

UNIVERSITY OF EDUCATION, WINNEBA

DEPARTMENT OF SOCIAL STUDIES

**BULLYING – A HUMAN RIGHTS ABUSE IN SELECTED SENIOR HIGH
SCHOOLS IN THE BIRIM CENTRAL MUNICIPALITY**

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DECLARATION

I hereby declare that the submission of this compilation is the true findings of my own researched work presented towards an award of a Master of Philosophy Degree in Human Rights and that, to the best of my knowledge, it contains no material previously published by another person nor submitted to any other University or institution for the award of degree except where due acknowledgement has been made in text .However, references from the work of others have been clearly stated.

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Date

DEDICATION

To my dearly cherished parents, Mr. E. D Antwi (late) and Mrs Mercy Seimaa Antwi. as well as my siblings Felicia, Mary, Kate, Juliana, Peter (late), Emmanuel, Theresa, Beatrice, Phidelia and Mark. I gracefully dedicate this Master's thesis with all my love.



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To the principals/headmasters/headmistresses and their assistants, and members of the board of governors of public second cycle schools in the Birim Central Municipality, I express my appreciation for allowing me to use their students as the unit of analysis in this study.

Finally, to all whose fine words, encouragement, prayers and support in diverse ways have gone a long way to assist me complete successfully this Master's programme I say the Almighty God bless you and your descendants; notable of mention are Mr. Emmanuel Asante- Koree and Abigail Akyea Antwi (Mrs), I am grateful to them for their support and prayers which provided me the strength to pursue this programme. God richly bless you for your sincere encouragement which made me learn hard.

While I share the credit of this Master's thesis with all the above mentioned people, responsibility for any errors, shortcomings or omissions in this project is solely mine.

ABSTRACT

In this study, the researcher examined bullying as a human right abuse in selected second cycle institutions in the Birim Central Municipality. To achieve this goal, the following questions guided the study. That is, what are the lived experiences of victims of bullying in Secondary Schools in the Birim Central Municipality? What are the effects of bullying experiences in Senior High Schools? and to what extent does bullying constitutes a violation of the fundamental human rights and freedoms of the affected students? Relevant literature was reviewed on the definition, types, and causes of bullying. Also, the effects of bullying as well as the extent to which bullying constituted a violation of human rights were also looked at. The study made use of the descriptive survey research design. Personal interviews and questionnaires were used as the data collection instruments. Furthermore, the descriptive statistical methods were used to summarize the data and get a description of the responses to questions. The findings of the study revealed that the lived experiences of bully victims fell mainly in the category of, Physical forms of bullying such as pushing, hitting, shoving, slapping and kicking. Verbal, Social or Electronic forms/categories of bullying were few. Male bully victims mainly go through physical forms of bullying as compared to their female counterparts who experienced verbal forms of bullying. Also, school absenteeism was discovered as a major effect of bullying, while minority of the bully victims contemplated on committing suicide after being bullied. Furthermore, it came out that one of the effective tools that can be used to promote the rights of bully victims is to dissolve student gangs and make Human Right Education part of the school curriculum. In order for Senior High Schools to control bullying and promote the fundamental human rights of bully victims, it was

recommended that Bullying Prevention Programmes should be established, monitored and evaluated; a multi-layered approach should be used in the implementation of bullying prevention programmes; student involvement should form a major part of bullying prevention programmes, and also, Human Rights education should be made part of the school curriculum.



TABLE OF CONTENT

| Title | Page |
|----------------------------------|-------------|
| Declaration | i |
| Dedication | ii |
| Acknowledgement | iii |
| Abstract | iv |
| Table of Content | v |
| List of Figures | ix |
| List of Tables | ix |
| List of Abbreviations | x |
| List of Appendices | x |
| CHAPTER ONE: INTRODUCTION | |
| 1.0 Background of the study | 1 |
| 1.1 Statement of Problem | 8 |
| 1.2 Purpose of the study | 8 |
| 1.3 Research questions | 9 |
| 1.4 Significance of the study | 9 |
| 1.5 Scope of the study | 10 |
| 1.6 Limitations | 10 |
| 1.7 Organisation of the Study | 11 |

CHAPTER TWO: REVIEW OF LITERATURE

| | | |
|-------|--|----|
| 2.0 | Overview | 12 |
| 2.1 | Theoretical Framework | 12 |
| 2.2 | Meaning of bullying | 14 |
| 2.3 | Types of bullying | 18 |
| 2.3.1 | Physical Bullying | 18 |
| 2.3.2 | Verbal Bullying | 18 |
| 2.3.3 | Social Bullying | 19 |
| 2.3.4 | Electronic Bullying | 19 |
| 2.4 | The lived experiences of victims of bullying experiences in senior high schools | 20 |
| 2.5 | Causes of bullying | 27 |
| 2.6 | Risk Factors of Teen Violent Behaviour | 29 |
| 2.6.1 | Risk factor one | 31 |
| 2.6.2 | Risk factor two | 32 |
| 2.6.3 | Risk factor three | 33 |
| 2.6.4 | Risk factor four | 33 |
| 2.7 | The effects of bullying experiences in secondary schools | 34 |
| 2.8 | To what extent does bullying constitute a violation of fundamental human rights and freedoms of the affected students | 41 |
| 2.8.1 | Bullying victims who have committed suicide | 49 |
| 2.8.2 | Bully victims who nearly committed suicide | 56 |
| 2.9 | Mechanisms that promote and protect the rights of bully victims in secondary schools | 61 |

| | | |
|----------------------------|---|----|
| 2.9.1 | The law as a mechanism | 61 |
| 2.9.1.1 | United States | 67 |
| 2.9.1.2 | Australia | 68 |
| 2.9.1.3 | Finland | 69 |
| 2.9.2 | Case law as a mechanism | 70 |
| 2.9.3 | Human Rights Education as a mechanism | 70 |
| 2.9.4 | Right Respecting Schools Award (RRSA) as a mechanism | 79 |
| 2.9.5 | Olewus Bully Prevention Program (OBPP) as a Mechanism | 83 |
| 2.9.5.1 | Program Development in Norway | 85 |
| 2.9.5.2 | Bullying Prevention in the United States | 86 |
| | | |
| CHAPTER THREE: METHODOLOGY | | |
| 3.0 | Preamble | 88 |
| 3.1 | Research Design | 88 |
| 3.2 | Population of the Study | 89 |
| 3.3 | Sample and Sampling Technique | 89 |
| 3.4.0 | Data Collection | 90 |
| 3.4.1 | Type of Data | 90 |
| 3.4.2 | Instrumentation | 90 |
| 3.4.3 | Validation of Research Instruments | 92 |
| 3.4.4 | Data Collection Procedure | 92 |
| 3.4.5 | Data Analysis/ Presentation Procedure | 93 |
| 3.5 | Ethical issues | 98 |

CHAPTER FOUR: PRESENTATION OF RESULTS

| | | |
|-----|--|-----|
| 4.0 | Preamble | 97 |
| 4.1 | Demographic Characteristics of Respondents | 97 |
| 4.2 | Experiences of Bully Victims | 99 |
| 4.3 | Where Bullying Takes Place | 105 |
| 4.4 | Effects of Bullying Experiences | 106 |
| 4.5 | Violation of Human Rights through Bullying | 107 |
| 4.6 | Mechanisms to Promote and Protect Human Rights | 108 |

CHAPTER FIVE: DISCUSSION OF FINDINGS

| | | |
|-----|--|-----|
| 5.0 | Preamble | 110 |
| 5.1 | Demographic Characteristic of Respondents | 110 |
| 5.2 | Experiences of Bully Victims | 111 |
| 5.3 | Where Bullying Takes Place | 112 |
| 5.4 | Effects of Bullying Experiences | 113 |
| 5.5 | Violation of Human Rights through Bullying | 114 |
| 5.6 | Mechanisms to Promote and Protect Human Rights | 116 |
| 5.7 | Discussions on Interviews | 117 |

CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS

| | | |
|-----|-----------------|-----|
| 6.0 | Preamble | 120 |
| 6.1 | Summary | 120 |
| 6.2 | Conclusions | 122 |
| 6.3 | Recommendations | 123 |

| | | |
|-------|---|-----|
| 6.3.1 | Establishing, Monitoring and Evaluating Bullying Prevention Programmes | 123 |
| 6.3.2 | Using a Multi-layered Approach | 123 |
| 6.3.3 | Involvement of Students | 124 |
| 6.3.4 | Making Human Rights Education Part of the School Curriculum | 125 |
| | References | 127 |

List of Figures

| | | |
|-----|--|-----|
| 1: | Gender Distribution of Respondents | 100 |
| 2: | Age Distribution of Respondents | 101 |
| 3: | Grade/Form Distribution of Respondents | 102 |
| 4: | Percentage Distribution of Bullying Experiences of Victims | 103 |
| 4.1 | Gender Distributions of Types of Bullying | 104 |
| 5: | Frequency of Physical form of Bullying | 104 |
| 6: | Frequency of Verbal form of Bullying | 105 |
| 7: | Frequency of Social Form of Bullying | 106 |
| 8: | Frequency of Electronic Form of Bullying | 107 |
| 9: | Percentage Distribution of Places where Bullying Takes Place | 108 |
| 10: | Graph on Rights Promotion and Protection | 111 |

LIST OF TABLES

| | |
|--|-----|
| 1: Effects of Bullying Experiences on Victims | 109 |
| 2: Responses on How Bullying is seen as a Human Rights Violation | 110 |



LIST OF ABBREVIATIONS

| | |
|----------------|---|
| UDHR | Universal Declaration of Human Rights |
| UNCRC | United Nation Convention on the Rights of the Child |
| UNICEF | United Nations Children’s Fund |
| CYP | Children and young people |
| ICCPR | International Covenant on Civil and Political Rights |
| ICESCR | International Covenant on Economic, Social and Cultural Rights |
| CEDAW Women | Convention on the Elimination of All Forms of Discrimination Against Women |
| RR | Rights respecting |
| RRS | Rights respecting school |
| RRSA | Rights Respecting Schools Award |
| AHRC | Australian Human Rights Commission |
| USA | United States of America |

List of Appendices

APPENDIX A Questionnaire On Bullying As A Human Rights Abuse In Selected Senior
High Schools In The Birim Central Municipality

APPENDIX B Interview Guide for Victims of Bullying

CHAPTER ONE

INTRODUCTION

1.0 Background of the study

Bullying among school children is certainly a very old phenomenon. Despite many schemes put in places to control it, the problem persists. The school is believed to be a place where students should feel safe and protected but the opposite is the case. The truth is that a significant number of students are the target of bullying. Bullying though old is a widespread and worldwide problem. Most adults can remember episodes of bullying in which they were either bullies or bullied. In fact, until recently, the common view had been that bullying was quite a harmless experience that many children experience during their school years.

However, in recent times, an extensive body of investigation has documented that bullying is a potentially damaging form of violence among children and youth. So, while bullying is not a new development, what is new is the increasing awareness that bullying has serious damaging effects for bullies, victims, schools and communities. Therefore, concerns of parents, policy formulators', formatters and the general public have gone -up in countries around the globe with the increase in reported cases of violence and the links that have been established between violence and bullying. In the western world much attention has been devoted to stemming the act of bullying, but in Ghana this act goes on in many schools unnoticed.

Ghana was the first country to sign the UN Convention on the Rights of the Child (UNCRC) on 29th January 1990, and ratify it on 5th February 1990. The UNCRC was

then passed into law by the parliament of Ghana and culminated in The Children's Act, 1998, Act 560 to provide a domestic setting or context for the promotion and protection of Children's rights. Children and young people's right to education and to personal safety are provided for in the Universal Declaration of Human Rights (Articles 3, 8, 26 and 28) and codified in a number of international human rights treaties, the International Covenant on Economic, Social and Cultural Rights (Article 13), the International Covenant on Civil and Political Rights (Article 9), the Convention on the Rights of the Child (Articles 19, 28, 29 and 40), the Convention on the Elimination of all Forms of Discrimination Against Women (Articles 2, 5, 10, 11, 12 and 16), the Convention on the Elimination of All Forms of Racial Discrimination (Articles 5 and 7) and - the Convention on the Rights of Persons with Disabilities (Articles 14, 16 and 24).

The school is supposed to be a place of enlightenment, civilization and socialization. It is also supposed to be a place where children are taught morality, fairness, equity and respect for individual cultural and physical differences and tolerance for another. In pursuance of the national objective of enhancing and strengthening democratic culture and respect for rights, interventions have been introduced to promote human rights through education in the formal school system in the country, examples are gender equity programmes, the introduction of gender sensitive syllabus in the education curriculum. he/she as against the earlier ones that had only he, quota system to deprived but needy students and lower cut off point for female students entering universities to try and close the gender parity gap between males and females in the educational system.

This notwithstanding, the school has been noted as being one of the worst sites for human rights abuses in terms of bullying, and a place where rights are less likely to be applied.

Everyone, particularly children, as vulnerable members of society, have a right to personal security.

They have the right to be safe and to feel safe everywhere they are, especially in school. Bullying and harassment, assault and abuse deny a child that right.

School bullying is widely regarded as a serious personal, social and educational problem which affects a substantial portion of school children. Not only does bullying cause harm and distress to the children who are bullied (Besag, 1989; Farrington, 1993; Rigby, 1996), it also inflicts emotional and developmental scars that can persist into adolescence and beyond (Kochenderfer & Ladd, 1996). Victims of bullying are not the only ones who are adversely affected. Children who bully others enjoy exercising power and status over victims (Besag, 1989) and fail to develop empathy for others (Rigby, 1996). In this way, bullying eases the way for children who are drawn to a path of delinquency and criminality (Farrington, 1993). To the extent that schools carry an obligation for providing a safe environment for children to learn and contribute their quota productively to society, effective containment of the bullying problem is a high priority.

Bullying is defined as aggressive behaviour that is intentional and involves an imbalance of power or strength (Health Resources and Services Administration, 2007). These aggressive behaviours are repeated over time and include such behaviours as hitting, punching, teasing, name calling, intimidation by gesture or exclusion, and cyber-bullying (Olweus, 1993).

Bemak and Keys (2000) also indicate that many of the trouble spots are areas within the school that are not monitored as closely by staff such as bathrooms, locker rooms,

cafeteria, and buses. A more recent study of sixth grade students found teasing to be the most common form of aggression followed by pushing, shoving or hitting, then name-calling, excluding someone on purpose, making up stories, and finally threatening to hit someone (Calaguas, 2011).

The term “bullying” has been used in different contexts to describe a wide variety of behaviours. One common description of it is deliberate, repeated and harmful behaviour by a person or group, where there is an imbalance of strength, so that the victims of the bullying have difficulty defending themselves. However, there are examples of behaviour that could be considered as bullying which fall outside this definition. For example, most people would describe bullying as a single incident where an older and larger child used threats to demand money from another child, yet this may not be a repeated action (Buckley, 2001).

“We say that a child or young person is being bullied, or picked on when another child or young person, or a group of children or young people, say nasty and unpleasant things to him or her. It is also bullying when a child or a young person is hit, kicked, threatened, locked inside a room, sent nasty notes, when no one ever talks to them and things like that. These things can happen frequently and it is difficult for the child or the young person being bullied to defend him or herself. It is also bullying when a child or young person is teased repeatedly in a nasty way. But it is not bullying when two children or young people of about the same strength have the odd fight or quarrel” (Smith and Sharp, 1994).

Bullying is widespread and a harmful behaviour that has serious immediate and long-term consequences for both the victims and perpetrators of bullying behaviour (Buckley, 2001). It is a phenomenon that is common amongst children world-wide and is widely recognized to be harmful, yet it is found by both children and adults to be difficult to defeat. It has led, in some cases, to suicides of children and young people who have been extensively bullied, or to the taking of extreme and destructive retaliatory measures.

Noonan (2011) asserts that, harassment and assaults cannot be ignored, they are human rights abuses. “Any failure to treat bullying, abuse and violence seriously, because it occurs between students, within schools, is a violation of a child’s human rights.”

Bullying is a violation of human rights and abuse of civil liberties. The definition of bullying centers around; a person repeatedly, and over time, exposed to negative comments or actions by another person or group. These negative actions can cause injury (physical violence) or emotional discomfort to another person (name calling, spreading rumors) and mental distress (low self-esteem, demoralization, suicidal thoughts); (Virtualmedicalcentre.com, 2009).

Human Rights are “the rights and freedoms to which all humans are entitled. “This is the universal concept that, all human beings are born free and equal in dignity, rights and happiness”. Humans are endowed with reason and conscience and should act towards one another in a spirit of brotherhood, article 1 of the United Nations Universal Declaration of Human Rights (UDHR). The United States of America is a model for the world, the statement that, “We hold these truths that all men are created equal, endowed with the

unalienable rights of life, liberty and the pursuit of happiness” (United States Declaration of Independence).

It cannot be under stated that bullying is a serious action when young people have committed suicide or murder as the results of unwanted actions of others. The denial of universal rights of safety and freedom from persecution for any reason is an infringement of a person’s rights. Bullying has received noticeable attention through the unfortunate deaths of bright, talented, and intelligent young people.

Young people so full of life, the spark of living glowing with the potential to bring love, happiness and hope into this world, but that spark was extinguished by the actions of others through continuous, unrelenting, intentional, and demoralizing acts of bullying and even growing cyber bullying.

The most vulnerable to human rights abuses are people with little social power (Conroy 2000; Finley 2009). One of these groups are students in Ghana’s Senior High Schools who are required by law to attend school and as indicated earlier, ironically, the school is deemed to be a place where one will expect rights will be most promoted and protected as you will expect teachers, administrators, student and other support staff to know better or to be most enlightened relative to rights, however, the school is a place where most of these violations take place on a daily basis. Despite the various interventions to include rights and equity education into Schools in Ghana, the actual impact of bullying on student victims and perpetrators and how it infringes upon victims human rights has not been fully assessed in senior high schools in the Birim Central Municipality. It also remains unknown how this bullying affect teaching and learning and social interaction of

student victims. Bullying is linked to many negative outcomes including impacts on mental health, substance use, and suicide. Bullying encompasses a range of aggressive behaviours which are targeted at an identified victim (Espelage, 2002).

The general perception is that, older bigger and senior students use strategies and techniques and other social interactive mechanisms which perpetuate bullying. Many people believe that bullying is a natural part of growing up which does not cause serious harm but help to toughen children up (Pianta & Walsh, 1995) however, extensive research in this area has identified consequences for the victims of bullying.

(Olweus, 1995), asserts that, bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group with the purpose of stereotyping, stigmatization, discrimination and abuse of the students' rights in senior high schools. The extent to which such a situation persists and the forms and the nature in which it persists is known. However, what remains to be determined is whether the perpetrators are aware of the effects of bullying as a human right abuse on victims social interaction and to establish a platform for the promotion and protection of human rights in second cycle school in the Birim Central Municipality.

This study, therefore, will fill a major gap and provide a systematic investigation into the impact of bullying on victims and its effects on student's social interactions in teaching and learning in selected schools in the Birim Central Municipality located in the Eastern Region of Ghana.

The study would also, ascertain the impact of bullying as a human rights abuse on student victims in second cycle schools in the Birim Central Municipality and thus help in the promotion of human rights in the second cycle institutions in the area and Ghana as a whole.

1.1 Statement of the Problem

Although access to education is considered a fundamental human right and the school environment is supposed to be a safe, protective and harmonious place to ensure that children develop good behaviour, many children endure bullying on a daily basis in senior high schools. However, many people have a little idea about the bullying that takes place in senior high schools. The question therefore arises as to whether we know the type and extent of bullying that prevails in Senior High Schools in order to provide the basis to introduce policies and prevention programmes that would tackle the canker of bullying and address the experiences of victims in senior high schools in the Birim Central Municipality.

1.2 Purpose of the study

The main purpose of the study was to evaluate the experiences of victims of bullying as a human right abuse in selected second cycle institutions in the Birim Central Municipality.

Specifically, the objectives were to:

1. ascertain student victims experiences of bullying in senior high schools.
2. determine the effects of bullying experiences in senior high schools.

3. examine the extent to which bullying constitutes a violation of the fundamental human rights and freedoms of the affected students.
4. establish a platform for the promotion and protection of human rights in senior high schools in the Birim Central Municipality using human rights mechanisms.

1.3 Research questions

The following research questions guided the study:

1. What are the lived experiences of victims of bullying in secondary schools in the Birim Central Municipality?
2. What are the effects of bullying experiences in senior high schools in the Birim Central Municipality?
3. To what extent does bullying constitute a violation of the fundamental human rights and freedoms of the affected students.
4. What mechanisms would promote and protect human rights of bully victims in senior high schools in the Birim Central Municipality?

1.4 Significance of the Study

The study would provide information and insight to understand students victims lived experiences of bullying in second cycle schools and identify the basis for improving student's social interactions in-terms of human rights in senior high schools in the Birim Central Municipality of Ghana. The findings would provide inputs for new teacher trainees and serve as resource for in-service seminar and symposia training on youth

rights in the schools. Also, the findings would throw light on the attitudes and behaviours in Ghanaian schools that perpetuate bullying and denial of human rights in schools.

Finally, the findings will be used to provide the basis for the Ministry of Education to formulate policies to provide specific guidance to schools on how they should treat the victims of bullying and the mainstreaming of human rights in all school activities both curricula and extra curricula activities.

1.5 Scope of the Study

Different forms of physical, verbal and psychological violence e.g. hitting, punching, teasing, name calling, intimidation by gesture or exclusion, cyber-bullying, making threats, spreading rumors, attacking someone, excluding someone from a group on purpose, stereotyping, stigmatization, discrimination take place in Ghanaian schools. This study however, focused on bullying as a human rights abuse with reference to the experiences of student victims in senior high schools in the Birim Central Municipality. The respondents in the study were students sampled from Senior High School (SHS) forms 1, 2, and 3 in the Birim Central Municipality.

1.6 Limitations

A study such as this could have been more beneficial if a large number of schools could be covered in several more communities. The number of respondents would have been larger and thus, more varied, but resource constraints did not make such coverage possible.

The small size of respondents, notwithstanding, care was taken in the selection of respondents to represent the different categories of senior high schools in the Birim Central Municipality, this should yield study findings that could be used as pointers for future research and also give hints for possible direction to educational policy formulation on bullying and its effect on the human rights of students.

1.7 Organisation of the Study

This study is organised in six chapters, from chapter one to chapter six. Chapter one of the study comprises a background of the study, a statement of the problem, purpose of the study, research questions, significance of the study, the scope of the study, limitation of the study and the organization of the study. Chapter two is composed of a review of related literature. The third chapter of the study is composed of the research design, population, sampling and sampling technique, data collection procedure and tools for data analysis. Chapter four presents the data collected from the field. Chapter five comprises the data analysis and discussion of results. Chapter six is composed of a summary of the study, conclusions, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.0 Overview

This chapter establishes the premise for the research work. It reviews the work of various authors on the problem under study. It analyzes the methodology, findings and conclusions drawn by these authors noting the gaps in their work. The literature review establishes the background that the experience of bullying affects the social interaction, psychological and physical well-being of both perpetrators and victims. This interaction results in bullying experiences for the victims in senior high schools which in turn violates the fundamental rights of students and creates an unsafe environment for teaching, learning and living. There are specific human right mechanisms that would promote and protect the rights of bully victims in secondary schools for them to feel safe and secured in the school environment.

2.1 Theoretical Framework

Social Learning Theory is a mainstream school of psychological thought which states that violent behaviour is brought about through learning. Supported by an enormous body of research data, Social Learning advocates explain that children learn to be violent chiefly through imitation of violent role models. This means that parents who rely on corporal punishment or verbal abuse to "control" their kids are unwittingly acting as models for bullying behaviour (Bandura, 1973; Baron, 1977).

Secondary sources of modelled violence include older siblings, media violence, peers and even school teachers. Spatz-Widom (1989) conducted an exhaustive analysis of research addressing whether violence is trans-generational. She found substantial support for the notion that violence is begotten by violence. Consequently the type of bullying behaviour exerted by students would likely correspond with that of their “violent role model”. This relationship holds true even for verbal violence, as was discovered by Vissing, Straus, Gelles and Harrop, (1991). Their study revealed that children who had experienced higher levels of verbal aggression at home (being sworn at or insulted) exhibited higher rates of delinquency and interpersonal aggression.

Additionally, McCord's study of 230 boys in 1979, accurately predict criminal behaviour based on violent upbringing in 3 out of 4 of cases examined. Sheline, Skipper, and Broadhead (1994) found that elementary school boys' "behaviour problems" were consistently traceable to lack of parental affection and to parental use of spanking for discipline. In a study of 570 German families, Muller, Hunter, Stollak (1995) found a direct path between harsh punishment and anti-social behaviour in children.

Such children with anti-social behaviours try to vent their spleen on students who are weaker to them. This is corroborated by Bourdieu and Passeron (1990) theory on *Reproduction and Structural Violence* whereby older and bigger members of society (in this case school) carry societal perceptions of human rights violation and role socialization in their interactions with other students. The school can be viewed as a microcosm of the macrocosm. In other words, the school is a miniature representation of the bigger society. Interactions of students, bigger/senior students and junior/smaller

students do not operate in a vacuum but within a social setting. Thus, human rights in the school are greatly influenced by the structure of the community.

From Bandura's social learning theory, it can be understood that, children who are bullies or become bullies learn violent behaviour through imitation and violent role modelling by copying from the media, their parents, teachers and peers. Connecting Bandura's theory to that of Bourdieu and Passeron's Reproduction of Structural Violence, it can be deduced that, bullying or violent behaviour does not happen in a social vacuum but occurs wherever there is social interaction for that matter socialization. These bullies therefore perpetrate their learned violent behaviour on the weaker and smaller members of the society. The bigger members of the society carry the tendency to violate the human rights of smaller members of the society by taking them through various bullying experiences such as hitting, punching, teasing and kicking in their social interaction. For the purposes of this study, juniors and other students who are challenged in one way or the other are normally the target or victims of the bully in the school. Again, through Reproduction of Structural Violence, this learned violent behaviour becomes the accepted norm and other students who have learned from their peers try to maintain the status quo by perpetrating similar acts of violence on their peers and siblings and the cycle continues.

2.2 Meaning of bullying

A broad definition of bullying as opined by Olweus (1993), is when a student is repeatedly exposed to negative actions on the part of one or more other students. These physical actions can take the forms of physical contact, verbal abuse or making faces and

rude gestures. Spreading rumours and excluding the victim from a group are also common forms of bullying. These negative actions are not necessarily provoked by the victim for such action to be regarded as bullying; an imbalance in real or perceived power must exist between the victim and the person who victimizes him or her (Coloroso, 2002).

Lumsden (2010) says, bullying occurs when a person will fully and repeatedly exercises power over another with hostile or malicious intent. A wide range of physical or verbal behaviours of an aggressive or anti-social nature is encompassed by the term bully. These include “insulting, teasing, abusing verbally and physically, threatening, humiliating, harassing and mobbing” (Colvin, Tobin, Beard, Hagan, & Sprague, 1998). Bullying may also assume a less direct form (sometimes known as “psychological bullying”) such as gossiping, spreading rumours and shunning or exclusion (O’Connell, Pepler & Craig, 1999).

According to Schuster (1996) this power of imbalance and the fact that bullying behaviours are repeated over time are what differentiate bullying from other forms of aggressive behaviour. Pepler & Craig (2000) observed that bullying is the most common form of violence. It is what drives the culture of violence, permitting the most powerful to dominate the less powerful.

These researchers were also of the opinion that, the bully starts out very young and small, a push during kindergarten recess or some name callings. Nickel, Krawczyk, Forthber, Kettler, Leiberich, Muelbacher, Tritt, Mitterlehner, Lahmann, Rother, & Loew, (2005)

also defined bullying as the “intentional”, unprovoked abuse of power by one or more children to inflict pain or cause distress to another child on repeated occasions.

Bullying is a significant problem in many schools around the world. It is the experience among children of being a target of aggressive behaviour of other children who are not siblings and not necessarily age mates (Hawker & Boulton, 2000). Smith (1991) described the act as an unprovoked attack that causes hurt of a psychological, social or physical nature.

According to Sutton, Smith & Swettenham (1999), bullying involves an intentional hurtful action directed toward another person or persons, by one or more persons, and involves a complex interplay of dominance and social status. Bullying is typically repetitive and involves a power imbalance between the bully and victim where the victim is unable to defend himself from the bully (Rigby, 2001). This definition agrees with the definition of Lagerspetz, Bjorqvist, Bert, & King, 1982) which showed the victims to be physically weaker.

Rigby, (2001) also says, bullying is typically repetitive and involves a power imbalance between the bully and victim where the victim is unable to defend himself from the bully. This definition agrees with the definition of Lagerspetz, Bjorqvist, Bert, & King, 1982) which showed the victims to be physically weaker. Coloroso, (2002) accepts the position of Olewus and Rigby and adds that, these negative actions are not necessarily provoked by the victim for such action to be classified as bullying; an imbalance in real or perceived power must exist between the victim and the person who victimizes him or her.

Schuster (1996) supports Olewus and Coloroso point of view and opines that, the imbalance of power and the fact that bullying behaviours are repeated over time are what differentiate bullying from other forms of aggressive behaviour. Lumsden (2010) backs the other authors and concludes that, bullying is when a person will fully and repeatedly exercises power over another with hostile or malicious intent.

Nickel et al. (2005) and Smith (1991) however see bullying more as the “intentional”, unprovoked abuse of power by one or more children to inflict pain or cause distress to another child on repeated occasions. Sutton, Smith & Swettenham (1999) concur with Nickel et al. (2005) that, bullying involves an intentional hurtful action directed toward another person or persons, by one or more persons, and involves a complex interplay of dominance and social status.

Hawker & Boulton, (2000) sees bullying more in terms of relations and stage of development. They say it is the experience among children of being a target of aggressive behaviour of other children who are not siblings and not necessarily age mates. In this current study, therefore, attempt was made to determine the extent to which participant understand the concept of bullying. In this current study, therefore attempt was made to determine the extent to which participants understand the concept of bullying.

2.3 Types of Bullying

In this study, bullying was categorized into physical, verbal, social and electronic types.

2.3.1 Physical bullying

According to Smokowski, Paul, Kopasz and Holland (2005), physical bullying occurs when a person uses overt bodily acts to gain power over peers. Physical bullying can include kicking, punching, hitting or other physical attacks. Unlike other types of bullying in schools, physical bullying is easy to identify because the acts are so obvious. Physical bullies tend to demonstrate high levels of aggression from a young age and are more likely to be boys. Other acts of physical bullying may include: pushing, shoving, slapping, being spat on, beaten up by someone, having your belongings taken, making mean or rude hand gestures etc. Omoteso (2010) writes that, direct bullying usually involves hitting, kicking or making insults, offensive and sneering comments or threats. Repeatedly teasing someone who clearly shows signs of distress are also recognized as bullying.

2.3.2 Verbal bullying

Verbal bullying occurs when someone uses language to gain power over his or her peers. The verbal bully makes use of relentless insults and teasing to bully his or her peers and others. For instance, a verbal bully may make fun of a peer's lack of physical capabilities, may tease a peer for being a "dumbie" or "nerd", and/or may call a peer names based on appearance. Verbal bullying is saying or writing mean things. Verbal bullying includes:

teasing name-calling inappropriate sexual comments taunting, threatening to cause harm, made fun of, embarrassed and spoken to meanly (www.stopbullying.gov).

Verbal bullies are one of the more difficult types of bullies to identify since their attacks tend to only occur when adults are not present. Even though verbal bullying creates no physical damage, this type of abuse can have lasting psychological impacts on victims.

2.3.3 Social bullying

ABC Cornwall.org states that social bullying is sometimes referred to as relational bullying or emotional and it involves hurting someone's reputation or relationships. It includes: leaving someone out on purpose, telling other children not to be friends with someone, spreading rumours about someone, embarrassing someone in public, social exclusion or isolation, spreading malicious false lies or rumours, hiding belongings, extortion, intimidation, being pressurized into doing unwanted actions.

2.3.4 Electronic Bullying

The US National Centre Against Bullying (2014) defines electronic bullying which is also known as cyber bullying as an overt or covert bullying behaviours using digital technologies, including hardware such as computers and smart phones and software such as social media, instant messaging, texts, websites and other. Cyber bullying can happen at any time. It can be in public or in private and sometimes only known to the target and the person bullying. It includes: abusive or hurtful texts emails or posts, images or videos

deliberately excluding others online, nasty gossip or rumours, imitating others online or using their log-in.

2.4 The lived experiences of victims of bullying in senior high schools

Generally, bullying occurs when one or more persons repetitively say or do hurtful things to another who has problems defending himself or herself. Most bullying in schools, take place at the same grade level. However, many times older students bully younger students. Although direct bullying is a greater problem among boys, a good deal of bullying takes place among girls. Bullying between girls, however, involves less physical violence and can be more difficult to discover. Girls tend to use indirect and subtle methods of bullying, such as exclusion from a group of friends, backbiting, and manipulations of friendships (Salivalli Kaukiainen and Lagerspetz, 1998).

Far more boys than girls bully, and many girls are mostly bullied by boys, but both can be victims of bullying. Asamu (2006) opined that a good deal of bullying is carried out by older students toward younger ones. The older students often exposed the younger and weaker students to the act of bullying.

Most bullying occurs on the playground or in the classroom but these behaviours also occur in corridors, and in the school hall. Although a substantial portion of students are bullied on the way to and from the school.

The Kansas Community That Cares Survey (2012) indicates sixth and eighth grade students report the greatest number of violent acts occurring on school property. This

survey is administered to sixth, eighth, tenth, and twelfth grade students and measures student opinions about school, home and community risk factors, but school districts are not required to participate in this survey. When asked the question, “How many times in the past year (the last 12 months) have you attacked someone with the idea of seriously hurting them?,” nine percent of sixth graders responded once, eight percent of sixth graders responded two to three times, twenty-six percent of eighth graders responded once, and eleven percent of eighth graders responded two to three times. When asked the questions, “During this school year, how often have you been bullied at school?,” twenty-four percent of sixth graders responded one to two times per month, eight percent of sixth graders responded one to two times per week, and four percent of sixth graders reported being bullied daily. Eighth graders reported twenty-four percent were being bullied one to two times per month, six percent reported one to two times per week, and four percent reported being bullied daily.

A survey of more than 15,000 sixth through tenth – graders at public and private schools in the U.S. showed that 30% of the sample reported moderate or frequent involvement in bullying as a bully, as a victim or both. Students in middle school grades 6 and 8 reported greater frequency of bullying than did students in grades 9 and 10. According to a study published by the Free State University and reported by African Christian Action (2003), more than 32% of the learners said that another pupil had hit them in the past. Most people said they were targeted by bullies in buses or taxis on the way to school, or in toilets and showers at school.

Others were bullied by teachers. According to the study, 50% of teachers admitted physically bullying their students, 60% of them confessed that they were guilty of acts of

“sexual bullying” at least once a month. Only 5% of teachers and 16% of pupils interviewed at secondary schools believed that bullying was “not a problem”.

Asamu (2006) found that 22.5% of the students she studied in Ibadan, Nigeria were below 15 years of age; bullying behaviour was peculiar to junior secondary school (22.5%) and 21% of male students had bullied other students. Various reports and studies in Canada and abroad over the past decade have consistently established that approximately 10-15% of children attending school are either bullied regularly or were initiators of bullying behaviour (Olweus, 1993; Pepler et al; 2001). Research using the National Longitudinal Study for Children and Youth found that a significant proportion of school-aged children in Canada were either bullies (14%) or victims (5%). Data from the United States, Australia, New Zealand, Japan, Scandinavian countries, Ireland and England, were quite similar to those reported in Canadian studies.

In a survey by National Resource Centre for Safe Schools, Cox (2001) observed that 25% of Ontario students in grades 7-12 had been bullied in the 2001 school year, while one in ten had seriously considered committing suicide. This is consistent with the U.S. studies which estimated that up to 30% of American children are regularly involved in bullying, either as bullies, victims or both with a reported 15% being severely traumatized or distressed by encounters with bullies and 8% victimized.

Again, in the Durham County Council Overview and Scrutiny Sub-Committee for Lifelong Learning in April 2008 published report on Bullying, it states that, it is known that bullying can affect 1 in 3 children and for children and young people with learning disabilities this can rise to 82%.

Researchers' observations of children on playground and in classrooms confirmed that bullying occurs frequently: once every seven minutes on the playground and once every 25 minutes in the class (Craig & Pepler, 1997). Despite these numbers, bullying behaviour is rarely detected by teachers.

In Greece, the phenomenon of school violence had been initially studied within the general discourse of social exclusion; thus, initiatives were mostly related to students' dropping out, racist attitudes, substance abuse, and issues of multicultural education (Artinopoulou, 2001).

According to Pateraki and Houndoumadi (2001), who attempted to document the existence and extent of bullying in a large sample of elementary school students in Athens, 14.7% of the pupils were self-identified as victims, 6.2% as bullies, and 4.8% as bully/victims. The researchers also confirmed gender differences regarding bullying incidents, because boys were bullied more often than girls and girls were more often involved in indirect bullying.

Another study in elementary schools aimed to investigate students' attitudes as well as their involvement in bullying (Boulton, Karellou, Lanitis, Manoussou, & LEMONI, 2001). Results showed a high prevalence of aggressive incidents and victimization among students, especially among boys' groups. On the whole, students' attitudes were against aggressive behaviours; however, these attitudes were more prevalent within girls and younger students. There was also a positive correlation between students' attitudes toward aggressive acts and the level of their participation in aggressive incidents at

school, that, according to the researchers, has to be taken into account in future intervention strategies.

The first nation-wide survey of bullying in the UK carried out among 5-16 year olds from 1984-1986 revealed that 68 percent of the 4,000 children involved in the survey reported having been bullied once; 38 percent had been bullied at least twice or had experienced an outstandingly bad incident; five percent claimed it had affected their lives to the point of attempting to commit suicide or had run away or refused to go to school or had been chronically ill (Elliott and -Kilpatrick, 1996, cited in Elliot, 1997).

Studies from elsewhere in sub Saharan Africa (SSA) indicate that being in school has often placed young girls and boys in difficult, uncomfortable and even vulnerable circumstances (Longwe, 1998; Mirembe and Davies, 2001; Aikman and Unterhalter, 2005).

In Ghana specifically, multiple case study research has reported institutional regimes in which various forms of violence were both part of formal disciplinary measures and more widely part of everyday life for students in school (Dunne, *et al.*, 2005). Analyses in the latter research and in another study by Leach, *et al.* (2003) provide ample evidence of gender violence in schools perpetrated through acts of physical, symbolic and sexual violence.

The physical violence of corporal punishment was found to be commonplace and meted out more to boys than girls. Despite specific policy regulation and the *Unified Code of Discipline for Secondary Schools and Technical Institutes* which states the offences for, and conditions in which corporal punishment should be carried out (Ghana Education

Service, GES, n.d.), corporal punishment continues to be tolerated in schools. Indeed, indiscriminate or excessive corporal punishment was cited by boys as a major factor in truancy, absconding and drop-out (Dunne, *et al.*, 2005; Ampiah and Adu-Yeboah, 2009).

An incident on 16th March 2008 in Adisadel College (one of the leading senior high schools in Ghana) starkly illustrates the anxiety and hostility felt by some students. A student was purported to have jumped to his death from the fourth floor of the school's newly constructed classroom block, to escape corporal punishment from the senior housemaster who had gone to the block to find students who had not attended a church service (Joy online, 2008).

A student witness testifying before a committee set up by the Minister of Education to investigate the incident claimed: "some of the punitive actions meted out to students are too harsh" (Ministry of Education, 2008a:8). The report of the committee further stated: "There was evidence of fear on the part of students, that those who reported late for the common church service on Sunday 16th March 2008 were being caned by the tutors as punishment" (Ministry of Education, 2008a:10). Another common disciplinary strategy in Ghana, the use of verbal abuse, was cited by many JHS students as more psychologically damaging than the physical violence of corporal punishment. On the whole, interactions between teachers and female students were reported as less openly antagonistic although there is evidence that some male teachers engaged with female students in personal and even sexually suggestive ways (Kutor, Forde, Asamoah, Dunne, and Leach, 2005). Sexual abuse of school students by teachers and others is not uncommon in Ghana (Leach, Fiscian, Kadzamira, Lemani, and Machakanja, 2003) and it

has lasting damaging consequences for young female victims in and beyond school (Forde and Hope, 2008).

Within schools students also contributed to a hostile environment through acts of sexual and violent assault. As stated earlier, bullying and intimidation were widespread among students. The situation in schools is unlikely to be uniform although research with teacher trainees in Ghana did also cite teachers' use of corporal punishment or conscious neglect of children as their most negative experiences in school (Akyeampong and Stephens, 2002).

Dunne, Bosumtwi-Sam, Sabates, and Owusu, (2010) review of research in Ghana points to a rather hostile learning environment where acts of violence are commonplace and an accepted aspect of school life. It also indicated that these acts impact negatively on students. Their analysis offers a development of research that builds on the insights gained through deep case study inquiry in an examination of national survey data.

Dunne et.al (2010) focused on SHS students and their personalised responses to violence in schools. They specifically investigated the relationship between being bullied and attendance, through examinations of the extent of the violence, the influence on school attendance, the students' personal response to the violence and the value of student friendships for personal support. As such, this research can inform educational policy and practice in a context where educational access and retention as well as individual citizen wellbeing are key strategies and conditions for national development.

2.5 Causes of bullying

According to Olweus (1993) there are several common assumptions about the causes of bullying for which there is no supporting evidence. They include claims that bullying is a consequence of large class or school sizes, or of the competition of grades through surface bullies. These views are no more accurate than the stereotype that students who are fat, red haired and wear glasses are particularly likely to become victims of bullying.

In reality, other factors are more important. Certain personality characteristics and typical reaction patterns, combined with the level of physical strength or weakness in the case of boys, can help to explain the development of bullying problems in individual students. At the same time, environmental influences, such as teachers' attitude, behaviour and supervisory routines play a crucial role in determining the extent to which these problems will manifest themselves in a classroom or a school. Also, parents who model aggression as a way of meeting their needs, or who use harsh or aggressive methods of discipline are significantly more likely to have children who engage in aggression or bullying. Therefore, lack of attention and warmth toward the child, modelling of aggressive behaviour at home, and poor supervision of the child are all associated with bullying behaviour.

The parent-child relationship has also been shown to be important. Children with positive relationships with their parents are less likely to participate in bullying (Rigby, 1994). In other words, children who are insecurely attached to their parents are more likely to bully their peers. In the same vein, it has also been shown that children, who perceive their families to be less cohesive and less caring for each other, are also more likely to

participate in school bullying (Bowers, Smith & Binney, 1994). Generally speaking, the family background of children who bully others is characterized by neglect, dominance, hostility, and harsh punishment (Olweus, 1993; Rigby, 1994).

In contrast, a socio-cultural approach to bullying, which relates bullying with the construction of gender or ethnic identity and with power differentials, focuses on the ways that school curriculum in general can influence students to accept and respect differences among them.

Bullying behaviour is shown to be a learned behaviour (Bandura, 1973). Children raised with an aggressive cultural model learn to respond aggressively (Horne & Orpinas, 2003). These behaviours may be learned and reinforced in the cultural, societal, school, familial, or individual environment (Newman-Carlson & Horne, 2004). Students who exhibit bullying behaviour by age eight are six times more likely to be convicted of crime by age 24, and are five times more likely to have a serious criminal record by age 30 (Olweus, 1991). Banks (1997) found bullying behaviour and verbal abuse have not declined and that seven percent of seventh grade students are missing at least one day per month to avoid bullying.

Bullying crosses socio-economic backgrounds, racial groups, and different population densities (urban, suburban, and rural) (Nansel, Overpeck, Ruan, Simons-Morton, & Scheidt, 2001). A study conducted by Bradshaw, Sawyer, and O'Brennan (2009) found that, "a larger school size is associated with higher rates of aggressive behaviour and that the number of students to teachers within a building is a better predictor of the school environment than is the overall school size" (p. 204). With larger student to teacher

ratios, teachers have a more difficult time managing student behaviour and may provide more opportunity for bullying to occur (Bradshaw, Sawyer, & O'Brennan, 2009). In this study, an attempt is therefore made to ascertain the causes of bullying in the study area.

2.6 Risk Factors of Teen Violent Behaviour

Risk factors associated with violent behaviour in teens can be classified into four areas, an individual's predisposition or personality, family environment, school environment, and the community in which they reside (Bemak & Keys, 2000). The American Psychological Association's statement (APA, 2012) posts the "reasons for violence" which include; peer pressure, need for attention or respect, feelings of low self-worth, early childhood abuse or neglect, witnessing violence at home, in the community or in the media, and easy access to weapons. DuRant, Treiber, Goodman, and Woods (1996 : 1107) use the cultural transmission theory to explain teen behaviour when resolving conflicts, achieving personal goals or acquiring money or possessions as, "learned within intimate primary groups such as families, peer groups, and other sources of modelling such as gangs".

A study examining the school shootings from 1996-1999 in the US (Englander, 2007) found all shooters were male, all had an interest in violent media (including violent video games), all had suffered some type of rejection or public humiliation prior to the shooting, most were from intact families, and consistent with earlier reported findings, all had either mental health issues, were suffering with depression, had poor coping skills, and had displayed acts of aggression prior to the shooting incident. This demonstrates

there are multiple factors involved in the development of violent behaviours that cross all four of these categories, but the only factors in the school's control are the school environment and role modelling of effective conflict resolution strategies.

Among the characteristics of children at greatest risk of bullying and victimization, researchers have identified the following. Olweus (1993) and Pepler & Craig (2000) observed that those who bully tend to be disruptive and impulsive and are generally aggressive towards their peers, teachers, parents, and others. They tend to be assertive and easily provoked, contrary to general belief.

According to Olweus (1993) aggressive males who bully are not anxious and insecure under a tough exterior and they do not suffer from poor self-esteem. Typically, males who bully have an aggressive personality combined with physical strength. They have little empathy for their victims and show little or no remorse. Olweus further opined that those who bully may come from families where there is lack of attention and warmth toward the child, poor supervision, and use of physical and verbal aggression. They also had often been bullied themselves by adults and will continue bullying provided there are no consequences, the victim does not complain and the peer group silently colludes.

Omoteso (2010) observed that generally, students who get bullied can be regarded as being passive or being submissive victims. They are usually quiet, careful, sensitive, and may start crying easily. They are unsure of themselves and have poor self-confidence or negative self-image. These boys in this group do not like to fight, and they are often

physically weaker than their classmates, especially the bullies, and they have few or no friends.

The bullies, on the other hand, view violence more favourably than most students do. They are often aggressive toward adults, both parents and teachers. They have a marked need to dominate and suppress other students, to assert themselves by means of force and threats, and to get their own way. Boys in this group are often stronger than their peers and, in particular, their victims. They are often hot-tempered, impulsive, and not very tolerant of obstacles and delays. They find it difficult to fit in with rules. They appear to be tough and show little sympathy toward students who are bullied and they are good at talking their way out of difficult situations.

2.6.1 Risk factor one

The individual predisposition or personality tendencies for violence include impulsivity, lack of empathy (Bemak & Keys, 2000), history of being a victim of violence, belief that factors beyond one's control are responsible for behaviour, and depression (DuRant, et al., 1996).

Students at risk of dropping out are even more at risk of school violence because the social bond to school is weakened, and it has been shown that reactive interventions (suspensions or alternative programs) do not teach effective conflict resolution skills or pro-social behaviours (Daunic, Smith, Robinson, Miller, and Landry, 2000). A study conducted by Sontag, Clemans, Graber, and Lyndon (2011) looked at the psychosocial characteristics of both aggressors and victims of traditional and cyber bullying and found

that students who participated in both traditional and cyber bullying had the poorest psychosocial profile. They also found that 14 of those who were victims of cyber only or a combination of cyber and traditional bullying reported higher levels of reactive aggression and were more likely to be a cyber-aggressor themselves (p. 392). Another point made by Skiba and Peterson (2000b) is that children are developmentally egocentric, and to shape this type of behaviour requires socialization and correction to develop appropriate interpersonal skills that will facilitate successful interactions.

2.6.2 Risk factor two

Family risk factors contributing to student violence include parents who demonstrate poor self-control, aggressive and violent behaviour, harsh and inconsistent discipline, poor supervision, and acceptance of their child's use of aggression to solve problems (Bemak & Keys, 2000). Another family risk factor that impact students is poverty, and Englander (2007) reports poverty increases the likelihood that children, both male and female, would commit violent acts. There is a mediating factor for families in poverty and that is the parent's expectations for their children's academic achievement (Nettles, Mucherah, & Jones, 2000). Even though the familial factors may influence violent behaviour, Englander (2007) indicates social factors are the more immediate influence on adolescent violent behaviour.

2.6.3 Risk factor three

The school environment has shown to play a role in violent acts as well, particularly in schools that are overcrowded or those that enforce a rigid conformity of rules (Bemak & Keys, 2000). As mentioned previously, the zero tolerance policies have been questioned as to whether they increase school safety (Skiba & Peterson, 2000b). Shores, Gunter, and Jack (1993) researched classroom factors and report punishment and exclusion promote a negative school climate.

2.6.4 Risk factor four

The final area of influence on adolescent violence is the community in which they live. The community is where they gain access to firearms, alcohol and drugs, and they struggle with inadequate housing, poverty, high unemployment, high rates of crime and violence, and limited access to community services (public transportation, day care, job training) (Bemak & Keys, 2000). An intervention involving adolescents in their religious community has shown to be a protective factor for violence prevention (DuRant, et al., 1996; Jessor, 1991).

A study conducted in two low-income urban middle schools that had populations of 88% African American, 10% Caucasian, and less than 1% Native American found exposure to violence, marijuana use, or alcohol and/or tobacco use are associated with greater probability to use violence to solve conflicts (Du Rant, et al., 1996). Media violence, whether in the form of movies, television, music, or video games, has been shown to influence adolescents thinking in concrete terms of winners and losers or good guys and

bad guys. Thus, adolescents are surrounded by images that show it is acceptable to use force to win and images that personify the “tough guy” as being the winner (Carlsson-Paige & Levin, 1992).

The high prevalence of school bullying in many European and other western countries (Carney & Merrell, 2001; Menesini et al., 1997; Smith & Brain, 2000; Smith, Cowie, Olafsson & Liefoghe, 2002) in relation with the modest effectiveness of most anti bullying programs (Rigby, 2004) emphasizes the need for more effective research strategies, theoretical interpretations, and interventions regarding bullying. According to Rigby (2004), different perspectives on the causes of bullying have different implications regarding intervention strategies. For example, theorizing bullying as the outcome of individual differences directs our attention to either those students who are likely to become aggressive or to students who are likely to be more vulnerable than others. Working with these students involves usually disciplinary methods, behaviour modification, and counselling.

2.7 The effects of bullying experiences in secondary schools

Bullying may be direct, verbal, and indirect or relational, such as gossiping, spreading rumors, and social exclusion (Owens, Shute & Slee, 2000; Smith, 2000, 2004). Apart from violating the rights of children to have a safe school climate, bullying has many long-term and devastating effects on both bullies and victims (Espalage & Swearer, 2003; Ma, Stewin, & Mah, 2001; Olweus, 1993). Victims often respond with avoidance

behaviours, a decline in academic performance, a loss of self-esteem, and, in extreme cases, with suicide or killing bullies. In contrast, bullies carry their social problems into adulthood and are likely to engage more in criminal activities or abuse their spouse and children.

The Durham County Council Overview and Scrutiny Sub-Committee for Lifelong Learning in April 2008, published a report on Bullying. It states in the report that, bullying is harmful to all involved, not just those bullied and can lead to self-doubt, lack of confidence, low self-esteem, depression, anxiety, self-harm and sometimes even suicide.

Bullying generally fits into one of two categories i.e.: Emotional which includes, name calling, taunting, mocking, making offensive comments, text messaging, e-mailing, excluding people from groups, or spreading hurtful and untruthful rumours.

Physically harmful behaviour which also includes Kicking, hitting, pushing, or taking belongings. According to the committee's report, Victims of bullying may be characterised by unhappiness, a sense of desolation and desperation and exclusion from normal social experiences. These feelings can permeate all aspects of the victim's life and may lead to a strong desire to escape the situation by running away from home, truanting from school, self-harming and in some extreme cases, taking their own life. The victims of bullying may have reduced self-esteem and self-worth and their performance in school and other areas often deteriorates, this can lead to victims experiencing mental health problems and social exclusion which is a clear risk factor to becoming engaged in crime.

. However, indirect bullying which is the experience of being excluded from a group of friends, being spoken ill of and being prevented from making friends – can just be as painful. Crick, Nelson, Morale, Cullerton-Sen. Casas & Hickman (2001) observed that three forms of bullying exist: physical, verbal and relational. Physical bullying involves behaviours whereby the perpetrator might punch, hit and/ or steal money from the victim. Verbal bullying includes behaviour such as the perpetrator making rude remarks and/ or name calling toward a victim.

Relational bullying also known as indirect bullying (Salivalli, Kaukiainen and Lagerspetz, 1998) involves psychological harm and manipulation of social system. This third type involves situations where the perpetrator might spread rumours, backbite and/ or exclude the victim from the peer group. The forms of bullying change with age throughout the lifespan. The most common form of bullying according to Gadin & Hammarrstrom (2005) is verbal harassment – like teasing and name calling. This is consistent with the findings of studies conducted on students in Norway (Due, Holstein, Lynch, Diderichsen, Gabhainn, Scheidt, & Curie, 2005) and in England (.Due, Merlo, Harel-Fisch, Damsgaard, Socs, Holstein, Hetland, Curie, Gabhainn, de Matos, & Lynch, 2009).

Direct bullying seems to increase through the elementary years, peak in middle/junior high school years, and decline through the high school years. However, while direct physical assault seems to decrease with age, verbal abuse is reported to remain fairly constant. School size, racial composition, and school setting (rural, urban, suburban) do not seem to be distinguishing factors in predicting the occurrence of bullying (Craig & Pepler, 1997).

In this current study, therefore, an attempt is made to find out the type of bullying that prevails in Senior High Schools in the Birim Central Municipality.

According to Omoteso (2010), Bullying is pervasive and terribly harmful for bullies, victims, schools and communities. The consequences of bullying are far-reaching, ranging from low school attendance and student achievement to increased violence and juvenile crime, and not only does it harm victims and perpetrators, it affects the climate of schools, morale of teachers, and indirectly, the ability of all students to learn to the best of their abilities.

Recent Canadian studies by Craig & Pepler, (1997) point to the connection between bullying and sexual harassment and violence in later year. The research has shown that those involved in prolonged and serious bullying of others experience a wide range of mental health, academic and social problems. Several longitudinal studies conducted over two decades have recognized bullying behaviour in elementary school as precursor of violent behaviour and show significant link between this behaviour and criminal activity in adult life (Craig & Pepler, 1997).

Victims often fear school and consider it an unhappy and unsafe place. Drop-out rates and absenteeism are higher among victimized students. Repeated bullying leads to anxiety, low self-esteem, and depression problems Olweus, (1991); Pepler & Craig, (2000). Students who are targeted by bullies often have difficulty concentrating on their school work and their academic performance tends to be “marginal to poor” Ballard, Tucky, & Theodore, (1999).

Nansel, Overpeck, Pilla, Ruan, Simons-Morton, & Scheidt, (2001) stated that the rates of absenteeism and drop out are higher among victimized students than among their non-bullied peers, they explain that youths who are bullied generally show higher levels of insecurity, anxiety, depression, loneliness, unhappiness, physical and mental symptoms and low self – esteem.

A study by Craig & Pepler in 1997 stated that, the impact of bullying extends well beyond the bully and the victim, to the peer group, school and community. Those who are not directly involved, but who regularly witness bullying at school, suffer from a less secure learning environment, the fear that the bully may target them next and the knowledge that teachers and other adults are either unable or unwilling to control the bullies' behaviour. Those who are bullied show higher levels of insecurity, anxiety, depression, loneliness, physical and mental symptoms and low self-esteem bullying more frequently. Boys than girls report more physical forms of bullying; girls tend to bully in indirect ways, such as gossiping and excluding.

The psychological scars left by bullying often endure for years. Evidence indicates that “feelings of isolation and the loss of self-esteem that victims experience seem to last into adulthood”. (Clarke & Kiselica, 1997). Studies have also found a higher level of depression and lower self-esteem among formerly bullied individuals at age 23, even though as adults these individual were no more harassed socially isolated than a control group Nansel et al., (2001).

Research by Rigby in 1998 and repeated in 2001 indicated that bullying is a physically harmful, psychologically damaging and socially isolating aspect of a large number of

children's school experience. Studies had also highlighted that children who are bullied have higher levels of stress, anxiety, depression and illness, and an increased tendency to suicide. The victims of bullying are two to three times more likely to contemplate suicide than their peers (Rigby, 1998).

Studies showed that students who are often bullied tend to develop severe psycho-social adjustment and emotional problems which may persist into adulthood (Olweus, (1993); Rigby, (1998); Kum-Pulainen, Ruesanen, & Puura, (2001)). These research findings also suggest that many aspects of victimized children's lives may be affected. In a review of cross-sectional studies on peer victimization and psycho-social adjustment over a period of 20 years by Hawker & Boulton in 2000, similar findings were reached as shown in research by Olweus, (1993); Rigby, (1998); Kum-Pulainen, Ruesanen, & Puura, (2001). Hawker & Boulton in 2000 concluded that students who are victimized by peers suffer a variety of feelings of psycho-social distress. They felt more anxious, depressed, lonely and worse about themselves than non-victims.

William, Chambers, Logan, and Robinson, 1996 in a related study published in the British Medical Journal revealed that children who are bullied suffered health problems such as eating and sleep disorders, headaches and stomach aches. Victims of bullying are not the only ones who are adversely affected. Those who bully are more likely to drop out of school, use drug and alcohol, as well as engage in subsequent delinquent and criminal behaviour. Also, Sharp in a study of 723 pupils aged 13 to 16 years living in the UK, found that forty-three per cent reported being bullied during the previous year and 20 per cent said they would be truant to avoid being bullied.

A United States of America study of 375 children from middle schools, found that peer victims and peer bullies reported levels of anxiety, tiredness and overall depression at significantly higher levels than those reported by the children not involved in peer bullying. Peer victims reported lower self-esteem, more loneliness, helplessness, shyness, and pessimism, and a sadder mood than did bullies, while peer bullies reported lower self-esteem, more helplessness, shyness and pessimism, and a sadder mood than those who were not involved in peer bullying at all (Renae Duncan, 1999 : 871-886).

A Finnish survey Kaltiala-Heino et al, (1999) of 16,410 adolescents aged between 14 and 16 years, found that depression and severe suicidal ideation are strongly linked to being bullied or to acting as a bully. In a New Zealand study of 259 intermediate school children, children reported direct experiences of violence and abuse, being in a physical fight with other children was rated as having an impact of 4 or 5 by about 30 percent of the children. “Being ganged up on, left out, or not spoken to by children” was rated 4 or 5 by 29 percent of children (on a 5-point scale, 5 being ‘very bad’) (Maxwell and Carroll-Lind, 1996: 13). It is therefore important to find out in this study, whether students who bully their peers are aware of the effects of their bullying acts on the victims. It is against this background that the researcher seek to find out how bullying affects that fundamental human rights of students in the Senior High Schools of the Birim Central Municipality.

2.8 To what extent does bullying constitute a violation of fundamental human rights and freedoms of the affected students

The U.N. General Assembly 1989 captured in the UNCRC states that, Children should be protected from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.

Given that bullying entails the intent to repeatedly harm or cause distress to another individual, and that the perpetrator possesses tangible or perceived power, it follows that the safety and well-being of the child who is being victimized is threatened in a manner that violates the protections delineated in the UN Convention on the Rights of the Child. Adults who care for children have a responsibility to protect children from harm, including peer victimization, and to advocate for their human rights.

The Australian Human Rights Commission (AHRC) (2011), agrees with the UNCRC that bullying is an abuse of a person's fundamental human rights. It is a serious problem with serious mental and physical impacts. The Commission states that, bullying can affect you at home, school, work, social life and one's ability to feel happy, healthy and secure. The AHRC 2011 re-echoes the UDHR preamble which states that, Human rights are important for everyone, everywhere, every day. All of our human rights are equally important and should be respected by everyone. A person has a right to feel safe and to be treated fairly and respectfully, thus bullying or harassment is a violation of these rights.

In addition to the above, the AHRC outlines the extent to which bullying constitutes a violation of the fundamental human rights and freedoms of the affected students among others with reference to the UDHR under the following circumstances: Under Article 3 of the UDHR, everyone has the right to life, liberty and security of person. This is equally captured in the UNCRC Article 6, which stipulates that, States Parties recognize that every child has the inherent right to life.

The AHRC concurs that a person has the right to be free from mental, emotional and physical violence. Bullying is a form of violence. You have a right to be in a supportive environment (be that at school, work or online) that is respectful, safe and free from violence. A House of Commons Education and Skills Committee Third Report on Bullying in 2007 asserts that Children and young people consistently report a high level concern about bullying in terms of personal safety and emotional wellbeing.

Additionally, a Rights Site News publication in 2010 states that, being safe at school is a fundamental human right. Every child and youth has the right to be safe and free from the harmful effects of bullying. Children in all three roles with respect to bullying – those who are bullied, those who bully others, and those who know it is going on – can be negatively impacted. Negative effects include a lack of confidence in oneself and in others, an increased risk for depression and psychological disorders, poor academic and vocational achievement, and criminality.

The publication continues to state that, as a society, we must educate children to ensure they develop positive attitudes and behaviours and avoid using their power to bully or

harass others. Article 29 of the United Nations (UN) Convention on the Rights of the Child (CRC) specifies that education shall be directed to:

The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of the sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin.

Article 7 of the UDHR states that all are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination. When a person (child) is bullied the following rights become affected:

- The right to the highest attainable standard of physical and mental health. Bullying can cause physical injuries, depression and other health issues.
- The right to survival and development. Bullying can have serious impact on your physical, mental, spiritual, moral and social development.
- UNCRC Article 31 (1) says. States Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts. Bullying that occurs in places you play and socialise such as at school, on social networking sites and playground can impact on the child's ability to relax and enjoy different activities. Equally on the same subject of right to leisure and play, in New Zealand, bullying has reached such catastrophic proportions hence making the Prime Minister John Key to call for a "national conversation" on how to reduce bullying in schools. He

states Political leadership is very welcome on an issue that is complex and too often dismissed as unimportant and, at any rate, insoluble.

He describes the situation as a generation of students who live online as much as in real life have not hesitated to post scratchy recordings of vicious assaults. Each clip becomes a reminder that something has gone terribly wrong in the lives of both victim and bully. Notwithstanding the above, the UNCRC Article 28 (1), also stipulates that, States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular focus on:

Right to education is a very important right that is most threatened or deprived through bullying. Bullying at school can make one feel unsafe and unwelcome. It can impact on one's concentration and one's mental and physical health. This may affect how well you do at school. As supported by research by Dunne, et al., (2005), there is positive and significant value for this interaction that indicates that, school absenteeism increases at a higher rate for children who were bullied compared with those who were not bullied as emotional problems increase. The study states that, it was estimated that boys who were bullied for one to two days had 1.7 times higher odds of school absenteeism than boys who were not bullied. Girls who were bullied for one to two days had 1.8 times higher odds of school absenteeism than girls who were not bullied. In addition, the likelihood of school absenteeism increased as the frequency of bullying increased, in particular when bullying happened more than twice in 30 days. Boys who were bullied for three to nine days had 2.5 times higher odds of school absenteeism than boys who were not bullied. Girls who were bullied for three to nine days had 2.1 times higher odds of school absenteeism than girls who were not bullied. Hence, it can be seen from the forgoing that

bullying does deprive victims of their right to education. James (2010), puts it rather bluntly that, as a human rights matter, bullying is unacceptable, delaying or interfering with a response to bullying in criminal form is itself a criminal matter and should be seen as an abuse of discretion at best and, at worst, obstruction of justice and a violation of the victim's right to education.

Additionally, with respect to bullying depriving a child his or right to education, A House of Commons Education and Skills Committee Third Report on Bullying in 2007 asserts that, Children and young people consistently report a high level concern about bullying in terms of personal safety and emotional wellbeing. In research for its Children and Young People's Plan for 2006, Solihull Metropolitan Borough County found that 26% of secondary school age students were sometimes afraid to go to school because of bullying (2006: 34). Research in Cumbria County Council 2003 Children and Young People's Plan for 2006-09 found that 46% of girls in years 5 and 6 were sometimes afraid to go to school because of bullying (2006: 57). A survey of secondary school age children in Bath and North East Somerset in 2005, asked "What would make the biggest difference to your life," 36% said less bullying.

Under Article 19 of the UDHR, everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers. Your right to participate and have your voice heard. Bullying can make you feel unsafe and prevent you from expressing your feelings and opinions at school, home, work, and with your friends. You have the right to express your views, to have your concerns taken

seriously and to participate in decisions that directly affect you. The CRC Article 13 also talks about the fact that,

- The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.
- Article 16 UNCRC states that: 1. No child shall be subjected to arbitrary or unlawful interference with his or her privacy, family, home or correspondence, nor to unlawful attacks on his or her honour and reputation.
- The child has the right to the protection of the law against such interference or attacks. Your right to privacy. Bullying, in particular cyber bullying can make things that are personal public. You have a right to have your privacy respected by others. In July 2014, NO Bullying.com published the story of Tyler Clementi who committed suicide after his right to privacy was violated. Tyler, 18, was a regular freshman who was passionate about playing the violin and was still new to his gay identity. Instead of enjoying college life at Rutgers University, his first semester proved to be a living hell, one he felt he had no way of escaping. Tyler had a roommate, Dharun Ravi, who had a hard time getting along with him and realized that Tyler liked to keep to himself most of the time. When Tyler informed his roommate that he would be hosting a male guest at their dorm room and asked for some privacy, Dharun went across the hall to his friend, Molly Wei and both of them streamed a video live from Tyler's room using Dharun's webcam, they saw Tyler kissing another man and Dharun immediately began

tweeting about it to friends and other Rutgers students and possibly, the entire world.

On the same night, Tyler sent a request to the school's administration asking for a single room citing the fact that his roommate had used a webcam to spy on him. The next day, Tyler made the same notification to Dharun that he would be receiving a male guest, this time Dharun tweeted that he would be live streaming the entire sexual tryst, and invited everyone to watch, but the viewing never occurred. The next day everyone woke up to the news that Tyler Clementi had jumped off a bridge into the Hudson river, his body was found hours later. His last communication with the world was a Facebook status declaring he was jumping off the bridge and that he was sorry. Dharun and Molly were both charged with several counts, Molly made a deal to testify against Dharun for her charges to be dropped and later on Dharun was sentenced to 30 days in jail by a New Jersey judge for spying on his Tyler Clementi's gay tryst. Ravi, 20, spent his 30 day jail term and was also sentenced to three years' probation, ordered to complete 300 hours of community service and attend counselling programs for cyber-bullying and alternative lifestyles (<http://nobullying.com/cyber-bullying-storie/>).

- Under Article 5 of UDHR, no one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.
- Under Article 17 of the UDHR clause 1, everyone has the right to own property alone as well as in association with others. Clause 2 states that, no one shall be arbitrarily deprived of his property.

- Under Article 13 of the UDHR, everyone has the right to freedom of movement and residence within the borders of each State.

Thus as captured in the UDHR that, just as we are all born with human rights we also have responsibilities to respect and protect the rights of others. This means that it is important to always be respectful of other people. We all have a responsibility to avoid all forms of bullying, including spreading gossip or making offensive comments about others online AHRC, (2011).

According to Eleanor Roosevelt, an advocate for Human Rights and a member of the Commission that drafted the UDHR, “Everyone has the right to be respected and the responsibility to respect others.” Respecting the rights of others applies to everyone, including people who are your friends and those who are not, people who are isolated, new to your school or workplace or may not be very popular AHRC, (2011).

The responsibility to protect children from all forms of abuse, including bullying, is the responsibility of parents, teachers, and other adults in the community who are in contact with children and youth. Article 19 of the CRC addresses the rights of children who are at the receiving end of bullying and harassment. It states, parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.

Many children endure bullying on a daily basis. This type of abuse is a violation of human rights. All children involved in bullying require support to promote healthy

development and positive relationships and to protect their welfare. Finding ways of predicting and preventing the development of these relationship problems is a necessity. Bullying is not simply about threats and intimidation, it is an abuse of a child's human rights.

2.8.1 Bullied Victims Who Have Committed Suicide

According to Jackson (2011), bullying is a violation of Human Rights to those being threatened, harassed and violated with words, actions, threats and intimidations. He equally adds that, it cannot be understated that, bullying is a serious violation when young people have committed suicide or murder as the results of unwanted actions of others.

Related to Jackson's, assertion, in July, 2013 Ben Wedeman writing for the (CNN) from Novara, Italy reported the story of Carolina Picchio - Like many girls her age, Italian teenager Carolina Picchio shared her pictures, thoughts and emotions on Facebook. But after a video of the 14-year-old showed up on Facebook in which she appeared to be drunk and disoriented at a party, social media became a source of torment.

An ex-boyfriend and his friends posted a steady barrage of abusive, offensive messages aimed at Carolina. And what started out online spilled into her daily life at school, and among her friends. Unknown to her family, it all became too much for her to handle. In the early hours of January 5, she jumped out of her bedroom window, landing headfirst on the concrete below. Besides the abusive messages on Facebook, on the day leading up

to her death, Carolina had received 2,600 vulgar messages via the messaging service WhatsApp, the prosecutor's documents show.

Similarly, in August 2013 Nick Fagge writing for the daily mail of the UK, published a story of a 14 year old Hannah Smith who hanged herself in her bedroom after being sent online most of the vile abuses by trolls on Ask FM. 'Hannah was a 14-year-old girl who was being bullied and she took her own life,' her father confirms she was bullied online 'A 14-year-old girl has taken her own life because she was being bullied on the internet'.

The negative effects of bullying cannot be understated. Bullying has led to the death of many victims and perpetrators. Bullying is a violation of fundamental Human Rights of the victims which causes emotional and psychological trauma to the families and friends with specific reference to right to life, a blogger Kiri Blakeley posted on her page the tragic story of a 14-Year-Old Boy who Shot Himself in Front of his Classmates After Being Bullied in November 30, 2012. She writes, "I cannot imagine the pain his mom is going through right now". Her 14-year-old son, David Phan, who is uniformly described as nice and respectful to everyone, shot himself in front of classmates and other parents due to bullying.

One of his classmates said it had something to do with bullying. One classmate says Phan was "one of the sweetest guys I've ever known." He described how Phan once bought him a drink and never asked to be paid back. But despite this, he was routinely bullied "for no reason." "I don't think people realize how much words can hurt," said another student.

In another issue of discrimination and victimization and abuse of fundamental human rights of a child, Larisa Brown writing for the Daily Mail paper in the UK, re-lives the

tragic story of a boy of nine who was found hanged, “he is believed to have killed himself after he was bullied for being white by an Asian gang at school”. The story said, Aaron was discovered by Miss Dugmore hanged in his bedroom at the family home in the Erdington district of Birmingham at about 6pm on February 11.

Aaron Dugmore is thought to be one of the youngest children in the UK to have committed suicide was discovered in his bedroom after being tormented for months, his parents said. Aaron’s classmates said he was threatened with a plastic knife by one Asian pupil, who warned him: ‘Next time it will be a real one.’

He was also told by another pupil that ‘all the white people should be dead’ and he was forced to hide from the bullies in the playground at lunch time. His mother said she was convinced the taunts led to her son killing himself. ‘Aaron got on with all the children at his last school, and for him to have been bullied because of the colour of his skin makes me feel sick to my stomach,’ she said. ‘Eventually he told us that he was being bullied by a group of Asian children at school and had to hide from them in the playground at lunch time.’ She said: ‘They made fun of him because he was the new kid but no one really thought it was any more than playground stuff.’

In a book called *bullycide, death at playtime: an exposé of child suicide caused by bullying*, Neil Marr and Tim Field's agrees with Jackson and goes ahead to documents cases of bullycide listing all of the children and young people who have lost their lives or been driven to suicide because of bullying at school or bullying during their school years in Europe, North America and elsewhere.

It starts with Lancashire which they regard as the first recognised bullycide of Steven Shepherd in the strawberry Fields at Newburgh, Lancashire in 1967. It continues with Brian Franklish who died whilst trying to escape the children bullying him in April 1998.

May 1999: community opinion in Canton, Cherokee County, Georgia was split after 15-year-old Jonathon Miller was found guilty of the murder of Josh Belluardo. The court heard how Miller, who had been bullying 13-year-old Josh Belluardo for some time, delivered a punch on the back of the head as the two were getting off the bus. The blow ruptured an artery and Josh Belluardo died within 60 seconds. Subsequent investigation revealed Miller had a history of violent behaviour including 34 reported incidences.

In Yorkshire, Twelve-year-old Debbie Shaw agrees to a challenge by other girls to end her bullying and victimisation by fighting the school bully. She died of her injuries.

In another tragic happening, Thirteen-year-old Roger Hillyard was found dead near his home after a lifetime of bullying. Sisters Samantha and Michaela Kendal are so taunted and bullied about their overweight they go on hunger strike and both died.

In Burton-upon-Trent, Fifteen-year-old choirboy Darren Steele is found hanged in his bedroom after a life of bullying and victimisation at school.

In West Midlands, Twelve-year-old schoolboy Stephen Woodhall hanged himself with his brother's school tie rather than face bullying by the school bullies for another day. "He must have been going through hell," his father, Ken, said. Later, forty-seven-year-old Kenneth Woodhall also hanged himself. He never got over the hanging suicide five years earlier of his son Stephen.

In September 1997, 13-year-old Salvation Army girl Kelly Yeomans took a fatal overdose after months of tormenting and bullying. Stephen Sandon, six, collapsed and died in terror of a bully pack almost a year to the day after the death of Joanna Canlin in the same tough schoolyard. From the Isle of Lewis, in February 1996 Katherine Jane Morrison, 16, takes a fatal overdose after horrendous bullying. From the same Isle of Lewis, Fifteen-year-old Marianne Bisenieks dies of an overdose. She is said to have been bullied at the same school as Katherine Jane Morrison.

In Ireland, Marr and Fields documents the tragic death of fourteen-year-old Kurt Cobain who shoots himself to escape the local bully boys. Vijay Singh Shahiri wrote heart breaking poems about his schoolyard tormentors, then hanged himself. From the Irish capital Belfast, In January 1995 Marie McGovern overdoses after bullying. Her diaries recorded a life of day-to-day terror.

In Cheshire, Sixteen-year-old bully victim Lucy Forrester decides to escape her own ordeals of bullying and other horrendous experiences by throwing a copper wire over the live lines of the local railway track, electrocuting herself to escape her daily share of terror through bullying. Again in Cheshire, Mark Harvey, 15, died after refusing to run away and being beaten by a bully gang outside school. Also in Lancashire, in September 1994 Lynette McLaughlin hanged herself with her own dressing gown cord because of bullying.

Schoolgirl dancer Kelly Farrar, 13, killed herself with her father's heart pills after telling friends she had been teased at school. Abingdon, Oxfordshire: Teenage cyclist Mark Perry risked the road to escape a gang of bullies. He died under the wheels of a truck.

From Kent, Child prodigy James Lambeth, 16, had to suffer death by gassing in his father's car to escape his world of atrocities from bullying because he was a genius. In London, Eleven-year-old Martin Harvey, a long-time victim, collapsed and died when a bully gang charged him in the playground. From Leeds, comes the death of Daniel Overfield, 12, who hangs himself, because he is unable to cope with a hand-written insult. Surrey, Peter Evans, 11, is crushed under the wheels of a lorry trying to escape a bully gang. Hampshire, Fourteen-year-old Tom Brough hanged himself. Witnesses at his inquest admit to having been part of a bully campaign against him. Six-year-old Matthew Bibby risks the busy rush hour road rather than the bullies and is killed by a car as he tries to escape them.

In Wales, Alistair Hunter, aged 12, hanged himself after a campaign of bullying which involved him being spat upon and bullies urinating in his sports bag. Also, Nine-year-old Neil Gadd chooses the main road rather than face bullies blocking the subway pass. He's knocked down and killed.

23 June 2001: Nicola Raphael, 15, died after taking an overdose of painkillers at her home in Kirkintilloch, Dunbartonshire, Scotland. She had been the target of bullying for some time. The bullies at Lenzie Academy had speciously used her style of dress - which they labelled "Gothic" as a rationalisation for their violence towards her and had branded her "a freak".

20 September 2001: 14-year-old Laura Grimes committed suicide by taking an overdose of painkillers after being bullied at school and rejected by friends. Avon and District coroner Paul Forrest described Laura's case as "one of the most distressing I have come

across in 20 years". Laura took a massive overdose of Co-proxamol painkillers after leaving eleven suicide notes, as revealed in *Bullycide: death at playtime* by Marr and Fields.

27 November 2001: fifteen-year-old Elaine Swift died from an overdose of painkillers after a campaign of bullying, harassment and assault which started after she was featured in the media for having donated bone marrow to her younger sister who was suffering from leukaemia. Elaine's parents say that they were let down by the LEA who failed to take her allegations seriously. The bullying comprised daily verbal harassment and taunting, and on one occasion a lighted match was thrown into her hair, which caught fire. The situation had become so untenable that Elaine was moved from Brierton School in Hartlepool last year.

4 August 2002: an inquest in Whitby heard how 13-year-old Jack Glasby hanged himself after being bullied at Caedmon School, Whitby, Yorkshire, which he had left five months previously. As a study by Kidscape found, the cumulative psychiatric injury caused by bullying at school endures, often throughout life. Problems started in February 2001 when another pupil hanged Jack over a stairwell and said he would drop him.

17 April 2003: 15-year-old Sarah Harrison from Mapperley in Nottinghamshire, England, hanged herself at a Nottingham children's home after enduring months of bullying. Sarah had wanted to be a model. 6 June 2003: Karl Peart, 16, from Lynemouth, Northumberland, was repeatedly picked on because he was intelligent, considerate and refused to join street gangs. Karl planned his own funeral before taking an overdose of painkillers with alcohol. 30 June 2003: Oliver Sabine, 17, is found hanged after suffering

years of bullying which left him scared to go out. In February 2005 an inquiry into death of Oliver Sabine finds "no evidence" despite years of bullying, a broken nose and the theft of five of Oliver's bikes.

12 July 2003: Leeds soccer fan Christopher O'Reilly, 15, hangs himself after bullies threaten to kill him or his parents. Christopher had already had his face slashed and his mobile phone and wallet stolen.

October 2004: An inquest hears how Jamie Sell, a pupil at Cantonian High School in Fairwater, Cardiff, hanged himself a few days before his 18th birthday after being taunted by bullies.

April 2005: 14-year-old Shaun Noonan from Ellesmere Port, Cheshire hangs himself after a long period of bullying including being head butted, thrown into a ditch, having an earring pulled out and a 'happy slapping' incident recorded on mobile phones by youths at Sutton High School. May 2005: 15-year-old Anna Marie Averill, a pupil at Hillcrest School, in Bartley Green, Birmingham, kills herself after months of bullying.

2.8.2 Bullied Victims Who Nearly Committed Suicide

May 2005: 17-year-old Kirsty Jessen was bullied continuously since the age of 4 because she suffers from alopecia (hair loss). She thought often about committing suicide.

25 June 2003: 9-year-old Jessica O'Connell kept a two-year diary of events in which she describes being hit, verbally abused and held down in a swimming pool. Jessica thought about killing herself because of two years of bullying by a classmate which Jessica wrote

"To mummy, I wish I was dead so I don't have to suffer any more pain. I love you."

Jessica lived to tell the tale - but only just. August 2003: 12-year-old Aimee Reynolds felt suicidal and was withdrawn from Paignton Community College, Devon, because of persistent bullying.

Charles Robbins, Executive Director & CEO, The Trevor Project and Eliza Byard, PhD, Executive Director, the Gay, Lesbian and Straight Education Network in the US writing a paper on the topic Bullied to death: Addressing harassment and suicide prevention in schools states that, the impacts of language and behaviour can be deadly, especially in a school environment where young people are already highly impressionable and vulnerable. Unfortunately, this difficult lesson has been conveyed many times when young people resort to drastic and permanent measures to escape the despair of enduring constant bullying and harassment at school.

Two of the top three reasons secondary school students said their peers were most often bullied at school were actual or perceived sexual orientation and gender expression, according to a 2005 report by GLSEN and Harris Interactive. In addition, The Trevor Project fields tens of thousands of calls from young people each year, both straight and LGBT-identified, with rejection and harassment by peers being one of the top five issues reported by callers.

In the same GLSEN and Harris report, more than a third of middle and high school students said that bullying, name-calling and harassment is a somewhat or very serious problem at their school. Furthermore, two-thirds of middle school students reported being assaulted or harassed in the previous year and only 41% said they felt safe at school.

There cannot be any justifiable reason for the denial of universal rights of safety and freedom from persecution for any person. Bullying has received noticeable attention through the unfortunate deaths of bright, talented, and intelligent young people. These young people so full of life, the spark of living glowing with the potential to bring love, happiness and hope into this world, but that spark was extinguished by the actions of others through continuous, unrelenting, intentional, and demoralizing acts of bullying.

President Obama and the First Lady held a conference on Bullying Prevention at the White House exclaiming all the reasons why acts of Bullying should not be "an acceptable practice." "As a teacher of 23 years Obama said, I have conducted presentations personally on bullying to young people, to develop in them an understanding of the seriousness of the demoralizing actions that have caused fear, anguish, mental and emotional damage that physical damage can never compare to". He continues, "there seems to be a disconnection in reality of what bullying actually does and how it has long term effects on the victim and perpetrator. Children starting from 3 years of age have the potential to bully, learned from either modelled behaviours or executing them on their own displaying power over another individual or group. Usually children at this early age perform these actions to get what they want and learn this behaviour".

In the speech, he relives the fears, apprehensions and the distress of even attending school because of the threat of bullying. His remarks, demonstrate and give a live testimony that students cut school, do not eat lunch, do not ride the school bus or are fearful of walking home because of bullying.

He also added during his presentation at the conference that; "We cannot turn a blind eye to bullying any longer. Children are taking their lives or taking the lives of others." The National Threat Assessment Centre found that the attackers in more than two thirds of 37 mass school shootings felt "persecuted, bullied, threatened, attacked, or injured by others," and that revenge was an underlying motive (American Medical Association, 2004).

The definition of bullying centres around; a person who is repeatedly, and over time, exposed to negative comments or actions by another person or group. These negative actions can cause injury (e.g. physical violence by pushing) or emotional discomfort to another person (e.g. name calling, spreading rumours) and mental distress (e.g. low self-esteem, demoralization); (Virtualmedicalcentre.com, 2009). Our human rights are "the rights and freedoms to which all humans are entitled." The universal concepts that all human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood).

Article 1 of the United Nations Universal Declaration of Human Rights (UDHR), states that "We hold these truths that all men are created equal, endowed with the unalienable rights of life, liberty and the pursuit of happiness" (United States Declaration of Independence). Bullying is a violation of human rights and must be stopped with education, compassion, empathy and love.

Many parents of children who have been bullied feel powerless, often begged by their children not to raise it with the school because of their fear that it will just make things worse for them. But bullying, harassment and assaults cannot be ignored – "they are

human rights abuses”. “Any failure to treat bullying, abuse and violence seriously, because it occurs between students, within schools, is a violation of a child’s human rights.”

The Human Rights Commission of New Zealand equally reports on the situation to paint horrifying levels of the problem in a paper called, *School Violence, Bullying and Abuse: A human rights analysis*, published in response to persistent complaints received from parents whose children were the victims of bullies. The analysis was completed in conjunction with the Office of the Children’s Commissioner’s major inquiry into bullying, *School Safety: An inquiry into the safety of students at school*.

It states that, everyone, but particularly children, as vulnerable members of society, have a right to personal security. They have the right to be safe and to feel safe. Bullying and harassment, assault and abuse deny a child that right. Children have a right to education. If a child no longer feels safe at school, their education has been compromised as much as that of the bully who faces a stand-down or suspension.

The Commission’s analysis of school bullying revealed a fundamental gap in natural justice. Schools are required to inform the parents of a student who is suspended or stood down. But there is no equivalent guidance to say the victim’s parents should be notified or even heard when a Board of Trustees is considering how to discipline a student who has been a bully. Without the right to be heard, the students who have faced harassment, violence and abuse are victimised again, this time by the process.

It is a fundamental democratic or human right for a child to feel safe in school and to be spared the oppression and repeated, intentional humiliation implied in peer victimization or bullying (Olweus, 2001).

Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. Provisions ought to be made to ensure that schools promote and enforce human rights for all students. (Charter of the United Nations as the Universal Declaration of Human Rights)

2.9 Mechanisms that promote and protect human rights of bully victims in secondary schools

Under the UDHR, Article 3 states that, everyone has the right to life, liberty and security of person, whiles, Article 8 states that, everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law. Stanton and Beran (2007) asserts that, when children are victimized, whether the perpetrator is an adult or a peer, their rights are being violated. Every human deserves to be respected, protected from discrimination and harassment. As a vulnerable population within society, children are at an increased risk for victimization and depend on adults to protect them and advocate for their human rights.

2.9.1 The Law as a mechanism

Law is a system of rules and guidelines which are enforced through social institutions to govern behaviour. Laws are made by governments, specifically by their legislatures. The

formation of laws themselves may be influenced by a constitution (written or unwritten) and the rights encoded therein. The law shapes politics, economics and society in countless ways and serves as a social mediator of relations between people (Robertson, 2006). Generally speaking, law is a set of rules and regulations put together by an authority to monitor human behaviour or interaction. The principle of legality on the other hand is the legal ideal that requires all law to be clear, ascertainable and non-retrospective. It provides warranty that an act, or an agreement or contract must strictly adhere to the statutes of a particular jurisdiction. Kelsen, (2006) suggests that legality requires decision makers to resolve disputes by applying legal rules that have been declared beforehand, and not to alter the legal situation retrospectively by discretionary departures from established law. It is closely related to legal formalism and the rule of law and can be traced from the writings of Feuerbach, Dicey and Montesquieu. What Are Bullying Laws?

Bullying laws are laws that aim to prevent bullying or address it when it happens or both. Because they are against bullying, they are also called "anti-bullying laws"• for clarity. So far, there are only state laws about bullying, but people have suggested a national law. Bullying laws often focus on schools, which are the site of a large amount of bullying behaviour, with bullying being the most problematic during the middle school years (grades 6-8).

Bullying laws have pursued different programs and agendas. Laws may or may not criminalize bullying, some preferring to keep the handling of such situations in the realm of families and schools (when appropriate) rather than the courts. Laws may require reports of bullying by school personnel who witness it, and prescribe responses to

bullying that includes investigation and imposing disciplinary measures, notification for parents, and support and counselling of targets.

Several countries in Europe, the US and Canada and Australia have instated anti-bullying legislation regarding peer victimization in schools. According to Stanton and Beran (2007), to the extent that countries such as Canada, United States, United Kingdom, Sweden, Finland, and Australia have recognized bullying as a criminal offence and passed legislations to regulate, it goes to show the severity of the problem of bullying as a violation of the fundamental rights of people, in this case students of secondary schools.

As of October, 2010, 45 states had bullying laws, while there were no such laws in the District of Columbia, Hawaii, Michigan, Montana, North Dakota, and South Dakota, with New York being one of the most recent to pass legislation.

As new states continue to put bullying laws on the books, states with existing laws review and revise them. New Jersey, for example, which passed anti-bullying legislation in 2002, had an anti-bullying bill of rights law introduced to its legislature in October, 2010. The new law provides for the training of public school staff in addressing bullying, intimidation, and harassment, as well as in suicide prevention.

Several countries in Europe, the US and Canada and Australia have instated anti-bullying legislation regarding peer victimization in schools. Although bullying behaviours have been specifically and consistently defined in the research, definitions of bullying vary widely across legislative acts. The United States depicts this discrepancy in definitions across states. Moreover, not all legislative acts include a definition of bullying. Of the 45

states that have bullying legislation in the US, 22 states are reviewed. Out of the 22, only 9 provide a definition of the scope of behaviours that constitute bullying. Some states (e.g., Georgia) provide a narrow definition of bullying (Limber & Small, 2003), and some have a definition of bullying that is synonymous with harassment and intimidation, resulting in a broad definition of bullying. In particular, Louisiana (2002), New Jersey (2002), Oklahoma (2002), Oregon (2001), Washington (2002) and West Virginia (2001) all define bullying to be synonymous with harassment and intimidation (Limber & Small, 2003). An example of a broad definition is taken from Louisiana's (2002) statute:

“Harassment, intimidation, and bullying shall mean any intentional gesture or written, verbal, or physical act that: (a) a reasonable person under the circumstances should know will have the effect of harming a student or damaging his property or placing a student in reasonable fear of harm to his life of person or damage to his property; and (b) is so severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for a student.”

Unlike the aforementioned states that include a broad scope of bullying, other states use a narrow definition. For example, Georgia's statute focuses exclusively on physical actions of students (Limber & Small, 2003).

Bullying definitions used in legislation typically include the aggressive and intentional nature of an individual, yet often neglect to include less overt forms such as threatening, gossiping or spreading rumours (Limber & Small, 2003). The courts may perceive the latter's behaviour as minimally harmful or violent to the individual experiencing it (Shariff, 2005). Thus, legislation that perceives bullying as solely physical or verbal

undermines and underestimates the negative impact of other types of bullying (e.g., indirect) on individuals (Stanton and Beran, 2007).

Again, according to Stanton and Beran (2007), there are three sections designated to anti-bullying policies found in the *Public Schools Act III of Canada*. In particular, section 47.1(1) *Codes of Conduct and Emergency Response Plans* instructs that the principal for each school, in collaboration with the school advisory committee, establish a code of conduct for pupils and staff and an emergency response plan for the school that are reviewed at least annually.

Section 47.1(2) instructs that the content of the Code of Conduct must include five components. First, it must include a statement that pupils and staff must behave in a respectful manner and comply with the code. Second, it must include a statement illustrating that bullying, or abusing any person physically, sexually, or psychologically, orally, in writing or otherwise is unacceptable. Furthermore, discriminating unreasonably on the basis of any characteristic set out in subsection 9(2) of the *Human Rights Code*, as well as using, possessing or being under the influence of alcohol or illicit drugs at school is unacceptable. Third, a statement regarding the intolerance of gang involvement and weapon possession is included. Fourth, a statement that pupils and staff abide by the school policies respecting appropriate use of electronic material and the Internet, including the prohibition of accessing, uploading or distributing material that the school has determined unacceptable is included in the Code of Conduct. Fifth, the Code of Conduct include the disciplinary consequences, in as much detail as is reasonably possible, of violating the code, and the process of appealing disciplinary decisions. In

addition, the code meets any other requirements prescribed by regulation under *The Canadian Education Administration Act*.

There is considerable variability in legislation relevant to bullying across countries. For example, some countries have identified bullying as “moral harassment”, or “mobbing” and typically include repeated, non-physical acts of harassment at the workplace, occurring over a significant time period that have a humiliating effect on the victim. Others have defined bullying to exclusively include physical harm (Limber & Small, 2003, OPSEU, 2007). In addition, some countries have considered bullying in several contexts, whereas other countries have explicitly discussed bullying within the workplace.

Many European and Scandinavian countries, including Germany, Italy, Sweden, The Netherlands, Denmark, Finland and Norway have introduced laws to deal with psychological aggression (OPSEU, 2007). Belgium and France introduced legislation against moral harassment (bullying) at work covering a range of behaviours including verbal abuse, bullying, mobbing and sexual harassment (OPSEU, 2007). The French law includes "moral harassment" as a criminal offence. Punishments for this type of crime can be as severe as imprisonment and fines (OPSEU, 2007). In the United Kingdom, Ireland and Australia, psychological violence is included under existing workplace safety legislation (OPSEU, 2007). It must be understood that, the differences in legislation can be, to some extent, due to the differences in legislators’ understanding of bullying. Therefore, one is required to interpret existing laws as applicable to the school context.

Countries reviewed include: the United Kingdom, the United States, Australia, Sweden and Finland (Stanton and Beran, 2007).

2.9.1.1 United States

The concern of school bullying has intensified since school policy makers have made the safety of the U.S schools an important issue (National Conference of State Legislatures, 2007a). State legislators articulate that a safe and civil school environment is necessary for student learning and high academic achievement (National Conference of State Legislatures, 2007a). About 20 states (including two territories) in the United States currently have school bullying laws (National Conference of State Legislatures, 2007b). Each state has a separate school safety enactment and the description of state legislation varies across each state.

In addition, eight of these states have enacted cyber-bullying legislation. Similarly, each state's legislation is distinct, and, therefore, varies to some extent. However, each state's legislation includes electronic communication as a component of bullying (National Conference of States Legislatures, 2007c). States that have integrated cyber bullying in the legislation include: Arkansas, Delaware, Minnesota, Oregon, Washington, South Carolina, Idaho, Iowa (National Conference of States Legislatures, 2007c).

2.9.1.2 Australia

There are a total of 33 Acts pertaining to bullying in Australia. However, some Acts pertain specifically to the safety and protection of children. For the purpose of this essay, Acts specific to the safety and care of children were reviewed.

Approximately six Acts relevant to the care and well-being of children exist in Australia. These Acts include: the South Australia Children's Protection Act (1993), the Child Wellbeing and Safety Act (2000), the Child Wellbeing and Safety Act (2005), Children, Young Persons and their Families Act (1997), The Ombudsman Amendment (Child Protection and Community Services) Act (1998), and the Western Australia School Education Regulations (2000). Such Acts provide for the care, safety, welfare, supervision and protection of children; and for other purposes including the notification of abuse or neglect, removal of children in danger; investigations into allegation of abuse or neglect; protection of children against female genital mutilation; family care; and care and protection orders. Based on the descriptions of each of the aforementioned Acts, it is apparent that children residing in Australia are highly protected against bullying under the law. Thus, these Acts can be very useful when developing school policies because they demonstrate extensive interest in protecting children's safety and well-being in all contexts.

2.9.1.3 Finland

Unlike other countries around the world, severe violence in schools in Finland is rare. Furthermore, school homicides have not occurred in the past two decades (Bjorkqvist &

Jansson, 2001). Consequences for bullying may be severe, resulting in low prevalence rates. There are four laws relevant to bullying in Finland. First, bullies can be fined, regardless of their age. This law came into effect in 1995, after two 15-year-old individuals were charged with systematically bullying one of their peers. More specifically, the two individuals bullied their peer both physically and psychologically. Each bully was fined 1,200 Euros for inducing mental pain and 120 Euros for physically abusing the victim. This case set the precedent to fine individuals found guilty of bullying in future cases (Bjorkqvist & Jansson, 2001). Second, in 1999, new school legislation was developed emphasizing school safety (Bjorkqvist & Jansson, 2001). Third, in addition to being fined, bullies can be presented with a restraining order by the court of law (Bjorkqvist & Jansson, 2001). In 2000, two 16-year-old individuals, residing in the city of Varkaus, were presented with restraining orders, forbidding them to go near a peer that they had bullied. This particular case set precedent to prevent bullies from interacting with individuals they had bullied.

Fourth, school authorities can be held accountable for negligence in cases involving bullying and school violence. Thus, school authorities may be fined if found guilty of neglect (Bjorkqvist & Jansson, 2001). The Finnish Code of Law concerning comprehensive schools, the Code of Law for senior secondary schools and the Code of Law for vocational schools each state that all individuals have the right to a safe school environment (Bjorkqvist & Jansson, 2001). Thus, these laws cover physical safety, as well as protection against bullying and exposure to violence in school (Bjorkqvist & Jansson, 2001). School authorities who neglect to ensure a safe and healthy school environment for students can be held culpable of neglect under the Finland law.

2.9.2 Case Law as a mechanism

Case law is defined as the collection of reported cases that form all or part of the body of law within a jurisdiction (Garner, 2004). Case law is useful in current bullying cases because the interpretation of previous case rulings can be applicable to a current case involving school bullying in both Canada and the United States that have set standards for court judgments in current cases. Different types of bullying (verbal, physical and sexual) are discussed in relation to case law. Each type of bullying defined is based on definitions found within the current bullying literature. This is because any behaviours, either at school or off site, in the physical world or in virtual space, that negatively impact students' learning experiences are considered inappropriate and deemed criminal under the Supreme Court.

2.9.3 Human Rights Education as a mechanism

According to the Australian Human Rights Commission (2009), Children's attitudes, ideas and characters are formed at a young age and these are heavily influenced by their environment, including their school education. Human rights education in school is an effective means to assist children to incorporate human rights values into their attitudes and behaviours. Assisting young people to incorporate these values into their daily lives is a concrete way to prevent bullying, discrimination and promote inclusion and respect for diversity. Human rights provide a valuable framework for good interpersonal relations and for making informed and proportionate decisions from the playground to government and public policy, it starts with human rights education in schools.

Research in Australian schools provides additional information to show that, where education around values is embedded in the content and pedagogy of the classroom, there is evidence of improved student engagement with schooling, better learning outcomes, and enhanced social and emotional wellbeing. As a result of these values in education, there is a reported increased empathy, tolerance and respect, and increased student confidence to address bullying. Schools have also reported a reduction in disciplinary measures, an increase in school attendance, and positive shifts in classroom and playground relationships as well as relationships at home. Naraginti (2006) concurs with the concept underpinning human rights education and has emphasized that, education should not only aim at forming trained, professional workers, but also in contributing to the development of individuals who possess the skills to interact in a society. Human rights education aims at providing pupils and students with the abilities to accompany and produce societal changes. Education is a way to empower people, improve their quality of life and increase their capacity to participate in the decision-making processes leading to social, cultural and economic policies.

The UN charter states that, Human rights are the basic freedoms and protections that all people are entitled to. They are rights that we all have whatever our nationality, place of residence, sex, national or ethnic origin, colour, religion, language, sexual orientation or any other status. We are all equally entitled to our human rights without discrimination. These rights are all related to one another, dependent upon one another and indivisible from one another.

Human rights are closely related to (human) values, such as justice, equality, fairness and democracy. Human rights education aims to build an understanding and appreciation for

human rights through learning about rights and learning through rights. Human rights education is inextricably linked with the pedagogy of teaching. It requires not just imparting knowledge about human rights but also applying a human rights-based pedagogy to ensure young people learn in a rights-respecting environment – an environment that respects their rights and promotes the rights of others.

Under Article 26 of the UDHR, there are provisions for education and its objective. It states that,

(1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

Article 28 of the UDHR also states that, everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

Under the International Covenant on Economic, Social and Cultural Rights (ICESCR) Article 13 states that,

1. The States Parties to the present Covenant recognize the right of everyone to education. They agree that education shall be directed to the full development of the

human personality and the sense of its dignity, and shall strengthen the respect for human rights and fundamental freedoms. They further agree that education shall enable all persons to participate effectively in a free society, promote understanding, tolerance and friendship among all nations and all racial, ethnic or religious groups, and further the activities of the United Nations for the maintenance of peace.

There are three main elements of human rights education. Firstly, the acquisition of knowledge and skills about human rights. Secondly, the development of respectful values and attitudes and changed behaviour that reflects human rights values, and thirdly, the motivation of social action and empowerment of active citizenship to advance respect for the rights of all.

Human rights education encourages using human rights as a frame of reference in our relationships with others. It encourages inquiry, forming arguments, deciding, cooperating, evaluating, sharing and living according to values. Human rights education encourages us to critically examine our own attitudes and behaviours and, ultimately, to transform them in order to advance respect for the rights of all.

The emphasis on Human Rights Education began in 1995 with the beginning of the UN Decade for Human Rights Education, though previously addressed in 1953 with the UNESCO Associated Schools Program, which served as an “initial attempt to teach human rights in formal school settings”. The first formal request for the need to educate students about human rights came about in UNESCO’s 1974 Article Recommendation concerning Education for International Understanding, Cooperation and Peace, and Education Relating to Human Rights and Fundamental Freedoms. The participants of the

International Congress on the Teaching of Humans Rights eventually met in 1978 to form a specific definition of what would be the required application of the education in formal curricula.

The aims at which the Congress agreed upon, including the encouragement of tolerant attitudes with a focus on respect, providing knowledge of human rights in the context of national and international dimensions as well as their implementations, and finally developing awareness of human rights translating into reality whether social or political on national and international levels.

Human Rights Education became an official central concern internationally after the World Conference on Human Rights in 1993. This conference brought the issue of educating formally to the top of many countries' priority lists and was brought to the attention of the United Nations. It was two years later that the United Nations approved the Decade for Human Rights Education, which reformed the aims of the application once again.

Since the development of the UN Decade, the incorporation of human rights education into formal school curricula has been developed and diversified with the assistance of non-governmental organizations, intergovernmental organizations, and individuals dedicated to spreading the topic through formal education.

Today the most influential document used to determine what qualifies as human rights and how to implement these ideas and rights in everyday life is the Universal Declaration. This declaration was adopted by the General Assembly in 1948, making December 10 annual Human Rights Day ever since. To this day the 30 article

compilation is seen as “a common standard of achievement for all peoples and all nations”.

The importance of human rights was reaffirmed by the United Nations in the 1993 Vienna Declaration and Programme of Action. In 1991 the Human Rights Educators' Network of Amnesty International USA published a defining rationale for human rights education that reflected the expanding definition of the field: Human Rights Education declares a commitment to those human rights expressed in the Universal Declaration of Human Rights of 1948, the UN Covenants, and the United States Bill of Rights. It asserts the responsibility to respect, protect, and promote the rights of all people.

It also promotes democratic principles. It examines human rights issues without bias and from diverse perspectives through a variety of educational practices. Additionally, it helps to develop the communication skills and informed critical thinking essential to a democracy. It provides multicultural and historical perspectives on the universal struggle for justice and dignity.

Furthermore human rights education engages the heart as well as the mind. It challenges students to ask what human rights mean to them personally and encourages them to translate caring into informed, nonviolent action and affirms the interdependence of the human family. It promotes understanding of the complex global forces that create abuses, as well as the ways in which abuses can be abolished and avoided.

It was further observed that, Pupils show improved learning and standards engagement, learning was also reported to have improved in the majority of schools, with an understanding of the responsibilities that this entailed to both the self and others. Adults

and young people reported that the positive rights respecting relationships in classrooms created a climate conducive to learning.

United Nations Convention on the Rights of the Child Article 19 indicates that,

1. States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.

2. Such protective measures should, as appropriate, include effective procedures for the establishment of social programmes to provide necessary support for the child and for those who have the care of the child, as well as for other forms of prevention and for identification, reporting, referral, investigation, treatment and follow-up of instances of child maltreatment described heretofore, and, as appropriate, for judicial involvement.

Also under Article 28, it provides that,

1. States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, in particular States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention.

Under clause 3 of Article 28, it states that, Parties agree that the education of the child shall be directed to:

(a) The development of the child's personality, talents and mental and physical abilities to their fullest potential;

Again Article 40, of the UNCRC provides that,

1. States Parties recognize the right of every child alleged as, accused of, or recognized as having infringed the penal law to be treated in a manner consistent with the promotion of the child's sense of dignity and worth, which reinforces the child's respect for the human rights and fundamental freedoms of others and which takes into account the child's age and the desirability of promoting the child's reintegration and the child's assuming a constructive role in society.

A substantial body of research suggests that bullying behaviour is associated with a number of long-term negative consequences (Brunstein, Marrocco, Kleinman, Schonfeld & Gould 2007; Fosse & Holen, 2006; Smith, Cousins & Stewart 2005). Children victimized by bullying behaviour are likely to be at risk of internalized disorders, such as depression, anxiety, diminished self-esteem, social withdrawal, suicide ideation and suicide attempts (Brunstein et al., 2007; Smith et al., 2005). With the increased interest in this field and with a more comprehensive understanding of the negative consequences associated with bullying, a number of countries have proposed amendments to legislation recognizing bullying as a criminal offence. These laws have been introduced with the intention of preventing and better managing incidents of bullying, particularly when individuals are aware that bullying is illegal and punishable under law.

In March 2009, the New Zealand Human Rights Commission made a series of recommendations, including asking the Ministry of Education to provide specific guidance to schools on how they should treat the victims of bullying. The commission believes guidance to schools must be founded on the principle that a young person's personal safety is the paramount concern and the starting point for the school's response to bullying. It is critical, therefore, that Boards of Trustees be informed that the principles of natural justice apply to all those affected by their decisions, and not just to those subject to disciplinary action.

The Commission specifically identified the timely opportunity to expressly include the rights of victims and their parents in the Ministry of Education's revised Guidelines for Principles and Boards of Trustees on Stand-downs, Suspensions, Exclusions and Expulsions.

Even with the most incisive guidelines and policies, responding fairly to bullying comes down to how we treat each other. Along with genuine ownership of the problem, there has to be a whole-of-school approach. The Commission is one of the supporters of the Human Rights in Education initiative, adopted successfully by many schools. It states as part of its recommendations that "we do so because evidence says the surest foundations on which to build a safe and successful school community are clearly expressed and understood rights, responsibilities and respect for everyone".

The Human Rights in Education model has significantly reduced bullying, harassment and truancy in other communities. When students and teachers face less stress and disruption, everyone can get on with learning. It comes as no surprise that when this

happens, academic results improve. Bullying is a complex issue, with no easy solution, and nor is it limited to schools. But the best place to start is to acknowledge that we all share in the responsibility to ensure the safety and well-being of every child and young person in our homes, schools, sports and leisure activities, wherever they are throughout our communities.

2.9.4 Right Respecting Schools Award (RRSA) as a mechanism

UNICEF of UK started a Rights Respecting Schools Award (RRSA) in 2004 and more than 1,600 primary and secondary schools were registered for the award in England, Wales, Scotland and Northern Ireland. The award helps schools to use the United Nations Convention on the Rights of the Child (CRC) as their values framework. In order to become rights-respecting, a school works through two levels, self-evaluating their progress. When they believe they have met the standards, an external assessment takes place and, if standards are met, a certificate is awarded.

It is based on findings from annual visits to 12 schools across five local authorities (LAs) over the three years from 2007 to 2010. The research was conducted with single visits to a further 19 schools across 10 additional LAs in spring 2010.

In 2007, UNICEF UK set out its objectives for extending the group of schools it was working with on the RRSA. It then went on to develop indicators for success that have provided the key criteria for this evaluation. It originally selected eight indicators of success.

In the 3 year study it was found out that in 11 of the 12 schools, there was a major shift in attitudes and behaviours from focusing mainly on rights to focusing on responsibilities and rights. Findings from the research indicate that all 31 schools were characterised by very positive relationships between pupils, between staff, and between pupils and staff. Listening, respect and empathy were evident and there was little or no bullying or shouting. Staff and pupils reported experiencing a strong sense of belonging. Also, Staff in the schools under study reported an understanding that the RRSA is a “way of being” rather than a body of knowledge and that the award created a major impetus to implement this “way of being”.

It can be observed from the findings of the RRSA that, it had a profound effect on the majority of the schools involved in the programme. For some school communities, there was strong evidence that it had been a life-changing experience. In the documentation from one infant school, the head said, “After 16 years as head teacher at [...] school, I cannot think of anything else we have introduced that has had such an impact. ”Given the multitude of initiatives introduced in the last 16 years, including several major national primary strategies, this speaks volumes.

As the evidence will show, not every school makes this claim. However, for the majority, the values based on the United Nations Convention on the Rights of the Child (CRC) and ‘guide to life’ provided by the RRSA has had a significant and positive influence on the school ethos, relationships, inclusivity, understanding of the wider world and the well-being of the school community, according to the adults and young people in the evaluation schools.

According to the UNICEF-UK report, the main findings relating to each of the six indicators are outlined as follows. That is, knowledge and understanding of the United Nations Convention on the Rights of the Child (CRC), Children and young people (CYP), staff, governors and some parents in all but one of the 31 schools had extensive knowledge and understanding of the CRC and this was reflected in their use of rights respecting language, attitudes and relationships.

Relationships and behaviour were considered to have improved due to better understanding by pupils and staff of how to be rights respecting, using the CRC as a guide. There was little or no shouting, and pupils and staff both considered incidents of bullying to be minimal. Where conflicts did arise, pupils were more likely than previously to resolve these for themselves.

The study also made Pupils feel empowered to respect the environment and rights of others locally, nationally and globally. Across almost all the schools, pupils made a positive contribution on local and global issues as a result of their increased awareness of the universality of children's rights and the extent to which these are denied.

From the study, it was realized that Pupils demonstrated positive attitudes towards inclusivity and diversity in society. Across all schools, uniformly positive attitudes to diversity were reported and this was reported to have improved over the three years. Uniformly positive attitudes to diversity were reported towards peers and staff with disabilities, and towards those with behavioural or emotional problems. This was reported to have improved. Pupils from a range of ethnic, race and religious backgrounds,

and English as an Additional Language (EAL) learners, reported very positive attitudes of inclusivity.

Additionally, the study uncovered many examples in the interviews of pupils challenging externally imposed stereotypes or prejudice, including that experienced by families of pupils in the school from minority ethnic groups or with disabilities. Pupils recognized and understood the mechanisms by which they can influence decisions in the school, such as school and class councils and RRSA ambassadors. In RR schools, opportunities for pupils to raise issues with these groups and to get the feedback from them were much better established than in schools generally (Whitty and Wisby, 2007).

School leaders used the framework of the RRSA to provide cohesion to existing initiatives, such as citizenship, the Social, Emotional and Affective Learning initiative (SEAL), Healthy Schools and Eco Schools. School leaders modelled rights and responsibilities in the way they treated other staff, pupils and parents.

Being 'registered' on the RRSA provided levers for school leaders to 'push' forward the development of an RRSA ethos, for example, through action plans and impact reports. It also provided contacts with other schools pursuing similar aims.

The impact on pupils of transferring from an RR primary school to a secondary school not involved in the RRSA was mixed. However, in general, pupils reported that less rights respecting behaviour was shown by, and to, teachers and fellow pupils, than they had experienced in their primary school. However, this may reflect the difference in behaviour at this age rather than prior experiences.

According to a paper compiled by the Human Rights Commission (HCR) of New Zealand in March 2009, bullying and abuse in schools encompasses a range of human rights issues. An explicit ‘human rights approach’ offer a coherent and comprehensive way for these to be addressed. A human rights approach involves the following and some additional provisions. First of all, there should be a Linkage of decision-making at every level to the agreed human rights norms, identification of all the relevant human rights of all involved and, in the case of conflict, balancing the various rights to maximise respect for all rights and rights- holders, prioritising those of the most vulnerable.

An emphasis on participation of all in the school community in decision-making, Accountability for actions and decisions, which enables those in the school community to express concerns about decisions that affect them adversely, non-discrimination through the equal enjoyment of rights and obligations by all in the school community and Empowerment of individuals and groups in the school community by enabling them to use rights as leverage and to legitimize their voice in decision-making.

2.9.5 Olewus Bully Prevention Program (OBPP) as a Mechanism

Olewus has long seen school safety as a fundamental human right. In his bid to Protect Human Rights of students, he proposed the enactment of a law against bullying in schools so students could be spared the repeated humiliation implied in bullying. By the mid-1990s, this proposition among others led to legislation against bullying by the Swedish and Norwegian parliaments. However in the early 1970s, Olewus initiated the

world's first systematic bullying research. The results of his studies were published in a Swedish book in 1973 and in the United States in 1978 under the title *Aggression in the Schools: Bullies and Whipping Boys*. The Olweus Bullying Prevention Program (OBPP) is the most researched and best-known bullying prevention program available today. With over thirty-five years of research and successful implementation all over the world, OBPP is a whole school program that has been proven to prevent or reduce bullying throughout a school setting. OBPP is used at the school, classroom, and individual levels and includes methods to reach out to parents and the community for involvement and support. School administrators, teachers, and other staff are primarily responsible for introducing and implementing the program. These efforts are designed to improve peer relations and make the school a safer and more positive place for students to learn and develop.

The results include:

- reducing existing bullying problems among students
- preventing the development of new bullying problems
- achieving better peer relations at school

Additionally, statistics show how successful implementation of the OBPP can reduce school bullying. These include:

- Fifty percent or more reductions in student reports of being bullied and bullying others.
- Improvement in peer and teacher ratings of bullying

- Significant reductions in student reports of general anti-social behaviour such as school bullying, vandalism, school violence, fighting, theft, and truancy.
- Significant improvements in the classroom social climate, order and discipline.
- Greater support for students who are bullied, and stronger more effective interventions for students who bully.

2.9.5.1 Program Development in Norway

Three adolescent boys in Northern Norway died by suicide. The act was a consequence of severe bullying by peers, prompting the country's Ministry of Education to initiate a national campaign against bullying in school, this resulted in the first version of the OBPP was developed (Olewus, 1983).

The initial prevention program was carefully evaluated in a large-scale project involving 2,500 students from forty-two schools followed over a period of two and a half years. Statistics showed that, the prevention program was refined, expanded, and further evaluated in five additional large-scale projects in Norway. Statistics continued to show successful prevention of bullying in schools. And, since a 2001 initiative by the Norwegian government, OBPP has been implemented on a large-scale basis in elementary and lower secondary schools throughout Norway.

2.9.5.2 Bullying Prevention in the United States

Due to the program's success in Norway and other countries, Olewus began working closely with American colleagues in the mid-1990s to evaluate and implement the program in the United States. With the help of Susan P. Limber of Clemson University in South Carolina and others, the OBPP was adapted and implemented for U.S. schools with positive results. Authors and researchers continue to study U.S. results for further insights and improvements.

The first systematic evaluation of the OBPP in the United States was conducted using 18 middle schools in South Carolina. After one year of implementation, researchers observed:

- Large, significant decreases in boys' and girls' reports of bullying others
- Large, significant decreases in boys' reports of being bullied and in boys' reports of social isolation.

An evaluation of the Olewus program in 12 elementary schools in the Philadelphia area revealed that among those schools that had implemented the program with at least moderate fidelity;

- There were significant reductions in self-reported bullying and victimization
- There were significant decreases in adults' observations of bullying (in the cafeteria and on the playground)
- Average reductions by 20 to 70 percent in student reports of being bullied and bullying others.

Bully prevention programs utilize all four psychological theories (field, motivational, social cubism, and developmental) to work with students in their social environment to help them learn developmentally appropriate skills to identify and deal with situations where they might be experiencing conflict with their peers. These programs would address the risk factors of personality development, an individual's predisposition or personality, family environment, school environment, and the community in which they reside and the school environment. However, Kalman (2011.1) has written about what he considers are the problems of the OBPP, hence the need for better research in the field using "scientific truth" rather than "politics" to find a new approach that will actually work. Kalman feels the industry has accepted the "Olewus paradigm" as the answer to bullying, and he feels this has deterred other research into improving upon the Olweus model. Kalman is also critical of the "gold standard" of programs created by Olewus and states this program "rarely reduces bullying and often results in an increase". However, Kalman fails to provide a workable and achievable alternative.

CHAPTER THREE

METHODOLOGY

3.0 Preamble

This chapter of the study is composed of research design, population, sample and sampling technique, data collection procedure and data analysis. Data collection procedure is further divided into type of data, source of data, instrument for data collection, instrument's structure to meet the research objective and data collection.

3.1 Research Design

For the purpose of this study, descriptive survey was used. According to Koul (2002), descriptive survey design is used to obtain pertinent and precise information concerning the current status of phenomena and, whenever possible, to draw valid general conclusions from the facts discovered. The researcher's choice for a descriptive survey emanates from the fact that it permits asking the same set of questions often in the form of written questionnaires to a large number of respondents (Fraenkel & Wallen, 2000).

Descriptive Survey allows the acquisition of information about one or more groups of people –perhaps about their characteristics, opinions, attitudes, or previous experiences – by asking them questions and tabulating their answers. The ultimate goal is to learn about a large population by surveying a sample of that population. The researcher poses a series of questions to willing participants; summarises their responses with percentages, frequency counts, or more sophisticated statistical indexes; and then draws inferences about a particular population from the responses of the sample.

Additionally, Osuala (1993) explained that descriptive survey is appropriate for studying samples drawn to infer the characteristics of a defined population or universe. Based on these strengths that a descriptive survey has, the researcher employed it in the study.

It has an advantage of producing a good amount of responses from a wide range of people. It involves asking the same set of questions to a large number of individuals either by mail, by telephone or in person. It also provides a more accurate picture of events and seeks to explain people's perception and behaviour on the basis of data gathered at a point in time (Fraenkel & Wallen, 1990). Its major advantage is that it has the potential to provide a lot of information from quite a large sample of individuals.

3.2 Population of the Study

The target population of this study consisted of all students in Senior High Schools in the Birim Central Municipality of Ghana. The estimated number is four thousand (4000) students. The accessible population was however, made up of 200 respondents.

3.3 Sample and Sampling Technique

A sample of two hundred (200) respondents was selected using the purposive sampling technique and used in this study. The respondents were purposively selected based on their closeness to and/or level of knowledge when it comes to bullying experiences. The participants consisted of 50 respondents each, drawn from four (4) secondary schools. The age of respondents ranges between 13-24 years across the three SHS grade/levels. Furthermore, a simple random sampling technique was used to select twelve (12) students out from the two hundred (200) respondents for interviews.

3.4 Data Collection

3.4.1 Type of Data

Primary data were used in this study. Primary data are first-hand information collected for a specific purpose. Primary data used in this study involved the opinions of bully victims. Moreover, secondary data were obtained from reports submitted by the disciplinary committees and the guidance and counselling outfits in the schools under study as well as other data from world recognised bodies that helped to undertake an in-depth analysis of the topic under study.

3.4.2 Instrumentation

The data gathering instruments used included personal interviews and questionnaires for student victims. The purpose of conducting a personal interview is to explore the responses of the respondents to gather more and deeper information. The personal interview method is preferred by researchers for a couple of advantages. One of the main reasons is that researchers achieve good response rates through this method. This is because, unlike administering questionnaires, people are more likely to readily answer questions about a subject. Open-ended questions are more tolerated through interviews due to the fact that the respondents would be more convenient at expressing their long answers orally than in writing. Consequently, detailed data were gathered from members of the school disciplinary committee through personal interviews (i.e. two members each from the disciplinary committee of the four schools).

The use of interviews also helped to obtain detailed first-hand information from a selected number of the victims of bullying (approximately one percent of the sampled student respondents). Furthermore, the use of questionnaires enabled the researcher to determine the exact percentage of people who answered yes or no to a question or the exact percentage choosing answer a, b, or c. The questionnaires also helped to gather information about people's opinions often posing questions and giving respondents spaces in which to formulate their own replies. These qualities of questionnaires among others made it a suitable tool used in collecting data from bullying victims.

3.4.2.1 Validation of Research Instruments

A pilot test of the instrument was undertaken. According Cresswell (2008), the purpose of the pilot test is to help determine that the individuals in the sample are capable of understanding the questions posed in the interview or questionnaire. The pilot test allows the researcher to make changes to the research instrument based on feedback from the individuals who evaluate the instrument. It is a mechanism which allows the researcher to refine his or her ideas and to find out whether the questions are workable. According to Rosnow and Rosenthal (2006; 111-112) the purposes of pilot testing are:

- to prevent the production of flawed data
- to check each question for relevance
- to establish the best sequence of questioning
- to establish the best wording of questions

To achieve the above and obtain the instrument's validation, the test-retest method was used to test the reliability of the instrument over time. The test was taken at the start of the academic term. Also, a retest was conducted when the schools were about to go on vacation (specifically during the last week of the academic term). During the intervening time/interval, there were no intervening factors such as changes in the known/existing mechanisms used to protect and promote the rights of student bully victims. Twenty (20) students were purposively selected for the pilot test. Rosnow and Rosenthal (2006) stress that the pilot test be carried out with a small number of participants to ensure that the procedure and instructions are clear and to identify problems that were likely to be encountered during the data collection proper.

To give an element of quantification to the test-retest method, a statistical test was conducted giving a correlation co-efficient of 0.7 using Pearson's Product Moment Correlation method. The margin of error may be attributable to the fact that some subjects might just have had a bad day the first time round or they may not have taken the test seriously.

3.4.3 Data Collection Procedure

Prior to the actual data collection process, a letter was written to the heads and principals of the Schools under study introducing the researcher to the staff and management of the school and the study's purpose and scope. The letter, which was endorsed by the researcher's supervisor at the University of Education, Winneba also indicated the information needed by the researcher and the date on which data could be collected.

When the letter was endorsed, a date was given to the researcher to collect data. On the said date, the researcher visited the schools concerned to administer the questionnaires and conduct interviews. Respondents (victims of bullying) were guided through the process of completing the questionnaire and sufficient time was allowed for them to do so. After their completion, questionnaires were collected back by the researcher. Furthermore, interviews were conducted. The target respondents for the interview comprised of the some members of the disciplinary committee and some selected victims of bullying.

3.4.5 Data Analysis/ Presentation Procedure

Data analysis means to organize, provide structure and elicit meaning. Analysis of data is an active and interactive process (Polit et al 2001: 383). Consequently, the descriptive statistical methods were used to summarize the data and get a description of the responses to questions. These methods include frequency tables, cross-tabulations, and finding mean differences between groups or correlations between questions. It provides a holistic picture of what happened. According to Neuman (2006) the description must be sufficiently detailed to transport the readers to the context within which the investigation took place. This allows for multiple interpretations and for readers to make their own inferences. McMillan and Schumacher (2005), state that, inductive analysis means that the categories and patterns emerge from the data rather than being imposed on the data prior to data collection. They further enumerate the sources used to classify and organise data:

- the research questions
- the interview guide and/or questionnaire
- themes, concepts and categories used in prior studies
- prior knowledge of the researcher
- the data itself

The form of data analysis must be appropriate for the kinds of data gathered. Patton (1989) agrees when he states that, analysis is the process of bringing order to the data, organising what is there into patterns, categories and basic descriptive units. Unlike quantitative research, data analysis can take place before the data collection process has been completed. The researcher can begin the analysis even during the interview process. During the course of the interview, ideas of analysis and interpretation were recorded.

The mechanics for organising the data were based on the descriptive analysis technique as outlined by Blanche, et al, (2006);

- reading through the interview transcripts and jotting down notes and comments
- selecting the richest and thickest portions of the interview transcripts
- listing the emerging themes and clustering and encoding them
- identifying the major themes and sub-themes
- analysing categories of the themes and sub-themes and (making sense) of what they mean

To make sense of the data collected during the personal interview, the researcher took cognizance of the steps as outlined by Blanche, et al, by following the procedure below to analyse the data.

- Responses from respondents were transcribed verbatim and read in order to get used to them.
- Significant responses that pertain to the experience under investigation were extracted.
- Responses were used to formulate meanings
- Responses were organized into clusters
- Themes were used to provide full description of the experiences

The data analysis was managed thematically. The categories and themes were used in the interview guide and supplemented by the literature review. More so, the responses from the questionnaire administered to perpetrators, the schools disciplinary committee and the guidance and counselling outfit were used to corroborate the results from the interview with the victims. In order to further enhance the analysis of data, mixed method data analysis software called Statistical Package for the Social Sciences (SPSS) was also employed in order to take advantage of both quantitative and qualitative research data analysis.

3.5 Ethical issues

Social science research has long been concerned with ethical issues. Social science investigates complex issues which involve cultural, legal, economic, and political

phenomena (Freed-Taylor, 1994). This complexity means that social science research must concern itself with “moral integrity” to ensure that research process and findings are “trustworthy” and valid (Biber, 2005). Research involving human subjects (or ‘participants’, in the current terminology) is required to show respect for ethical issues. In undertaking the study, the researcher sought the consent of the informants and also promised them confidentiality and anonymity. The researcher did not give any monetary inducement and also explained that the research was only for academic purposes.



CHAPTER FOUR

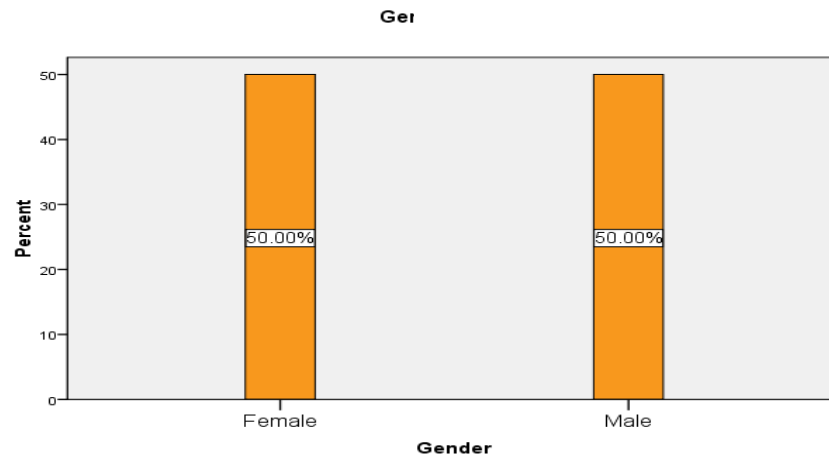
PRESENTATION OF RESULTS

4.0 Preamble

This chapter presents results from the statistical analyses conducted to answer the research questions raised in the previous chapters. The analysis was done based on the five blocks or sections of the questionnaire. The demographic characteristics of the respondents are first presented, followed by experiences of victims of bullying occurring in schools. The discussions that follow are based on information collected from students. Also, it discusses the effects of bullying experiences of the students and goes on to analyze the extent to which these bullying experiences constitutes a violation of human rights. Finally the chapter examines responses provided on suggested mechanisms that would promote and protect human rights in schools in Ghana.

4.1 Demographic Characteristics of Respondents

Figure 1: Gender Distribution of Respondents

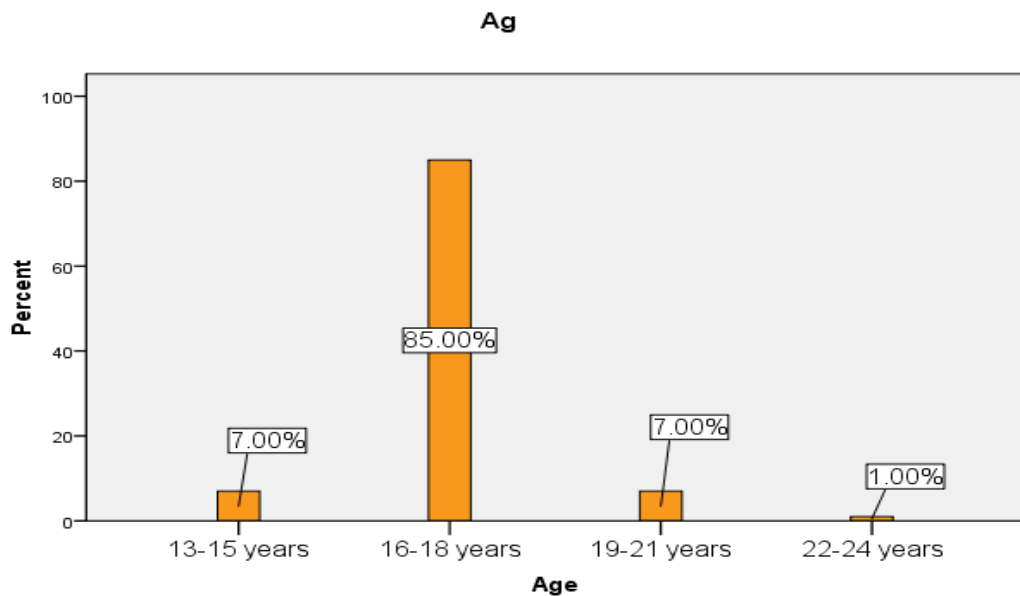


Source: Field study (2013)

Figure 1 shows the gender distribution of respondents. As shown in the figure above, an equal number of males and females were purposively selected as respondents.

Specifically, hundred (100) males and hundred (100) females were selected.

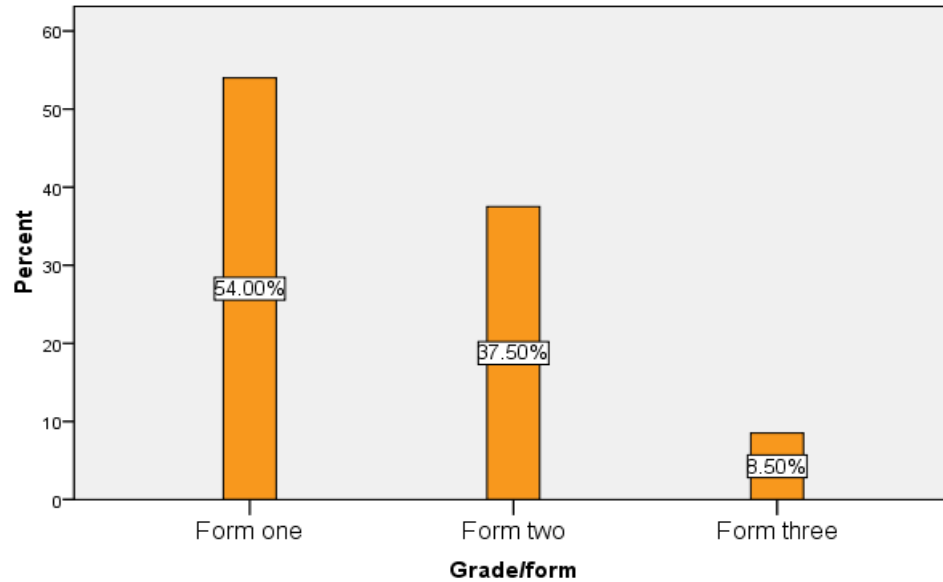
Figure 2: Age Distribution of Respondents



Source: Field study (2013)

Figure 2 above which displays the age distribution of respondents shows that, seven percent (7%) of the sampled respondents were between the ages of 13 – 15 years, eighty – five percent (85%) fell between the ages of 16 – 18 years. Those who fell between the ages of 19 – 21 years represented seven percent (7%) of the sample while those who fell between the age brackets of 22–24 years is represented by one percent (1%) of the sample.

Figure 3 Grade/Form Distribution of Respondents



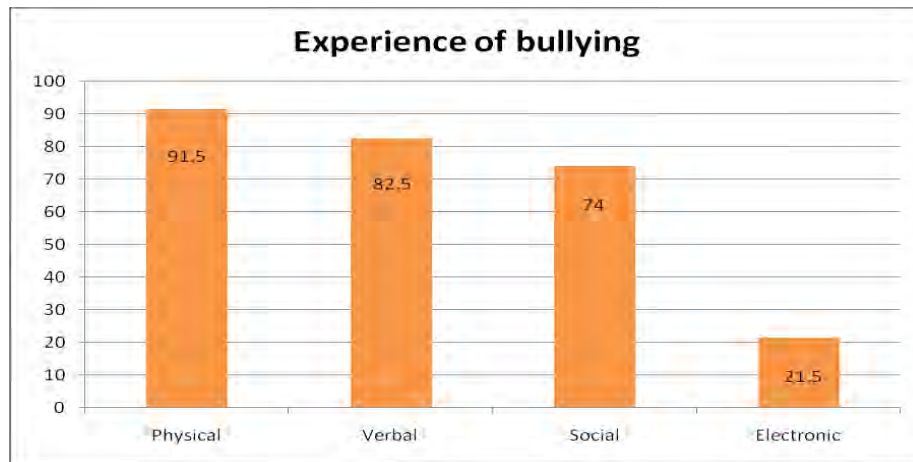
Source: Field study (2013)

Figure 3 above shows that majority of the respondents representing fifty – four percent (54%) of the respondents are in form one followed by respondents in form two who represents 37.50% of the sample and 8.50% are in form three representing the minority of the population.

4.2 Experiences of Bully Victims

The graphic presentation below shows the results derived from the responses of bully victims touching on the various bullying experiences they have gone through.

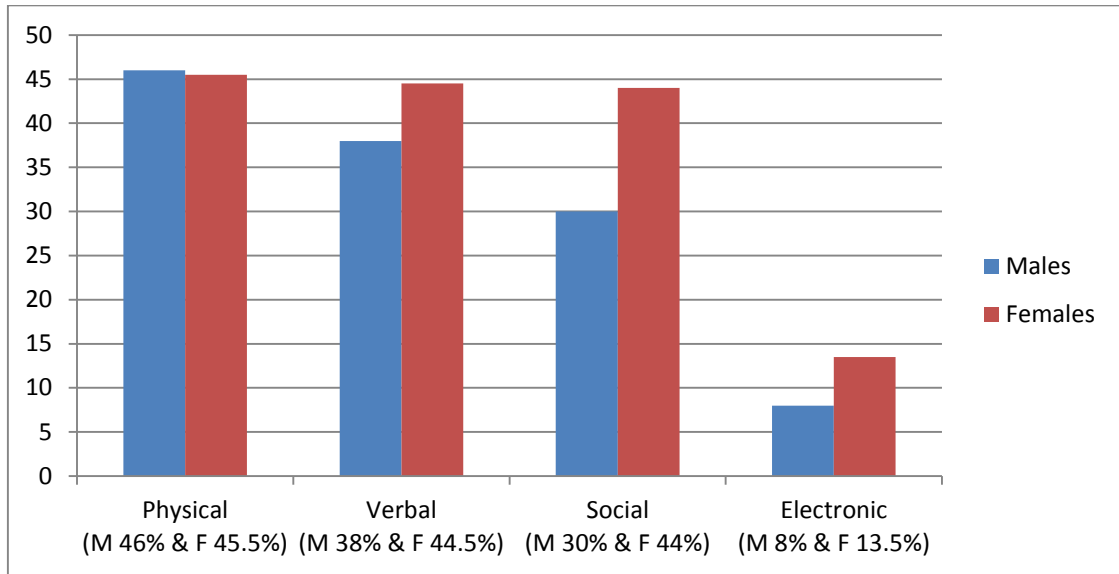
Figure 4: Percentage Distribution of Bullying Experiences of Victims



Source: Field study (2013)

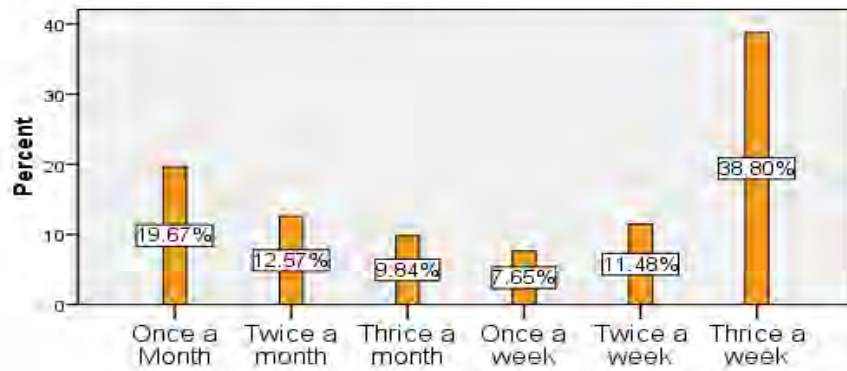
In figure 4 above 91.5% of the respondents had gone through bullying experiences that was of physical nature, 82.5% had experienced verbal form of bullying, whilst 74% had been bullied socially with 21.5% also experiencing electronic form of bullying. Figure 4.1 gives the gender breakdown of the percentage distribution of the types of bullying experiences of victims.

Figure 4.1 Gender Distributions of Types of Bullying



Source: Field study (2013)

Figure 5: Frequency of Physical form of Bullying



Source: Field study (2013)

In response to the question: How often have you been bullied physically, it would be seen from figure 5 above that, 71 out of 183 bully victims representing 38.80% of those who responded and constituted the majority; indicated that they had experienced physical form of bullying thrice a week; 19.67% had experienced the same form of bullying once a month with 12.57% also experiencing physical bullying twice a month. Furthermore, 11.48% experienced physical bullying twice a week, whilst 9.84% had experienced it thrice in a month, moreover, 7.65% of the sample representing a minority of fifteen respondents indicated that they had experienced physical form of bullying once in a month.

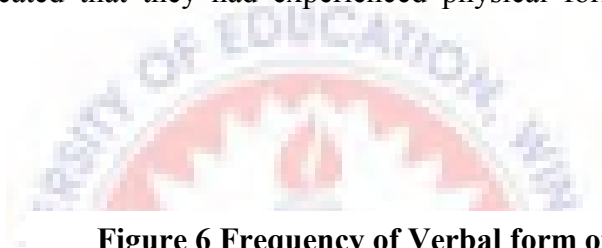
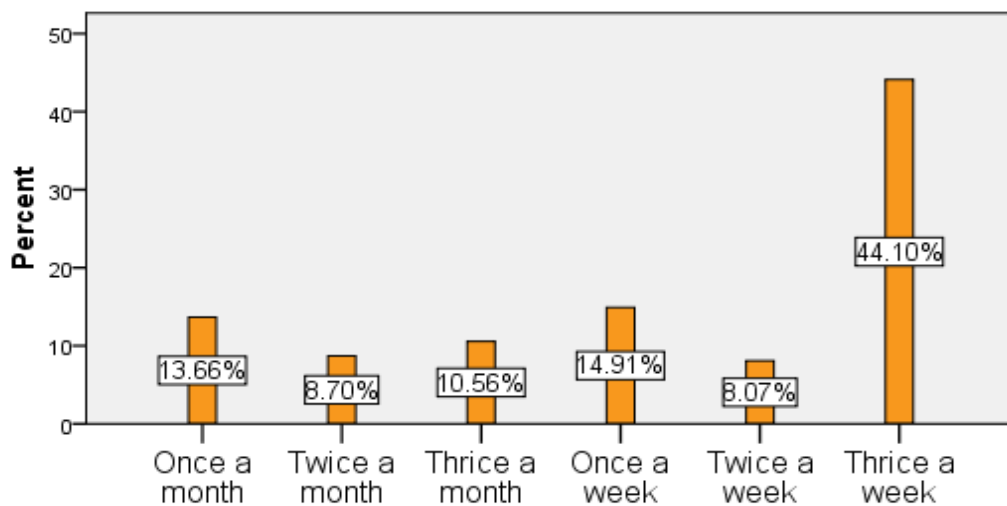


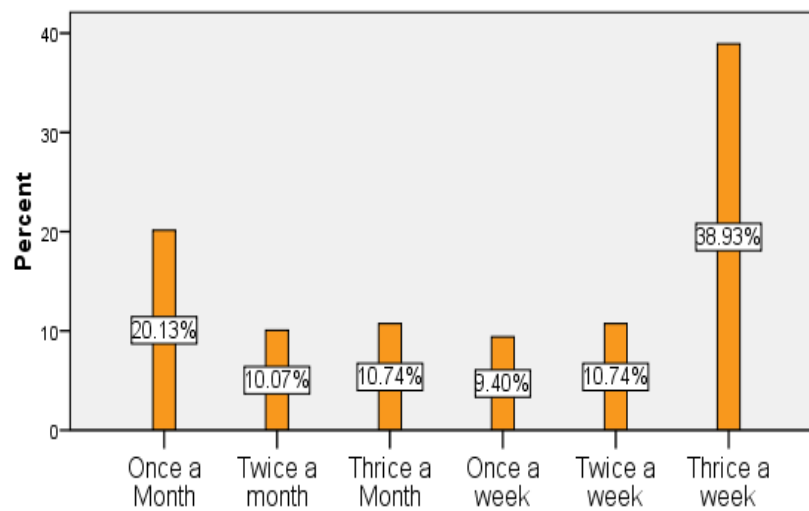
Figure 6 Frequency of Verbal form of Bullying



Source: Field Study (2013)

Figure 6 above shows the responses to the question concerning the frequency of verbal bullying. It can be seen that, 71 out of 161 bully victims representing 44.10% of those who responded and constituted the majority; indicated that they had experienced verbal form of bullying thrice a week; 14.91% had experienced the same form of bullying once a week, with 13.66% also experiencing verbal bullying once a month. Furthermore, 10.56% experienced verbal bullying thrice a month, whilst 8.70% had experienced it twice in a month, moreover, 8.07% of the sample representing a minority of fifteen respondents indicated that they had experienced verbal form of bullying twice a week.

Figure 7: Frequency of Social Form of Bullying



Source: Field Study (2013)

From Figure 7, it can be seen that, 38.93% of those who responded and constituted the majority; indicated that they had experienced social form of bullying thrice a week, when asked how often they had been bullied socially.

This comes up to 58 out of 149 bully victims who responded to the question. Twenty point thirteen percent had experienced the same form of bullying once a month, with 10.74% also experienced social bullying thrice a month. Equally, 10.74% experienced social bullying twice a week, whilst 10.07% had experienced it twice in a month, Furthermore, 9.40% of the sample representing a minority of fourteen respondents indicated that they had experienced social form of bullying twice a week.

Figure 8: Frequency of Electronic Form of Bullying



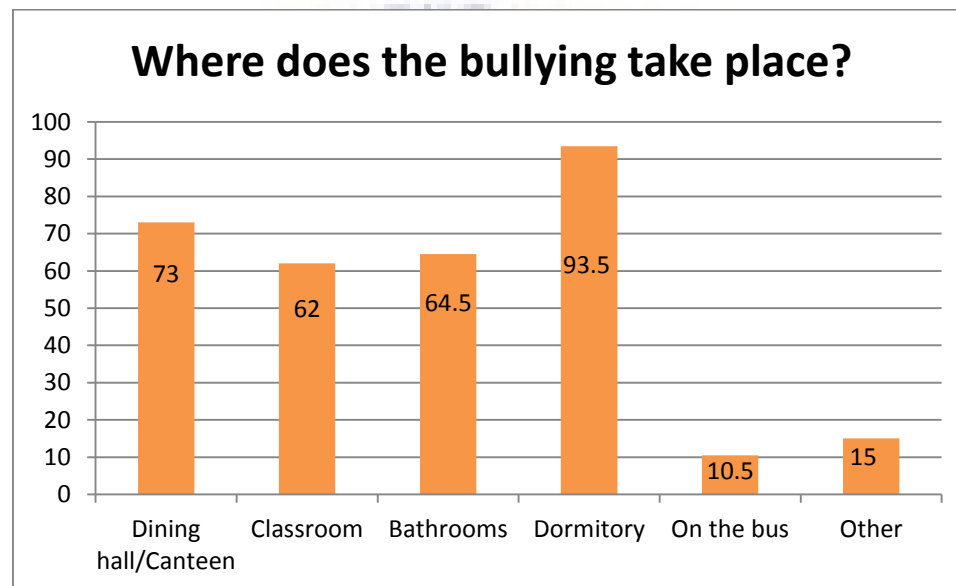
Source: Field Study (2013)

The bar chart in figure 8 shows responses to the question that sought to find out how often students had been bullied electronically. Figure 8 shows that, 33.33% of the total 42 respondents who said they had once been bullied electronically, responded that they were bullied once a month (i.e. 14 out of the total 42 respondents). 19.05% of the respondents responded that they had experienced electronic form of bullying thrice a week. 14.29% responded that they had been bullied electronically thrice a month.

Also, 11.90% of the respondents had experienced the same form of bullying once a week and the same percentage of the respondents had experienced it twice a week. Finally, 9.52% of those who answered the question had experienced electronic form of bullying twice a month.

4.3 Where Bullying Takes Place

Figure 9: Percentage Distribution of Places where Bullying Takes Place



Source: Field Study (2013)

It can be seen from figure 9 above that 93.5% of the respondents had experienced bullying in the dormitory, 73% had experienced bullying in the dining hall/canteen while 64.5% had gone through the same experience in bathrooms. Additionally, 62% had experienced the various forms of bullying practice, being understudied in the classroom. Whereas 15% responded that their bullying experience had taken place at other locations

such as the assembly hall, church hall and during sporting activities. Finally, 10.5% of the respondents indicated that they had their bullying experiences on the bus.

4.4 Effects of Bullying Experiences

The table below presents the result of the responses from students on how their bullying experiences had affected them.

Table 1: Effects of Bullying Experiences on Victims

| Question | Yes | No |
|--|-------|-------|
| | % | % |
| 8 Are you afraid to come to school because of bullying? | 62.81 | 37.19 |
| 9 Do you refuse to answer questions in class for fear of being teased? | 55.78 | 44.22 |
| 10 Do you avoid social interactions for fear of being bullied? | 53.27 | 46.73 |
| 11 Have you ever thought of committing suicide after being bullied? | 16.08 | 83.92 |

Source: Field study (2013)

The tabular presentation of the responses on items 8 to 11 of the questionnaire illustrates the effects of bullying experiences on victims. For example responses on item 8 of the questionnaire indicate that, 62.81% responded YES, whilst 37.19% responded NO when asked whether they were afraid to come to school because of bullying. On item 9 of the questionnaire, when respondents were asked whether they refuse to answer questions in class for fear of being teased, 55.78% of the respondents chose YES and 44.22% chose NO. 53.27% of the respondents indicated YES under item 10 of the questionnaire when asked whether they avoided social interaction for fear of being bullied, whereas 46.73% selected NO. With reference to item 11 of the questionnaire, majority of the respondents representing 83.92% of the sample chose NO whilst 16.08% indicated YES when asked whether they ever thought of committing suicide after being bullied.

4.5 Violation of Human Rights through Bullying

Table 2 presents the varied degree of agreement to various statements presented to respondents to find out the extent to which they consider bullying as a violation of human rights.

Table 2: Responses on How Bullying is seen as a Human Rights Violation

| Statement | Strongly Agree % | Agree % | Disagree % | Strongly Disagree % |
|--|------------------|---------|------------|---------------------|
| 12 Bullying threaten your right to life | 55.06 | 24.24 | 12.63 | 8.08 |
| 13 Your right to personal safety and security is threatened when bullied | 40.91 | 41.92 | 14.64 | 2.53 |
| 14 Bullying threatens your right to education | 56.06 | 34.85 | 5.05 | 4.04 |
| 15 You suffer emotional distress when bullied | 56.83 | 34.97 | 6.56 | 1.64 |
| 16 Your right to social health is affected through bullying | 56.70 | 34.54 | 8.25 | 0.52 |
| 17 Your right to leisure and play is affected due to bullying | 47.96 | 42.35 | 7.65 | 2.04 |
| 18 Your right to privacy is being affected due to bullying | 43.92 | 43.92 | 10.05 | 2.12 |
| 19 Your freedom of movement is being affected through bullying | 50.52 | 38.66 | 8.76 | 2.06 |
| 20 Your freedom of expression is being affected because of bullying | 46.91 | 37.11 | 12.37 | 3.61 |

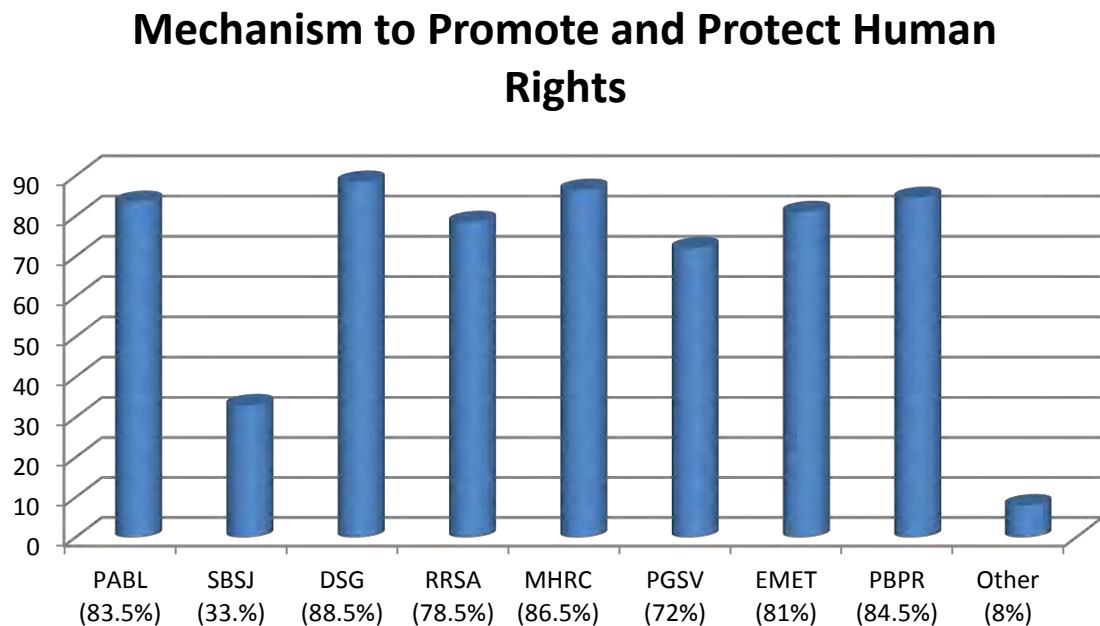
Source: Field Study (2013)

Table 2 captures the violation of human rights through bullying from item 12 to 20. Item 12 asked respondents whether they considered bullying as a threat to their rights to life. Majority of the respondent representing 55.06% of the sample indicated that they strongly agree, while 8.08% representing the minority of the respondents indicated that they strongly disagree. Also a cursory look at the table reveals that the highest percentage of the respondents, that is 56.83%, indicated

that they strongly agree to the statement that you suffer emotional distress when bullied. Again, the lowest percentage of the respondents, that is 0.56%, strongly disagreed to the statement that one's right to social health is affected through bullying.

4.6 Mechanisms to Promote and Protect Human Rights

Figure 10: Graph on Rights Promotion and Protection



Source: Field Study (2013)

Key to Acronyms:

PABL: Passage of anti-bullying law in schools

SBSJ: Separation of bigger and senior students from smaller and junior students

DSG: Dissolving student gangs

RRSA: Instituting a Rights Respecting Schools Award

MHRC: Making Human Rights Education part of the academic curriculum

PGSV: Provision of specific guidance to schools on how victims of bullying should be treated

EMET: Establishing a team to monitor and evaluate the Ghana Education Service unified code of discipline for senior high school

PBPR: Promoting better peer relations at school

The bar chart in Figure 10 shows that the highest percentage of respondents that is 88.5% indicated that dissolving student gangs would help to promote and protect the rights of bully victims. Next to DSG is the mechanism of making Human Rights Education part of the academic curriculum. In other words 86.5% of the respondents chose this mechanism as the second best mechanism for promoting and protecting rights of victims of bullying. Other as an option of the mechanisms to promote and protect rights of bully victims was the least selected mechanism by respondents representing 8% of the respondents.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.0 Preamble

In this chapter, significant and novel findings in chapter four shall be identified, interpreted and discussed. The discussion shall highlight the major findings of the research and the inferences made from them in view of findings from related previous studies. The discussion shall centre around the following headings: (i) demographic characteristics of respondents (ii) experiences of bully victims

5.1 Demographic Characteristics of Respondents

An equal representation of both gender were used as respondents in the study. The age distribution of the respondents shows that the majority of bully victims were between the ages of 16 – 18 years making up 85% of the respondents. Students who fall in this age group are mostly in forms one and two at the Senior High Schools in Ghana. This is confirmed by the data presented in Figure 3 where majority of the bully victims were in forms one followed by those in forms two representing 54% and 37.50% of the respondents. These results show that, students in the higher forms are mostly those who bully students in the lower forms. This corroborates Bourdieu and Passeron (1990) theory on *Reproduction and Structural Violence* whereby older and bigger members of society (in this case school) carry societal perceptions of human rights violation and role socialization in their interactions with other students. This perception of social interaction is mainly expressed in the form of bullying younger and smaller members of the society

(i.e. the school). This is further supported by the prognosis of Sutton, Smith & Swettenham (1999) that, bullying involves an intentional hurtful action directed toward another person or persons, by one or more persons, and involves a complex interplay of dominance and social status. This position agrees with the definition of Lagerspetz, Bjorqvist, Bert, & King, (1982) which showed that the victims of bullying are physically weaker and are unable to defend themselves from the bully. More so, as opined by Asamu (2006) a good deal of bullying is carried out by older students toward younger ones. The older students often expose the younger and weaker students to the act of bullying.

5.2 Experiences of Bully Victims

Looking at the data presented in figure 4, physical forms of bullying such as pushing, hitting, shoving, slapping, kicking etc. which adds up to 91.5% of the respondents indicated that they had been bullied physically. Out of this percentage 46% of them were males whilst 45.5% were females as shown in Figure 4.1. This is supported by a study conducted by Craig and Pepler (1997) which asserts that boys than girls report more physical forms of bullying than girls.

Furthermore they add that girls tend to bully in indirect ways such as gossiping, name calling, teasing and insulting which falls under verbal forms of bullying. This is also confirmed by the results displayed in Figure 4.1. In that, majority of the female respondents (i.e. 44.5%) suffered verbal forms of bullying as against 38% of the male respondents who indicated that they had suffered verbal forms of bullying.

In a report of the American Bureau of Justice Statistics (2010), around half of bully victims have been the victims of cyber bullying. Also over 25% of adolescents and teens have been bullied repeatedly through their cell phones or the Internet. This figure is clearly higher than the 21% of respondents who indicated that they have experienced electronic forms of bullying in this study. Nevertheless, out of the total of 21% who responded that they had experienced electronic bullying, a higher figure of 13% were females as against 8% males. This agrees with the report of the America Bureau of Justice Statistics which states that girls are somewhat more likely than boys to be involved in cyber bullying.

On the frequency at which the types of bullying take place, it can be seen from the findings that physical, verbal, and social forms of bullying take place more frequently than electronic form of bullying. While majority of the respondents indicated that they go through physical, verbal, and social forms of bullying thrice a week, majority of them accepted to have gone through electronic bullying once a month as shown in Figures 5, 6, 7 and 8.

5.3 Where Bullying Takes Place

According to Asamu (2006) most bullying occurs on playground or in the classroom but these behaviours also occur in corridors, and in the school halls. Although a substantial portion of students are bullied on the way to and from the school. This finding agrees with most of the assertions as the results in Figure 9 confirms. For instance the three highest percentages of the respondents indicated that, they were bullied in the dormitory, the dining hall and the bathroom respectively (i.e. 93.5%, 73% and 64.5%). This

phenomenon can be explained by the research findings of Bemak and Keys (2000) which indicates that many of the bullying spots are areas within the school that are not monitored very closely by staff such as bathrooms, dormitories and the cafeteria. This is further supported by Seale (2004) and Smith (2010) who posit that bullying tends to thrive wherever there is the least amount of structure and adult supervision. This tends to make common areas in and around the school prime spots for bullying, and it tends to occur before and after school or during intermission periods.

However, in contrast to a report republished by the African Christian Action (2003) which states that, majority of bullying takes place on buses and taxis, it was found out in this study that, a minority of 10.5% experienced bullying on the bus.

5.4 Effects of Bullying Experiences

From Table 1 majority of the respondents (62.81%) agreed that they were afraid to come to school for fear of being bullied. This is supported by a research by Dunne, et al., (2005), which indicates that, school absenteeism increases at a higher rate for children who were bullied compared with those who were not bullied as emotional problems increase. Additionally, 26% of secondary school age students were sometimes afraid to go to school because of bullying (Solihull Metropolitan Borough County, 2006). Again, the result presented in Table 1 shows that a higher percentage of 55.78% of the respondents had refused to answer question in class for fear of being teased as against 44.22% who responded that they were not afraid to answer questions for fear of being teased. This is corroborated by a research conducted by Olweus (1991) and Pepler & Craig (2000) which states that repeated bullying leads to anxiety, low self-esteem, and

depression problems. Also, students who are targeted by bullies often have difficulty concentrating on their school work and their academic performance tends to be “marginal to poor” Ballard et al. (1999). More so, 53.27% representing majority of the respondents pointed out that they avoid social interaction for fear of being bullied. This situation can be aligned to the findings of a study by Clarke & Kiselica (1997) which opines that the psychological scars left by bullying often endure for years leading to feelings of isolation and the loss of self-esteem experienced by victims that lasts into adulthood. Also, studies by Nansel et al. (2001) found that many individuals at age twenty three (23) with higher level of depression and lower self-esteem avoid social interactions for fear of reliving their childhood experience of bullying. Studies conducted in Europe and North America had highlighted that, children who are bullied have an increased tendency to commit suicide (Rigby, 2001). Further studies undertaken by Rigby (1998) also found out that the victims of bullying are two to three times more likely to contemplate suicide than their peers. However in contrast to these studies, the result of this study as displayed in table 1 shows that minority 16.08% of the respondents contemplated on committing suicide after being bullied, whilst a majority of 83.92% selected NO when asked whether they ever thought of committing suicide after being bullied.

5.5 Violation of Human Rights through Bullying

Looking at Table 2 which depicts the opinion of the respondents on the extent to which they consider bullying as a violation of their fundamental human Rights, 50.54% of the respondents indicated that they strongly agreed that bullying constitutes a violation of their fundamental Human Rights as against a mean of 2.96% who strongly disagreed that

bullying constitute a violation of their fundamental Human Rights. This was realised after a calculation of a mean percentage of the total percentage of responses on the nine items that test bullying as a violation of human rights (i.e. $454.87\% \div 900\% \times 100$) and ($26.62\% \div 900\% \times 100$) respectively. This means that majority of the respondents strongly agreed with each of the nine statements that sought to find out the extent to which bullying constitute a violation of Human Rights as against a minority who strongly disagreed. Consequently, with reference to bullying as a threat to ones right to life, the respondents strongly agreeing to this statement is in line with Article 3 of the UDHR, which states that everyone has the right to life, liberty and security. The CRC Article 6 agrees to this position and states that State Parties must recognize every child's inherent right to life.

Furthermore, on the statement of bullying as a threat to ones right to education, the response of the majority of the bully victims is in agreement with Article 28 of the UNCRC which stipulates that, States must do all in their power to achieve the right of the child to education which is also in agreement to Article 26 of the UDHR. Again, the majority of the respondents' agreement that they suffer emotional distress when they are bullied agrees with Nansel et al. (2001) who postulates that youths who are bullied generally show higher levels of insecurity, anxiety, depression, loneliness, unhappiness, physical and mental symptoms and low self – esteem.

More so, a study reported in the British Medical Journal showed that children who are bullied suffered health problems such as eating and sleep disorders, headaches and

stomach aches (William et al., 1996). This is concurred by the result of this study which shows a higher percentage of respondents strongly agreeing that bullying affects ones social health.

Also, on the statement of freedom of expression being affected because of bullying, majority of the respondents' view agrees with Article 19 of the UDHR, which stipulates that everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers, the right to participate and have your voice heard. Bullying can make you feel unsafe and prevent you from expressing your feelings and opinions at school, home, work, and with your friends. This is equally captured by UNCRC Article 13.

5.6 Mechanisms to Promote and Protect Human Rights

Looking at the graphical presentation of respondents choices of the mechanisms that can be used to promote and protect Human Rights as shown in Figure 10, greater number of the respondents (i.e. 86.5% of the respondents) indicated that making Human Right Education part of the curriculum would help to promote the rights of bully victims.

This position is shared by the view of the Australian Human Rights Commission (2009), which opines that assisting young people to incorporate the values of Human Rights into their daily lives is a concrete way to prevent bullying, discrimination and promote

inclusion and respect for diversity. A notable finding was that 88.5% representing the highest percentage of respondents indicated that dissolving student gangs would be one of the most effective mechanisms to promote and protect the rights of bully victims.

5.7 Discussions on Interviews

As explained earlier in chapter three, the purpose of conducting a personal interview is to explore the responses of the respondents to gather more and deeper information. Thus, a sizable number of the respondents for the questionnaire were picked at random to elicit responses that would give further insight into the responses of some of items of the questionnaire.

When the bully victims were asked at the interview session individually to describe what forms the bullying took? In the end, when the analysis of the data gathered was done, It could be deduced that, all the twelve respondents who were picked for the interview had experienced physical, verbal and social forms of bullying. For example, Male Victim 4 said he was made to sleep in his chop box for almost three (3) minutes after he refused to give a senior an item he requested for which he did not have at the time. Also Female Victims 6 relives her horrors at the interview session after she had been targeted by a senior for bearing the same name as hers and also questioned why she was beautiful than her, as such, she was in to take her boyfriend from her when she challenged her questioning why she was picking on her, she got furious more saying she should not talk back to her and made her to kneel down for hours which made her to have a knee problem afterwards. However, only two of the interviewees had experienced electronic

form of bullying. Upon further probing, to determine why few of the interviewees had experienced electronic bullying, it was found out that, students in secondary schools were not allowed to use phones and other electronic gadgets to school.

On the question of how the bullying has affected the victims, Male Victim 2 said he suffered a nose bleed after he was punched by the dormitory prefect, when he complained about a student who had stepped on and damaged his chop box when the said student was being chased by the dormitory prefect for not doing his house work. This has led to a recurring problem of frequent headaches. Furthermore, seven (7) of the interviewees said they did not want to come back to school after they were bullied because they have unusual heart palpitations whenever they see the perpetrators. Three said that they get worried, disturbed and are not able to concentrate in class whenever they are bullied. Male Victim 1 said he wants to run and hide anytime he sees a particular senior because the senior has developed a penchant for finding fault with him. He said, “even if some students do something wrong in the dormitory and I was not around when the event occurred, I am the first person whose name he mentions”. Male Victim 3 said he was hospitalized after he went through a very bad experience of physical bullying when he tried to refuse a senior from forcefully opening his trunk.

On item four of the interview guide, when the respondents were asked to propose some mechanisms that would help to promote the rights of bully victims. Male Victim 1 said that “ I think that teaching the word of God would help to reduce bullying” Female Victim 5 proposed that teachers should open up and be accommodating in order for

students to feel free to share their bully experiences with them. Furthermore Male victim 4 suggested that the number of qualified counsellors should be increased in the various schools in order for them to have enough time to educate perpetrators to change their behaviour and counsel traumatized bully victims. Male Victim 6 suggested that students who engage in bullying should be made to pay a fine to compensate the victim to serve as a deterrent to others. This proposal is not alien to the practice in Finland which has yielded a positive result in that cases of bullying in Finland are rarely reported compared to other countries around the world (Bjorkqvist & Jansson, 2001)



CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.0 Preamble

In chapter five significant and novel findings were identified, interpreted and discussed. Chapter six commenced with a summary of the study showing the major research findings and then conclusions drawn. The findings were used to form a basis for recommendations which would assist education policy makers and school authorities to introduce policies and prevention programmes that would tackle the canker of bullying and champion the rights of bully victims in Senior High Schools found in the Birim Central Municipality as well as other Metropolitan, Municipal, and Districts in Ghana.

6.1 Summary

In this study, the main purpose was to evaluate the experiences of victims of bullying as a human right abuse in selected second cycle institutions in the Birim Central Municipality. Specifically, it sought to (i) ascertain student victims' experiences of bullying in senior high schools. (ii) determine the effects of bullying experiences in senior high schools (iii) examine the extent to which bullying constitutes a violation of the fundamental human rights and freedoms of the affected students and (iv) establish a platform for the promotion and protection of human rights in senior high schools in the Birim Central Municipality using human rights mechanisms. Relevant literature was reviewed under some themes such as:

- ✓ The definition and Types of Bullying
- ✓ The lived experiences of victims of bullying in senior high schools

- ✓ Causes of bullying
- ✓ Risk Factors of Teen Violent Behaviour.
- ✓ The effects of bullying experiences in secondary schools
- ✓ The extent to which bullying constitute a violation of the fundamental human rights and freedoms of affected students.
- ✓ Mechanisms that promote and protect human rights of bully victims in secondary schools

The study made use of the descriptive survey. Also some quantitative approaches were used for better descriptions of the phenomenon.

Rather than the themes being imposed on the data prior to the data collection (McMillan and Schumacher, 2001), the following themes emerged from the empirical study as the findings:

- ✓ Majority of the bully victims fell between the ages of 16-18 years who are mostly in the lower forms. This shows that, students in the higher forms are mostly those who bully students in the lower grades.
- ✓ Physical forms of bullying such as pushing, hitting, shoving, slapping and kicking takes place in schools more than verbal, social or electronic forms of bulling
- ✓ Male bully victims mainly go through physical forms of bullying as compared to their female counterparts who experienced verbal forms of bullying.
- ✓ Many of the bullying spots are areas within the school that are not monitored very closely by staff such as bathrooms, dormitories and the dining halls.

- ✓ School absenteeism as an effect of bullying was prevalent for children who were bullied compared with those who were not bullied while minority of the bully victims contemplated on committing suicide after being bullied.
- ✓ The effective tools that can be used to promote the rights of bully victims is to dissolve student gangs and make Human Right Education part of the school curriculum.

6.2 Conclusions

Although this study focused on four schools in the Birim Central Municipality the findings are highly likely to be applicable to all districts in the Eastern Region and the recommendations should be valid for all districts in the region. While taking cognizance of both the findings and recommendations of this study, it has provided the opportunity for researchers to assess the bullying experiences of victims and its effects as well as the extent to which it constitute a violation of the fundamental human rights of the victims. This will provide a body of evidence that can facilitate the comprehensive assessment of the extent to which the types of bullying prevention mechanisms and programmes that are currently being used and the effectiveness of those programs to determine if changes need to be made to reduce and if possible eliminate bullying in senior high schools and promote the fundamental human rights of victims of bullying experiences.

6.3 Recommendations

Based on the findings and the literature, the following are recommended:

- **Establishing, Monitoring and Evaluating Bullying Prevention Programmes**

It was evident that most of the schools were not effectively utilizing at a greater rate bullying prevention programmes. A mandatory establishment of bullying prevention programmes in our schools can go a long way to reduce bullying incidence. For example a drastic reduction in bullying cases occurred in the state of Kansas in the United State of America in 2011, after bully prevention programmes were mandated in the state of Kansas. For instance a programme can be designed to separate higher grade students (who are usually the perpetrators as the findings shows) from lower grade potential bully victims at the dormitories. Furthermore, severe punishments could be designed for perpetrators of physical forms of bullying and approved by the school authorities to reduce its high prevalence in senior high schools. Continuous monitoring and evaluation through research is further recommended to see if such prevention programmes is having the desired effect of reducing or preventing bullying in the various schools.

- **Using a Multi-layered Approach**

Bully prevention programmes are not mutually exclusive in its implementation if the desired result is to be achieved. A multi-layered approach includes: school safety plans, peer mediation programs, skills training that includes conflict resolution, counselling and communications skills, anger management, and social skills training. The term conflict management includes bullying, but also any type of conflict that might result in violence.

A conflict management pilot program called, “Reach in, Reach out, Reach over,” which focuses not only on working with students, but training all staff working in the school: cooks, janitors, administrators, teachers, and paraprofessionals can be implemented. This programme would focus on training the adults on how to handle conflicts effectively so they have the tools necessary to intervene when encountering students in conflict. This would go a long way to increase the presence of adults who are well equipped with conflict management skills in almost all areas in the school thus preventing the temptation of perpetrators taking advantage of the lack of supervision to bully their victims as revealed in the findings. Furthermore, teachers are reluctant to intervene because they usually did not feel they had the skill to handle the situation. Also the training of all staff in the techniques of conflict management should include the addition of a peer mediation program involving students in the facilitative role of helping peers solve problems. More so, effort should be made to achieve the level of counsellor to student ratio of 1:250. This would allow the effective delivery of counselling services and thus help increase the attention of counsellors for bully victims and help them overcome various emotional problems which usually lead to behaviours such as absenteeism and contemplation on suicide as revealed in the study.

- **Involvement of Students**

To gain student support for a peer mediation program and produced the best results efforts must be made to utilize a cross section of the population in a school. Teens want to be involved in making their own decisions and want to feel like they are represented by

someone from their social group, but there was not any evidence of this being considered in the research involving bullying and conflict resolution.

It is equally important to make an advisory board a part of the process of evaluating and making decisions about programs within a school counselling program. It is also recommended that students be made part of the decision making process. Therefore, student involvement will be enhanced if they are part of the solution rather than being seen only as the problem. An informal query with a group of school counsellors was conducted at an annual counselling conference and the general consensus was that students have become deaf to the message being delivered by most bully prevention programming. It is believed that student involvement and using their creativity would enhance the delivery of the messages.

- **Making Human Rights Education Part of the School Curriculum**

Children's attitudes, ideas and characters are formed at a young age. These are heavily influenced by their environment, including their school education. Human rights education in school is an effective means to assist children to incorporate human rights values into their attitudes and behaviours. Assisting young people to incorporate these values into their daily lives is a concrete way to prevent bullying, discrimination and promote inclusion and respect for diversity. Human Rights education provides a valuable framework for good interpersonal relations and for making informed and proportionate decisions from the playground to government and public policy; it starts with human rights education in schools.

Furthermore, where education around values is embedded in the content and pedagogy of the classroom, there is evidence of improved student engagement with schooling, better learning outcomes, and enhanced social and emotional wellbeing. As a result of these values in education, there is a reported increased empathy, tolerance and respect, and increased student confidence to address bullying. Schools have also reported a reduction in disciplinary measures, an increase in school attendance, and positive shifts in classroom and playground relationships as well as relationships at home. The Ministry of Education should spearhead the designing of a comprehensive curriculum that would inculcate the basic tenets of Human Rights in pupils and students and thus making them agents for the championing of human values.



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APPENDIX A

QUESTIONNAIRE ON BULLYING AS A HUMAN RIGHTS ABUSE IN SELECTED SENIOR HIGH SCHOOLS IN THE BIRIM CENTRAL MUNICIPALITY

This study is an academic exercise aimed at finding out the bullying experiences of students at your school. Your answers are confidential, so please try to answer the questions as honestly as you can.

Please check/tick (✓) the appropriate box wherever applicable.

DEMOGRAPHY

1. Gender
Female [] Male []
2. Age
13 – 15years [] 16 – 18years [] 19 – 21years [] 22 – 24years []
3. Grade/Form
Form one [] Form two [] Form three []

EXPERIENCES OF VICTIMS OF BULLYING

4. Have you experienced any form of bullying in school?
Yes [] No []
5. What take? (Tick as many as applicable)
 - Physical []Examples: pushed, hit, shoved, slapped, kicked, spit at, or beaten up by someone; had your belongings damaged or stolen

- Verbal

Examples: called names, teased, made fun of; spoken to meanly; embarrassed, threatened

- Social

Examples: left out of groups or games; gossiped or talked about; made to look silly in front of others

- Electronic

Examples: hurt, threatened, embarrassed, singled out, made to look bad; gossiped about, or had secrets revealed by other students through e-mail or phone text messages or pictures

6. How often have you been bullied? (Tick one answer for each question)

| | Once a month | Twice a month | Thrice a month | Once a week | Twice a week | Thrice a week |
|------------|-------------------------|--------------------------|---------------------------|------------------------|-------------------------|--------------------------|
| Physical | | | | | | |
| Verbal | | | | | | |
| Social | | | | | | |
| Electronic | | | | | | |

7. Where does the bullying take place in school? (Tick as many as applicable)

Dining hall/canteen Classroom Bathrooms
 Dormitory On the bus Other (Specify)

EFFECTS OF BULLYING EXPERIENCES

8. Are you afraid to come to school because of bullying?

Yes No

9. Do you refuse to answer questions in class for fear of being teased?

Yes No

10. Do you avoid social interactions for fear of being bullied?

Yes [] No []

11. Have you ever thought of committing suicide after being bullied?

Yes [] No []

VIOLATION OF HUMAN RIGHTS THROUGH BULLYING

| | How much do you agree or disagree with these statements? | Strongly Agree | Agree | Disagree | Strongly Disagree |
|----|---|-----------------------|--------------|-----------------|--------------------------|
| 12 | Bullying threaten your right to life | | | | |
| 13 | Your right to personal safety and security is threatened when bullied | | | | |
| 14 | Bullying threatens your right to education | | | | |
| 15 | You suffer emotional distress when bullied | | | | |
| 16 | Your right to social health is affected through bullying | | | | |
| 17 | Your right to leisure and play is affected due to bullying | | | | |
| 18 | Your right to privacy is being affected due to bullying | | | | |
| 19 | Your freedom of movement is being affected through bullying | | | | |
| 20 | Your freedom of expression is being affected because of bullying | | | | |

MECHANISMS THAT WOULD PROMOTE AND PROTECT HUMAN RIGHTS

21. Which of the following mechanisms do you think would help to promote and protect the rights of bully victims in your school? (Tick as many that apply)

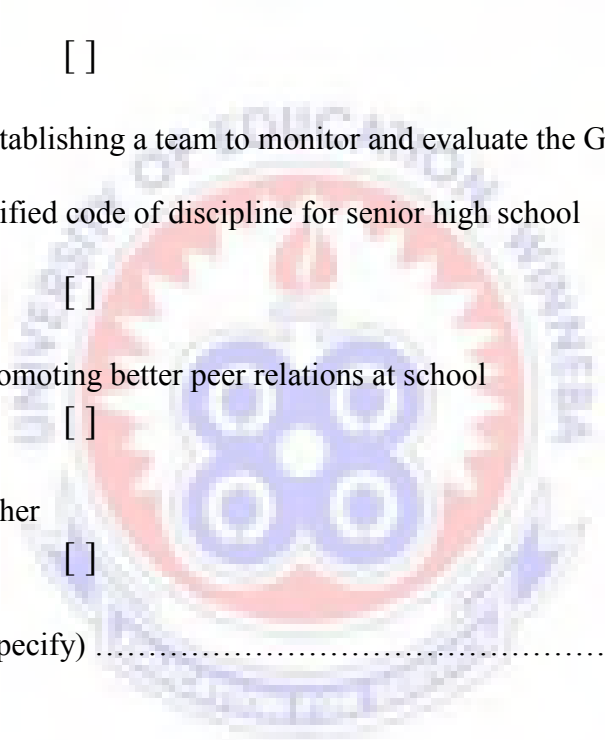
- Passage of anti-bullying law in schools []
- Separation of bigger and senior students from smaller and junior students

[]

- Dissolving student gangs []

- Instituting a Rights Respecting Schools Award (RRSA)
- Making Human Rights Education part of the academic curriculum
- Provision of specific guidance to schools on how victims of bullying should be treated
- Establishing a team to monitor and evaluate the Ghana Education Service unified code of discipline for senior high school
- Promoting better peer relations at school
- Other

 (Specify)



APPENDIX B

UNIVERSITY OF EDUCATION, WINNEBA
MASTER OF PHILOSOPHY IN HUMAN RIGHTS

INTERVIEW GUIDE FOR VICTIMS OF BULLYING

1. What forms of bullying experiences were you taken through (describe it)?
2. How has the bullying experience affected you (explain)?
3. In your view which of your rights do you think has been violated through bullying?
4. What mechanisms do you think would help to promote and protect the rights of bully victims in your school?