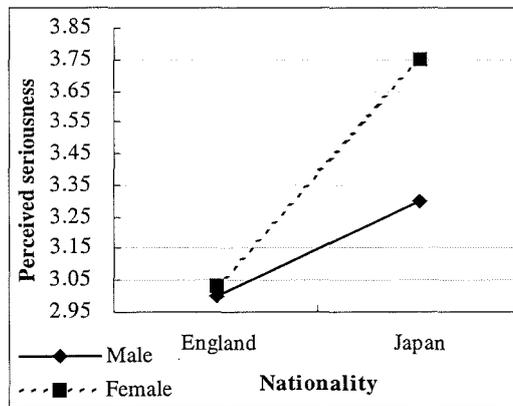


Figure 6.3.9.6: Nationality x Sex interaction on perceived seriousness of social exclusion

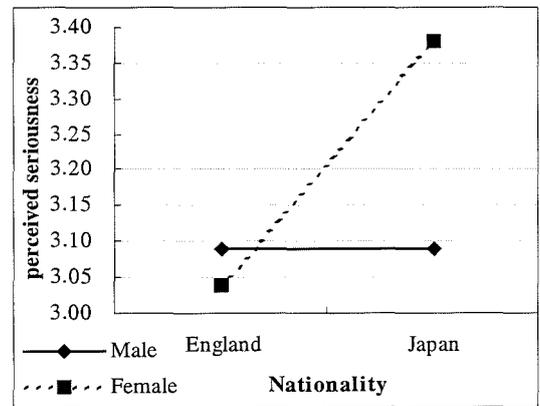


Figure 6.3.9.7: Nationality x Sex interaction on perceived seriousness of stealing / hiding / taking money or belongings

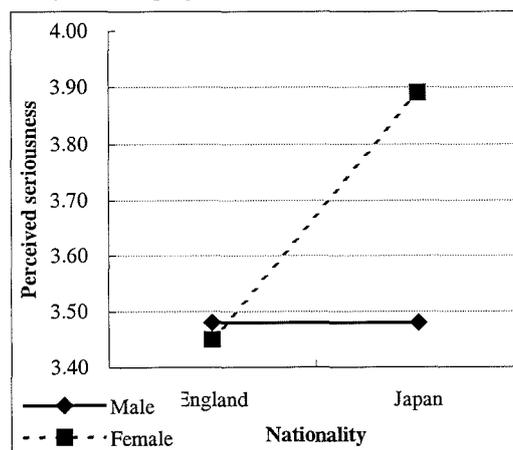


Table 6.3.9.5: Nationality x Sex interaction for perceived seriousness of the behaviour

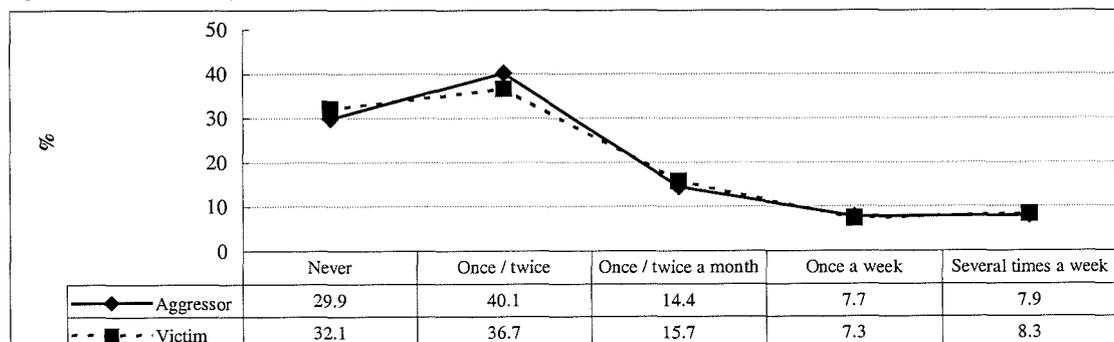
| Behaviour | Mean | | df | F value | p value | |
|--|---------|--------|------|---------|---------|-------|
| | Male | Female | | | | |
| Physical aggression | England | 3.41 | 3.43 | 1, 1955 | 18.99 | .001 |
| | Japan | 3.18 | 3.65 | | | |
| Verbal aggression | England | 3.34 | 3.20 | 1, 1955 | 21.78 | .001 |
| | Japan | 3.00 | 3.33 | | | |
| Ignoring | England | 3.00 | 3.03 | 1, 1955 | 16.76 | .001 |
| | Japan | 3.30 | 3.75 | | | |
| Social exclusion | England | 3.09 | 3.04 | 1, 1955 | 10.85 | .001 |
| | Japan | 3.09 | 3.38 | | | |
| Stealing / hiding / taking money or belongings | England | 3.48 | 3.45 | 1, 1955 | 17.24 | .001 |
| | Japan | 3.48 | 3.89 | | | |
| Rumour spreading / note-sending | England | 3.23 | 3.26 | 1, 1955 | 5.58 | [.05] |
| | Japan | 3.08 | 3.36 | | | |

6.3.10 Experiences

Pupils were asked whether or not they have ever experienced six given situation either as an aggressor or as a victim during last six months. The answers were on a 5-point scale; 1: Never; 2: Once or twice; 3: Once or twice a month; 4: Once a week; and 5: Several times a week. Frequencies of experiences are shown in figures 6.3.10.1 to 6.3.10.3.

About 30% of pupils reported that they have never experienced any of six situations as an aggressor or as a victim. About 40% of pupils reported that they have experienced only 'one or twice' as an aggressor, and about 37% reported to have experienced as a victim 'once or twice'. About 30% of pupils reported having experienced as an aggressor 'once or twice a month' or more often, and about equal number of pupils reported to have experienced as a victim 'once or twice a month' or more often.

Figure 6.3.10.1: Frequencies of pupils' experience of given scenario as an aggressor and a victim



In terms of nationality differences, while 37.1% of Japanese pupils reported to have experienced the situation ‘once or twice a month’ or more often as an aggressor, only 22% of English pupils did so. Chi-squared test revealed a significant difference ($X^2_{(4)} = 57.63, p < .001$).

Regarding experiences as a victim, while 33.7% of Japanese pupils reported to have experienced the situation ‘once or twice a month’ or more often as a victim, only 28.5% of English pupils did so. Chi-squared test revealed a trend at $p < .05$ level ($X^2_{(4)} = 12.92, p < .05$).

Figure 6.3.10.2 Frequencies of pupils’ experience of given scenario as an aggressor (Nationality)

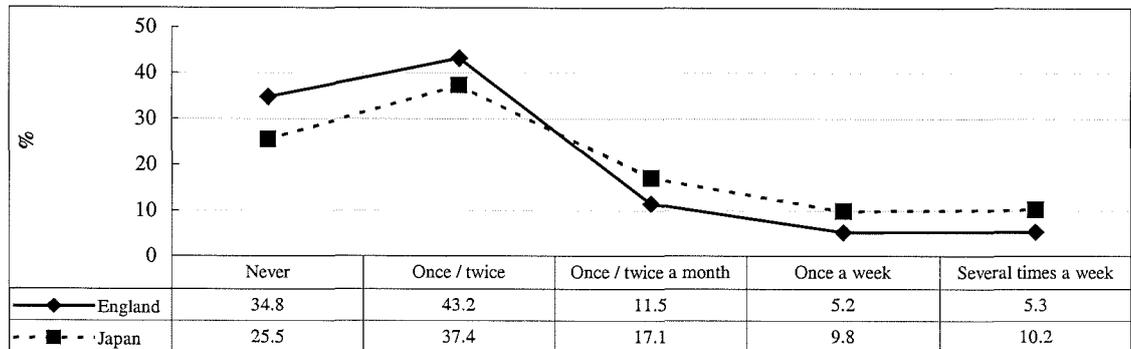
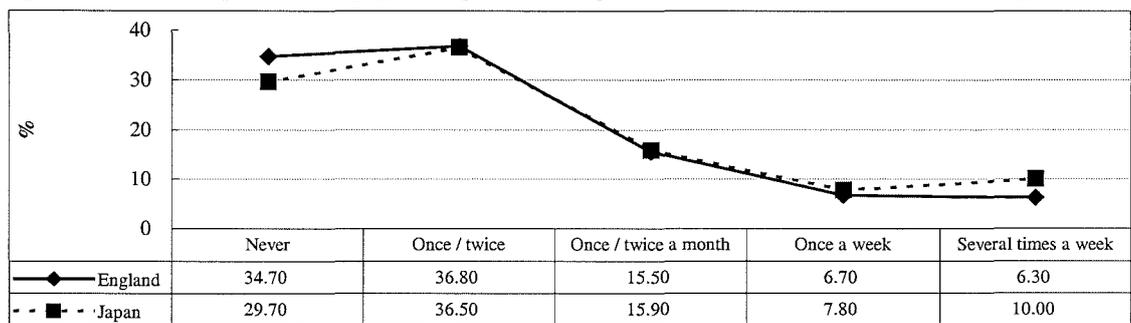


Figure 6.3.10.3 Frequencies of pupils’ experience of given scenario as a victim (Nationality)



In terms of sex differences, while 32.3% of boys reported to have experienced the situation ‘once or twice a month or more often’ as an aggressor, 27.7% of girls did so. Regarding the experiences as a victim, while 32% of boys reported to have experienced the situation as a victim ‘once or twice a month or more often’, 30.5% of girls did so. Chi-squared test revealed no significant differences.

Regarding year-group differences, while 33.6% of pupils in Year 8 and 32.8% of pupils in Year 10 experienced any of the situations 'once or twice a month' or more frequently as an aggressor, only 24.5% of pupils in Year 9 did so. Similarly, 34.9% of pupils in Year 8 and 34.8% of pupils in Year 10 experienced the situations as a victim, whereas only 25.3% of pupils in Year 9 did so. Thus, pupils in Year 9 seem to have experienced the situations much lower degree than pupils in Year 8 and Year 10 both as an aggressor and as a victim. Chi-squared test revealed a significant difference in frequency of experiences as an aggressor, $X^2_{(8)} = 26.06$, $p < .001$, and as a victim, $X^2_{(8)} = 26.88$, $p < .001$.

Chapter Seven: Discussion – The Second Study

Chapter summary

The second study revealed some findings consistent with the first study as well as new findings. While Japanese pupils are found to form their friendships mostly on the basis of the class they belong to, English pupils are found to form their friendships among pupils in different year groups as well, and spend more time with them. Consistent with the first study, *Ijime* was typically understood as occurring within the same year group, often perpetrated by classmates of the victim whom the victim knows well; Bullying in England, on the other hand, was more often described as being conducted by pupils often from higher years, and whom the victim does not know very well or at all. The following discussion will consider where the difference of friendship formation between the two national samples arises, and how this difference might affect their perceptions of and the nature of bullying / *ijime* behaviour.

7.1 Relationships with friends

7.1.1 Number of friends

Both English and Japanese pupils reported having a considerable number of friends in the same year group, with more friends in ‘different classes’ than the ‘same class’. But Japanese pupils have significantly more friends in the same year group, both in the same class and in different classes than English pupils, and English pupils have significantly more friends in different year groups than Japanese pupils. Thus, compared to Japanese pupils, English pupils form their friendships among broader populations including those who are in different year groups as well as in the same year group.

7.1.2 Time and places spent with friends

Japanese pupils mostly spend time with friends in the same class in ‘their own classroom’ and with those in different classes ‘outside school’, whereas English pupils spend most of the time with friends in the same class as well as in different classes in the ‘playground’ as well as in the ‘classroom’. Moreover, while English pupils also

spend considerable time with friends in different year groups in ‘playground’ as well as ‘outside school’, Japanese pupils seem to have very few friends (if not at all) in different year groups and spend much less time with them in and outside school.

If we consider merely the school environment, while Japanese pupils spend most of the time in the ‘classroom’ with friends who belong to the same class as them, English pupils mix with pupils from different classes and different year groups, as well as pupils in the same class, and spend time with them in the ‘playground’ as well as in the ‘classroom’. Thus, there is a difference between English and Japanese pupils regarding their friendship formation, and of the places where they spend time with those friends. This may help explain previous findings that while bullying in England is often found to take place in the playground as well as in the classroom, *ijime* in Japan is found to take place most often in the classroom (Morita, 2000; Smith & Shu, 2000; Whitney & Smith, 1994). An important question to ask is where such differences of friendship formation come from, and how it might affect the differences between bullying and *ijime*. One explanation can be the different school systems of each country.

Almost all state Japanese schools use a ‘class system’ in which all pupils are allocated to one of the classes at the beginning of the year (this usually lasts at least one academic year), and they take most lessons on this class basis in their own classrooms, except for a few subjects which may take place in specialised rooms (e.g. Music), though still on a class basis. Class-teachers are also allocated to each class to organise the class and to supervise children who belong to their class. In some schools, pupils are not allowed to visit other classrooms unless they have a good reason for it. This ‘class system’ could provide close relationships between pupils who belong to the same class, and possibly between pupils and class-teacher. However, it could also make the classroom a very closed place where pupils have less opportunity to form friendships with pupils in other classes or in other year groups.

Most secondary schools in England, on the other hand, adopt the subject-teacher-system in which pupils have specialist subject teachers and different classrooms for different lessons, and more importantly, many schools also have a system of ‘streaming’ (class

allocation based on pupils' overall ability) or of 'setting' (class allocation for individual subject based on pupils' ability). Most state schools also have a wide range of optional subjects that pupils can choose to take depending on their interests and future plan. In other words, in state secondary schools in England, the class is not a steady place for children; instead, pupils often move from one class to another class according to their interests as well as ability for a particular subject.

In addition, English pupils, compared to Japanese, spend more time in the playground where pupils from all age groups are playing. Therefore, pupils in England may have more opportunity to mix with pupils in different classes as well as in different year groups and to form friendships with wider populations.

Before considering further the importance of how such different school systems might affect the difference of children's understanding of bullying / *ijime*, I first summarise how children perceive and understand the different forms of bullying / *ijime* behaviour in the two countries.

7.2 Children's perceptions and understanding of the nature of bullying / *ijime*

7.2.1 Perceived frequency

English pupils reported 'verbal aggression' to be the most frequent form of bullying, followed by 'rumour spreading', and 'social exclusion'. 'Stealing / hiding / taking money or belongings', 'ignoring', and 'physical aggression' were perceived to be less frequent. Japanese pupils also reported 'verbal aggression' to be the most frequent followed by 'rumour spreading'. 'Ignoring' and 'social exclusion' come next, and 'stealing / hiding / taking money or belongings' and 'physical aggression' were perceived to be the least frequent. Thus, except 'ignoring' which was perceived to be significantly more frequent in Japan than in England, the common forms of bullying and *ijime* seem very similar. These results appear to reject the assumption that bullying in England is primarily direct physical and verbal in nature while *ijime* in Japan is more indirect in nature. It should also be noted that for all six scenarios, English pupils perceived them to have occurred significantly more frequently in their year groups than

Japanese pupils. Since the latest pupils' self-report based cross-national survey on bullying / *ijime* revealed that bullying in England occurred more frequently than *ijime* in Japan (Morita, 2001), the result of this study was consistent with the previous study.

7.2.2 Children's understanding of different forms of bullying / *ijime* behaviour

Regarding how children perceive each given scenario, there are common understandings as well as differences between pupils in England and Japan. Table 7.2.2 summarises the perceived likelihood of each behaviour to be 'Fighting', 'Bullying / *Ijime*', and 'Playing / Joking around' when conducted by an individual aggressor and by a group of aggressors.

Table 7.2.2: Perceived likelihood of different types of bullying / *ijime* behaviour as fighting, bullying / *ijime*, and playing / joking around.

| | | |
|---|---------|-----------------------------------|
| Physical (individual) | England | playing > fighting = bullying |
| | Japan | playing > fighting > <i>ijime</i> |
| Physical (group) | England | playing > bullying > fighting |
| | Japan | <i>ijime</i> > playing > fighting |
| Verbal (individual) | England | playing > bullying > fighting |
| | Japan | playing > <i>ijime</i> = fighting |
| Verbal (group) | England | bullying = playing > fighting |
| | Japan | <i>ijime</i> > playing > fighting |
| Ignoring (Individual) | England | playing > bullying > fighting |
| | Japan | <i>ijime</i> > fighting > playing |
| Ignoring (group) | England | playing = bullying > fighting |
| | Japan | <i>ijime</i> > playing = fighting |
| Social Exclusion (group) | England | playing > bullying > fighting |
| | Japan | <i>ijime</i> > fighting > playing |
| Stealing / hiding / taking money or belongings (individual) | England | bullying = playing > fighting |
| | Japan | <i>ijime</i> > playing > fighting |
| Stealing / hiding / taking money or belongings (group) | England | bullying > playing > fighting |
| | Japan | <i>ijime</i> > playing > fighting |
| Rumour spreading / note-sending (individual) | England | playing = bullying > fighting |
| | Japan | <i>ijime</i> > playing > fighting |
| Rumour spreading / note-sending (group) | England | bullying = playing > fighting |
| | Japan | <i>ijime</i> > playing > fighting |

* symbol '>' represents significant difference, and symbol '=' represents non-significant difference.

i.e. bullying = playing > fighting: both bullying and playing was scored significantly higher than fighting. No significant difference was obtained between bullying and playing.

English pupils perceived 'physical' and 'verbal' aggression, 'ignoring', and 'social exclusion' most likely to be 'Playing / Joking around' when acted by an individual

aggressor. They perceived ‘stealing / hiding / taking money or belongings’ most likely to be ‘Bullying’, and ‘rumour spreading / note-sending’ most likely to be either ‘Bullying’ or ‘Playing / Joking around’ when acted by an individual aggressor. Japanese pupils also perceived ‘physical’ and ‘verbal’ aggression most likely to be ‘Playing / Joking around’ when acted by an individual aggressor, but perceived all other behaviour most likely to be ‘*Ijime*’.

Regarding the behaviour acted by a group of aggressors, English pupils perceived ‘physical aggression’ and ‘social exclusion’ most likely to be ‘Playing / Joking around’. They perceived ‘verbal aggression’, ‘ignoring’, and ‘rumour spreading’ most likely to be either ‘Bullying’ or ‘Playing / Joking around’, and ‘stealing / hiding / taking money or belongings’ most likely to be ‘Bullying’. Japanese pupils, on the other hand, perceived all behaviours most likely to be ‘*Ijime*’ when acted by a group of aggressors against an individual victim.

Thus, there is a tendency for English pupils to perceive bully / victim situations as merely ‘playing or joking around’, especially indirect forms such as ignoring, social exclusion, and rumour spreading / note-sending, both when the action was conducted by an individual aggressor or by a group of aggressors against an individual. Japanese pupils, on the other hand, tended to perceive direct ‘physical’ and ‘verbal’ aggression to be ‘Playing / Joking around’ if the incident occurred between two individuals. This may be because it often occurs between two individuals who belong to the same social group and are therefore more likely to be perceived as friends doing some kind of play fighting or rough and tumble play.

7.2.3 Perceived likely place, aggressor (s), and the relationships

Looking at children’s understanding of the nature of different forms of bullying / *ijime*, the results were very consistent with the first study. Bullying in England was perceived most likely to be in the ‘playground’, either by pupils ‘in different classes in the same year group’ or ‘in higher year groups’. They are by no means ‘friends’ of the victim; instead, it is more likely that bullies and victims ‘may know each other but are not friends to each other’ or ‘they don’t know each other very well / at all’. Some forms of

bullying, such as physical and verbal aggression, ignoring, and social exclusion were also perceived as often being conducted ‘outside school’.

Ijime in Japan, on the other hand, was perceived most likely to be in the ‘classroom’ by the victim’s ‘classmates’ or pupils who are ‘in different classes but the same year group’. Aggressor(s) and the victim were perceived most likely to be ‘friends’ to each other. It seems that pupils in both countries perceive the nature of the phenomenon accurately. However, in both countries, no difference was found between different forms of bullying / *ijime*, instead, their perceptions and understanding of the nature of the phenomenon were consistent throughout all six different forms of bullying / *ijime*.

7.2.4 Perceived seriousness

Looking at the perceived seriousness of the behaviour, English pupils rated indirect forms of behaviour such as ‘ignoring’, ‘social exclusion’ and ‘rumour spreading / note-sending’ less serious than direct ‘physical’ and ‘verbal’ forms. Japanese pupils, on the other hand, rated indirect forms of behaviour more serious than direct forms of aggressive behaviour. This is consistent with the findings that Japanese pupils tended to perceive these ‘physical’ and ‘verbal’ aggression to be ‘playing or joking around’, particularly when happened between two individuals. This could explain why Japanese pupils tended to suggest indirect forms of aggression as ‘*Ijime*’, while English pupils tended to suggest direct forms of aggression as ‘Bullying’.

In both countries, pupils perceived ‘stealing / hiding / taking money or belongings’ as the most serious behaviour. This seems understandable given the nature of the behaviour which can be considered as a criminal offence rather than mere bullying / *ijime* behaviour.

7.3 The possible relationships between school system and children’s perceptions

Japanese children seem to form their friendship based largely on the class that they belong to, and this seems partly due to the ‘class system’ of Japanese school. This class system appears to play a significant role in characterising the *ijime* problem in Japan as

covert and indirect in nature. In such an environment, pupils as well as teachers tend to create unique characteristics or climate in their class, and if a pupil finds it difficult to fit in with the class he / she belongs to, the person could easily find him- / her-self at great risk of isolation in the classroom and of becoming a target of *ijime* behaviour. Indeed, Morita and Kiyonaga (1994) described *ijime* behaviour as the interaction process of homogeneity among children in which a child labelled as 'heterogeneous' will either be excluded or forced in a threatening manner to become homogeneous to others. The term 'heterogeneous' can have a wide range of meanings here. It can be physical appearance of the child, academic achievement, personality, family background, socio-economic status and so on, and it is determined by the climate of the class. For example, if the majority of the class are academically low achievers, then the high achiever could have a risk of being a victim of *ijime*.

Stevenson (1991) reported that the children of Japanese employees of car manufacturing firms who are temporarily resident in the U.S discriminate among each other on the basis of their fathers' companies. Each group has its own identity, and on occasions this affiliation is so salient that the Mazda kids would regard it as quite undesirable to associate with the Honda kids, and vice versa (sited in Durkin, 1995, pp 143). In such an environment, the reluctance of the victim to seek external help would also be strengthened due to the difficulty in finding external help and the fear of on-going *ijime* getting worse. Furthermore, the reluctance of other members of the class to intervene in the situation or to inform the class-teacher will also be strengthened since such *ijime* behaviour often quickly spreads to the whole classroom, and becomes a climate of the class. At this stage, other non-involved members of the class find themselves under pressure to choose which side they stand by. The answer is most likely to be the aggressor(s). Indeed, Morita and Kiyonaga (1986) reported that classmates of the victim may take part in the *ijime* behaviour so as to defend him- / her-self and avoid being on the wrong side of the aggressors. From this point of view, the different forms of *ijime* such as direct physical or verbal, or indirect social or relational aggression can be regarded as merely a means of exclusion of a heterogeneous child so as to keep the class a more desirable place for the majorities. Therefore, it seems the background intentions could be more important than how they do it.

Pupils in England, on the other hand, seem to have more opportunity to mix with pupils in different classes as well as in different year groups and to form friendships with wider populations. In such an environment, direct physical and verbal bullying (rather than indirect social or relational) may be more likely to happen. As Morita et al. (1999) argued, indirect forms such as ignoring and social exclusion may not be effective unless the victim and the aggressor(s) belong to the same social group, and unless it is conducted in a rather closed place like a classroom in Japanese schools where pupils find it difficult to seek external help from either in or outside the classroom. In contrast, direct physical and verbal forms of bullying are more effective if aggressor(s) and the victim are not sharing the same social group and have no prior relationships to each other.

The difference between bullying in England and *ijime* in Japan cannot be fully explained merely on the basis of such differences of school systems and of pupils' friendship formations. However, it seems to be one of the key elements to examine, especially the relationships between the phenomenon of *ijime* in Japan and Japanese class system. It clearly suggests that the *ijime* problem in Japan may not be preventable with some of the strategies used in the Sheffield anti-bullying project in England or the Olweus anti-bullying Intervention Program in Bergen, Norway, such as playground upgrading or training of lunchtime supervisors (Smith & Sharp, 1994; Olweus, 1993). Instead, in addition to these whole-school and individual based methodologies, class-based interventions seem to be critical for successful interventions.

7.4 Conclusion

This second study confirms that secondary school pupils in both countries have definite ideas about what is and what is not bullying / *ijime*; by whom and where the behaviour is typically conducted; and the relationships between aggressor(s) and the victims. However, their perceptions and understanding of what is and what is not bullying / *ijime* appear to be not always accurate. Instead, they perceive possible bully / victim behaviours inaccurately as 'fighting' or even 'playing'. This is worrying as it may cause

the observer of an incident to walk away or even join in without realising that he / she is actually encouraging and helping the aggressor(s) of bullying / *ijime* behaviour. Therefore, an important step for successful interventions against bullying / *ijime* is to make sure that all children have correct knowledge of what is and what is not bullying / *ijime*, and that they can treat the situation correctly.

This study also confirms that compared to English pupils who appear to form their friendships among broader populations and spend time with them not only in the classroom, but also in the playground as well as outside school, Japanese pupils appear to form their friendships at school most likely on the basis of the class they belong to, and spend most of the time with them in the classroom. This seems to influence the nature of bullying / *ijime* behaviour. However, how individuals perceive their friendships within such a group seems also important and needs to be examined further. For instance, assuming that *ijime* is more often conducted within a group by one of its members (i.e. by the classmates in the classroom), pupils may form much more intimate relationships within the group where individual children identify themselves as a group. In other words, once individuals form some kind of group, each individual is more likely to lose their individual identity and form a new identity as a group. Thus, once an individual was excluded from the group, the person would lose or would feel they lost his / her identity as a whole, and that is probably what Japanese pupils find most difficult to cope with. In England, on the other hand, pupils do form peer groups, but these may be more open type of relationships. They may even form several different social groups with different people. In such an environment, an individual person may still identify him- / her-self as an individual, and therefore, even if an individual was ignored or socially excluded, he / she would still be able to find or join in another group as an individual. That is probably the reason why pupils in England might consider some forms of indirect aggression such as ignoring and social exclusion to be less severe or serious forms of bullying compared to more direct physical or verbal means of aggression.

Chapter Eight: General Discussion and Conclusion

Chapter summary

This thesis describes two separate but related cross-national comparative studies between England and Japan. Both study 1 and study 2 investigated children's perceptions of the nature of bullying / *ijime* at school. Study 1 focussed on children's general attitudes and understanding of the phenomenon, and study 2 focussed more specifically on their understanding of different forms of bullying / *ijime* behaviour, and their friendship formation as one of the possible underlying causing factors for the differences between the nature of two phenomena. This final chapter begins by summarising these studies, then goes on to address some of the various theoretical and methodological issues arising from each study that need to be considered in future.

8.1 Discussion

8.1.1 Summary of specific discussion areas

The first study

This study investigated children's general attitudes and understanding of the nature of bullying / *ijime* behaviour including definition, characteristics of bullies and victims, recommended coping strategies, the reasons why bullies act in the way they do and why victims get targeted, the reasons for victims' reluctance to seek external help and for bystanders' reluctance to help the victims, and their attitudes towards the phenomenon and the school-based interventions.

The study revealed that secondary school pupils in both countries do seem to have definite ideas about what is and what is not bullying / *ijime*; by whom and where the behaviour is typically conducted; what should and should not be done when they are victimised and when they witness someone else is being victimised. However, previous research had suggested that knowing what victims of bullying / *ijime* should do in a particular situation does not necessarily mean they can act in the way they think they

should. Instead, the majority of victims do not or cannot do anything about it and just put up with it in an actual situation, because of the fear of bullying / *ijime* getting worse or of not having enough support from others. Exactly the same can be applied to the situation where pupils witness someone else being victimised. Despite their sympathetic feelings towards the victims, and positive and supportive attitudes towards those who seek help from others, the lack of trust and confidence in adults as helpers (particularly among Japanese pupils) put the victims as well as witnesses and bystanders off the idea of telling others about the situation and seeking external help. Furthermore, there were some significant minority who think bullying / *ijime* behaviour can be justifiable or acceptable if the victimised child can be blamed for the situation.

Some marked differences between two national samples also emerged. While direct physical and verbal bullying / *ijime* was well recognised by both nationalities, indirect forms of bullying / *ijime* was recognised much better by Japanese pupils than English pupils. Bullying in England was generally understood as being conducted in the playground by older and unknown pupils, whereas *ijime* in Japan was generally understood as being conducted in the classroom by their well-known classmates. While English pupils recommended victims to seek external help from others, Japanese pupils were found to be very reluctant to do so. Instead, they generally think that the victims should take direct action against aggressor(s) rather than seeking help from others. Very low levels of awareness of school tackling the *ijime* problem, and of trust and confidence towards schools and teachers in their ability to solve the problem of *ijime* were also found among considerable numbers of Japanese pupils. This could be one of the reasons why Japanese pupils prefer taking direct action against aggressor(s) rather than seeking help from teachers and parents.

The second study

This study investigated children's friendship formations, and their understanding of the nature of different forms of bullying / *ijime* behaviour, looking at the perceived frequencies, likelihood of the behaviour to be 'fighting', 'bullying / *ijime*' and 'play / joking around', likely aggressors, likely relationships between the aggressor(s) and the victim, and the perceived seriousness of the behaviour.

The study confirms that secondary school pupils in both countries do seem to have definite ideas about what is and what is not bullying / *ijime*; by whom and where the behaviour is typically conducted; and the relationships between aggressor(s) and the victims for all six different forms of bullying / *ijime* behaviour. However, children's perceptions and understanding of what is and what is not bullying / *ijime* appear not to be always accurate. Instead, they seem to perceive possible bully / victim behaviours wrongly as 'fighting' or even 'playing / joking around'. This may cause the witness of the incidents to walk away or even join in the incident without realising that he / she is actually encouraging and helping the aggressor(s) of bullying / *ijime* behaviour.

Differences between two national samples also emerged. Consistent with the first study, English pupils perceived bullying as most likely to be conducted in the playground either by pupils in different classes (but in the same year group) or in higher year group who are by no means friends of the victim. Japanese pupils, on the other hand, perceived *ijime* behaviour as most likely to be conducted in the classroom by the victim's classmates who are most likely to be friends of the victim. However, in both countries, no difference was found in their perceptions across different forms of bullying / *ijime*. Instead, their perceptions and understanding of the phenomenon were consistent throughout all six different forms.

The study also revealed that while English pupils seems more likely to perceive direct physical and verbal forms as 'bullying' and indirect forms as 'playing or joking around', Japanese pupils seems more likely to perceive those indirect forms as '*ijime*' than those direct forms of aggression. Furthermore, although both English and Japanese pupils are more likely to perceive the behaviour as 'bullying / *ijime*' if conducted by a group of

aggressor(s) against an individual victim, this trend was more pronounced among Japanese pupils. Regarding the perceived seriousness of the behaviour, the results were complementary. English pupils perceived direct physical and verbal forms of aggression more serious than indirect forms which, in contrast, were perceived to be more serious by Japanese pupils.

There was also a marked difference regarding how English and Japanese pupils form their friendships with peers. English pupils form their friendships among broader populations including pupils in different year groups, while Japanese pupils mostly form their friendships on the basis of the class they belong to. English pupils spend time with these friends not only in the classroom, but also in the playground as well as outside school, whereas Japanese pupils spend most of the time in their own classroom. These differences seem partly to stem from the different educational systems in England and Japan, and appear to influence the nature of bullying / *ijime* behaviour of each country, and in turn, pupils' perceptions and understanding of the phenomenon.

8.1.2 Theoretical issues

Does ijime differ from bullying?

The interviews and questionnaire surveys reported in this thesis deepen and extend our understanding of children's perceptions of bullying / *ijime* behaviour. In particular, it was important to know how children of each country perceive the phenomenon of bullying / *ijime*, and how these perceptions are similar to or differ from each other.

From a phenomenological point of view, bullying and *ijime* appear to have both similarities and differences. Both bullying and *ijime* were perceived as being conducted in various different forms by 'more powerful' individual(s) against an individual who often finds it very difficult to defend him- / her-self. While bullying was perceived as being more likely to be conducted in a form of direct aggression, by unknown pupils who are likely to be physically stronger or older than the victim, in the playground, *ijime* was perceived as being more likely to be conducted in a form of indirect aggression, by well-known classmates, in the classroom. These phenomenological

similarities and differences are important for understanding the nature of bullying / *ijime*, and for introducing effective intervention measures.

However, without considering the underlying caused factors of such phenomenological differences between bullying and *ijime*, prevention and intervention would merely be a short-term solution. Indeed, a number of studies evidenced that one of the difficulties in successful intervention against bullying / *ijime* is not how to introduce anti-bullying / anti-*ijime* policies and effective measures to tackle the problem, but how to maintain the effectiveness of such measures and anti-bullying / anti-*ijime* atmosphere within a school for longer period; this appears to be more difficult. Therefore, besides the phenomenological nature of the problem, it is undoubtedly important to understand the fundamental causes of such differences between bullying and *ijime*.

One explanation for this may be the difference in bullies' intentions. In the case of Western bullying, it was found that the aggressor(s) bully the victim 'because they have some kind of problems about themselves', and 'because they want to impress others that they are strong and tough'. This suggests that one of the major intentions of bullies is to show off their power and strength to impress other pupils. Indeed, a number of studies suggest that bullies have a positive attitude to violence and a strong need to dominate others (e.g. Olweus 1993). Ziegler and Rosenstein-Manner (1991) asked bullies why they bullied, and found that the most popular answers were to feel 'powerful' and to look 'cool' (cited in Farrington, 1993, pp. 400). This is very much complementary to what was found so far concerning the nature of bullying. If the bullies intend to show their power and strength to other pupils, direct forms of aggression should be more effective, and the victim can be anyone unfortunately selected by the bullies as an 'easy target'. This also explains why bullying is often characterised by asymmetric power relationships based more on the difference of physical strength between the bullies and the victim.

Ijime, on the other hand, was perceived as being conducted in the classroom by well-known classmates of the victim who are often seen as 'friends' of the victim. Nearly half of Japanese pupils reported that the bullies do *ijime* 'because they don't like

the victim' or 'because the victim gets on bullies' nerves'. Furthermore, Japanese pupils also blamed the victim as being 'noisy and loud, selfish or self-centred, obtrusive, and provocative'. This tendency for Japanese pupils to blame the victim (rather than bullies) for *ijime* behaviour was evidenced in a number of studies (e.g. Morita & Kiyonaga, 1986; 1994). Morita and Kiyonaga describe *ijime* behaviour as the interaction process of homogeneity among children in which a child labelled as 'heterogeneous' will either be excluded or forced to become homogeneous to others in a threatening manner. As discussed in Chapter 7, this strong norm for Japanese children to be the same as everyone else could be encouraged by the 'class system' of Japanese schools, whereby pupils form close relationships within a class, yet have less opportunity to form friendships with pupils in other classes and in different year groups. In such an environment, other classmates of the victim may also take part in the *ijime* behaviour merely in order to defend him- / her-self and avoid being on the wrong side of the aggressors (Morita & Kiyonaga, 1986). This is complementary to what was found so far regarding the nature of *ijime*. If the intention of the pupils doing *ijime* were to exclude the 'heterogeneous' pupil from their social group, the victim would be more specific than in the case of bullying. This also explains why *ijime* is often characterised by within-group relationships and by indirect forms of aggression.

Despite some phenomenological similarities, there seem to be clear difference between bullying and *ijime* in aggressors' intention of the behaviour, and such fundamental differences may indeed affect the nature of bullying / *ijime*. However, this is a speculative suggestion following from the findings of this thesis, and need to be examined further.

Perceptions and actual experiences

Both studies provided extensive information about the children's perceptions and understanding of bullying / *ijime* behaviour. Beside the phenomenological and fundamental similarities and differences between bullying and *ijime* discussed above, it was also important to find out that there are some gaps between their perceptions and reported experiences of the behaviour.

In the first study, while direct physical and verbal aggression were well perceived as bullying / *ijime* by both English and Japanese pupils, the indirect forms of aggression were much less recognised by English pupils, even though it has been found to be one of the common forms of bullying, particularly among girls. In the second study, similar findings were obtained. There was a tendency for English pupils to perceive those indirect forms of aggressive behaviour as merely 'playing or joking around' and as less serious than direct forms of aggression. Furthermore, although previous research has suggested that the victims of bullying are most often bullied by pupils in the same year group, in both studies, bullying was perceived as being most likely to be conducted by older pupils against younger victim.

As discussed above and in Chapter 5 and 7, this is probably because the fundamental intention of bullying behaviour is to show their power and strength to other pupils. Thus, bullying in England is often understood in terms of asymmetric power relationships based more on physical strength of the bullies and victims, and is characterised more by direct forms of aggression. In order to conduct this type of bullying, aggressors must have a certain physical strength for the victim to be scared of them, and therefore, it seems natural for children to understand that bullies should be older than the victim so as to be physically bigger and stronger.

However, the important issue here is that inaccurate perceptions of the incident could result in failure to intervene against bullying / *ijime* behaviour. In other words, how children perceive the situation when they encounter or witness someone else being bullied can be one of the key factors of successful interventions, as children are probably the most likely ones to notice what is going on, and how they behave in the situation could change the consequences of the situation dramatically. For example, if they could perceive the situation correctly as 'bullying / *ijime*' and could take responsible action against it, the victim could be saved in the early stages, however if they perceive the situation inaccurately as 'playing or joking around', the victim may continue to be kept suffering. The results obtained in both studies suggest that pupils in both countries could perceive the possible bully / victim situation inaccurately as 'fighting' or 'playing / joking around' when they should perceive it as 'bullying / *ijime*'.

Therefore, it is also important and necessary to ensure that children of both countries understand accurately what should and should not be regarded as 'bullying / *ijime*'.

Attitudes towards bullying / ijime and towards interventions at school

Besides children's perceptions of bullying / *ijime* behaviour, their general attitudes towards the phenomenon and towards the school-based interventions including their expectations of teachers and parents were other important findings of this thesis.

In terms of general attitudes towards bullying / *ijime* behaviour, although some minority did think that bullying / *ijime* can be justifiable, most pupils think bullying / *ijime* is a bad thing to do and cannot be justified under any circumstances. This is a very positive outcome for schools wishing to tackle the problem of bullying / *ijime*. However, regarding attitudes to school-based interventions and their expectations of teachers and parents, the picture is rather different. While most English pupils agree that school should do something to stop bullying and that their schools actually do something about it, only half of Japanese pupils agreed that the school should do something about it, and less than one-third agreed that their schools actually do something about it. Furthermore, regarding their expectations towards teachers and parents about stopping *ijime*, Japanese pupils showed very negative and pessimistic attitudes, and very low levels of trust and confidence towards adults in their ability to intervene and solve the problem properly.

The very low awareness of schools trying to tackle the problem among Japanese pupils could affect their confidence towards schools and adults. However, more worryingly, in both cases, more basic communications between children and their teachers and parents appears to be needed in order for children to feel that they are fully cared by them, and to have more trust and confidence towards them before discussing the issue of *ijime* and interventions.

The issue of attitudes towards school-based intervention is not only the problem of Japanese pupils; English pupils do appear to be rather sceptical about it, as only just over half of them agreed that bullying at school can be stopped. Those who believed that bullying / *ijime* cannot be stopped claimed that 'Because there are always people

who don't listen to others or try to understand others' feelings', 'Because teachers cannot pay attention to every single child all the time', and 'Because it's just human nature or way of life'. These views from children may be realistic, yet what seems important is to give every child a hope and belief that bullying / *ijime* problem could eventually be stopped, and in order to manage such an atmosphere, everyone should work together as a team to reduce it as much as possible.

8.1.3 Methodological issues

One-to-one structured interview

The most obvious weakness of the first study is probably the limitation of generalisability of the findings. Due to a small number of participating pupils (60 Japanese and 61 English pupils recruited from 3 schools in each country), and because all participants were selected by teachers, it may be difficult to say whether these participants truly represent the wider population of each country, and whether differences obtained between the two national samples were truly cultural differences rather than individual school differences. Indeed, there were a number of results that were found to be significantly different between individual schools within each country. However, this study aimed to investigate how the phenomenon of bullying / *ijime* is perceived and understood by children, rather than examining underlying causing factors that determine possible differences between two national samples. The results of this study can therefore be seen as an interesting trend that would be useful pointers for the next study. This aimed to look at these possible cross-national differences more specifically to determine whether or not the difference found in the first study were true differences, and to investigate possible fundamental causal factors of such differences by using larger samples based on more schools. Thus, although it was much more time-consuming, and as a result, a limitation of generalisability emerged, the one-to-one interview method was applied to obtain richer and less constrained information about what the author was looking at.

In order to take full advantage of the flexibility of the interview method, the interviewer is required to have considerable skills and experiences of interviewing people (Robson,

1993). Since the interviewer had no prior experience of interviewing people, some practice sessions were held with colleagues. In addition, a pilot study was conducted with a number of children so that the interviewer knew the timing, as well as language and wordings that needed to be taken into account prior to conducting actual data gathering. It has been claimed that in the face-to-face interview, interactions between interviewer and interviewee can be influenced by differences or similarities in class, ethnic origin, gender, age and status, and the extent to which the interviewee seeks to please, or reacts against the interviewer (Robson, 1993). Although the interviewer was Japanese, this did not appear to influence the interviewee much. As the interviewer is not a native English speaker, a few children did seem to find it difficult to understand the interviewer's accent. However, because it was a face-to-face interview, children always had the opportunity to ask about questions they did not understand or to re-explain when interviewer took it differently from what they really meant. The interviewer did not find it particularly difficult to communicate with interviewees.

Anonymous self-report questionnaire

Regarding the anonymous self-report questionnaire methodology used in the second study, there were also a number of limitations that should be taken into account in future research.

There were a considerable number of incomplete questionnaires. This is probably because the questionnaire was too long for all children to keep their concentration to complete the questionnaire. In addition, because the same questions appeared a number of times in different context, children may have found it boring to answer the same question again and again. In future studies, one long questionnaire can be divided into a number of short questionnaires so that children can take it one by one without losing their concentration. Besides this, inclusion of coloured print and pictures to make it more easy and fun for children to complete the questionnaire, can be considered.

Although in the second study, a large number of participants from a number of different schools took part, both in England and in Japan, the participants were recruited from only one part of the country [South-East England (outskirts of London) and

East-Central Japan (outskirts of Tokyo)]. This might affect the generalisability of the results obtained.

Other possible criticisms of the measures

Another weakness was a failure to include the aspect of ‘repetition’ in hypothetical scenarios used in both studies. Because ‘repetition of actions’ is considered to be one of the key aspects to determine whether or not the behaviour is bullying / *ijime*, the results reported in this thesis might be affected. In fact, in the second study, English pupils rated all behaviours except ‘stealing / hiding / taking money or belongings’ as most likely to be ‘playing / joking around’. This might be because they thought the incident was merely a one-off experience rather than continuous suffering. This should be taken into consideration in future studies.

Another issue that may be addressed is participant bias. Given that participants knew that I was conducting the research on bullying / *ijime*, they may have been swayed to the responses that would be sympathetic towards the victim. However, this possible bias does not appear to be a great concern as both English and Japanese samples did indicate some unsympathetic attitudes towards the victim and about why they think a particular pupil is targeted.

Suggestions for future research

As discussed in earlier chapters, what children think about the incidents and how they actually behave in a real-life situation are two different things. Therefore, it is important to examine how children’s perceptions and attitudes presented in this thesis reflect their actual behaviour.

Since bullying / *ijime* behaviour is often considered to be a group phenomenon, it is important to examine the differences in perceptions and attitudes between those who are directly involved in the incidents (bullies, victims, and bully / victims) and other children (reinforcers, outsiders, and defenders). For instance, if for one child, teasing is considered ‘bullying / *ijime*’ yet for others it is just considered ‘playing / joking around’, the behaviour may be overlooked. It could be examined whether there are any

similarities and differences between bullying and *ijime* in these respects.

The final issue to be acknowledged is that the present studies only focused on perceptions and attitudes of children, but not of teachers and parents. Future research could also investigate the teachers' and parents' perceptions and attitudes, and comparisons between teachers and parents as well as those adults and children should give us a more complete picture.

8.2 Conclusions

This thesis aimed to examine children's perceptions and understanding of bullying / *ijime* behaviour, and their general attitudes towards the phenomenon and towards school-based interventions. It also focused on comparing these issues in a cross-national perspective between England and Japan. The friendship formations among English and Japanese pupils were also examined as one of the fundamental causal factors of the difference between bullying in England and *ijime* in Japan.

The research revealed that children did have a definite idea of what should and should not be regarded as bullying / *ijime*, by whom and where it is conducted, and what are the relationships between the aggressor(s) and the victim. Children also had some consideration why the bullies act in the way they do, why a particular person is victimised, and what should and should not be done when they witness someone else being victimised. There were some differences in how they form their friendships with peers which appear, to some extent, to stem from the different educational systems in England and Japan, and which may add some characteristics to bullying in England and *ijime* in Japan. The majority of children were found to have anti-bullying / anti-*ijime* attitudes, being sympathetic towards the victim and positive about school-based interventions.

However, one of the important issues arising from the study was that children's perceptions of bullying / *ijime* were not always accurate; instead, they could perceive those likely bully / victim incidents as merely a group of friends playing or joking

around each other. Also, there were some minority who blame the victim and show negative attitudes to adults and school-based interventions, particularly among Japanese pupils who seem to have very low levels of trust and confidence towards schools and adults in their ability to solve the problem. Therefore, there are two important steps to take; first, ensuring that all children understand accurately what is and what is not bullying / *ijime* and what should be done about it; and second, encouraging a more positive view in those pupils who have negative and pessimistic attitudes towards stopping bullying / *ijime* behaviour at school. In order to manage this, one of the most important factors may be to tackle the problem at the whole-school level (as well as class-based and individual levels), encouraging involvement of pupils as well as teachers and parents in order for schools to create an atmosphere such that children have confidence in adults, especially teachers, as well as themselves to help and support victims of bullying immediately and confidently.

Bullying / *ijime* in school is not a problem of a particular society or country, but is a universal problem. The victims are suffering somewhere at this very moment, experiencing fear and agony, shouting and crying for help with voiceless screaming. Hopefully, one day, continued research into the nature and prevention of bullying / *ijime* will help to give children a safe and happy time at school.

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APPENDIX 1: INTERVIEW SCHEDULE (1st Study)

Introduction

I've got a few things that I want tell you before starting the interviews.

Let me introduce myself first.

My name is Tomoyuki Kanetsuna and I am a research student at Goldsmiths College, University of London. I am studying towards a PhD in Developmental psychology and am looking at pupils' attitudes and opinions about their relationships with peers at school, especially interested in bully / victim incidents among peers.

Today, I would like to ask you several things about what you think about bullying.

Do you mind if I tape record this interview because I'm not very fast at writing and I might miss something or wrongly understand what you say. However, if you do mind, I will just try to write things down.

Please answer the questions as truthfully as possible. I shall not write your name anywhere on this interview schedule and the tape recording of this interview along with this schedule will be taken back to the college, and so no one else will know what you said. However, If you don't feel like answer the particular question, you don't have to answer it so just say so. Also, If you don't want to continue this interview, we can finish it at any stage.

Interview Schedule

No. _____

Age. _____

Sex. _____

Definition and attitudes

I would like to start with asking you general questions about what you think bullying is.

1. What kind of behaviour do you consider as bullying?

Can you give me some examples of bullying?

Can you think of any other examples?

- 2 Some people said bullying is, in a way, a good thing to happen because it toughens you up but some people said bullying is a bad thing and have to be stopped.

What do you think about bullying?

Do you think bullying is a good thing, a bad thing or neither good nor bad?

Good Bad Neither good nor bad

Why do you think so?

3. Can you think of any situation that bullying can be justifiable? Yes No

If Yes – What situation? / If no –Why do you think so?

4. Who do you think bullying is generally done by?

5. What do you think about the relationship between bullies and victims?

6. Where do you think bullying most often takes place?

Bullies

Now I would like to ask some questions about bullies.

7. Can you think of any typical characteristics of bullies?
Can you give me any examples of what you think a bully is like?

Do you think there are any different types of bullies from what you just explained to me?

Yes No

Why do you think some pupils act in that way?

Victims

Now I would like to ask some questions about victims of bullying.

8. Can you think of any typical characteristics of victims?
Can you give me any examples of what you think a victim is like?

Do you think there are any different types of victims from what you just explained to me?

Yes No

Why do you think some pupils get bullied?

Coping strategies

Now I would like to ask several questions about what you think pupils should and should not do in a particular situation.

9. Imagine one or more students hit, kick, punch and shove around another student who cannot fight back or defend him/herself.

Do you think this is bullying? Yes No

What do you think a victim of such bullying should do? – Why?

What do you think a victim of such bullying should not do? – Why?

10. Imagine one or more students say mean and unpleasant things to another student, make fun of him/her or call him/her mean and hurtful names.

Do you think this is bullying? Yes No

What do you think a victim of such bullying should do? – Why?

What do you think a victim of such bullying should not do? – Why?

11. Imagine one or more students try to ignore and exclude one student from their group of friends.

Do you think this is bullying? Yes No

What do you think a victim of such bullying should do? – Why?

What do you think a victim of such bullying should not do? – Why?

12. Imagine one or more students send nasty notes or gossip about another student.

Do you think this is bullying? Yes No

What do you think a victim of such bullying should do? – Why?

What do you think a victim of such bullying should not do? – Why?

13. Some students who have been bullied in any of these ways often believe that they are not able to do anything about it and just put up with it.

Why do you think such students think that they could not do anything about it?

14. One of the actions that students who got bullied often take is seeking help from others such as friends, teachers, member of staffs at school or parents by telling them what he/she has been done and who did it.

What do you think about those who tell others about being bullied and seek help from them?

15. Imagine you got bullied by one or more students in any way.

Would you go and ask for help? Yes No

Why / Why not?

Would it make any difference what kind of bullying you got? Yes No

How? / Why?

To whom would you go and ask for help?

Teachers Friends Parents Others

Why?

Would it make any difference what kind of bullying you got? Yes No

How? / Why?

Seeing or hearing about bullying

Now I would like to ask you some questions about seeing and hearing about someone else being bullied.

16. What do you think students should do when they see someone else being bullied?

17. What do you think students should not do when they see someone else being bullied?

18. Some students who saw someone else being bullied are often don't do anything about it and pretend as if they did not see anything.

Why do you think those who saw someone else being bullied often did not do anything about it?

What do you think about those who saw someone else being bullied and did not do anything about it?

Stop bullying at school

Now I would like to ask you some questions about what you think about schools, teachers and parents stopping bullying at school.

19. Do you think school should do something to stop bullying? Yes No

20. Do you think your school does anything to stop bullying? Yes No

What is it? / Why do you think they don't do anything about it?

21. What do you expect teachers to do to stop bullying at school?

22. What do you expect your parents to do to stop bullying at school?

23. Do you think students like yourself can do something to stop bullying at school?

Yes No

What do you think students can do to stop bullying at school? / Why do you think so?

24. Do you think bullying at school can be stopped? Yes No

How? / Why not?

Experience

Now I would like to ask you about your own experiences. Remember, I shall not tell anyone about what you said, and if you don't want to answer it, you don't have to answer it.

25. Have you ever talked about bullying in your class with teachers and classmates?

Yes No

26. Have you ever talked about bullying at home with your families?

Yes No

27. Have you ever been bullied in any way since you started this school?

Yes No

28. Have you been bullied in any way last 12 months?

Yes No

29. Have you ever bullied someone in any way since you started this school?

Yes No

30. Have you bullied someone in any way last 12 months?

Yes No

Thank you very much for answering questions for me.

APPENDIX 2: RELATIONSHIPS IN SCHOOL QUESTIONNAIRE (2nd Study)

RELATIONSHIPS IN SCHOOL QUESTIONNAIRE: ENGLAND AND JAPAN

My name is Tomoyuki Kanetsuna. I am working at Goldsmiths College, University of London, where I am doing research on schools in England and Japan. I have got permission from the school to ask you some questions, if you agree:

First, there are some questions about how you spend time with friends;

- 1 who are in the same class as you.
- 2 who are in a different class but in the same year group.
- 3 who are in a different year group.

Then, there are some questions about what you think about following six different conflict situations;

- 1 Where one student or a group of students kits, kicks and punches another student who cannot fight back or defend him / herself effectively.
- 2 Where one student or a group of students says mean and unpleasant thing to another student, makes fun of him / her, or call him / her mean and hurtful names.
- 3 Where one student or a group of students refuse any sort of communication with another student as if he / she does not exist or is invisible.
- 4 Where a group of students actively tries to exclude another student from their group of friends, tells him / her "No, We don't want to play with you".
- 5 Where one student or a group of students hides, breaks, steals or takes another student's money or valuable belongings.
- 6 Where one student or a group of students spreads nasty rumours about another student, talks behind his / her back or gossip about him / her.

If you agree, your name will not be on the questionnaire, and nobody in the school or at home will see your answers to these questions. I will take the questionnaires back to Goldsmiths College. Do you agree to take part? If so, and if you do not feel like answering any of these questions even after you have started, you do not have to answer it.

If you agree, then please answer each of the questions as honestly as you can.

Section 1

First, please give the following information about yourself.

Q1. Male or Female: _____ Q2. Year group: _____

Q3. Age: _____ Q4. Name of school: _____

N.B. This questionnaire is reduced in size in comparison to original document

The next set of questions is about you and your friends in your class.

Q5. How many good friends do you have in your class? Please write down in the space below.

Q6. How often do you spend time with these friends during break times in classroom?
Please circle one number.

| | | | | |
|--------------|-----------------------------|-------------------------------------|------------------------------------|--|
| Never | Rarely (1 / week) | Sometimes (2 or 3 / week) | Often (3 or more / week) | Almost Always (Every occasion) |
| 1 | 2 | 3 | 4 | 5 |

Q7. How often do you spend time with these friends during break times in the playground?
Please circle one number.

| | | | | |
|--------------|-----------------------------|-------------------------------------|------------------------------------|--|
| Never | Rarely (1 / week) | Sometimes (2 or 3 / week) | Often (3 or more / week) | Almost Always (Every occasion) |
| 1 | 2 | 3 | 4 | 5 |

Q8. How often do you spend time with these friends during break times in other places in school (corridors, stairs, library, gym, other rooms)? Please circle one number.

| | | | | |
|--------------|-----------------------------|-------------------------------------|------------------------------------|--|
| Never | Rarely (1 / week) | Sometimes (2 or 3 / week) | Often (3 or more / week) | Almost Always (Every occasion) |
| 1 | 2 | 3 | 4 | 5 |

Q9. How often do you spend time with these friends on the way to school and to home?
Please circle one number.

| | | | | |
|--------------|-----------------------------|-------------------------------------|------------------------------------|--|
| Never | Rarely (1 / week) | Sometimes (2 or 3 / week) | Often (3 or more / week) | Almost Always (Every occasion) |
| 1 | 2 | 3 | 4 | 5 |

Q10. How often do you spend time with these friends outside school?
Please circle one number.

| | | | | |
|--------------|-----------------------------|-------------------------------------|------------------------------------|--|
| Never | Rarely (1 / week) | Sometimes (2 or 3 / week) | Often (3 or more / week) | Almost Always (Every occasion) |
| 1 | 2 | 3 | 4 | 5 |

The next set of questions is about you and **your friends in a different class but the same year group.**

Q11. How many good friends do you have in a different class but the same year group?
Please write down in the space below.

Q12. How often do you spend time with these friends during break times **in your classroom?**
Please circle **one** number.

| | | | | |
|--------------|-----------------------------|-------------------------------------|------------------------------------|--|
| Never | Rarely (1 / week) | Sometimes (2 or 3 / week) | Often (3 or more / week) | Almost Always (Every occasion) |
| 1 | 2 | 3 | 4 | 5 |

Q13. How often do you spend time with these friends during break times **in friends' classroom?**
Please circle **one** number.

| | | | | |
|--------------|-----------------------------|-------------------------------------|------------------------------------|--|
| Never | Rarely (1 / week) | Sometimes (2 or 3 / week) | Often (3 or more / week) | Almost Always (Every occasion) |
| 1 | 2 | 3 | 4 | 5 |

Q14. How often do you spend time with these friends during break times **in the playground?**
Please circle **one** number.

| | | | | |
|--------------|-----------------------------|-------------------------------------|------------------------------------|--|
| Never | Rarely (1 / week) | Sometimes (2 or 3 / week) | Often (3 or more / week) | Almost Always (Every occasion) |
| 1 | 2 | 3 | 4 | 5 |

Q15. How often do you spend time with these friends during times **in other places in school (corridors, stairs, library, gym, other rooms)?** Please circle **one** number.

| | | | | |
|--------------|-----------------------------|-------------------------------------|------------------------------------|--|
| Never | Rarely (1 / week) | Sometimes (2 or 3 / week) | Often (3 or more / week) | Almost Always (Every occasion) |
| 1 | 2 | 3 | 4 | 5 |

Q16. How often do you spend time with these friends **on the way to school and to home?**
Please circle **one** number.

| | | | | |
|--------------|-----------------------------|-------------------------------------|------------------------------------|--|
| Never | Rarely (1 / week) | Sometimes (2 or 3 / week) | Often (3 or more / week) | Almost Always (Every occasion) |
| 1 | 2 | 3 | 4 | 5 |

Q17. How often do you spend time with these friends **outside school?** Please circle **one** number.

| | | | | |
|--------------|-----------------------------|-------------------------------------|------------------------------------|--|
| Never | Rarely (1 / week) | Sometimes (2 or 3 / week) | Often (3 or more / week) | Almost Always (Every occasion) |
| 1 | 2 | 3 | 4 | 5 |

The next set of questions is about you and **your friends in different year groups.**

Q18. How many good friends do you have in a different year group?
Please write down numbers spaces below.

Q19. How often do you spend time with these friends during break times **in your classroom?**
Please circle **one** number.

| | | | | |
|--------------|-----------------------------|-------------------------------------|------------------------------------|--|
| Never | Rarely (1 / week) | Sometimes (2 or 3 / week) | Often (3 or more / week) | Almost Always (Every occasion) |
| 1 | 2 | 3 | 4 | 5 |

Q20. How often do you spend time with these friends during break times **in friends' classroom?**
Please circle **one** number.

| | | | | |
|--------------|-----------------------------|-------------------------------------|------------------------------------|--|
| Never | Rarely (1 / week) | Sometimes (2 or 3 / week) | Often (3 or more / week) | Almost Always (Every occasion) |
| 1 | 2 | 3 | 4 | 5 |

Q21. How often do you spend time with these friends during break times **in the playground?**
Please circle **one** number.

| | | | | |
|--------------|-----------------------------|-------------------------------------|------------------------------------|--|
| Never | Rarely (1 / week) | Sometimes (2 or 3 / week) | Often (3 or more / week) | Almost Always (Every occasion) |
| 1 | 2 | 3 | 4 | 5 |

Q22. How often do you spend time with these friends during break times **in other places in school (corridors, stairs, library, gym, other rooms)?** Please circle **one** number.

| | | | | |
|--------------|-----------------------------|-------------------------------------|------------------------------------|--|
| Never | Rarely (1 / week) | Sometimes (2 or 3 / week) | Often (3 or more / week) | Almost Always (Every occasion) |
| 1 | 2 | 3 | 4 | 5 |

Q23. How often do you spend time with these friends **on the way to school and to home?**
Please circle **one** number.

| | | | | |
|--------------|-----------------------------|-------------------------------------|------------------------------------|--|
| Never | Rarely (1 / week) | Sometimes (2 or 3 / week) | Often (3 or more / week) | Almost Always (Every occasion) |
| 1 | 2 | 3 | 4 | 5 |

Q24. How often do you spend time with these friends **outside school?** Please circle **one** number.

| | | | | |
|--------------|-----------------------------|-------------------------------------|------------------------------------|--|
| Never | Rarely (1 / week) | Sometimes (2 or 3 / week) | Often (3 or more / week) | Almost Always (Every occasion) |
| 1 | 2 | 3 | 4 | 5 |

Section 2

The next set of questions is about conflicts among pupils.

Q25. Imagine one student or a group of students **hits, kicks, and punches** another student who cannot fight back or defend him / herself effectively.

- a** How often do you think this situation **happens** in your year group at school?
Please circle **one** number.

| | | | | |
|----------------------|---------------------|-------------------|------------------|----------------------------|
| Never happens | Occasionally | Every week | Every day | Several times a day |
| 1 | 2 | 3 | 4 | 5 |

- b** How likely do you think this situation is to be each of the following **if done by one student to another**? Please circle **one** number for **each** category.

| | Not likely | Slightly likely | Quite likely | Likely | Very likely |
|--------------------------------|-------------------|------------------------|---------------------|---------------|--------------------|
| Fighting | 1 | 2 | 3 | 4 | 5 |
| Bullying | 1 | 2 | 3 | 4 | 5 |
| Playing / Joking around | 1 | 2 | 3 | 4 | 5 |

- c** How likely do you think this situation is to be each of the following **if done by a group of students against one student**? Please circle **one** number for **each** category.

| | Not likely | Slightly likely | Quite likely | Likely | Very likely |
|--------------------------------|-------------------|------------------------|---------------------|---------------|--------------------|
| Fighting | 1 | 2 | 3 | 4 | 5 |
| Bullying | 1 | 2 | 3 | 4 | 5 |
| Playing / Joking around | 1 | 2 | 3 | 4 | 5 |

- d** How likely do you think this situation is to **happen in each place**?
Please circle **one** number for **each** category.

| | Not likely | Slightly likely | Quite likely | Likely | Very likely |
|---------------------------------------|-------------------|------------------------|---------------------|---------------|--------------------|
| Classroom | 1 | 2 | 3 | 4 | 5 |
| Playground | 1 | 2 | 3 | 4 | 5 |
| Elsewhere in school | 1 | 2 | 3 | 4 | 5 |
| On the way to school / to home | 1 | 2 | 3 | 4 | 5 |
| Outside school | 1 | 2 | 3 | 4 | 5 |

e How likely do you think the aggressor is to be each of the following?
Please circle one number for each category.

| | Not likely | Slightly likely | Quite likely | Likely | Very likely |
|---|------------|-----------------|--------------|--------|-------------|
| Classmate (s) | 1 | 2 | 3 | 4 | 5 |
| Person / people in a different class but in the same year group | 1 | 2 | 3 | 4 | 5 |
| Person / people in a higher year | 1 | 2 | 3 | 4 | 5 |
| Person / people in a lower year | 1 | 2 | 3 | 4 | 5 |

f How likely do you think the relationship between aggressor(s) and the victim is to be each of the following? Please circle one number for each category.

| | Not likely | Slightly likely | Quite likely | Likely | Very likely |
|--|------------|-----------------|--------------|--------|-------------|
| Friends | 1 | 2 | 3 | 4 | 5 |
| They know each other but not in a friendly way | 1 | 2 | 3 | 4 | 5 |
| They don't know each other very well / at all | 1 | 2 | 3 | 4 | 5 |

g Who would other pupils blame for this situation?
Please circle one number for each category.

| | Not likely | Slightly likely | Quite likely | Likely | Very likely |
|--------------------------------------|------------|-----------------|--------------|--------|-------------|
| The aggressor(s) | 1 | 2 | 3 | 4 | 5 |
| The victim | 1 | 2 | 3 | 4 | 5 |
| Both the aggressor(s) and the victim | 1 | 2 | 3 | 4 | 5 |

h How serious do you think this situation is likely to be? Please circle one number.

| Not serious at all | Slightly serious | Quite serious | Serious | Very serious. |
|--------------------|------------------|---------------|---------|---------------|
| 1 | 2 | 3 | 4 | 5 |

Q26. Imagine one student or a group of students says **mean and unpleasant thing** to another student, **makes fun of him / her**, or **calls him / her mean and hurtful names**.

a How often do you think this situation is **happens** in your year group at school?
Please circle **one** number.

| | | | | |
|----------------------|---------------------|-------------------|------------------|----------------------------|
| Never happens | Occasionally | Every week | Every day | Several times a day |
| 1 | 2 | 3 | 4 | 5 |

b How likely do you think this situation is to be each of the following **if done by one student to another**? Please circle **one** number for **each** category.

| | | | | | |
|--------------------------------|-------------------|------------------------|---------------------|---------------|--------------------|
| | Not likely | Slightly likely | Quite likely | Likely | Very likely |
| Fighting | 1 | 2 | 3 | 4 | 5 |
| Bullying | 1 | 2 | 3 | 4 | 5 |
| Playing / Joking around | 1 | 2 | 3 | 4 | 5 |

c How likely do you think this situation is to be each of the following **if done by a group of students against one student**? Please circle **one** number for **each** category.

| | | | | | |
|--------------------------------|-------------------|------------------------|---------------------|---------------|--------------------|
| | Not likely | Slightly likely | Quite likely | Likely | Very likely |
| Fighting | 1 | 2 | 3 | 4 | 5 |
| Bullying | 1 | 2 | 3 | 4 | 5 |
| Playing / Joking around | 1 | 2 | 3 | 4 | 5 |

d How likely do you think this situation is to **happen in each place**?
Please circle **one** number for **each** category.

| | | | | | |
|---|-------------------|------------------------|---------------------|---------------|--------------------|
| | Not likely | Slightly likely | Quite likely | Likely | Very likely |
| Classroom | 1 | 2 | 3 | 4 | 5 |
| Playground | 1 | 2 | 3 | 4 | 5 |
| Elsewhere in school | 1 | 2 | 3 | 4 | 5 |
| On the way to school / to home | 1 | 2 | 3 | 4 | 5 |
| Outside school | 1 | 2 | 3 | 4 | 5 |

e How likely do you think **the aggressor** is to be each of the following?
Please circle **one** number for **each** category.

| | Not likely | Slightly likely | Quite likely | Likely | Very likely |
|--|------------|-----------------|--------------|--------|-------------|
| Classmate (s) | 1 | 2 | 3 | 4 | 5 |
| Person / people in a different class but in the same year group | 1 | 2 | 3 | 4 | 5 |
| Person / people in a higher year | 1 | 2 | 3 | 4 | 5 |

f How likely do you think the **relationship** between aggressor(s) and the victim is to be each of the following? Please circle **one** number for **each** category.

| | Not likely | Slightly likely | Quite likely | Likely | Very likely |
|---|------------|-----------------|--------------|--------|-------------|
| Friends | 1 | 2 | 3 | 4 | 5 |
| They know each other but not in a friendly way | 1 | 2 | 3 | 4 | 5 |
| They don't know each other very well / at all | 1 | 2 | 3 | 4 | 5 |

g Who would other pupils **blame for this situation**?
Please circle **one** number for **each** category.

| | Not likely | Slightly likely | Quite likely | Likely | Very likely |
|---|------------|-----------------|--------------|--------|-------------|
| The aggressor(s) | 1 | 2 | 3 | 4 | 5 |
| The victim | 1 | 2 | 3 | 4 | 5 |
| Both aggressor(s) and the victim | 1 | 2 | 3 | 4 | 5 |

h How serious do you think this situation is likely to be? Please circle **one** number.

| Not serious at all | Slightly serious | Quite serious | Serious | Very serious. |
|--------------------|------------------|---------------|---------|---------------|
| 1 | 2 | 3 | 4 | 5 |

Q27. Imagine one student or a group of students **refuse any sort of communication** with one student as if he / she does not exist or is invisible.

- a** **How often** do you think this situation is **happens** in your year group at school?
Please circle **one** number.

| Never happens | Occasionally | Every week | Every day | Several times a day |
|---------------|--------------|------------|-----------|---------------------|
| 1 | 2 | 3 | 4 | 5 |

- b** **How likely** do you think this situation is to be each of the following if **done by one student to another**? Please circle **one** number for **each** category.

| | Not likely | Slightly likely | Quite likely | Likely | Very likely |
|--------------------------------|------------|-----------------|--------------|--------|-------------|
| Fighting | 1 | 2 | 3 | 4 | 5 |
| Bullying | 1 | 2 | 3 | 4 | 5 |
| Playing / Joking around | 1 | 2 | 3 | 4 | 5 |

- c** **How likely** do you think this situation is to be each of the following if **done by a group of students against one student**? Please circle **one** number for **each** category.

| | Not likely | Slightly likely | Quite likely | Likely | Very likely |
|--------------------------------|------------|-----------------|--------------|--------|-------------|
| Fighting | 1 | 2 | 3 | 4 | 5 |
| Bullying | 1 | 2 | 3 | 4 | 5 |
| Playing / Joking around | 1 | 2 | 3 | 4 | 5 |

- d** **How likely** do you think this situation is to **happen in each place**?
Please circle **one** number for **each** category.

| | Not likely | Slightly likely | Quite likely | Likely | Very likely |
|---------------------------------------|------------|-----------------|--------------|--------|-------------|
| Classroom | 1 | 2 | 3 | 4 | 5 |
| Playground | 1 | 2 | 3 | 4 | 5 |
| Elsewhere in school | 1 | 2 | 3 | 4 | 5 |
| On the way to school / to home | 1 | 2 | 3 | 4 | 5 |
| Outside school | 1 | 2 | 3 | 4 | 5 |

e **How likely** do you think **the aggressor** is to be each of the following?
Please circle **one** number for **each** category.

| | Not likely | Slightly likely | Quite likely | Likely | Very likely |
|--|------------|-----------------|--------------|--------|-------------|
| Classmate (s) | 1 | 2 | 3 | 4 | 5 |
| Person / people in a different class but in the same year group | 1 | 2 | 3 | 4 | 5 |
| Person / people in a higher year | 1 | 2 | 3 | 4 | 5 |

f **How likely** do you think the **relationship** between aggressor(s) and the victim is **to be each of the following?** Please circle **one** number for **each** category.

| | Not likely | Slightly likely | Quite likely | Likely | Very likely |
|---|------------|-----------------|--------------|--------|-------------|
| Friends | 1 | 2 | 3 | 4 | 5 |
| They know each other but not in a friendly way | 1 | 2 | 3 | 4 | 5 |
| They don't know each other very well / at all | 1 | 2 | 3 | 4 | 5 |

g **Who** would other pupils **blame for this situation?**
Please circle **one** number for **each** category.

| | Not likely | Slightly likely | Quite likely | Likely | Very likely |
|-------------------------------------|------------|-----------------|--------------|--------|-------------|
| The aggressor(s) | 1 | 2 | 3 | 4 | 5 |
| The victim | 1 | 2 | 3 | 4 | 5 |
| Both aggressor(s) and the victim | 1 | 2 | 3 | 4 | 5 |

h **How serious** do you think this situation is likely to be? Please circle **one** number.

| Not serious at all | Slightly serious | Quite serious | Serious | Very serious. |
|--------------------|------------------|---------------|---------|---------------|
| 1 | 2 | 3 | 4 | 5 |

Q28. Imagine a group of students **actively tries to exclude** one student from their group of friends, tells him / her **“No, We don’t want to play with you”**.

a **How often** do you think this situation is **happens** in your year group at school?
Please circle **one** number.

| | | | | |
|----------------------|---------------------|-------------------|------------------|----------------------------|
| Never happens | Occasionally | Every week | Every day | Several times a day |
| 1 | 2 | 3 | 4 | 5 |

b **How likely** do you think this situation is to be each of the following?
Please circle **one** number for **each** category.

| | Not likely | Slightly likely | Quite likely | Likely | Very likely |
|--------------------------------|-------------------|------------------------|---------------------|---------------|--------------------|
| Fighting | 1 | 2 | 3 | 4 | 5 |
| Bullying | 1 | 2 | 3 | 4 | 5 |
| Playing / Joking around | 1 | 2 | 3 | 4 | 5 |

c **How likely** do you think this situation is to **happen in each place**?
Please circle **one** number for **each** category.

| | Not likely | Slightly likely | Quite likely | Likely | Very likely |
|---|-------------------|------------------------|---------------------|---------------|--------------------|
| Classroom | 1 | 2 | 3 | 4 | 5 |
| Playground | 1 | 2 | 3 | 4 | 5 |
| Elsewhere in school | 1 | 2 | 3 | 4 | 5 |
| On the way to school / to home | 1 | 2 | 3 | 4 | 5 |
| Outside school | 1 | 2 | 3 | 4 | 5 |

d How likely do you think the aggressor is to be each of the following?
Please circle one number for each category.

| | Not likely | Slightly likely | Quite likely | Likely | Very likely |
|---|------------|-----------------|--------------|--------|-------------|
| Classmate (s) | 1 | 2 | 3 | 4 | 5 |
| Person / people in a different class but in the same year group | 1 | 2 | 3 | 4 | 5 |
| Person / people in a higher year | 1 | 2 | 3 | 4 | 5 |

e How likely do you think the relationship between aggressor(s) and the victim is to be each of the following? Please circle one number for each category.

| | Not likely | Slightly likely | Quite likely | Likely | Very likely |
|--|------------|-----------------|--------------|--------|-------------|
| Friends | 1 | 2 | 3 | 4 | 5 |
| They know each other but not in a friendly way | 1 | 2 | 3 | 4 | 5 |
| They don't know each other very well / at all | 1 | 2 | 3 | 4 | 5 |

f Who would other pupils blame for this situation?
Please circle one number for each category.

| | Not likely | Slightly likely | Quite likely | Likely | Very likely |
|----------------------------------|------------|-----------------|--------------|--------|-------------|
| The aggressor(s) | 1 | 2 | 3 | 4 | 5 |
| The victim | 1 | 2 | 3 | 4 | 5 |
| Both aggressor(s) and the victim | 1 | 2 | 3 | 4 | 5 |

g How serious do you think this situation is likely to be? Please circle one number.

| Not serious at all | Slightly serious | Quite serious | Serious | Very serious. |
|--------------------|------------------|---------------|---------|---------------|
| 1 | 2 | 3 | 4 | 5 |

Q29. Imagine one student or a group of students **hides, breaks, steals or takes another student's money or valuable belongings.**

a **How often** do you think this situation is **happens** in your year group at school?
Please circle **one** number.

| | | | | |
|----------------------|---------------------|-------------------|------------------|----------------------------|
| Never happens | Occasionally | Every week | Every day | Several times a day |
| 1 | 2 | 3 | 4 | 5 |

b **How likely** do you think this situation is to be each of the following **if done by one student to another**? Please circle **one** number for **each** category.

| | | | | | |
|--------------------------------|-------------------|------------------------|---------------------|---------------|--------------------|
| | Not likely | Slightly likely | Quite likely | Likely | Very likely |
| Fighting | 1 | 2 | 3 | 4 | 5 |
| Bullying | 1 | 2 | 3 | 4 | 5 |
| Playing / Joking around | 1 | 2 | 3 | 4 | 5 |

c **How likely** do you think this situation is to be each of the following **if done by a group of students against one student**? Please circle **one** number for **each** category.

| | | | | | |
|--------------------------------|-------------------|------------------------|---------------------|---------------|--------------------|
| | Not likely | Slightly likely | Quite likely | Likely | Very likely |
| Fighting | 1 | 2 | 3 | 4 | 5 |
| Bullying | 1 | 2 | 3 | 4 | 5 |
| Playing / Joking around | 1 | 2 | 3 | 4 | 5 |

d **How likely** do you think this situation is to **happen in each place**?
Please circle **one** number for **each** category.

| | | | | | |
|---------------------------------------|-------------------|------------------------|---------------------|---------------|--------------------|
| | Not likely | Slightly likely | Quite likely | Likely | Very likely |
| Classroom | 1 | 2 | 3 | 4 | 5 |
| Playground | 1 | 2 | 3 | 4 | 5 |
| Elsewhere in school | 1 | 2 | 3 | 4 | 5 |
| On the way to school / to home | 1 | 2 | 3 | 4 | 5 |
| Outside school | 1 | 2 | 3 | 4 | 5 |

e **How likely** do you think **the aggressor** is to be each of the following?
Please circle **one** number for **each** category.

| | Not likely | Slightly likely | Quite likely | Likely | Very likely |
|--|------------|-----------------|--------------|----------|-------------|
| Classmate (s) | 1 | 2 | 3 | 4 | 5 |
| Person / people in a different class but in the same year group | 1 | 2 | 3 | 4 | 5 |
| Person / people in a higher year | 1 | 2 | 3 | 4 | 5 |

f **How likely** do you think the **relationship** between aggressor(s) and the victim is **to be each of the following?** Please circle **one** number for **each** category.

| | Not likely | Slightly likely | Quite likely | Likely | Very likely |
|---|------------|-----------------|--------------|----------|-------------|
| Friends | 1 | 2 | 3 | 4 | 5 |
| They know each other but not in a friendly way | 1 | 2 | 3 | 4 | 5 |
| They don't know each other very well / at all | 1 | 2 | 3 | 4 | 5 |

g **Who** would other pupils **blame for this situation?**
Please circle **one** number for **each** category.

| | Not likely | Slightly likely | Quite likely | Likely | Very likely |
|---|------------|-----------------|--------------|----------|-------------|
| The aggressor(s) | 1 | 2 | 3 | 4 | 5 |
| The victim | 1 | 2 | 3 | 4 | 5 |
| Both aggressor(s) and the victim | 1 | 2 | 3 | 4 | 5 |

h **How serious** do you think this situation is likely to be? Please circle **one** number.

| Not serious at all | Slightly serious | Quite serious | Serious | Very serious. |
|--------------------|------------------|---------------|----------|---------------|
| 1 | 2 | 3 | 4 | 5 |

Q30. Imagine one student or a group of students **spreads nasty rumours** about another student, **talks behind his / her back**, or **gossips** about him / her.

a **How often** do you think this situation is **happens** in your year group at school?
Please circle **one** number.

| | | | | |
|---------------|--------------|------------|-----------|---------------------|
| Never happens | Occasionally | Every week | Every day | Several times a day |
| 1 | 2 | 3 | 4 | 5 |

b **How likely** do you think this situation is to be each of the following **if done by one student to another**? Please circle **one** number for **each** category.

| | Not likely | Slightly likely | Quite likely | Likely | Very likely |
|--------------------------------|------------|-----------------|--------------|--------|-------------|
| Fighting | 1 | 2 | 3 | 4 | 5 |
| Bullying | 1 | 2 | 3 | 4 | 5 |
| Playing / Joking around | 1 | 2 | 3 | 4 | 5 |

c **How likely** do you think this situation is to be each of the following **if done by a group of students against one student**? Please circle **one** number for **each** category.

| | Not likely | Slightly likely | Quite likely | Likely | Very likely |
|--------------------------------|------------|-----------------|--------------|--------|-------------|
| Fighting | 1 | 2 | 3 | 4 | 5 |
| Bullying | 1 | 2 | 3 | 4 | 5 |
| Playing / Joking around | 1 | 2 | 3 | 4 | 5 |

d **How likely** do you think this situation is to **happen in each place**?
Please circle **one** number for **each** category.

| | Not likely | Slightly likely | Quite likely | Likely | Very likely |
|---------------------------------------|------------|-----------------|--------------|--------|-------------|
| Classroom | 1 | 2 | 3 | 4 | 5 |
| Playground | 1 | 2 | 3 | 4 | 5 |
| Elsewhere in school | 1 | 2 | 3 | 4 | 5 |
| On the way to school / to home | 1 | 2 | 3 | 4 | 5 |
| Outside school | 1 | 2 | 3 | 4 | |

e **How likely** do you think **the aggressor** is to be each of the following?
Please circle **one** number for **each** category.

| | Not likely | Slightly likely | Quite likely | Likely | Very likely |
|--|------------|-----------------|--------------|--------|-------------|
| Classmate (s) | 1 | 2 | 3 | 4 | 5 |
| Person / people in a different class but in the same year group | 1 | 2 | 3 | 4 | 5 |
| Person / people in a higher year | 1 | 2 | 3 | 4 | 5 |

f **How likely** do you think the **relationship** between aggressor(s) and the victim is **to be each of the following?** Please circle **one** number for **each** category.

| | Not likely | Slightly likely | Quite likely | Likely | Very likely |
|---|------------|-----------------|--------------|--------|-------------|
| Friends | 1 | 2 | 3 | 4 | 5 |
| They know each other but not in a friendly way | 1 | 2 | 3 | 4 | 5 |
| They don't know each other very well / at all | 1 | 2 | 3 | 4 | 5 |

g **Who** would other pupils **blame for this situation?**
Please circle **one** number for **each** category.

| | Not likely | Slightly likely | Quite likely | Likely | Very likely |
|---|------------|-----------------|--------------|--------|-------------|
| The aggressor(s) | 1 | 2 | 3 | 4 | 5 |
| The victim | 1 | 2 | 3 | 4 | 5 |
| Both aggressor(s) and the victim | 1 | 2 | 3 | 4 | 5 |

h **How serious** do you think this situation is likely to be? Please circle **one** number.

| Not serious at all | Slightly serious | Quite serious | Serious | Very serious. |
|--------------------|------------------|---------------|---------|---------------|
| 1 | 2 | 3 | 4 | 5 |

The next two questions are about your own experiences. Remember that if you don't want to answer these questions, you don't have to answer it.

Q31. Have you ever been in any of these 6 situations that you imagined as an aggressor during the last 12 months? Please circle one number.

| | | | | |
|-------|---------------|------------------------|-------------|----------------------|
| Never | Once or twice | Once or twice a months | Once a week | Several times a week |
| 1 | 2 | 3 | 4 | 5 |

Q32. Have you ever been in any of these 6 situations that you imagined as a victim during the last 12 months? Please circle one number.

| | | | | |
|-------|---------------|------------------------|-------------|----------------------|
| Never | Once or twice | Once or twice a months | Once a week | Several times a week |
| 1 | 2 | 3 | 4 | 5 |

Thank you very much for filling in this questionnaire.

If you have any problems about relationships in school and would like to talk to someone about it, ChildLine runs a confidential telephone line on Freephone 0800 1111 (no money needed), or you can write to ChildLine, Freepost 1111, London N1 0BR; or in school you can always talk to your teachers.

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APPENDIX 3: INTER-CODER AGREEMENT (1st Study)

Inter-coder reliability calculation formula

Proportion of agreement (P₀)

$$P_0 = \frac{\text{Number of Agreement}}{\text{Number of Agreement} + \text{Number of Disagreement}}$$

Proportion expected by chance (P_C)

$$P_C = (P_{1A} * P_{2A}) + (P_{1B} * P_{2B}) + (P_{1C} * P_{2C}) + (P_{1D} * P_{2D}) \dots\dots$$

$$P_{1A} = \frac{\text{Number of Category A used by 1st coder}}{\text{Number of Agreements} + \text{Number of Disagreements}}$$

$$P_{2A} = \frac{\text{Number of Category A used by 2nd coder}}{\text{Number of Agreements} + \text{Number of Disagreements}}$$

Cohen's Kappa (K)

$$K = \frac{P_0 - P_C}{1 - P_C}$$

Kappa of 0.40 – 0.60: Fair.

Kappa of 0.60 – 0.75: Good.

Kappa of above 0.75: Excellent.

Colin Robson (1993) *Real World Research*, Blackwell Publisher, Chap. 8 pp 222 – 223.

Proportion of agreement / disagreement and K scores

| | Agreement / Disagreement | | K scores | |
|------|--------------------------|--------|----------|-------|
| | England | Japan | England | Japan |
| Q1 | 24 / 4 | 19 / 4 | 0.816 | 0.802 |
| Q2 | 20 / 4 | 13 / 3 | 0.818 | 0.796 |
| Q3 | 10 / 3 | 10 / 0 | 0.732 | 1.000 |
| Q4 | 17 / 2 | 18 / 1 | 0.933 | 0.937 |
| Q5 | 14 / 3 | 21 / 1 | 0.798 | 0.944 |
| Q6 | 18 / 3 | 16 / 0 | 0.805 | 1.000 |
| Q7a | 21 / 1 | 17 / 2 | 0.952 | 0.895 |
| Q7b | 14 / 2 | 12 / 3 | 0.853 | 0.783 |
| Q8a | 27 / 4 | 18 / 4 | 0.859 | 0.786 |
| Q8b | 17 / 3 | 9 / 2 | 0.832 | 0.747 |
| Q9a | 16 / 2 | 13 / 0 | 0.875 | 1.000 |
| Q9b | 11 / 3 | 13 / 1 | 0.677 | 0.901 |
| Q10a | 17 / 1 | 11 / 0 | 0.926 | 1.000 |
| Q10b | 11 / 1 | 11 / 2 | 0.883 | 0.793 |
| Q11a | 3 / 0 | 11 / 2 | 1.000 | 0.814 |
| Q11b | 3 / 0 | 11 / 2 | 1.000 | 0.811 |
| Q11c | 8 / 1 | N/A | 0.862 | N/A |
| Q12a | 9 / 0 | 6 / 2 | 1.000 | 0.686 |
| Q12b | 7 / 0 | 7 / 1 | 1.000 | 0.822 |
| Q12c | 5 / 0 | 5 / 1 | 1.000 | 0.785 |
| Q13 | 13 / 3 | 10 / 2 | 0.750 | 0.803 |
| Q14 | 13 / 4 | 11 / 3 | 0.746 | 0.766 |
| Q15a | 12 / 2 | 10 / 2 | 0.845 | 0.815 |
| Q15b | 5 / 0 | 2 / 0 | 1.000 | 1.000 |
| Q15c | 13 / 3 | 9 / 2 | 0.798 | 0.786 |
| Q16 | 12 / 2 | 11 / 2 | 0.823 | 0.810 |
| Q17 | 12 / 0 | 12 / 1 | 1.000 | 0.901 |
| Q18a | 11 / 0 | 10 / 2 | 1.000 | 0.612 |
| Q18b | 15 / 3 | 15 / 2 | 0.819 | 0.857 |
| Q19 | N/A | 4 / 0 | N/A | 1.000 |
| Q20 | 10 / 1 | 9 / 2 | 0.845 | 0.780 |
| Q21 | 12 / 1 | 13 / 4 | 0.912 | 0.746 |
| Q22 | 13 / 1 | 12 / 2 | 0.881 | 0.843 |
| Q23 | 12 / 3 | 9 / 2 | 0.782 | 0.800 |
| Q24 | 11 / 2 | 10 / 1 | 0.823 | 0.890 |

APPENDIX 4: SCHOOL DIFFERENCE WITHIN EACH COUNTRY (1st Study)

| Question | Category | England | Japan |
|----------|--|--|---|
| 1 | Hurting one's felling | S1: 41.2% S2: 5.9% S3: 5.0% $X^2_{(2)} = 10.8, p < .01$ | N/A |
| | Rumour spreading | N/A | S1: 9.1% S2: 33.3% S3: 0.0% $X^2_{(2)} = 11.09, p < .01$ |
| 2b | Because it does toughen people up | S1: 47.1% S2: 0.0% S3: 20.0% $X^2_{(2)} = 10.98, p < .005$ | N/A |
| 4 | Classmates | N/A | S1: 4.5% S2: 72.2% S3: 61.9% $X^2_{(2)} = 22.42, p < .001$ |
| | More boys than girls / Mainly by girls | S1: 0.0% S2: 5.9% S3: 45.0% $X^2_{(2)} = 14.96, p < .001$ | N/A |
| 5 | They are classmates | N/A | S1: 27.3% S2: 72.2% S3: 61.9% $X^2_{(2)} = 9.17, p < .01$ |
| | They belong to the same year group but not necessarily the same class | N/A | S1: 4.5% S2: 27.8% S3: 81.0% $X^2_{(2)} = 27.78, p < .001$ |
| | They don't like each other | S1: 11.8% S2: 58.8% S3: 25.0% $X^2_{(2)} = 9.17, p < .01$ | N/A |
| 13 | Because they have or they believe they have no one they can confide with | S1: 70.6% S2: 11.8% S3: 15.0% $X^2_{(2)} = 17.64, p < .001$ | S1: 4.5% S2: 0.0% S3: 33.3% $X^2_{(2)} = 11.67, p < .005$ |
| 16 | Take direct action against bullies | S1: 29.4% S2: 58.8% S3: 80.0% $X^2_{(2)} = 9.64, p < .01$ | N/A |

| | | | |
|-----|---|-------------------------------------|------------------------------------|
| | Talk to the victim | S1: 47.1% S2: 11.8% S3: 5.0% | N/A |
| | | $X^2_{(2)} = 11.15, p < .005$ | |
| 18 | Negative feeling towards people who ignore someone else being bullied | S1: 23.5% S2: 76.5% S3: 45.0% | N/A |
| | | $X^2_{(2)} = 9.97, p < .01$ | |
| 20b | Peer-support system | S1: 82.4% S2: 0.0% S3: 20.0% | N/A |
| | | $X^2_{(2)} = 28.48, p < .001$ | |
| 24 | Bullying / <i>ijime</i> can be stopped | N/A | S1: 36.4% S2: 0.0% S3: 42.9% |
| | | | $X^2_{(2)} = 10.09, p < .01$ |

APPENDIX 5: Individual responses within each category (1st study)

Q1. What kind of behaviour do you consider as bullying / *ijime*?

| Category | Inclusion |
|-----------------------------|--|
| Physical | Punching / Kicking / Hitting / Pushing / Physically hurting / Beating up / Attacking / Being physically violent / Fighting / Hurting / Tormenting. (Incl. one vs. one / a group vs. one) |
| Verbal | Teasing / Say nasty thing / Intimidation / Joking around / Using abusive language / Picking on / Name-calling / Threatening / Hurting verbally / Making fun of someone / Frightening / Verbal abuse / Cursing / Accusation / Criticising / Insulting. (Incl. one vs. one / a group vs. one) |
| Ignoring / Social Exclusion | Treat someone as if s/he does not exist / Avoiding (Incl. one vs. one / a group vs. one) |
| Deliberate nastiness | Put a pin on one's chair / Hide or break one's belongings / Do things to annoy the person / Write stuff on the person's desk / Hide one's shoes / Put rubbish in the person's desk. / Do something you don't like / Robbing / Taking money / Taking belongings / Taking stuff / being bad, horrible, mean, or rude to the person / Blackmailing / Maltreat the person / Abuse / Abusive act. |
| Hurting one's feeling | Making the person feel bad or unhappy about themselves / Making your school life horrible / Annoying the person / Hurting someone psychologically / Making the person feel unhappy / uncomfortable / upset. |
| Pushing around | Making the person do something / Over-powering / Telling the person what to do / Force the person do something / Making control over the person / Bossing around the person |
| Rumour Spreading | Talking behind one's back / Gossiping |
| Racism | Discrimination |
| Other | Showing off / Something unfair / Look down on the person |

Q2b. Why do you think bullying / *ijime* is a bad thing or neither good nor bad?

| Category | Inclusion |
|--|---|
| Bad things | |
| Because it causes an negative effect on the victim | It hurts the person / It hurts the person physically or mentally / Because it makes the person feel bad, unhappy, sad, upset, or depressed / It makes people feel unhappy about their school life / Because it makes a person suffer / Because it makes the person stop coming to school / Cannot come to school / Doesn't want to come to school/ Scared of coming to school / Because it makes the person have lowered self-esteem / It makes the person's confidence go away / It makes the person feel small and nothing / It makes the person feel bad about themselves/ It affect the person's confidence / Because it makes the person commit suicide / Because it kills the person / Because sometimes people died because of bullying / Because it makes the person scared rest of his or her life / It affect the person throughout his or her life / Because it mocks up someone's life / Because the victim has to live with that sort of trauma for the rest of his or her life / Because if you bully someone, the victim will bully you back / Because the victim can get so hurt that s/he loses his or her faith or trust to other people. |
| Because it is morally wrong | Because it is not fair / Because it is unfair to bully someone smaller or weaker / Because it is always done for no or unfair reasons / Because the victim is usually innocent / Because it's unfair to be victimised without any justifiable reason / Because it's unfair to form a group and to attack a vulnerable individual / Because it's not right to do things that annoy someone / Because it is an act that lacks consideration of other's feeling / Because no one should be a victim of anyone / Because you are not supposed to do things that you would not like anyone to do to you / Because everyone should be equal / Because you don't need to bully someone / Because there's no necessity to bully someone / Because I think it is a wrong thing to do (without any particular reasons). |
| Because it does not toughen people up | Because it's not a good method of toughening people up / It's not right way to make people stronger / You shouldn't have to be toughened up because someone bully you / Because there |

| | |
|--|---|
| | are other ways to toughen people up than bullying / Because although some people are toughened up, it cannot apply to everyone / Not everyone take it in the same way |
| Because the victim does not like it | Because no one likes being bullied / If it happens to you, you wouldn't like it / Because it is not nice / Because it is mean or horrible / Because I know how horrible it is from my own experiences / Because I got bullied once, and I didn't like it / Because I feel sorry for the victim. |
| Other | Because no one get anything out of it / Because there's nothing positive about being bullied / Because it's usually one person who engages in the bullying and Other are in it only to avoid becoming a victim themselves / Because even trifles may escalate into more serious crimes. |
| Good / Positive side of it | |
| Because it does toughen people up. | Because enduring all hardships of bullying can toughen one's mentality as well as physical strengthen up / Because it would give the person confidence if s/he could deal with it or cope with it / Because it makes positive effect on the victim who is able to deal with it |
| Because negative experience can help one mature into being more considerate. | Because by being bullied, the person knows how hard it is and won't do to Other the same thing / It makes people think differently towards other people |
| Neither good nor bad | |
| General responses | Because there usually is a good reason for the victim to be bullied. / Because victims deserve it / Because sometimes it can lead to a development of a new friendships / Because it depends on whether or not the person can defend him-/her-self |

Q3b. Why do you think bullying / *ijime* can / cannot be justifiable?

| Category | Inclusion |
|--|--|
| Yes | |
| When the victim is to be blamed | Revenge / Retaliation / When the person bully someone first, it's ok to bully him/her back / When there is a good reason for it / When the person does something wrong in the first place. |
| Other | When the person bully someone who is about the same size and has about the same power / When you stand up for somebody else / When they are only joking around / When they are playing around / When it is done by an individual towards another individual / When it is one against one / When the teacher did nothing about it even though s/he was aware of it / I cannot think of any situation right now but I do think there is a situation that bullying can be justifiable |
| No | |
| Because it should not be allowed, accepted, justified, or done under any circumstances | Because it should not be allowed, accepted, justified, or done in any situation / Because it should not be allowed, accepted, justified, or done for any reasons |
| Because in any case, it hurts a person. | |
| Because it is always unfair / mean | Because it is not fair that a group of people bully one person |
| Others | |
| Although it is basically a wrong thing to do but personally, both the bully and the victim are to be blamed. | |

Q4. Who do you think bullying / ijime is generally done by?

| Category | Inclusion |
|---|--|
| Classmates. | |
| People from the same year group. | |
| Older people / People in a higher year group. | |
| Big and strong people | People who are bigger than victim / People who are stronger than victim |
| More boys than girls / Mainly by boys | More common among boys |
| More girls than boys / Mainly by girls | More common among girls |
| No sex differences | By both boys and girls |
| Group of people / Gangs | |
| People who have some kind of problems on their personality, behaviour or background | People who have been bullied before / People who suffer at home / People who has problems at home / People who come from abusive family / People who are insecure about themselves / People who are something wrong with themselves / People who has got problem themselves / People who are jealous of Other / People who enjoy hurting other people / People who get fun by beating up other people / People who want to show themselves off / People who want to act bad / People who are violent / People who are aggressive / People who have bad personality / People who are annoying / People who are nasty / People who are selfish / People who are self-centred / People who are not popular among peers / People who have no or very few friends / Delinquents / People who do other bad things too (i.e. smoking, not coming to school and hang around street etc...) / People who are cowards. |
| Can be done by anybody | Anyone can become bullies / There aren't any particular figures |
| Other | Pretentious people / People who think they are better than anyone else / People who think they are the top of the class / People who think they can rule or control other people / Friends / Ex-friends / People in the same peer or social group / People who were friends to each other before / People who are popular among peers / People who have many friends / Someone who is a leader of a class / Someone who hates the victim because the victim has done something wrong to him/her before / People who have older brother or sister / People who have never been bullied themselves / People who are attention seekers / Physical bullying is more by boys and mental bullying is more by girls. |

Q5. What do you think is the relationships between aggressor(s) and the victim?

| Category | Inclusion |
|---|---|
| They are classmates | They belongs to the same class |
| They belong to the same year group but not necessarily the same class | |
| They are / were friends to each other | They belong to the same peer or social group / They know each other very well / They know each other for long time / They were friends to each other before / Ex-friends |
| They don't know each other very well | They hardly interact with one another / They are not friends to each other / There is not much relationship between them / They may know each other but not in a friendly way / They may know each other but not friends to each other |
| They don't like each other | They hate each other / They don't get along with each other at all / They have very bad, negative, horrible, or awful relationship / Victims are scared of bullies / Victims are annoyed by or angry with bullies / A lot of tension between them |
| Unfair relationship | Superior-inferior relationship / Unfair relationship / Power relationship / Master-servant relationship / Bullies feel good while the victim feels horrible / Older people bully younger people |

| | |
|---------------------------------|---|
| Can be any kind of relationship | There are various situations and you cannot really tell / Depends on the situation |
| Other | On the surface, they pretend to be friends to each other but in reality, they are not / The bullies see the victim as friends but the victim does not think in the same way / Bullies don't know much about the victim but the victim knows everything about bullies / Bullies are jealous of the victim. |

Q6 Where do you think bullying / *ijime* most often takes place?

| Category | Inclusion |
|---|--|
| Classroom | |
| Playground | |
| Place where other people are not around | Place where teachers are not around / Place where teachers cannot pay attention fully / Place where not many people around / Isolated areas. |
| Toilets | |
| Outside school | On the way to home or to school / Bus stop / On the bus / After school / Around their house |
| Could happen anywhere in school | There is no particular place |
| Other | Lunch Halls / Lunch time / Alleyways / After-school club activities / Gym / Place where it is likely to be noticed / Place where other people are around / Corridors / Behind the gym / Dark places / Warehouse. |

Q7a. Can you think of any typical characteristics of bullies?

| Category | Inclusion |
|--|---|
| Having some sort of problem about themselves | Delinquents / Problematic pupils / Trouble makers / People who do other bad things too (i.e. smoking, drinking, shop lifting etc...) / Unhappy or insecure about themselves / Low self-esteem / Not confident about themselves / Upset about themselves / Not happy about who they are / Suffer at home / Come from problematic or abusive family / Have problems at home / Jealous of other people / Have very few or no friends / Unpopular among peers / Lonely / Have been bullied themselves before / Don't know how to control their anger / Cannot say 'No' to peers. |
| Popular among peers | Leader of the class / Have many friends |
| Looks strong | Tall / Big / Taller or bigger than victim / Strong / Macho / Tough / Threatening, frightening, or mean looking / Look strong / Look scary / Older than victim |
| Pretentious | Too much self-confidence / Full of themselves / Think that they are better than everyone else / Think they are the top, great or powerful / Think that they can do anything they want / Think that they can control or rule other people / Act as if they are the best in the world / Assertive / Bold / Bossy / Want to control other people. |
| Problematic personality characteristics | Mean / Horrible / Evil / Nasty / Bad / Violent / Aggressive / Rough / Abusive / Selfish / Egocentric / Self-centred / Always get their own way / Don't care about other people / On the surface, they are good students but they bully Other behind the scene / Active / Noisy / Attention-seeker / Rude / Having bad attitudes / Don't think bullying is a bad thing / Think that bullying is really cool / Racist / Want to get released from stress by bullying someone / Impulsive / Enjoy hurting other people / Lacks empathy / Lacks sympathy / Cunning / Smart / Intelligent / Sly / Spoiled / Not friendly / Not mature. |
| Group of people / Gangs | Always hang around with each other / Dependent / Hang around with older pupils. |
| Want to show themselves off | Want to be seen as tough, strong and aggressive / Want to have Other' attention |
| Other | Act as strong but weak inside / Act as strong but actually not tough at all / Not very clever or smart / Good at using or controlling other people / Can persuade people to do things they want / People who have power over other people to do things they want / Richer than victim / Don't mean to harm someone but what they are doing is bullying / Having older brother or sister / People who hate the victim / Only child in the family / Nice people if you are a friend of them / Wear popular clothes / Anyone can be a bully / There's no particular characteristics / I cannot think of anything / I don't know. |

Q7b. Why do you think some pupils act in that way?

| Category | Inclusion |
|--|--|
| Because they don't like the victim | Because the victim gets on the bullies nerves |
| Because they have some kind of problems about themselves | To make themselves feel better because they are unhappy or insecure about themselves / Because they want to get rid of all the stresses / Because they gets angry due to their own problems / Because they want to feel refreshed / Because they have been bullied before / Because they want to get their own back on someone else / Because they suffer at home / Because they have problems at home / Because they are jealous of Other or of the victim / Because they learn such behaviour from their family, peers, or other bullies / Because they are bullied at home or by peers and learn the way they should behave / Because it's the only way to get released from their stressful life / Because they don't have good friends who would understand them / Because they don't have a good friends whom they can confide with / Because they want someone else to blame. |
| To impress Other that they are strong and tough | To show themselves off to peers / To look cool / Because they want to be seen as strong or tough / Because they think that bullying Other looks good or cool / Because they want to be superior to Other / To make themselves feel more important or significant among peers / To make themselves become more popular among peers / |
| For fun / To kill time | Because they enjoy seeing other people hurting / To amuse themselves / Because they want to make someone else's life horrible / No particular reasons / Because they cannot think of anything to do / Because they get bored. |
| Because they have bad attitudes | Because they don't consider bullying to be wrong / Because they think they are better than everyone else / Because they think they are better than the victim / Because they want money / Because they are selfish / Because they are self-centred. |
| Other | To avoid being bullied themselves / So as to avoid becoming the victim themselves / Revenge / Retaliation / I don't know / I'm not sure. |

Q8a. Can you think of any typical characteristics of victims?

| Category | Inclusion |
|----------------------------------|--|
| Inactive / Unassertive | Quiet / Inactive / Passive / Always in the background / Not cheerful / Chicken-hearted / Not assertive / Cannot speak up for themselves / Cannot stand up for themselves / Cannot fight back / Hesitant / Scared / Afraid / Look scared, afraid or weak / Look vulnerable / Low self-esteem / Not confident about themselves / Always feel sorry for themselves / Self-pitying / Sensitive / Vulnerable / Easy to be intimidated / Can be easily hurt / Do not have strong will power. |
| Less physical power than bullies | Small / Short / Little / Smaller or shorter than bullies / Physically not strong / Physically not tough / Not as strong as bullies / Weaker than bullies / Younger than bullies. |
| Have very few or no friends | Not popular among peers / Hang around on their own / Lacks social skills / They cannot get along with the social group / They cannot mix with other classmates. |
| Somehow different from others | Different from Other such as physical appearance, hobbies, Interests, values, or thoughts / Different race, religion, culture, or family background / Clever / Smart / Intelligent / Doing good at school / Fat / Too big / Filthy / Dirty / Untidy appearance / Have aspects to be envied by Other / Cannot speak or understand English very well / Have something other people do not have / Somehow stand out from Other / Not as good at something as Other / Extremely good at something (Study / Sports etc...) / Poor / Not as rich as bullies / Rich / Wealthy / Wear glasses / Have some kind of disability / Disabled / Too serious / New to the school / Mentally strong. |
| Annoy others | Noisy / Loud / Too easy-going / Always thrusts or pokes his/her nose into everything / Otrusive / Too active / People who often annoy Other / People who act provocative towards Other / Selfish / Self-centred / Only think about themselves. |
| Other | People who have bullied Other before / Anyone can be a victim / There's no particular characteristics. |

Q8b. Why do you think some people get bullied while others not?

| Category | Inclusion |
|--|---|
| Because they don't or cannot do anything about it but just keep quiet about it | Do not stand up for themselves, fight back, say things back, or tell anyone about it and ask for help etc... / Because they are shy or quiet / Because they are irritating as they cannot make their points clear / Because they are not assertive / Because they are less confident about themselves / Because they don't have much self-confidence / Because they are scared of bullies. |
| Because they are somehow different from others | i.e. Race / Religion / Culture / Physical appearance / The way they speak / The way they dress / Hobbies / Interests / Thoughts etc.../ Because they have something that bullies or other people don't have and jealous of / Because they are talented and others feel jealous / Because they are somehow stand out from others such as smarter, richer, poorer, less intelligent, not as good as something, extremely good at something etc... / Because they cannot speak or understand English very well / Because they are new to the school / Because they are too serious and so difficult to hang around with. |
| Because they have very few or no friends | Because they hang around on their own / Because they are not popular among peers / Because they don't have social skills. |
| Because they are smaller, weaker, or / and younger than bullies | Because they are seen as weak, vulnerable, or easy target by bullies |
| Because they annoy or bother others | Because they are not nice (i.e. The way they speak or treat other people) / Because they get on the bully's nerves. |
| Other | Because everyone joins in the bullying to avoid becoming the victim themselves / Because they don't have any relatives at school to protect them (i.e. older brother or sister) / Because it's human nature to like or dislike someone / Because they never try to improve or change but only feel sorry for themselves / There's no particular reasons / I don't know. |

Q9b. What do you think a victim of such bullying / *ijime* should do? (Physical aggression)

| Category | Inclusion |
|------------------------------------|---|
| Seek help | Tell teachers about it and ask for help / Tell head teacher / Tell form tutor / Make a complaints about it / Tell parents about it and ask for help / Tell friends about it and ask for help / Tell adults about it and ask for help / Shout for help / Seek help / Try to get people for help / Talk to Counsellors. |
| Take direct action against bullies | Fight back / Stand up for themselves / Protect themselves against bullies / Argue back / Tell the bullies to stop it / Talk to the bullies and ask why they do it / |
| Avoidance | Run away, walk away, get away, or move away from the bullies / Stay away from the bullies / Avoid bullies / Ignore what bullies tell them to do / Ignore them / Change school / Move to other school. |
| Other | Make new friends / Find company / Make an effort to get on with the bullies as well as Other / Put up with it / There's nothing they can do about it / Become physically and mentally strong / Avoid being on your own / Try to stay where other people are around / Do something to stop it / Learn self-defence / I don't know. |

Q9c. What do you think a victim of such bullying / *ijime* should not do? (Physical aggression)

| Category | Inclusion |
|---|--|
| Take direct action against bullies | Fight back / Stand up for themselves / Hit back / Argue back / Retaliate / Do the same thing to the bullies / Provoke the bullies / Do anything that makes the bullies more angry / Act as if you are strong or as if you aren't bothered / Pretend as if s/he is going to fight back / Act as if you are tough / Bring friends or older brother / sister to fight back against bullies. |
| Keep quiet about it and / or put up with it | Do nothing about it / Leave it as it is / Keep it to themselves / Let them push you around / Do what bullies tell them to do / Give the bullies anything (i.e. money or valuables). |
| Seek help | Tell teachers about it and ask for help / Tell friends about it and ask for help. |
| Other | Look too scared or weak / Run away from it / Become one of the bullies themselves / Stop coming to school / Cry / Get intimidated / I don't know. |

Q10b. What do you think a victim of such bullying / *ijime* should do? (Verbal aggression)

| Category | Inclusion |
|------------------------------------|---|
| Seek help | Tell teachers about it and ask for help / Tell head teacher / Tell form tutor / Make a complaints about it / Tell parents about it and ask for help / Tell friends about it and ask for help / Tell someone about it and ask for help / Tell someone they can trust / Tell adults about it and ask for help. |
| Take direct action against bullies | Tell the bullies to stop it / Make it clear to the bullies that you want it stopped / Stand up for themselves / Try to brush off / Say things back to the bullies / Do the same thing to the bullies / Make fun of it / Laugh about it / Talking things over with the bullies. |
| Ignoring | Ignore it / Keep quiet about it / Walk away / Leave it / Try to act as if it doesn't affect or bother them at all. |
| Other | Reflect on themselves whether they were to blame / Try to change themselves to be accepted by Other / Try to get on with the bullies / Stay away from the bullies / Avoid bullies / Make new friends / Accept what the bullies are saying without taking it seriously / Reflect on what could be done to stop bullying / Put up with it / There's nothing they can do about it. |

Q10c. What do you think a victim of such bullying / *ijime* should not do? (Verbal aggression)

| Category | Inclusion |
|---|--|
| Take direct actions against bullies. | Say things back / Curse them back / Call the names back / Do the same things to the bullies / Fight back / Start fighting with the bullies / Use violence / Retaliate / Do anything back to them / Spread rumour about bullies / Get someone to fight back or to retaliate / Provoke bullies / Try to show any kind of power to the bullies. |
| Keep quiet about it and / or put up with it | Just leave it / Put up with it / Ignore it / Hide your feeling with a fake smile / Pretend as if it does not bother them / Do what bullies tell them to do. |
| Seek help | Tell teachers about it and ask for help / Tell friends about it and ask for help / Tell parents about it and ask for help / Tell someone about it and ask for help. |
| Show negative emotions | Show that they are upset or hurt / Upset about it / Show their negative feeling to Other / Be too scared / Take it too seriously / Be too touchy / Cry. |
| Other | Run away / Do things that might lead Other to misunderstand them / Feel less confident about themselves / Stay around bullies / Hang around with the bullies / I cannot think of anything / I don't know. |

Q10d. Why do you think this is not bullying / *ijime*? (Verbal aggression)

| Category | Inclusion |
|---------------------------------------|---|
| Because it often occurs among friends | Because it is often done as a joke |
| Other | Because you get used to it / Because if you tell them to stop it, it should be stopped. |

Q11b. What do you think a victim of such bullying / *ijime* should do? (Ignoring / exclusion)

| Category | Inclusion |
|--|---|
| Seek help | Tell teachers about it and ask for help / Tell head teacher / Tell form tutor / Tell parents about it and ask for help / Tell friends about it and ask for help / Tell someone about it and ask for help. |
| Take direct action against bullies | Try to talk to the bullies so as to be able to make it up with him/her / Try to improve the relationship with the bullies / Try to fit back into the group / Try to stay in the group / Ask bullies why they do it / Tell bullies to stop it / Stand up for themselves. |
| Reflect on yourself for faults and try to improve yourself | |
| Put up with it until bullies stops it | |
| Try to make new friends | Leave from the group / Find new people to hang around with |
| Other | Apologise to the bullies / Pretend as if you don't mind it / Act as if you are not bothered about it / Stop coming to school. |

Q11c. What do you think a victim of such bullying / *ijime* should not do? (Ignoring / exclusion)

| Category | Inclusion |
|---|---|
| Take direct action against bullies | Fight back / Argue back / Shout at them / Retaliate / Say or do something back to them / Start fighting with them / React violently to the bullies / Provoke the bullies / Make the bullies more angry. |
| Keep quiet about it and / or put up with it | Let it just go and do nothing about it / Keep quiet about it |
| Seek help | Tell teachers about it and ask for help / Tell head teacher / Tell form tutor / Tell parents about it and ask for help. |
| Try to fit back into the group | Try to carry on being friends with them / Bother them too much by staying with them / Keep following them / Keep hanging around with them / Try to be in the group / Try to talk to the bullies |
| Show negative emotions | Show that you are upset about it / Let them know that you are hurting or depressed about it / Think negatively / Make themselves feel upset. |
| Other | Become bullies yourself / Start bullying someone weaker to release your frustration / Make new friends in a different class or different year group / I cannot think of anything / Nothing particular / I don't know. |

Q11d. Why do you think this is not bullying / *ijime*? (Ignoring / exclusion)

| Category | Inclusion |
|--|--|
| Because it's up to people whom they are playing with or hanging around with | Because no one can force people to become friend with a particular person / It's individual choice to whom they are hanging around with / Because they just don't like the person |
| Because there usually is a fault in the victim and they should try to improve themselves | Because the victim must have done something nasty to the people in the first place / If s/he is really annoying and other people don't want to hang around with them, that's ok / Because there must be a reason for it. |
| Other | Because although one group of people exclude the person from their group of friends, there are always other people to play with or hang around with / Because it's not as serious as bullying / Because it's just being unfair / Because anyone has a day when s/he doesn't feel sociable. |

Q12b. What do you think a victim of such bullying / *ijime* should do? (Rumour spreading)

| Category | Inclusion |
|---|--|
| Seek help | Tell teachers about it and ask for help / Tell head teacher / Tell form tutor / Tell head of year / Show the note to the teacher and ask for help / Make complaints about it / Tell parents about it and ask for help / Tell friends about it and ask for help / Tell someone about it and ask for help. |
| Take direct action against bullies | Tell the bullies to stop it / Ask bullies why they do it / Retaliate by spreading the rumour about the bullies. |
| Keep quiet about it and / or put up with it | Leave it as it is / Not take it too seriously / Just put up with it until everyone forget about it |
| Make it clear that the rumour is not truth | Tell everyone that rumour is not true / Deny it |
| Other | Spread the new rumour that denies the original one / Spread the memo in which you deny the original rumour / Find out who's doing it / Try not to do anything that may provoke the bullies / Make new friends / Be strong enough to tell someone about it / Cannot be helped / There's nothing they can do about it. |

Q12c. What do you think a victim of such bullying / *ijime* should not do? (Rumour spreading)

| Category | Inclusion |
|---|--|
| Take direct action against bullies | Retaliate / Send note back / Spread rumour back / Fight back / Start fighting with the bullies / Take a violent course to retaliate / Provoke the bullies. |
| Keep quiet about it and / or put up with it | Put up with it / Leave it as it is / Keep quiet about it |
| Show negative emotions | Overreact to it by getting angry with the bullies / Take it too seriously / Be too touchy / Upset too much / Depressed / Take it too bad / Be too scared. |
| Other | Try to find out who's doing it / Do the same thing to someone else to make themselves feel better / Start gossiping about other people / Tell someone about it unless the person is sure who's doing it / Be on at the bullies too much if you are also to be blamed / Tell teachers about it and ask for help / I cannot think of anything / Nothing particular / I don't know. |

Q12d. Why do you think this is not bullying / *ijime*? (Rumour spreading)

| Category | Inclusion |
|--|--|
| Because that's an everyday thing and everyone experiences it | Because everyone does this sort of things one day or another / Because it's just usual thing / Because everyone gossip about everyone |
| Because this is not so serious to be taken as an act of bullying | Because it's just being childish / Because it's more like being bitchy or silly / Because it's usually a joke |
| Other | Because it's not necessarily done to hurt you / Because people sooner or later forget about the rumour anyway / Because they just jealous of what you have / Because the person who is talked about is usually in the dark about the rumour / Because if the victim doesn't know about it, it cannot be 'bullying' / Because most of the people don't take the rumour seriously anyway / Because it's only a rumour and if you yourself know that's not the truth, you couldn't care less. |

Q13. Why do you think a victim of bullying / *ijime* often think they cannot do anything about it?

| Category | Inclusion |
|---|---|
| Because they are afraid of the bullying getting worse | Because they are afraid of bullies / Because they think if they do something or tell someone about it, bullying just gets even worse / Because they are intimidated, threatened, or frightened to tell anyone about it / Because they are threatened by bullies like “if you tell someone about it, I’ll beat you up” / Because bullies try to make victims believe that they cannot do anything about it / Because they are afraid of being known as “baby”, “wimp”, or “grass” / Because if they tell anyone about it, they get accused of being ‘grass’. |
| Because they are not strong enough | Because they are psychologically weak / Because they are rather chicken-hearted / Because they do not have enough courage / Because they lack assertiveness / Because they get anxious / Because they are not confident about themselves / Because they believe they have no power / Because they have very little or no self-confidence / Because they lost confidence. |
| Because they have or they believe they have no one they can confide with. | Because they have no one to rely on / Because they have very few or no friends to help them / Because they are afraid of not having any or enough support from Other / Because they might think no one would take it seriously / Because they think no one would care about them / Because they believe there’s no one they can talk about it / Because they believe they are alone / Because they believe they have nobody on their side / Because although they try to get some help from Other, they couldn’t get enough help or the situation is not changed and they give up trying / Because although victim speak to teachers, they don’t do anything about it / Because even though they talk to the teacher or parents, they don’t take it seriously / Because even though they talk to the teacher or parents, they don’t listen to them seriously / Because the teacher is unhelpful / Because nothing is going to change by telling the teachers about it |
| Because there is nothing actually you can do about it. | Because they think whatever they do, the bullying cannot be stopped anyway / Because they are trapped with such perception / Because people around them make them believe that there is nothing they can do about it. |
| Other | Because they are too ashamed to tell anyone about it / Because they blame themselves for being bullied / Because the bullies never listen to them / I don’t know. |

Q14b. Why do you think telling others is good / right thing, good thing as well as bad thing or bad thing for the victim of bullying / *ijime*?

| Category | Inclusion |
|---|--|
| This is good / right thing to do because: | |
| It should help them sorting out the problem | It can lead to ending the problem / It can help stop bullying / There is always someone to help you / Most people would help you / People are there for you / It can help reduce the stress / If even one person can understand your situation, you’ll feel more secure / If you tell someone about it, you feel better about yourself / Because by doing so, the teacher will pay more attention / No teacher or parents let the child being bullied / So that bullies will be warned or punished properly / It makes the person more confident when the bullying is stopped or sorted. |
| Unless they do something about it, it never stops | Unless they speak to someone about it, no one can help them / This is the only way to get help / It is much better than keeping it to yourself / Unless you tell someone about it, no one notice it / Unless you tell someone about it, no one knows what’s happening / This is the only way to get sorted out / Because it is better than doing nothing about it at all / This is the best way to cope with the problem |
| It is difficult to deal with it on their own | They cannot keep it to themselves and feel unhappy all the time / They need some help to deal with the problem. |
| It takes a lot of courage to do so | The person is confident enough to solve the problem / They are very brave / It is very brave thing to do / They are very strong. |
| Other | No one should be bullied / They should have the right to stop it / There’s nothing wrong with telling someone about it. |

| | |
|--|---|
| This is good thing as well as bad thing to do because: | |
| General Responses | If the bullies find out that you told someone about it, bullying can get even worse / Unless you tell someone you can trust, bullies knows about it and bullying get even worse / Unless you are careful about to whom you tell about it, the bullying can get worse when the bullies find out that you told someone / Unless you do something about it yourself, you don't learn anything from it / It is not certain that doing so can lead to the end of the problem / It is good if there was nothing wrong from your point, but if there was any aspect for which you are to be blamed, you should try to change yourself first / It is not an ideal solution that teachers or parents get involved and tell the bullies off but it should be solved by discussion between bullies and the victim. |
| This is not good thing to do because: | |
| General Responses | The bullying gets worse when the bullies find out about it / People will see you as a 'grass' / You shouldn't rely too much on others / It's your matter and you should think about it yourself. / You should solve the problem yourself. |
| They should only tell their parents / friends about it because: | |
| General responses | They are the only people you can really trust / If you tell teacher or parents, bullying get worse / If you tell teachers or parents, things get too serious / Teachers or parents tend to overreact / Friends will understand your situation much better than teachers or parents / Friends would stand up for them. |
| Other | |
| Other | If it's not too bad, you had better not take it too seriously / Depends on the situation whom to tell / They are very clever |

Q15b. Why do you think you would / would not tell anyone about it if you got bullied?

| Category | Inclusion |
|---|--|
| Yes | |
| Because I want to stop it | Because I wouldn't like it / I don't want to let bullies control myself / I don't think I can stand being bullied / Because I don't want to be bullied / Because I don't want to let it go on / Because doing so can help solve the problem / Because it leads to early solution / Because I think it helps me dealing with the problem / Because it helps me to sort out the problem / Because if I tell someone about it, the person can support me or can keep close eye on me / Because I want some advice what to do about it / Because I am confident enough to try to solve the problem / Because I think this is the only way to deal with the problem / Because if I don't do anything about it, it will just go on and on / Because I think suffering silence is the worst thing / Because it affects my work / my life. |
| Because I feel stronger if there's someone for me. | Because it's too hard to be left on my own / Because if someone knows about it, it makes me feel more secure / Because if you have someone who understand how you feel, it really cheer you up / Because I need someone whom I can confide with / Because it's difficult to solve the problem on my own / Because I cannot do much about it on my own / I don't think I can stop it on my own. |
| Other | Because the bullying could escalate to being more serious / Because I believe that's the right thing to do / Because I trust my parents to help / Because I wouldn't want to think I couldn't do anything about it / Because I used to be bullied and I went to tell teachers, and it stops now / Because there's no point in fighting back if you are weaker than them. |
| No | |
| Because I can deal with it on my own | Because I think I'll be able to stand up for myself / Because I am confident enough to deal with it on my own / Because I want to solve the problem myself / Because I want to do something about it on my own. / Because I think I will have to solve it by myself / Because I don't want to trouble Other. |
| Because I'm afraid of the bullies finding out about it and the bullying getting even worse. | Because I'm afraid of bullies' retaliation / Because if I tell someone about it, bullying might get even worse |
| Other | Because I can put up with it if there are good friends around me / Because I feel embarrassed / I feel ashamed of myself / Because I wouldn't want anybody to know that I'm bullied / Because I will try not to worry about it / Because I will just ignore them / Because I don't want anybody to think I'm worried / Because |

| | |
|--------------|---|
| | talking to someone would not solve the problem / Because I believe the only solution is come from directly talking to the bullies / Because I usually deal with it immediately if small problems appear to develop into bullying. |
| Other | |
| Other | It depends on the situation / It depends on how severe it is / If I cannot deal with it on my own, I would tell someone about it |

Q15d. In what way would it make difference in terms of whether you tell others about it when you got bullied?

| Category | Inclusion |
|--|---|
| If it is physical bullying, I would go and ask for help | If it is more serious than verbal bullying, I would go and ask for help / If it is serious like physical, then I would go and ask for help. |
| If I couldn't solve it by myself, I would talk to someone about it | |
| Other | If it is going on everyday, I would go and ask for help / If I were socially excluded by the whole class, I would talk to someone about it / If the bullies tried to take money from me, I would talk to someone about it / If the bullying gets really serious, I might talk to someone about it, but I wouldn't ask for help / I think it does, but I don't know how. |

Q15f. Why would you go and ask for help to these particular people?

| Category | Inclusion |
|--|---|
| Because it's much easier to talk to them | Because it's much easier to talk to teachers about it / Because it's much easier to talk to the parents than teachers or friends / Because it's much easier to tell someone I don't know. |
| Because I can trust them most | Because I trust them most / Because I want to talk to someone who knows me for a long time / Because I trust them most. |
| Because adults could make the situation even worse | Because they would understand the situation a lot better than the teacher or parents / Because the teacher or parents wouldn't understand the situation well / Because if I tell teachers or parents, it often makes the situation even worse / Because it's between the children and not the business of the adults / Because there's no point in telling adults about it / Because things get too serious if I talk to adults / Because teachers or parents can do nothing but tell the bullies to stop it, but this is not the real solution to the problem / Because if I tell my parents, they would make it such a big thing / Because teachers often cannot do much about it / Teachers often take it either too seriously or too easily / Because teachers often make things even worse / Because if I tell teachers about it, the bullying can get worse when the bullies find out about it / Because if I tell my teachers or parents, bullying might get even worse / Because I don't think telling teachers or parents about it could improve the situation / Because if I tell teachers / parents, they tell the bullies off and make things even worse. |
| Because they help me dealing with the problem | Because friends stand up for me / Because friends defend me / Because friends stand up with me / Because if you have many friends and are with them, you are less likely to be bullied / Because friends can ask the bullies what part of me is to be blamed / Because they would help me dealing with the problem / Because they can make bullies stop doing it / Because they can deal with it for me / If you really want to stop it, it's better to tell adults like teachers / Because adults can deal with it better than peers / Because teachers are the only help at school / Because the bullying occurs in school, teachers are the ones who are most likely to be able to help me / Because they would help me dealing with the problem / Because they will try to stop it / Because adults like teachers or parents can deal with the problem better than peers / Because I went there to speak to them before and I know they are really helpful. |
| Because I feel embarrassed to talk to adults | Because I feel embarrassed to talk to teachers or parents about it / Because if I tell my parents, they come down to school and tell the teachers off and that's too embarrassing / If I tell my parents, they come down to school and tell teachers off and that's too embarrassing / Because it's embarrassing to ask teachers for help. |
| Other | Because I think it's teachers responsibility / Because they are the one who should |

| | |
|--|---|
| | deal with it / Because it happens in school, there's no point in telling parents about it / Because they know me very well / Because I think teachers should know about it / Because I think friends are likely to tell me to speak to teachers anyway / Because it's easier to take the matter to the teachers via parents / Because if you tell teachers on your own, teachers might think you are lying / Although you should finally tell teachers, you need back ups from your parents // Because if it involved money, I've got to talk to them / Because I almost always talk about my school life with my parents / Because I tell my mum everything / Because I think parents should know about it / If it happens outside school, I would tell my parents because it's not teachers business / Because I don't want anyone to get involved / Because if I told my parents, they would call the school / Because even if I tell my parents, they don't believe it. |
|--|---|

Q15h. In what way would it make different in terms of whom you would ask for help?

| Category | Inclusion |
|-------------------|--|
| General Responses | If it is verbal bullying, I would just talk to my friends, but if it is more serious like physical bullying, I would go and ask teachers for help / If the bullying is very serious, I'll talk to teachers about it, but if not, I'll talk to my friends / If it is verbal bullying, I would just talk to my friends, but if it is more serious like physical bullying, I would go and ask parents for help / If the bullies are 2 or 3 people, I'll talk to my friends, but if it's done by the whole class, I'll have talk to teachers or parents. |

Q16. What do you think pupils should do when they see someone else being victimised?

| Category | Inclusion |
|------------------------------------|--|
| Seek help | Ask teachers for help / Tell teachers about it / Ask teachers to stop it / Ask someone for help / Tell someone about it / Ask someone to stop it / You should tell parents about it. |
| Take direct action against bullies | Stop it / Intervene / Try to help the victim / Stand up for the victim / Take a side / Defend the victim / Try to protect the victim / Tell the bullies to stop it / Warn the bullies / Ask the bullies why they do it / Go with your friends to tell the bullies to stop it. |
| Talk to the victim | Talk to the victim to make sure if s/he is ok / Ask the victim if s/he needs any help / Encourage the victim to tell someone about it / Comfort the victim afterwards / Try to talk to the victim later and listen to him/her / Try to be friends with the victim / Tell the victim what was his/her fault / Tell the victim what was the reason behind it. |
| Other | Leave it as it is / Try not to get involved / If the victim is in the same year group, you should intervene to help the victim / If the bullies are male, you should tell him to stop it, but if the bullies are female, you should tell teachers about it secretly and ask teachers to stop it / You cannot really do anything / There's nothing they can do about it / I don't know. |

Q17. What do you think pupils should not do when they see someone else being victimised?

| Category | Inclusion |
|-------------------------------|---|
| Get involved in the situation | Fight back or argue back even to help the victim / Start fighting with the bullies / Beat the bullies up / Physically attack the bullies even to help the victim / Go and help the victim / Get angry with the bullies without finding out the situation well enough. |
| Join in the bullying | Spread rumour about it / Make fun of the victim about it / Tease the victim about it. |
| Do nothing about it | Ignore it / Walk away/ Leave it as it is / Act as if you didn't know about it / Just watch them doing / Watch and cheer the bullies up / Watch and let it happen / Encourage the bullies / Cheer the bullies up. |
| Seek Help | Tell teachers about it / Tell teachers about it before asking the victim / Go and tell teachers straight away. |
| Other | I cannot think of anything / I don't know. |

Q18a. Why do you think bystanders often do not do anything about someone else being victimised?

| Category | Inclusion |
|--|--|
| Because they are scared of being bullied themselves | Because they don't want to risk becoming a new target of bullying / Because they are scared of becoming a new target of bullying / Because they are afraid of bullies' retaliation / Because they haven't got the courage / Because they don't want to be known as a "grass". |
| Because they don't bother about someone else being bullied | Because they don't care about other people / Because they are too selfish to think about other people / Because they don't want to get involved in any trouble. |
| Other | Because they are not sure if it is really bullying / Because they want to fun out of it / Because they enjoy watching it / Because they are one of the friends of bullies and don't want bullies to get in trouble / Because they don't like the person being bullied / I'm not sure / I don't know. |

Q18b. What do you think about those people who saw someone else being bullied and did not do anything about it?

| Category | Inclusion |
|--|---|
| Suggestions for what should be done about it | They should help the victim / They should stop it / They should stand up for the victim / They should at least tell someone about it and ask for help / They should talk to someone about it / If they cannot help the victim themselves, they should at least tell the teachers about it / They could at least comfort the victim / They could at least become friends with the victim / They could at least listen to the victim afterwards / They should treat Other how they want to be treated by other people / They should stop it with a group of people rather than on their own / They should say something to the bullies. |
| Negative feeling towards people who ignore someone else being bullied. | This is a not a good thing to do / This is a bad thing to do. / It shouldn't happen / That's wrong, unfair, and / or stupid thing to do / They should not ignore or walk away / They should not be so scared / They are not brave enough / They are scared / They should be more brave / They shouldn't be so self-centred / They should think more about the victim / They should think about other people / They have no or very low self-confidence / It is not fair / It is oppressive / They are cruel / They are horrible / I cannot believe they feel nothing about it / They are small minded / They are no different from the bullies / They are ignorant / They are weak / They are cowards / They are not good friends. |
| Understanding towards people who ignore someone else being bullied | I can understand the fear of the bullies and of getting bullied themselves / I can understand the feeling that they don't want to risk themselves being bullied / I can understand the reason why / It cannot be helped / It's up to the individual what to do about it / No one can force people to do anything / It depends on each individual to decide what to do / That's life / I don't blame them for not doing anything about it / I cannot blame them / It's not so horrible / It's ok to leave it / They don't have to risk themselves being bullied / Why should anybody take a risk of becoming the next target of the bullying for the sake of the victim / It is difficult to do something about it / It's really hard to say "Oi Stop it". |
| Other | If the victim is your friends, you should help him/her, but if not, it's ok to leave it / The victim should sort it out by her- / him-self / The victim should not depend on Other. |

Q19b. Why do you think school should not do anything about bullying / *ijime* problem?

| Category | Inclusion |
|---------------------------------------|--|
| Because there's no point in doing it. | Because there's not much thing can be done anyway / Because nothing can change the situation / Because the bullying never stops anyway / Because bullying will continue where teachers are not around / Because there's nothing they can do about it / Because teachers make things even worse / Because even if it stops at school, it can still occur outside the school / Because if it's done at the surface level, it's better not to do anything about it. |
| Other | Because it's better to let the victim deal with it on her / his own / Because teachers are never supportive / Because bullying is the way to get released from the stress / Because it can mean that they unfairly take the side of the victim. |

Q20b. What do you think your school does to stop bullying / *ijime*? / Why do you think your school does not do anything about it?

| Category | Inclusion |
|---|--|
| Yes | |
| Peer-support system | There are trained people whom the victim can go and talk to about their problem |
| Once teachers find out bullying, they try to deal with it | Teachers are very helpful / Teachers are aware of bullying problem / They take it very seriously / When teachers saw or heard about the bullying, they make an occasion for the bully and the victim to talk things over / If you talk to the teachers about being bullied, they are there to support you / Teachers talk to the parents of the victim / |
| Bullies are properly punished by being suspended or expelled | |
| Try to prevent the bullies at school | Tell pupils about what is bullying, what to do when bullied, or what serious trouble they will be in if they bully Other / They teach us that the bullying is bad thing / School has got anti-bullying policy / School does anti-bullying campaign / Teachers try to pay attention to every pupils as much as they can / All teachers look out pupils / Teachers pay extra attention to vulnerable children / They are trying to understand the bullying in school by carrying out a survey questionnaire / They are trying to prevent a pupil from being isolated in the class / Teachers make a rule in the class that we shouldn't say things that hurt people / Teachers frequently carry out one-to-one tutorial / Everyone is told to learn about different races, cultures and religions. |
| Other | I've never seen someone being bullied in this school and so they must have done something about it / They provide a school counsellor to talk to / I think they do but I don't know what it is / I think they do something but there is still bullying going on so it's not enough. |
| No | |
| Because they believe that bullying never happens in the school. | Because they are not aware of the bullying. |
| Because bullying is actually very rare. | |
| Because there's nothing they can do about it | Because there's no much point in doing / Because it's impossible to stop it anyway / Because nothing can be done about it / Because they don't know what to do about it / They don't know how to deal with it / It might be that they do something, but actually as nothing changed, it means the same as doing nothing / Because whatever they do, it just does not stop it and so it looks as if they do nothing about it. |
| Other | Because they believe that teaching subjects is the only job as a teacher / Because they don't regard bullying as a serious matter / I don't know why they don't do anything about it. |

Q21. What do you expect your teachers to do to stop bullying / *ijime* at school?

| Category | Inclusion |
|------------------------------|--|
| To punish bullies properly | Bullies should be in big trouble / They should make more strict punishment or rules against bullying behaviour / punish bullies by suspending or expelling them / Exclude the bullies from the school. |
| To make bully stop doing it. | To talk to bullies to make them understand that bullying is wrong / Should tell the bullies off / Should try to explain to bullies how bad it is / To give bullies warning not to do it again / To make them stop doing it |
| To help the victim | Should protect the victim / Should help the victim / Should take it more seriously / To talk to the victim / To listen to the victim / Not to ignore when the victim come and ask for help / To listen to the victim more seriously / To talk with us more seriously / To pay more attention and to listen to the likely victim so as to prevent more serious bullying |
| General intervention | To try to intervene in bullying incidents / Should always try to stop it / To deal with bullying and sort things out / Not to ignore when they see someone is being bullied / To talk to the parents of bullies and victims / To let parents know about it |

| | |
|--|---|
| | / To let parents involved / They should make both the bullies and the victim talk things over / To pay more attention and care more about the bullies and the victim / To listen to both bullies and the victim |
| General prevention | To pay more attention to each pupil / To try to create an environment where pupils can more easily approach teachers / They need to be able to talk with us more properly by coming down to the same level as us. / To know it's important to communicate with us / To increase the discussion in class about the bullying / To try to reduce the situation where there's no teacher around as much as possible / To supervise the classroom and the playground where bullying is most likely to occur during the break time and after school / To create an occasion where the whole class can talk about each other's good points and bad points / To become more supportive and reliable / They should tell everyone more about bullying / They should try to encourage people to be a group and work as a team against bullies / To make more school activities where pupils can learn to co-operate and make friends / Should give every student confidence to speak up and stand up for themselves. |
| I don't expect teachers to do anything | There's no point in expecting anything from teachers / It's okay as things are now / There's not many things they can do about it |
| Other | To treat each pupil equally / I don't want them to make a teacher's favourite / To respect our privacy / To keep promises if they agreed not to tell anyone about it / I don't know. |

Q22. What do you expect your parents to do to stop bullying / *ijime* at school?

| Category | Inclusion |
|---|---|
| To try to deal with the situation properly. | To come down to school and talk to teachers what's going on and what to do about it / To call teachers and tell them what is happening / To inform teachers about it / To go and talk with teachers to stop bullying / To talk to the bullies' parents and make sure it stops / To talk to the bullies and tell them to stop bullying / To act fast once I told them about the bullying / If the child is bullying Other, they should stop it / If they happen to see bullying outside school, To intervene / They should understand both bullies and victims and try to deal with it. |
| Helping the victimised child | To give advice to their child what they should do about it / To think with the child about the possible ways to improve the situation / To help the child / To protect the child / To make sure I'm safe / To try to make the child physically and psychologically stronger person and not to spoil or overprotect the child / To reward and approve the child so that the child develops a high self-esteem / Give child a confidence / Not to act too soon / To be patient to listen to the child until s/he finishes talking and then decide what to do after a through reflection / |
| Be good parents to the child | To pay more attention to child / To try to find the time to talk with the child / To communicate with the child. / To make a better and trusting relationship with the child / To talk to their child as much as they can so that they can notice when something happen to their child / To pay more attention and care more about me / To notice even a slightest change / To think about the child more seriously and wholeheartedly / When they notice there's something wrong with the child, to talk to the child about it / To listen and comfort the child / To be more supportive and understanding / To talk with the child more seriously / To make sure the child is tidy, neat and clean / To interact with the child with confidence / To provide a psychologically secure home where there's no quarrels etc... so that the child can feel secure or at ease and talk things with them. |
| I don't expect my parents to do anything | It's okay as things are now / There's no point in expecting anything from parents / I don't think there's many things that parents can do about it / I don't want my parents to be involved in it. |
| Other | Bullies' parents should discipline their child more / They should move their children to different school / To make more frequent contact with the school and be co-operative / To carry out an anti-bullying campaign / Not to overreact or panic / It's up to each parents what to do. |

Q23b. What do you think pupils can do to stop bullying / *ijime*? / Why do you think pupils cannot do anything to stop bullying / *ijime* at school?

| Category | Inclusion |
|---|---|
| Yes | |
| Do something to help the victim | Try to intervene when we see the bullying / Try to stop it when we see one / You can let the victim away from the bullies / To talk to both bullies and victims and try to sorted out / Help victim by listening to them, comfort them, becoming friends with them and staying with them / Support victim / Make a group to fight against bullies / We can be united to fight against bullies / Try to cooperate together to protest against the bullies / Set up peer-support system / Join in Peer-support system / When we see someone else being bullied, always tell teachers about it / Inform teacher about it / Ask teachers for help / Help victim by telling teachers about it / Encourage the victim to tell someone about it / Persuade the victim to tell someone about it / Make the victim have more confidence / Make the victim stand up for themselves. |
| Do something to prevent the bullying at school. | Encourage bullies or friends to stop bullying / Discourage bullies / Tell bullies to stop it / Tell friends to stop it / Protest against bullying / Try to be friendly with anyone / Make an effort to control their temper or frustration / Try to be more assertive and speak up for themselves / Try to make everyone understand that everyone has their own characteristics and it is okay to be different from Other / Try not to do things that can annoy Other / Try to behave ourselves / Try to make a strong norm that will not allow the bullying / Every pupil should understand that bullying is a bad thing / Try not to bully anyone / Everyone stop doing it / Everyone stop bullying Other / If there is something wrong, we should try discuss the matter / Try to keep calm / Try not to be bullies or victims. |
| Other | Everyone should stand up for themselves / Try not to get involved / Mind their own business / I cannot think of anything particular but there must be something we can do about it / I don't know / I'm not sure. |
| No | |
| Because people are too scared of bullies and of becoming a new target of bullying | Because they are scared of bullies / Because it's too risky to help the victim / Because those who are eager to act against bullying are likely to be bullied. |
| Because it's difficult for pupils to take victim's responsibility. | Because teachers should deal with it / Because it's teachers' responsibility / Because it's up to every individual / Because you cannot stop someone doing something / Because I believe each one of us has to be tougher / Because everyone should defend themselves / Because no one should expect Other to protect them / Because it's more up to the victim who should deal with it / Because the victim should learn to change / Because it's not up to us to stop bullying / Because I think it's too difficult to deal with it only by pupils. |
| Other | Because people don't bother about someone else being bullied / Because I think there's nothing we can do about it. |

Q24b. How do you think bullying / *ijime* can be stopped? / Why do you think bullying / *ijime* cannot be stopped?

| Category | Inclusion |
|--|--|
| Yes | |
| If everyone try hard to stop it | If everyone try hard enough to stop it / If teachers and pupils make a serious effort to prevent bullying, bullying can be stopped / If teachers and parents can talk to the bullies or / and victims properly / If teachers and parents takes actions very seriously / If teachers try to listen always / Teachers and parents should work together to stop it / If teachers and parents try hard enough to deal with the problem / If everyone can stand up against bullies / If everyone aren't scared of bullies / If everyone stops doing it. |
| Each pupils should know or understand that bullying is a bad thing and should be stopped | By telling every child that bullying is a bad thing and making them understand it / Telling them what's right and what's wrong / If bullies understand that what they do is wrong |
| By making more strict punishment against bullying behaviour | By getting rid of all the bullies from the school / Kick bullies out of school / By excluding all the bullies from the school / If bullies are properly punished. |

| | |
|---|---|
| <p>Other</p> | <p>If the school has a peer-support system or something like that / If teachers supervised everywhere in the school / They should put cameras all over the place at school so that there will not be a place bullies can hide / If we cared about Other / Try not to do things that might annoy Other. / Try not to do things that you don't want Other to do to you / If everyone help each other / If everyone start thinking about other people / If everyone understand how they should treat other people / By making sure that every victim tells someone about it when they get bullied / The victim should talk to someone / The victim should not be left alone to deal with it / By moving the victim to another school / If victim don't become bullies / Teachers and other adults try to become more trustworthy / Should make a law to regard bullying as a crime / The victim should talk to someone / The victim is blamed to start with, and so they should change their attitudes and behaviour / I cannot think of anything now / I don't know how but I think we can.</p> |
| <p>No</p> | |
| <p>Because there's always someone who doesn't listen to Other or try to understand Other feelings</p> | <p>Because there are always people who don't care about how other people think or feel / Because there's always people who enjoy doing it / There's always people who try to pick on someone or intimidate someone / Because there are always people who cannot tolerate other people / There are too many bullies around / Because bullies are always there</p> |
| <p>Because teachers cannot pay attention to every single child all the time</p> | <p>Because bullies always try to do behind teachers back / Because bullying always takes place where teachers are not around / Because bullying can be done unnoticed / Because it's impossible to do something about it if no one notice it</p> |
| <p>Because it's just human nature or way of life</p> | <p>Because nothing can stop it / Because it's not something you can stop completely / Because the society is like that / Because it's impossible that everyone dislikes bullying / Because it's human nature to like or dislike someone / Because it's a matter of an individual's perception / Because some think that bullying is not bad / Because you cannot control other people's mind / Because people's perception of what is bullying and what is not is inconsistent / Because humans have feelings of jealousy or envy.</p> |
| <p>Other</p> | <p>Because the school cannot exclude all the bullies / Because school can never get rid of all the bullies / Because that's the way to release stress / Because stress needs to be released / Because there's nobody who tries to be strong / Because although children try to stop it, adults don't take bullying seriously / Because there are people with all sorts of personality in school / Because even if it stops at school, it could still happen outside school / Because it's always depending on how people take it (particularly for verbal bullying) / Because if teachers have no evidence of it, they cannot do anything about it.</p> |