សាកលវិទ្យាល័យភូមិន្ទភ្នំពេញ
ROYAL UNIVERSITY OF PHNOM PENH

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Bullying in a Cambodian Private School

A Thesis
In Partial Fulfillment of the Requirement for the Degree of Master
of Education in Educational Leadership and Administration

Am Kunthy(Ms)

April 2013

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Examination Committee: …………………………………
…………………………………

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មូលន័យសង្ខេប

ការធ្វើបាបគ្នា គឺជាបញ្ហាមួយដែលសិស្សសាលាជាច្រើននៅបច្ចឹមប្រទេសជួប ប្រទះ ហើយការសិក្សាស្រាវជ្រាវក៏បានចាប់ផ្ដើមធ្វើឡើងនៅចុងទស្សវត្សរ៍ន១៩៧០នៅ ប្រទេសណកវ៉ែ និងប្រទេសស្វីស។ ក្រោយមកប្រធានបទនេះត្រូវបានសិក្សាក្នុងបណ្ដា ប្រទេសផ្សេងៗជាច្រើន ប៉ុន្តែក្នុងប្រទេសកម្ពុជាមានអ្នកស្រាវជ្រាវអន្តរជាតិតែម្នាក់គត់ ដែលបានសិក្សាស្រាវជ្រាវពីប្រធានបទនេះ។ សម្រាប់ការសិក្សាស្រាវជ្រាវនេះអ្នក ស្រាវជ្រាវបានសិក្សាអំពីការយល់ដឹងរបស់សិស្សានុសិស្ស ទាក់ទងទៅនឹងអាកប្ប កិរិយានៃការធ្វើបាបគ្នា ដែលពួកគេបានឃើញនៅសាលារៀនរបស់ពួកគេ។ ការសិក្សា ស្រាវជ្រាវមួយនេះបានធ្វើឡើងនៅក្នុងសាលាងកជនក្នុងទីក្រុងភ្នំពេញ ដែលមាន សិស្សានុសិស្សចំនួន១៥១នាក់បានចូលរួម។ ទិន្នន័យសម្រាប់ការសិក្សាស្រាវជ្រាវ មួយនេះត្រូវបានប្រមូលតាមវិធីបីយ៉ាង ការសំភាសន៍ផ្ទាល់មាត់ ក្រដាសស្ទង់មតិ និង ការគូររូបដែលសិស្សានុសិស្សបានរាយការណ៍អំពីប្រភេទនៃការធ្វើបាបគ្នាទីកន្លែង ដែលការធ្វើបាបគ្នាបានកើតឡើង និងសកម្មភាពដែលពួកគេចាត់ទុកថាជាការធ្វើបាប គ្នានៅសាលារបស់ពួកគេ។ ការគិតរបស់សិស្សានុសិស្សអំពីឥទ្ធិពលនៃការធ្វើបាបមក លើជនរងគ្រោះ(អ្នកដែលត្រូវគេធ្វើបាប) ក៏ត្រូវបានប្រមូលនិងវិភាគផងដែរ។ លទ្ធផល នៃការសិក្សាស្រាវជ្រាវមួយនេះបានបង្ហាញអោយឃើញថា មានការធ្វើបាបគ្នាតាម រូប ភាពផ្សេងៗ កំពុងកើតមានឡើងក្នុងសាលានេះហើយការយល់ដឹងរបស់សិស្សា នុ សិស្សអំពីការធ្វើបាបគ្នា រួមទាំងសកម្មភាពហិង្សាដែលកើតឡើងតែម្ដងជាងការកើត ឡើងជាញឹកញាប់ គឺជានិយមន័យដែលប្រើសម្រាប់ការធ្វើបាបសម្រាប់សិស្សានុសិស្ស នៅសាលានេះ។

ABSTRACT

Bullying has been an issue faced by many school children in the West and the research on school bullying began in the late 1970's in Norway and Sweden. Researchers have studied this topic in many countries,butonly one international researcher was identified who had done research on this topic in the Cambodian context. In this present study, the researcher explored the understanding of children in relation to bullying behaviors they hadobservedat their school. The study was conducted in one private school in Phnom Penh where 151 children participated. Data was collected using structured interviews, a pen and paper survey, and through picture drawings where the students reported on the types and locations of student to student actions they deemed bullying in their school. Students' perceptions of the impact of bullying on the victims was also collected and analysed. The results of the study indicated that there were various forms of bullying happening at this school and that the children's understanding of bullying included single acts of violence rather than repeated acts as is the commonly used definition for bullying.

SUPERVISOR'S RESEARCH SUPERVISION STATEMENT

TO WHOM IT MAY CONCERN

Name of program: Master of Education
Name of candidate: Am Kunthy

Title of thesis: "Bullying in a Cambodian Private School"

This is certify that the research carried out for the above title master's thesis was completed by the above named candidate under my direct supervision. I played the following part in the preparation of this thesis: I worked with Ms AmKunthy from the inception of the concept through all the stages of research including development of instruments, data analysis and location of relevant literature.

Supervisor (Sign): Dr. Karen Walker

Date: ……………………………..

CANDIDATE'S STATEMENT

TO WHOM IT MAY CONCERN

This is to certify that the thesis that I, Am Kunthy hereby present entitled: "Bullying in a Cambodian Private School" for the degree of Master of Education at the Royal University of Phnom Penh is entirely my own work and, furthermore, that it has not been used to fulfill the requirements of any other qualification in whole or in art, at this or any other University or equivalent institution.

Signed by (the candidate): …………………………....

Date: …………………………………………………..

Countersigned by the Chief Supervisor ……………………

Date: …………………………………………………..

ACKNOWLEDGEMENTS

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LIST OF ABBREVIATIONS

CRC	Children Right Committee
G	Grade
K	Kindergarten
K1	Kindergarten 1
K2	Kindergarten 2
K3	Kindergarten 3
PE	Physical Education
UN	United Nations
UNCRC	United Nations Convention on the Right of the Child
UNICEF	United Nation International Children' s Emergency Fund

CHAPTER 1
INTRODUCTION

1.1 Background of the Study

The suicide note of a young 13 year old Japanese male student who died by hanging himself describes his despair because of bullying he had experienced at school. In his note a few boys were accused of being involved in this bullying. The*ijime* group leaders had created a living hell for that boy in a number of ways. The suicide victim described one instance where his school peers mocked him by placing his table in front of the class with his photo and burning incense as well as flowers. Not only that but also a condolence card which had been signed by most of his classmates and a few of his class teachers as if he had already died.

It was between the 1960's and 1970's that the research on school bullying emerged in Sweden and Norway within the field of aggression psychology. In late 1982, the funds were given to the researchers in this field to conduct a large scale investigation on bullying after three 10 to 14 year-old boys successfullysuicided in Norway. The pioneer of this new field of research was a Swedish psychologist, Dan Olweus (Horton, 2011). According toRigby, Smith and Pepler (as cited in Horton, 2011) other researchers began to investigate the issue of school bullying in other countries in the year following Olweus's seminal work.

In her workdeLara (2012) reported that one third of surveyed students said they were bullied and felt unsafe during the school day either on the school campus or on the bus. According to Mishna and her colleagues (as cited in deLara, 2012) in a study on cyber bullying amongst 2186 American middle school and high school students one half reported that they had been bullied online while one third indicated that they had bullied others. Similarly, Petrosino, Guckenburg, DeVoe and Hanson, and Wang, Iannotti and

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Nansel (as cited in deLara, 2012) also reported that " some recent search indicates that as many as 50% of students say they have bullied or been bullied at school" (keyword, para.1).

Farrington, Ttofi and Losel (2011) reported the results from major longitudinal studies and also the findings from a system review and meta-analysis that demonstrated the strength of the relationship between school bullying and criminal offending in later life. This finding was similar to that of Olweus (as cited in Lee and Ji, 2003) who reported that a strong correlation existed between bullying during school years and experiencing legal or criminal troubles as adults revealed by many researchers. For instance, Olweus (as cited in Lee &Ji, 2003) reported that not less than 60% of those who had experienced bullying at middle school grades (6-9) by the age 24 had at least one criminal conviction.

In their meta-analysis Kim and Leventhal's (2008) reported that bullying was a serious problem with a range of behavioral and emotional consequences such as sleep difficulties, feelings of insecurity, and unhappiness at school. More importantly and even extremely more serious, they reported that the experience of bullying at school can cause suicide ideation or suicide. For instance, in a large scale study in the United States of America the researchers suggested that nearly 20% of high school students had serious suicidal ideation and that 15% had made a specific plan to attempt to suicide (Kim &Leventhal, 2008). Similarly, they reported in a study conducted in Korea 15.5 out of 100,000 youths ages from 11 to 19 attempted suicided were successful (Kim &Leventhal, 2008).

According to Pepler et al. (as cited in Lee &Ji, 2003) a survey conducted in Canada from grade 1 to grade 8 reported that 6% of the children who admitted bullying

and those who had been victimized was 15% and 2% reported both being bullies and victims.

According to Hemphill, at al. (2011) one in six students in year seven and one in five students in year eleven had been involved in bullying perpetration. In addition, almost 40 % of year seven students and more than 30 % of year eleven students had been the victims of bullying.

1.1.1 Synonyms for Bullying.

The term bullying has been used by researchers and writers in many other countries with different languages. According to Ucanok, Smith and Karasoy (2011) in Turkey the term *Zorbalk* was used to refer to behavior that was similar to behavior considered bullying by English language users. Moreover, the terms *akranzorbaligi, alayandkorkutma* were also used by participants in their research to describe some other aspects of bullying. According to Tiki (2001) the Japanese term used to refer to behavior associated with the English word bullying was *ijime*. In addition, Lee and Ji (2003) reported that in Korea the term that was used to refer to bullying type behavior was *Wang tta*. Horton (2011) conducted a study on school bullying and power relations in Vietnam and reported that the term *Bat Nat* has been used to refer to behavior identified as bullying.

Lee and Ji (2003) reported that those who had been bullied feared school as they considered school to be an unsafe and unhappy place for them. Because of bullies, many of them preferred to stay at home rather than go to school. They also reported that in Korea boys were engaged in physical bullying more frequently than girls. This finding was consistent with many surveys conducted in western countries. Moreover, they also reported that different forms of bullying were engaged in between boys and girls. More direct, more violent and more destructive ways of bullying were the preference of the

boys through their physical aggression or verbal threats while girls preferred using indirect verbal forms of bullying such as gossip and spreading rumor.

Moreover, Hyun and Hangil (as cited in Lee&Ji, 2003) who conducted a study involving middle and high school students in Korea, reported that in most cases students who are the bully are physically stronger and have a need to feel powerful and in control and normally they attack the victims with at least one or more bullies rather than by himself.

1.1.2 Bullying, Children and Cambodia.

As a result of the genocidal regime in the late 1970's, Cambodia has changed its international reputation from being known as a "Gentle Kingdom" to a violent country (Miles, 2001). In his Cambodian focused thesis Miles (2001) asked a significant and confronting question especially for Cambodians, he asked "has the violence that parents and grandparents experienced in the late 1970's been passed onto their children from generation to generation?" (p. 11). He writes that "It is likely that children will follow or imitate what they see and experience" (Miles, 2001 p. 63). For example, if children see their parents use violence in the home they are more likely to use it with their peers or their own children when they grow up as they perceive that it is acceptable to use violence. On the other hand, if the parents show them other non-violent approaches to solving problems and resolving conflict the children will learn how to use alternative ways to solve their problems rather than using violence (Miles, 2001, p. 11).

1.2 Research Problem

As stated by Horton (2011) there has been very little research done in the South East Asian context. I have found only one researcher who has written about bullying in schools within the Cambodian context. An international researcher and writer in this field who I contacted likewise knew of only this single study for the Cambodian context.

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Miles (2001), the only known Cambodian-focused researcher wrote about three aspects of violence in Cambodia, the "children's perception of selling of children by adult, children's perception of bullying and children's perception of gang violence from children to adult". In his study of children's perception of bullying in Cambodia he used role play, focus groups (age 11-13) and questionnaire surveys within five schools from each of 24 provinces and 100 students from ten schools in Phnom Penh. In each focus group there were five girls and five boys selected by the Provincial Education Office. This study reported that not less than 50% of students have heard of children who have been bullied by other children at their school and around 45 % said that bullying is extremely serious.

1.3 Purpose of the study

The purpose of this study was to explore the experiences of children at school X in relation to bullying. As such the following questions guided the data collection process.

1.4 Research Questions

The study is principally a qualitative exploratory one generating descriptive data.

- What behaviors do students at school X understand to be ' bullying' behavior?

- Where has bullying been experienced at school X?

- What is the effect of bullying on those who have been bullied?

- What strategies do the students suggest for reducing or preventing bullying in the school?

1.5 Significance of the Study

As stated by Yang, Kim, Kim, W., Shin and Yoon (2006) "Although previous studies have been conducted in Western countries, it is difficult to generalize these

findings to other parts of the world"(p. 70). So it is crucial to study this topic to find out if bullying is an issue amongst Cambodian students and understand what is considered bullying behavior by students. As an administrator in a private school in Phnom Penh I didn't think that bullying was dangerous or a serious problem amongst Cambodian students until I started reading some of the literature. I began to realize that bullying may be an important issue which Cambodian schools, teachers and education policy makers should be aware of and take into consideration in the day to day operations of a school as well as the wider policies and curriculum needed for addressing issues of bullying behavior that may be identified.

Last but not least, in light of the small amount of Cambodia-focused research on bullying the research conducted in this study will contribute to the small slowly growing body of work on bullying in non-western contexts. It is also hoped that this study can help to provide strategies for the stake-holders at the private school where the research is conducted, the school principal, school counselor and teachers as well as other school personnel. The findings can be used to develop programs which could help to reduce or prevent bullying in this school. Only one school was selected to conduct this study due to time constraints for the study.

1.6 Outline of the Thesis

In this chapter I have covered background of the study, synonym of bullying, bullying, children and Cambodia, research problem, research questions and significant of the study. Literature review will be described in chapter 2 and Methods and Analysis of Data will be described in chapter 3. The last chapter will cover Discussion and Conclusion.

CHAPTER 2
LITERATURE REVIEW

This chapter will discuss literature focusing on issues relevant to the research objectives.

This chapter has been structured into several sub sections based on the themes that emerged from the literature. The chapter begins by providing a brief review of the history of research on bullying. Consequently, different definitions of bullying and its impact will be discussed based on the reading and analysis of the international literature. Further themes identified in the literature that are discussed include gender and bullying, grade level and bullying, age and bullying, location and bullying. Further discussion will focus on violence, its definition, bullying as a sub set of violence. Last but not least, the government of Cambodia and its policies on safe schools will also be reviewed in this chapter.

Due to the limited literature available that described bullying within the Cambodian school context, literature was reviewed from a number of developed nations' journals and reports. The papers were collected from a range of international academic journals using the following key search words: bullying, perpetrator, bullying in school, school violence, peer victimization, impact of bullying, bystander. Most of the papers were accessed and downloaded using the e-journal collection at James Cook University. Further sources were accessed from the educational data bases and web pages such as ERIC, Google Scholar, Zunia, and by personal contact with several authors.

2.1 What is Violence?

2.1.1 Bullying as a sub set of violence.

According to Koo (2007) the term *violence* was definedindifferent ways. Olweus (as cited in Koo, 2007) defined violence as the actions used by perpetrators using his/her

physical strength or other dangerous objects in an attempt to hurt or make someone upset

by damaging his/her properties. The Lincarla dictionary (as cited in Koo, 2007) defined

violence in two statements: " the use of physical force to injure some body or damage

something and the illegal use of unjustified force or the effect created by the threat of

this"(p.108). Koo (2007) defined bullying based on two characteristics. It was harm

involving or threatening and intended. However, accidental damage or hurt done by

somebody was not usually considered to be violence at all times (Koo, 2007).With this

definition of the term violence it is possible to define bullying as a subset of violence.

Lane (as cited in Lee, 2003) defined *violence* in school as:

> Anything from name calling, teasing, sexual taunts, rough treatment of
>
> younger children, frequent fighting, and racial attacks. Whereas bullying is
>
> a subcategory of aggressive behavior; but particularly vicious kind of
>
> aggressive behavior, since it is directed often repeatedly towards a
>
> particular victim who is unable to defend him or herself effectively (p. 4).

2.1.2 The impact of violence.

According to Miles (2001) children who experience violence can face health

problems, low self esteem and slow development. According to Plan, Save the Children,

Actionaid and Unicef (2010) violence

> denies children's education rights in West and Central Africa. It denies
>
> their right to access education, it negates their right to an education of
>
> quality and it denies their right to respect and non-discrimination in
>
> school. This is illustrated by the levels of school drop-out that are directly
>
> linked to school violence, particularly among girls. Evidence from Nigeria,
>
> Senegal and Benin shows that beaten children and child victims of sexual
>
> abuse tend to be absent from schools, participate less in class and perform

poorly. The denial of children's right to education impacts upon their current and future ability to participate socially and economically in their society. Limited employment opportunities, poor health and illiteracy can be direct or indirect consequences of school based violence (p.7).

2.2 Bullying and its Research History

It was between the 1960's and the 1970's that the research on school bullying emerged in Sweden and Norway within the field of aggression psychology. In late 1982, the funds were given to the researchers in this field to conduct a large scale investigation on bullying after three 10-14 year-olds boys successful suicide in Norway. The pioneer of this new field of research was a Swedish psychologist, Dan Olweus (Horton, 2011). According toRigby, Smith and Pepler (as cited in Horton, 2011) other researchers began to investigate this issue of school bullying in other countries in the year following Olweus' s seminal work.

2.3 What is Bullying?

2.3.1 Differences in definitions.

Many researchers have defined the term bullying differently. The first researcher on this topic, Olwues identified bullying having three primary facets:

(1) it is intentional" harm doing"

(2) it occurs repeatedly over time; and

(3) it involves a relationship that includes and "imbalance of power".

Bullying as defined by Olweus (1996) is described as repeated aggression in the context of a power imbalance. Any repeated and intentional aggression against someone who cannot easily defend themselves is called bullying (Olweus, 1996). According to Smith et al. (as cited in Smith, Morita, Junger-Tas, Olweus, Catalano &Slee, 1999)

bullying can appear in different forms, verbal, physical, and relational as well as the more recently called cyber bullying which includes via mobile phones and internet. Kim andLeventhal (2008) defined bullying as an aggressive behavior in which individuals in a dominant position intend to cause mental and/or physical suffering to others.

Genta, Meuesini, Fouzi, Costable and Smith and, Morita, O'Connell et al. (as cited in Smith, Cowie, Olafsson&Liefogghe, 2002) reported that based on many studies in different countries the term bullying was not easy to translate. There were different terms used in different countries to locate the term bullying. For instance, in Japan the term *ijime*was used to identify the behavior which is similar to *bullying.* However, ijime was a bit different from bullying as it was less physically violent, but rather emphasized social manipulation and female types of aggressive behavior. Ijime can be compared to girl-bullying approaches in English speaking countries (Naito &Gielen, 2005). According to Yang (as cited in Koo, 2002) the term *Wang-tta* in Korean language and *Violena* in Italian language were used in the research field to represent bullying that had similar characteristics associated with the term bullying as they involved violent physical action.

According to Lane (as cited in Lee and Ji, 2003) bullying refers to directed and often repeated acts of aggressive behavior that happens to a victim who is weaker and unable to defend themselves effectively. Yang, Kim, Kim, W., Shin & Yoon (2005) make an important point when they wrote "Although previous studies have been conducted in Western countries, it is difficult to generalize these findings to other parts of the world" (p. 70).

For this study Olwues' definition was used for both the design of the data collection tool and the analysis and discussion of the data.

2.4 Types of Bullying

According to Carr- Gregg and Monocha (2011) there are five types of bullying. The first one of physical bullying refers to hitting, poking, tripping, pushing or damaging someone' s belongings. The second one is verbal bullying that refers to name calling, verbal insults, homophobic or racist remarks and verbal abuse. The third one is social bullying and refers to the actions like lying, spreading rumors, and deliberately excluding someone. The fourth one is Psychological bullying, for example, threatening, manipulation and stalking and the last one is cyberbullying which refers to the way that people use technology such as email, mobile phone, chat rooms, and social networking sites to bully someone.

For instance, Barrio, Martín, Montero, Gutiérrez, Barrios, and Dios (2008) conducted a longitudinal study in Spain within two time points of 1999 and 2006(N=3000, Male =1500) and they found that 16% of secondary students experienced indirect physical aggression and 3.9% experience direct physical aggression. In addition, 6.4 % experienced verbal or physical threatening. They reported that 10% experienced abuse through cyberbullying through cell phone, Internet or other types of technology. Moreover, about 10.5% experienced intentionally being ignored and 8.6% experienced not being allowed to participate - both which are forms of social exclusion (19.1%). Last but not least, over a quarter of all students reported some forms of verbal aggression (insulting, named calling and negative rumors.

The study cited above did not include cyberbullying in the list of behaviors but in the study by Agatston, Kowalski and Limber (2007) American middle and high school students surveyed about their perception on cyberbullying reported that female students more than male students indicated cyberbullying as a problem. The students were unlikely to report this problem to the school personnel or parents due to the reasons that

their parents may stop them from accessing the internet and it was the action that against the school policy as phone was not allowed to be on during school time. However, if the bullying was threatening in nature some students also reported to their parents rather than people at school. Blocking the sender or ignoring the message rather than responding in a negative way was the strategy provided by the students to deal with cyber bullying. Finally, the school was suggested to develop or adopt the program to prevent bullying in school by including cyberbullying in the class lessons. This was hope that students would be able to understand bullying clearer and also could be more active as bystanders.

The term "traditional bullying" refers to physical, verbal and exclusion whereas cyberbullying is used in recent literature to distinguish it from the traditional bullying. In this report the term traditional bullying will be used to differentiate from cyberbullying.

2.5 Impact of Bullying

Kim &Leventhal (2008) reported "all participants in bullying are reported to have substantially increased risk for significant mental and/or physical sequelae of bullying" (p. 133).In their summary of the findings of numerous researchers Mishna, Cook, Gadalla, Daciuk and Solomon (2010) made clear thatboth those children who bullied and for those who were victimized were at risk of emotional, social and psychiatric problems that may persist into adulthood.

2.5.1 Physical impact.

In their meta- analysis of bullying and suicide Kim and Leventhal (2008) reported that bullying had a physical impact on individuals who were involved including hurt, injuries, scars, and bruises. It became even worse when bullying led to suicidal ideation or suicide. Similarly, Miles (2001) reported those who were being bullied and those who were being the bully may face physical health consequences including " abdominal

injuries, brain injuries, bruises, cuts, broken bones, eye damage, chronic pain, disability, gastrointestinal problems" (p. 35).

2.5.2 Psychological impact.

Miles (2001) suggested that those who were being bullied and those who were being the bully may face psychological and behavioral problems such as poor school relationships, alcohol/drug abuse, poor school performance, delinquent and violent behavior, slow development, depression, eating and sleep disorder, feelings of shame and guilt, phobias and panic disorders, post traumatic stress disorders, poor self esteem, psychosomatic disorders, smoking, suicidal behavior and self harm, unsafe sexual behavior. According to a Korean newspaper (as cited in Lee, 2003) it was reported that a young man who had been suffering from a mental illness caused by wangtta (bullying) during his middle school years stabbed his mother and brother to death.

According to a meta-analysis of the associations between bullying experiences and suicide by Kim and Leventhal they reported that bullying was considered to be a serious public health problem ranging from 9% to 54% with international prevalence (2008). A variety of clinical problems including anxiety, depression, bed wetting, sleep difficulties, feeling unsafe, upset at school, were more likely to be experienced by those who were bullying victims. Moreover, in their meta-analysis of children with experience of bullying and their risk for psycho-somatic problems Gini and Pozzoli (2009) reported that for those who had not been involved in bullying they were found to have less risk for psychosomatic problems than victimized children. Similar to other researchers, GiniandPozzoli reported a variety of problems faced by the bullying victims such as poor communication skills with classmates, health affected and low emotional adjustment (2009).

Also bullies were found at significantly higher risk for psychosomatic problems than uninvolved peers. In this meta-analysis, the largest effect sizes were for victims and bully-victims, whereas bullies were at lower risk for psychosomatic problems than the former 2 groups. This result confirmed the fact that, among all children involved in the bullying phenomenon, bullies tend to manifest the fewest number of adjustment problems. In contrast, victims often report low self-esteem, loneliness, depression, and anxiety, bullies show externalizing problems, poor school adjustment, and frequent alcohol and drug use. Finally, bully-victims have been described as poorly socially adjusted, isolated, anxious, hyperactive, and with disturbed personalities (p.1063).

2.6 Genders and Bullying

Whiteney (as cited in Raskaskas, 2008) reported that males were identified significantly more as perpetrators of physical bullying and female were more likely to favor verbal forms of bullying than males. Similarly, Morita et al. (as cited in Naito &Gielen, 2005) identified differences in bullying behaviors between males and females. They reported that in Japan while boys tended to engage in physical types of bullying, Japanese girls tended to select psychological acts of ijime against others. According to Hoshino and his associates (as cited in Naito &Gielen, 2005) 64.2 % of the bullied female students were bullied by female students and 82% of bullied male students were the victims of male bully students. The findings suggest that bullying tended to be a within the same sex phenomenon, it was unlikely although it did happen that male students were being bullied by females.

In line with other surveys from western developed countries, Lee (2003) reported that girls were engaged in bullying behavior and were victims of bullies less than boys.

Lagerpetz et al. (as cited in Yang, Kim, Kim, W., Shin and Yoon, 2006) indicated that in Korea boys would take the role of disruptive behavior within the classroom during study periods and would be unable to focus on their lessons, while female bullies were identified as talkative, impolite, and tended to use inappropriate language. Baldry (as cited in Yang, Kim, Kim, W., Shin and Yoon, 2006) reported on several research findings that girls were more often victimized than boys, while others reported the other way round Kompulainen et al., Wolke et al. (as cited in Yang, Kim, Kim, W., Shin and Yoon, 2006). More interestingly, Yang, Kim, Kim, W., Shin and Yoon (2005) reported victimization between boys and girls was the same. Kim andLeventhal (2008) indicated that female victims were at greater risk of suicidal ideation than male victims. Moreover, female perpetrators were also at higher risk of suicidal ideation than male perpetrators. According to Lai, Ye and Chang (2008) who had conducted research on bullying in middle schools among ten countries in the Asia Pacific " male students had more serious experiences of bullying in schools than female students. Only in some countries are females left out of activities by other studentsas often as males" (p. 512). In addition, Mishna, Cook, Gadalla, Daciuk and Solomon (2010) conducted cyberbullying behaviors among middle and high school students reported that girls were most likely victims of cyberbullying especially by name calling, rumors, photo sharing online without their agreement, unacceptable pictures receiving and asking to do sexually online. However, boys were most likely to call the name of others and threatened somebody online and sent unacceptable picture or text to others. Interestingly, there were different believe between boys and girls. The boys believed that race was the reason why they were bullied while girls believed that it was because of their sexuality. Finally, the researchers found" no gender differences were found in the overall perpetration of cyberbullying in [their]... study" (p. 369).

2.7 Grade Level and Bullying

Students in different grade levels can also perceive different experiences of bullying.Hoshino (as cited in Naito &Gielen, 2005) reported that 80% of the victims were bullied by students of the same grade level in the cases of Japanese and Netherland.

Similarly, WithneyandSmith (as cited in Koo, 2002) reported that in English speaking countries older children were most likely bullies. However, Morita et al. (as cited in Koo, 2002) reported that in Japan, aggressors and victims were often classmates or if not mostly in the same grade.

On the other hand, Olweus (as cited in Naito &Gielen, 2005) agreed that young children were more likely bullied by older students. Park (as cited in Lee, 2003) indicated that bullying seemed to increase through out elementary school year and reached its peak at middle school year then tended to decline at high school year. In addition, different grade levels reported different cyberbullying behaviors. Students in older grades were most likely to be involved in calling someone names and threatening others while younger grades were most likely to be involved in sending unwelcome text or picture to others. In some cases, older and younger grades shared the same interest in spreading rumors (Mishna, Cook, Gadalla, Daciuk&Solomon, 2010).

2.8 Locations and Bullying

Bullying is more likely to have been reported to occur in different places. According to Bradshaw, Sawyer and O'Brennan (2007) in their survey in Maryland, the United States of America among school staff (N=1547) and students in 75 elementary schools (N=7083), 20 middle schools (N=7296) and 14 high schools (N=806) bullying most likely happened in school areas such as the playground, in the hall way, at their lockers when they went to put or take study equipment, in the classroom, at the cafeteria, at gym or in a Physical Education area and in the bathroom.

Whitney and Smith (as cited in Raskauskas, 2008) reported that bullying occurred on the way to school, on the school playground and other places where there was not enough supervision from the adults. While some researchers reported that bullying mostly occurred during class time, Dell et al., Craig, Pepler, Atlas and Sullivan (as cited in Raskauskas, 2008) reported that bullying tended to happen in unsupervised locations, during non academic activities and was more likely to happen when bystanders were scared to get involved.

Raskauskas (2008) investigated bullying on the school bus by use of a video recorder for over one month. He reported that the frequency of bullying was greater for the children who took the school bus home in the morning group than those who took it in the afternoon. More interestingly, it was found that bullying happened more on the way home from school rather than going to school. The reasons behind this need further research. Moreover, these findings also indicated that a child without a friend on the bus was more likely at risk of being bullied. In response to this, Olweus (as cited in Taki, 2001) suggested that more supervision were needed during break time.

2.9 Bystanders and Bullying

According to Morita and Kiyonaga (as cited in Naito &Gielen, 2005) the term *bystander* has been defined as those who have seen an incident of bullying and acted as if they did not know the victims. Bradshaw, Sowyer&O'Brennan (2007)indicated that more than 70% of the students reported they had witnessed bullying. The findings also reported that there were some school level differences among bystanders. For instance, Elementary students were less likely to have witnessed bullying than high school students. In contrast, middle school students were more likely than high school students to have seen someone else bullied. In addition, bullying tends to be more likely ignored by high school students than middle school students. However, more than 25% of both middle and high school

students were reported to try to stop the bullying. Naito and Gielen (2005) suggested that the researchers needed to pay more attention to the bystanders.

2.10 The Government of Cambodia and its Policies on Safe Schools

According to Miles (2001) " the UN Convention on the Right of the Child (UNCRC) was ratified by the government of Cambodia in October, 1992" (p. 38). The UNICEF (as cited in Miles, 2001) has suggested that although Cambodia has ratified the convention, the CRC could not reach its goals unless what had been stated in CRC had been implemented. The articles below showed why UNICEF stated that:

> "Article 2 obliges all state members to guarantee the rights of the child without discrimination based on race, sex, color, language, political view, birth origin and situation of children" (p. 38).

> Article 3 says that "in all activities related to children, whether instances of public or private social affairs, administrative authorities, judiciary or legislature, the best interest of the child shall be considered to be a primary factor" (p. 38).

> According to Miles (2001)

>> …the Ministry of Education Internal Regulations of General Knowledge for Primary and Secondary Schools give advice on discipline and the newly developed Education Law includes major sections on appropriate discipline of children. Appropriate non-violent discipline in schools is important especially when dealing with children who bully because it models non-violent solutions for dealing with violence (p. 39).

2.11 Concluding Remarks

There were various terms in different countries used to replicate the English term that describes behavior understood to be bullying behavior. Even though those terms

shared some characteristics with the English word bullying there were still differences across cultures in the words used to describe bullying. Bullying can also impact those involved both physically and psychologically. In addition, bullying can happen anywhere at any time sometimes with the same grade levels and other time with different grade levels. Moreover, bystanders are reported to witness events and be uninvolved.

There is little Cambodian-focused research into bullying, what the behaviors are that are considered bullying behaviors, where such behaviors are likely to occur, and who are the most likely targets of such behavior or the impact on the victim. Research from other Asian countries reveals behavior that can be called bullying does occur in schools between students. It also reveals the negative impact on the victim's wellbeing.

Themes from the literature that include the type of bullying behaviors used by female students and male students, the locations for bullying behavior and the impact on bullied victims are useful for shaping the direction of this study.

The method of how this research conducted and analysis of data will be explained in the next chapter.

CHAPTER3
METHODS AND ANALYSIS OF DATA

This chapter describes the sampling methods, data collection methods and methods of data analysis used in the conduct of this study. It includes a description of some limitations and strengths of the various methods and a discussion of ethical issues that emerged in conducting the study and the steps taken to address them.

The study was conducted in one private school currently with grades from preschool – grade 10 located in Phnom Penh. Qualitative research data collection methods were employed to conduct this study. These methods were employed as being most suitable to describe the behaviors which students at the school consider bullying and to answer the other exploratory research questions.

3.1 Sampling Methods

Purposive sampling was the method employed to select the participants for this study. I aimed for a 95% confidence level in the responses to the research this resulted in needing a sample of 151 students from the population of 349 students. I chose the participants by creating subgroups at the different grade levels because I used different methods to collect the data which was determined by the grade of the students. After calculating the numbers I would need from each grade level to achieve my sample of 151(see Appendix 2). There were 22 participants from K1-K3, 43 participants from grade 1 to grade 3, 52 participants from grade four to grade 6 and, 34 participants from grade seven to grade 10 were selected by their class teachers as they knew their students who may or may not have experience of this kind of behavior (see Table 1).

Purposive sampling was also used for the data collection using a drawing. The participants were identified through their class teachers who chose children that they

knew had experienced some form of school bullying. To make sure the voices of both

male and female students I decided to ask the teachers to nominate 50 % of each gender.

Table 1

The number and percentage of school population and sample selected

School population	Male	Female	Sample Number	Male	Female
349	162 (46%)	187 (54%)	151 43%	70 (46%)	81 (54%)

3.1.1 Strengths and limitations of the sampling method.

According to Gay, Mills and Airasian (2009) the purposive sampling method is

almost always used in qualitative research because many potential participants are not

willing to do what is required of them in participating this kind of research. Using this

method the participants are selected based on the researcher's experience and knowledge

about the group. This can help the researcher obtain useful and informative groups of

participants for her topic. On the other hand, the purposive sampling method also has

limitations. For instance, the wrong guessing in the researcher's criteria can limit the

ability of generalization of the result obtained (Gay, Mills &Airasian, 2009).

3.2 Data Collection Methods

3.2.1 Face to face structured interview.

Using face to face structured interviews with the children from pre-school to

grades three I showed them the stick figures (Appendix 3) that I had developed and asked

the child if they had seen this behavior in the school and, if the reply was yes, I asked

where they had seen it happen. This approach was used in recognition of the limitations of their writing ability at this stage of their education and it was hard for the participants in these grades to express their view in writing. This method was applied with the participants from pre-school to grade three as it is a flexible way for young non-writers to collect their ideas, it is possible to get full information and a relationship can be developed with the participants (Mertens, 2005).

The individual interviews took place in the school library during their library sessions as it would not disturb their lessons much and it took me about 5 to 10 minutes for each participant according to their ability to respond to my questions. According to the timetable each class was assigned to have library on different days so this individual interview stage took me about 3 weeks to complete to cover with all the junior grades.

A researcher-designed pen and paper survey (Appendix 4) was used to collect data from students in grades four to grade ten as I considered that the participants in these grades had enough skills to express their opinion in writing. Another reason why I chose different year levels was to find out whether the participants had different perceptions of what the unsafe behaviors were across the grade levels. The pictures used for pen and paper survey were the same as those in structured interview.

3.2.1.1 Strengths and limitations of face to face structured interview.

According to Mertens (2005) the interview is a flexible way to collect data, it is possible to get full information because of the opportunity to ask clarifying questions, and a relationship can be developed with the participants. According to Braverman, Aquilino, Fendrich and Vaughn (as cited in Mertens, 2005) "face to face interviews provide a greater opportunity to build trust; self-administration offers greater response anonymity" (p. 173). Limitations of face to face interviews are that it can take a long time, it may be

hard to analyze and compare findings, it may be expensive and the responses received can be biased by the presence of the interviewer.

3.2.2 Survey, its design and development.

I designed a pen and paper survey to collect data for this study. I had contacted some researchers to request a copy of the survey that they used to collect their data in a study amongst school children conducted in Turkey. After receiving a copy of their stick figures and permission to use them, I realized that the stick figures were more relevant to a western-type culture, and I developed my own stick figures that were more relevant to Cambodian context using more Asian type figures**.** Then I designed a short pen and paper survey by using these stick figures.

The survey was two pages long due to my concerns about tiredness or boredom of the participants when completing a lengthy survey. After I developed survey, I conducted a pilot study with a small number of students to see if changes needed to make before using it with the whole sample. After the pilot study was conducted I decided to change most of the stick figures because they were unclear (Appendix 5 and 6) which made the students confused, especially students in the lower grades but meaning being conveyed remained the same. The stick figures of phone and computer were not changed because they were clear enough for the students to see and understandable. Some of the pilot study participants could not complete responses as they did not understand the pictures. This resulted in the changes made to the final survey.

3.2.2.1 Strengths and limitations of pen and paper survey.

According to Mertens (2005) using a pen and paper survey to collect data has several advantages as it can be completed with large number of participants, it is not an expensive compare to other tools. Moreover, it is easy for the researcher to compare and

analyze and it can be administered to many people at the same time. Finally, a lot of data can be obtained and easy to develop as many sample questionnaires already exist. However, Mertens also stated that pen and paper survey also has some disadvantages. The feedback might not be received in a full form from the participants and the word used can also be bias. In addition, a pen and paper survey can be considered impersonal. Furthermore, this kind of tool may need a sampling expert to make it clearer. Finally, a survey does not get the full story (Mertens,2005).

3.2.3 Children' Drawings.

Drawing was used as a second data collection method with the students in grades 4 to grade 10. The drawing sheets were developed (Appendix 6) after I discussed with my supervisor ways to explore the children's responses to key research questions and designed the drawing paper. Once again, as I do not want to disturb their lessons and because it was all about drawings, which was also related to their art subject as well as knowing that students enjoy the drawing, I decided to do this activity during their art sessions.

It took them at least half an hour for those who did not color their drawing, for those who enjoyed coloring in their drawing it took them the whole session to finish their sheet. While they were working on their drawings, seated at a large table with other children from the same grade, I walked around and asked what the term bullying meant to them. While I was watching them as they drew their pictures I also listened and took notes of what they asked each other about what they should draw and to make sure they understood the questions on the drawing sheet.

3.2.3.1 Strengths and limitations of children' drawings as a data collection method.

Children' drawings for research can be considered an important tool as it provides lot of benefits to the researcher. According to Mitchell (2006) drawings can provide opportunity for the researcher to get a clearer sense of what the children think. Moreover, children are usually familiar and comfortable with drawing, so it can also help to reinforce a researcher child-friendly status and is an effective way of bringing out the complexities of their experience as well. Last, sometimes drawing may express what a child cannot or does not wish to speak out loud. Gordon (as cited in Mitchell, 2006) reported that drawing is seen as an appropriate research instrument for children due to the cognitive and communicative skill development associated with being a child, especially pre-teen. Through drawing children have an opportunity to indicate what life really is or has been for them. According to Hart and Johnson (as cited in Mitchell, 2006) drawing can make children's knowledge as well as their concerns visual to adults. Hence, it can be the basis in involving children in identifying and solving problems that worried them.

According to Haney, Russell and Bebell (2004) " drawings offer a different glimpse into human sense making than written or spoken texts do because they can express that which is not easily put into words" (p. 241). In addition, drawings can put children in an equal stage with adults in terms of adequacy of expression. According to Weber and Mitchell (as cited in Haney, Russell &Bebell, 2004) by taking children's drawing more seriously we can know what children think and feel about school experiences and to give them more active control over their learning.

According to Reiko and Takeshi (nd) the drawer' s existence, thoughts and inner self can be told through his or her drawing. Furthermore, drawing is a kind of individual

expression and also has the value of communication. It can also tell far more than the language does to the reader.

However, this method also has some limitations such as it does not give a communicative advantage to the researcher (Mitchell, 2006). This means that the researcher needs to take time and give attention to understanding the meaning of the children' words. In addition, according to Haney, Russell &Bebell (2004) drawings have not been used much in educational research. " Despite the century-old practice of using children' s drawings in psychological research, very little educational research, other than that focused on art education, has employed drawings" (p. 248). Whilst a technique widely used in psychological and health based research the literature on children's drawings for educationally focused research is limited. Finally, my own inexperience in using such an approach is a limitation to the use of this method which was a valuable opportunity for learning to listen to the meanings of the words used by children as I attempted to suspend my own assumptions of the meaning of their drawing.

3.3 Data Analysis Methods

The following section of this chapter is a discussion of the analysis of the data that was collected using the stick figures in the survey instrument designed to discover how the students would describe the behavior in each scene. In my analysis of data I was looking for the themes or patterns of responses. The analysis below is a combination of K-3 structured interview and the pen and paper survey responses.

3.3.1 Analysis of face to face structured interview and pen and paper survey.

Scene 1

The majority (78%) of Kindergarten- Grade3 (K-3) both male and female students

used the term" hit" when describing the behavior in the picture while 10% of them used

the term " fight", 6% of the female students used the term" punch" and 3% of male

students used the term" push". In addition, the majority (63%) of them reported seeing

this behavior at school. Furthermore, the majority (72%) of K-3 students reported this

behavior being most frequently observed in the playground which was consistent with the

findings of the study by Bradshaw, Sawyer and O' Brennan (2007).

Just under a quarter of the K-3 students reported this behavior happening in the

classroom, which was different from the findings of Withney and Smith(as cited in

Raskauskas, 2008) whose sample reported this happened outside of the classroom and at

the places that did not have enough adult supervision.

The term" hit" was used by 49% of the students from grades 4-10 (both male and

female students) when describing the behavior in the picture while 22% of them used the

term" bullying", 13% of them used the term" fight", 5% of them used the term" punch"

and 2% of them used the term" violence". Interestingly, the term "bullying" was used by

some grade 4 children when describing this behavior. In addition, the majority of them

(58%) reported seeing this behavior at school. More male students (74%) reported

observing this behavior than female students (46%).

In summary, the term" hit' was clearly identified by most of the students from K

to grade 10 when describing the behavior in the picture. Moreover, more than 50 % of

students from K to 10 reported to have seen this happen at school. In addition, more in the

younger group had more experience observing this behavior at the school than those in the older grades.

Scene 2

The majority (70%) n of K-3 (male and female) students used the term" hit" while 8% of them used the term" fight" and 6% of them used the term" punch" when describing the behavior in the picture. In addition, the majority (44%) of them reported seeing this behavior happening at school and the male students (67%) had slightly more experience observing this kind of behavior than female students (61%). Further more, the majority (77%) of K-3 students reported seeing this behavior in the playground which was consistent with the finding of Bradshaw, Sawyer and O' Brennan (2007), 21% of them reported seeing it happen in the classroom which was different from what Withney and Smith (as cited in Raskauskas, 2008)whofound in their study that this behavior happened outside of the classroom. Last but not least, 3% of them reported that this behavior happened in the school lunch area.

The majority (55%) of grade 4-10 (male and female) students used the term" hit" when describing the behavior in the picture while 14% of them used the term" fight", 13% of them used the term" bullying", 6% of them used the term" punch" and 2% of them used the term" violence". In addition, 31% of them reported seeing this behavior at school and male students (41%) reported more often observing this kind of behavior than female students (22%). Notably, the complex and context specific term" bullying" was recorded by some grade 4 children when describing this behavior.

To sum up, the term "hit" was used by the majority (62%) of students from K-10 when describing the behavior in the picture. In addition, more than 35 % of students from K to 10 reported seeing this happen at school. Further more, students in the younger

group (44%) had more experience observing this behavior at school than those in older group (31%).
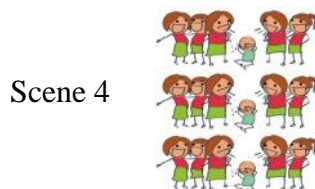
Scene 3

The majority (53%) of K-3 (male and female) students used the term" laugh at" when describing the behavior in the picture while 13% of them used the term" tease" and 9% of them used the term" hit". Interestingly, a more complex term "tease" was used by grade 2 children when describing this behavior. To examine the extent that they understood the term "tease" will need further discussion in the next chapter. In addition, 50% of them reported seeing this behavior at school and male students (63%) had far more experience observing this kind of behavior than female students (38%). Further more, the majority (77%) of K-3 students reported this behavior happening in the playground which was consistent with the finding of Bradshaw, Sawyer and O' Brennan (2007), 19% of them reported it in the classroom which was different from what Withney and Smith (as cited in Raskauskas, 2008) who found in their study it was only reported to occur outside of the classroom.

The term" laugh at" was used by 41% of the grade 4-10 b (male and female) students when describing the behavior in the picture while 19% of them used the term" make fun of", 17% of them used the term" tease", 8% of them used the term" bullying" and very interestingly 1% used the term" sneer" which was a term rarely heard. In addition, the majority (55%) of them reported seeing this behavior happen at school and male students (56%) had only a bit more experience observing this kind of behavior than female students (54%).

To conclude, the term" laugh at" was used by the majority (48%) of students from K-10 when describing the behavior in the picture. In addition, more than 50 % of students

from K to 10 reported seeing this happen at school. Furthermore, the younger group (50%) had slightly less experience observing this behavior at school than the older group (55%). Similar to picture 2 the term " bullying" was applied by some grade 4 children.

Scene 4

The majority (53%) of K-3 (male and female) students used the term" laugh at" when describing the behavior in the picture. Interestingly, kindergarten children started to use a slightly more complex term" make fun of" when describing this behavior. In addition, less than 50% of K-3 children reported seeing this behavior happen at school and male students (47%) had more experience observing this kind of behavior than female students (38%). Three places were identified where this kind of behavior was reported to have happened by the K-3 students. The majority (77%) of them reported seeing this behavior happening in the playground which was consistent with the finding of Bradshaw, Sawyer and O' Brennan (2007). At the same time, 19% of them reported it happening in the classroom which was different from that of Withney and Smith (as cited in Raskauskas, 2008) who found the behavior observed only outside of the classroom. Finally, 8% of them reported this behavior also happened at the PE area which was also consistent with the finding of Bradshaw, Sawyer and O' Brennan (2007).

When describing the behavior in the picture, 34% of grade 4-10 (male and female) students used the term" laugh at" while 22% of them used the term" tease ", 13% of them used the term" make fun of", and 9% of them used the term" bullying". In addition, 40% of them reported seeing this behavior happen at school and male students (50%) had more experience observing this kind of behavior than female students (32%).

To conclude, the term "laugh at" was used by the majority (48%) of students from K-10 when describing the behavior in the picture . In addition, 41% of students from K to 10 reported seeing this happen at school.
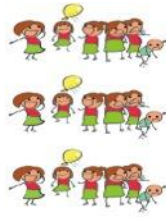
Scene 5

The majority (65%) of K-3 (male and female) students used the term" don't let play" when describing the behavior in this picture while 3% of them used the term" don't play with ", and other 3% used the term" laugh at". In addition, the majority (61%) of K-3 children reported seeing this behavior happen at school. Interestingly, male students (55%) had less experience observing this kind of behavior than female students (66%).Two places were found where this kind of behavior was observed to happen, 89% of them reported seeing it in the school playground which was consistent with the finding of Bradshaw, Sawyer and O' Brennan (2007). At the same time, 22% of them reported this behavior to have happened in the classroom.

The majority (47%) of grade 4-10 male and female students used the term" don't let play" when describing the behavior in the picture while 6% of them used the term" exclusion" which was very interesting, 5% of them used the term" left out", 3% of them used the term" bullying". Moreover, the majority (59%) of them reported seeing this behavior happen at school. Significantly, male students (23%) had less experience observing this kind of behavior than female students (36%).

To conclude, the term " don't let play" was used by the majority (54%) of students from K-10 when describing the behavior in the picture. In addition, 60% of students from K to 10 reported seeing this happen at school. Furthermore, the younger group (25%) had less experience observing this behavior at the school than students in the older group (35%).

Scene 6

The majority (75%) of K-3 male and female students used the term "don't let play" when describing the behavior in the picture, while 7% of them used the term "take thing away". In addition, the majority (53%) of K-3 children reported seeing this behavior happen at school, but interestingly, male students (48%) reported less experience observing this kind of behavior than female students (56%).Two places were identified by the K-3 students where this kind of behavior happened, 91% of them reported seeing this in the playground which was consistent with the finding of Bradshaw, Sawyer and O' Brennan (2007). At the same time, 13% of them reported seeing it happening in the classroom that was different from what Withney and Smith (as cited in Raskauskas, 2008) who found in their study this happened only outside of the classroom.

Similarly, the majority (69%) of grade 4-10 male and female students used the term" don't let play" when describing the behavior in this picture while 7% of them used the term" left out", 5% of them used the term "exclusion" and 3% of them used the term" don't play with". Moreover, the majority (53%) of them reported seeing this behavior happen at school. Again very interestingly for this picture, female students (59%) had more experience observing this kind of behavior than male students (48%).

To sum up, the term " don't let play" was used by the majority (63%) of students from K-10 when describing the behavior in the picture. In addition, 53% of students from K to 10 reported seeing this happen at school. Further more, students in the older group (31%) had more experience observing this behavior at school than students in the younger group (22%).

Scene 7

This picture was only used with students in the senior grades and, the majority (90%) of grade 4-10 students, male and female, used the term '' send sms'' when describing the behavior in this picture while 3% of them used the term'' bullying''. Moreover, 29% of them reported seeing this behavior happen at school. Similar to previous researchers, female students (25%) had less experience observing this kind of behavior than male students (34%).

Scene 8

This picture was also not used with the younger K-3 students and the majority (78%) of grade 4-10 male and female students used the term '' send sms'' when describing the behavior in the picture and even more interesting 3% of them used the term'' cyberbullying''. Moreover, 30% of them reported seeing this behavior happen at school. Interestingly, this study found that female students (32%) had more experience observing this kind of behavior than male students (27%).

In conclusion, according to face to face structured interview and pen and paper survey, K-3 female students of (54%) reported having observed physical bullying than male students (50%). At the same time, male students of (55%) reported having observed verbal bullying than female students (37%). Very significantly, grades 4-10 female students reported having observed exclusion (64%) than male students (49%), while (56%) of male students reported having observed physical bullying than female students (34%), meanwhile, female students reported having observed cyberbullying more than male students (21%).

Further more, from K-10 students, physical bullying as shown in scene 1 and 2 was reported having observed by the majority (80%) of K2 students, while, verbal bullying was reported having observed by the majority (66%) of grade 3 students.

Interestingly, exclusion bullying was reported having observed by the majority (75%) of grade3 and grade 5 students. Cyberbullying was reported having observed by the majority (56%) of grade 9 students.

In addition, the majority (52%) of K-3 reported having observed physical and exclusion forms of bullying, whereas verbal bullying was observed by only 45%. Meanwhile, the majority (57%) of grades 4-10 reported having observed exclusion behaviors while physical bullying (45%), verbal bullying (48%) and cyberbullying (23%).

3.3.2 Analysisofchildren's drawings.

The drawings and the notes of the student comments made during the drawing process were analysed looking for common themes and patterns amongst the responses (see Appendix 8A – 8G) for samples of student drawings from grades 4 to grade 10). The students in grades 4 – 10 who participated in this activity were provided with an A3 sheet of white paper on which were three statements or prompts and they were asked to draw their thoughts about each of the statements using pencils from a box provided by me. During the time they were drawing, which occurred in small groups of same grade students during an art lesson period or during their free time, I asked the students to tell me about their picture and asked clarifying questions as I tried to understand the meaning they were giving to their work.

The analysis of the drawings and their comments is below and is described according to the three headings on their sheet of paper. The process I used for developing the themes and patterns of responses to look for similarities in explanations provided by the children for their picture. Where there were several same or similar explanations used by some students a theme was identified.

3.3.2.1 Students' drawings about bullying prevention.

3.3.2.1.1 The role of the school – educating about bullying.

Suggestions from the students included the role of the school and the teachers in the school teaching all the students about bullying to make them aware that bullying is not a good thing to do and they should stop bullying as soon as possible if they have seen it happen. In addition, some students suggested that teachers can show or explain to the students how bullying can affect their whole life. Interestingly in one picture drawn by a fifth grade boy he indicated that there should be a conversation between teachers and the bullies using reasoning. In this case the teacher' s explanation can help the bullies understand deeper why not to bully other people. Hence, it can help them change the way they think and behave.

3.3.2.1.2 The role of the school – monitoring, enforcement and punishment.

In addition, a number of students pictured the punishments that should happen to the bullies as well so that other students can learn not to follow them. Furthermore, numerous students drew pictures showing that the school should set rules about bullying and make sure that the rules are promoted through the school and enforced. Moreover, a number of drawings highlighted that adult supervision is needed outside of the classroom to monitor and address instances of bullying.

3.3.2.1.3 Role of peers and parents.

A number of students suggested that there was a role for students to be involved and drew pictures showing students talking to other students to stop bullying and also using actions of kindness to others as well as actions of restraint in not to bothering others. Last, several students felt that parents of the bully should be invited to school to talk about their child s behavior.

3.3.2.2 Students' drawings about stopping bullying.

3.3.2.2.1 Student, teacher and parent responses.

The children's drawings showed that some thought that the students should tell the bully to stop bullying or report it to the teachers or principal as well as parents so they can stop the behavior. While others believe that bullies should be punished by teachers or the principal through taking marks away from them, detention or, being expelled from school, one student suggested that the parents should be involved in punishing the bullies rather than teachers or principal.

3.3.2.2.2 School-wide anti-bullying program.

Another theme that emerged from the pictures was the belief that the teacher should make the announcement or put posters on the wall about 'No Bullying' at school and explain the consequences to all the students. In addition, some students thought the victim or bystanders should report to the teachers immediately so that intervention can take place on time.

3.3.2.2.3 Possible interventions.

Students also believed that teachers should "keep an eye" on both the bullied and bullies so that bullying does not happen. The other suggestion was that the bystanders would need to do their best to help the bullied victim before things got worse or to tell the parents. Some students also suggested ignoring rumors or stop using bad words, hitting, teasing or kicking first as a step to stopping bullying. Moreover, students suggested that telling the teachers or asking for help were the strategies to stop bullying at school. Finally one student suggested that the school should conduct a survey to get some idea of what is happening within the school environment and then teachers should talk to the students about their worries so that they can give help before things get worse.

3.3.2.3 Student drawings about the feelings of the victims.

3.3.2.3.1 Range of negative emotions.

The drawings overwhelmingly illustrated strong negative emotional responses to the experience of bullying. Emotions identified in the drawings included; feeling scared, mad, sad, lonely and crying as well as angry. Sometimes, they dreamt about the bullying as they kept thinking of it. Interestingly, one student indicated that he would feel scared but will also try to stand up against the bully. Moreover, they did not want to see the bully again.

3.4 Concluding Remarks

In this chapter I have covered sampling method and its strengths and limitations, data collection methods, survey and its strength and limitations, face to face structured interviews and its strength and limitations, children' drawing and its strength and limitations, data analysis methods, analysis of children's drawings, student drawings about bullying prevention, stopping bullying when it has occurredandthe feelings of the victims. The discussion of the findings, conclusions and implications, weaknesses and limitations of the findings and recommendation for further study will be discussed in the last chapter.

CHAPTER 4
DISCUSSION ANDCONCLUSION

This chapter will discuss the finding of study, the weaknesses and limitations of the findings, and the conclusion. Last but not least, it will also propose recommendations for further research.

This small study has been shaped by the following research questions outlined in chapter I. These questions were; What behaviors do students at school X understand to be " bullying" behavior?; Where has bullying been observed at school X?; What is the effect of bullying on those who have been bullied? and; What strategies do the students suggest for reducing or preventing bullying in the school? My survey was developed based on the definition of bullying proposed by Olweus. This definition has three components where the bullying behavior is, intentional, occurs repeatedly over time, and involves a relationship that includes an imbalance of power.

4.1 Answering the Questions

4.1.1 Behaviors understood by the students to be " bullying behavior".

The actions which the children considered to be bullying behaviors were hitting, teasing, kicking, laugh at, left out, don't let play, bullying, cyberbullying. From my observation during the data analysis stage, the children did not distinguish between aone-off harmful action and repeated harmful actions. For example, in scene 3 which was a single action and scene 4 which was intended to illustrate a repeated action, a number of students used the word bullying for both. The definition that I adopted does not appear to be the same as the children's understanding of what defined bullying.

 In the literature that I reviewed about bullying many authors used the term bullying to include the element of repetition. However, Kim and Leventhal (2008) did not include repetition in their definition. Their definition of bullying appears to match with

the understanding of the children in this study. These two researchers defined bullying as an aggressive behavior in which individuals in a dominant position intend to cause mental and/ or physical suffering to others.

4.1.2 Where bullying has been observed in the school.

A sizeable number of the students reported observing bullying (as defined by Kim and Leventhal, 2008) in the school playground. Other places that were named by the students included the classroom, lunch area and Physical Education area. In this school, for the beginning of the school days all students gather under the main school building. The recesses and lunch break times are separated between younger and older group of students to avoid any incidents where the bigger children might take advantage of the small children. There will be about 20-30 minutes for recess where teachers of each grades are also assigned to have playground duty rooster to supervise each area. Normally, there is one teacher who supervises the play equipment area and two teachers and two guards supervise under the building. During lunch time there is 20 minutes where students need to sit and eat their lunch under the supervision of two teachers and three cleaners. In this time they are not to run around even though they may finish eating their lunch early. They are supposed to sit and wait until the bell rings or they are dismissed by the supervising teachers. For the next 30 minutes they can play under the main building or use the play equipment based on their class schedule. The other area where bullying had been observed was in the classroom which is similar to the findings of Bradshaw, Sawyer and O'Brennan (2007). It was not clear how bullying happened in the classroom where there are usually two teachers in charge.

4.1.3 The effect of bullying on those who have been bullied.

The data from the children's drawings in this study showed clearly that there were very strong negative emotions associated with the experience of being bullied. The literature described many of the effects of bullying on a child and the impact can be diverse and for some life long. Kim &Leventhal (2008) reported "all participants in bullying are reported to have substantially increased risk for significant mental and/or physical sequelae of bullying" (p. 133). In their meta- analysis of bullying and suicide Kim &Leventhal (2008) reported that bullying had a physical impact on individuals who were involved including hurt, injuries, scars, and bruises. It became even worse when bullying led to suicidal ideation or suicide. Similarly, Miles (2001) reported those who were being bullied and those who were being the bully may face physical health consequences. Moreover, Miles (2001) suggested that those who were being bullied and those who were being the bully may face psychological and behavioral problems such as poor school relationships, alcohol/drug abuse, poor school performance, delinquent and violent behavior, slow development, depression, eating and sleep disorder, feelings of shame and guilt, phobias and panic disorders, post traumatic stress disorders, poor self esteem, psychosomatic disorders, smoking, suicidal behavior and self harm, unsafe sexual behavior.

4.1.4 Students suggested strategies for reducing or preventing bullying in the school.

Based on my analysis of the drawings in response to the prompt asking the student to draw strategies to reduce or prevent bullying there were a range of suggestions. These included teaching the students about bullying and explaining to them the effect of bullying for their whole life as a bully. Stopping the bullying immediately by peers or reporting the behavior to the teachers or school principal. Moreover, some students

proposed that the parents can also be involved in this activity by explaining to their children or help to stop it when they know that bullying has occurred. A number of students thought that the bully should be punished through taking marks away or imposing a detention and if it is a strong case the bully should be expelled from the school. More and careful supervision on the playground is strongly recommended for the school principal, teachers and school personnel.

4.2 Implications for the School

In this school there is a counselor who has responsibility for talking with those who are faced with problems both social and academic. Moreover, the school has also set up a program called " life skills" where students have one lesson a week. During this lesson, the teacher has provided lessons related to how to socialize with others, how to control anger, and be kind to each other in the school community. A reinforcement system of using 'Kindness cards' to those who have been kind to another or done something good is currently in use as a form of behavior modification. To support this approach, the teachers also operate a' kindness store' where students can use their kindness cards to buy things they like. Based on the results of this study it seems that the program has not been successful yet. The program should be expanded by two lessons or more per week to be more effectively in reducing or preventing bullying at this school.

4.3 Strengths and Limitations of the Study and Findings

As a beginning researcher there were a number of unexpected problems that occurred during the data collection phase. Although the survey was piloted it became obvious during data analysis that there was some confusion over the meaning of the stick figures. The responses revealed that the questions should be clearer. The process of data collection was time consuming. The findings cannot be generalized, as this study was conducted within only one school with a sample of students.

A further limitation of the study is that the findings report the responses of Cambodian and Korean children which prevents me from distinguishing between Cambodian children and other children when looking at the literature. Last but not least, the time available for the study was also a constraint. The result would be much better if I would have longer time doing this. There may have been unintentional coercion with participants due to my position in this school.

Some strengths emerged from this study as well. First, it received positive support from the school where this study took place. Secondly, the school is interested in the outcome of this study, so approval was given to me to meet the children whenever I needed but just need to check with the class teachers first. Finally, the study was done at the school where I am working so it has added considerably to my knowledge about this school and the current situation of bullying.

4.4 Recommendations for Implementation and Further Research

4.4.1 Implementation.

The literature and the responses of the children are matched in suggesting the school set up anti bullying programs at the school to help reduce or prevent bullying. Increasing the teachers' awareness of this kind of behavior and the impact of bullying on a student is another proposal for the school. Using in-service programs for teacher development with the school leadership providing the resources and support for teachers to implement a school-wide program addressing issues of bullying would be a clear statement of the school's attitude towards bullying behavior. The school counselor would have a key role in this through providing specialist skills and knowledge and equipping teachers and students with anti-bullying strategies.

Literature on bullying prevention programs has highlighted the vital role students play in educating peers and supporting school wide anti-bullying programs. Developing

strategies in the school where students are actively involved in promoting a safe school environment policy provides an opportunity for teachers and students to 'own' the ideas of bullying being an unacceptable behavior with consequences for an offender. Several creative initiatives in other parts of the world have included students making a small video that is then used in the classrooms for peer teaching about bullying understood by the school community.

4.4.2 Future Research.

As previously stated bullying is a serious problem in Western countries and recent studies also report it a problem in some parts of Asia. Cambodia should be aware of this issue and take action before it gets worse. Though this study provides some insight about bullying at school, the following questions need to be addressed by further research within the Cambodian context.

As there are boys and girls in every school, it would be very helpful if future research can explore whether there is a difference between male and female experiences of bullying as found by some researchers in the literature I reviewed. In Cambodia, recently, there are many private schools being opened to cooperate with public schools in an attempt to build up the country's human resourcesand it would be very useful to find out whether there is any difference between the type and extent of bullying in public and private schools.

This study was conducted only with the participants from pre-school to grade 10, so it is worth finding out about bullying among high school students in Cambodia. Another question would be what is the traditional Cambodian understanding of use of power and how that might that be expressed in the school yard? The study was designed using the definition for bullying of Olweus, however, it is unclear whether the children used the term bullying in a way that reflected Olweus's definition therefore further study

into the children's understanding of the term bullying would be valuable. Finally, as this was just a small study in one school, to get a deeper understanding about bullying within schools in Cambodia a larger sample of study is strongly recommended.

4.5 Conclusion

As stated in the introduction, school bullying is a serious problem faced by students in many western countries. According to the findings of this small study, bullying such as physical, verbal, exclusion and cyberbullying do exist in this school though serious problems like suicidal ideation or suicide have not been explored. A wide range of behaviors in relation to bullying behavior were identified by the students. . Moreover, a number of locations in the school were identified where bullying had occurred included the classroom and the playground. In addition, negative emotions such as sad, cry, angry were also identified by all the students as being an effect on victims of bullying. Lastly, some strategies were also provided by the students included teaching the students about bullying, and tell them to report it to the teachers or principal. However, they can also help to stop bullying when they see it happen. They also suggested punishing the bullies so that others will not follow them. Increasing the awarness of the teachers on the playground was also one of the significant strategies provided. Hence, interventions and actions needed to be taken to help preventing or reducing bullying at this school.

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APPENDICES

LETTER FOR PARENTS

Dear Parents,

We would like to inform you that safety for all the students is the main concern of X school, as we believe that students learn well when they feel safe and happy. Therefore Ms. KUNTHY is going to talk to a number of students to find out how they feel at school. Your children do not have to be involved in this surveys if you prefer not, please let me know.

If you have any concern regarding this please feel free to contact Ms. KUNTHY through 077 851 852.

Thanks for your cooperation

Principal
Mrs. A

SAMPLESELECTION

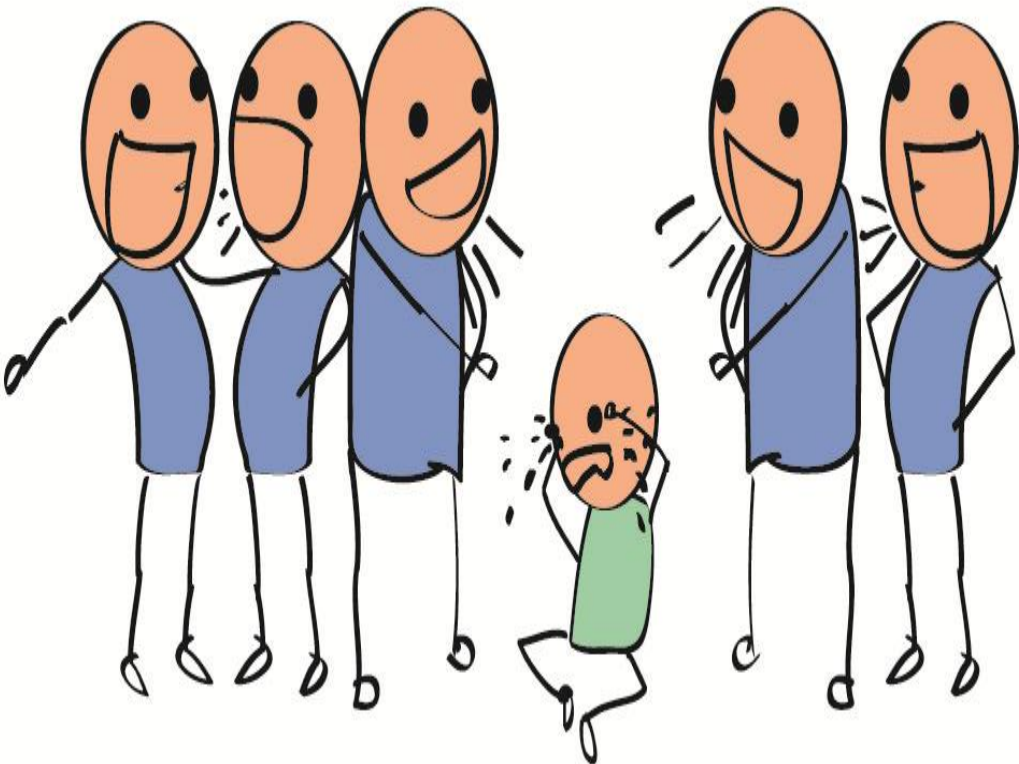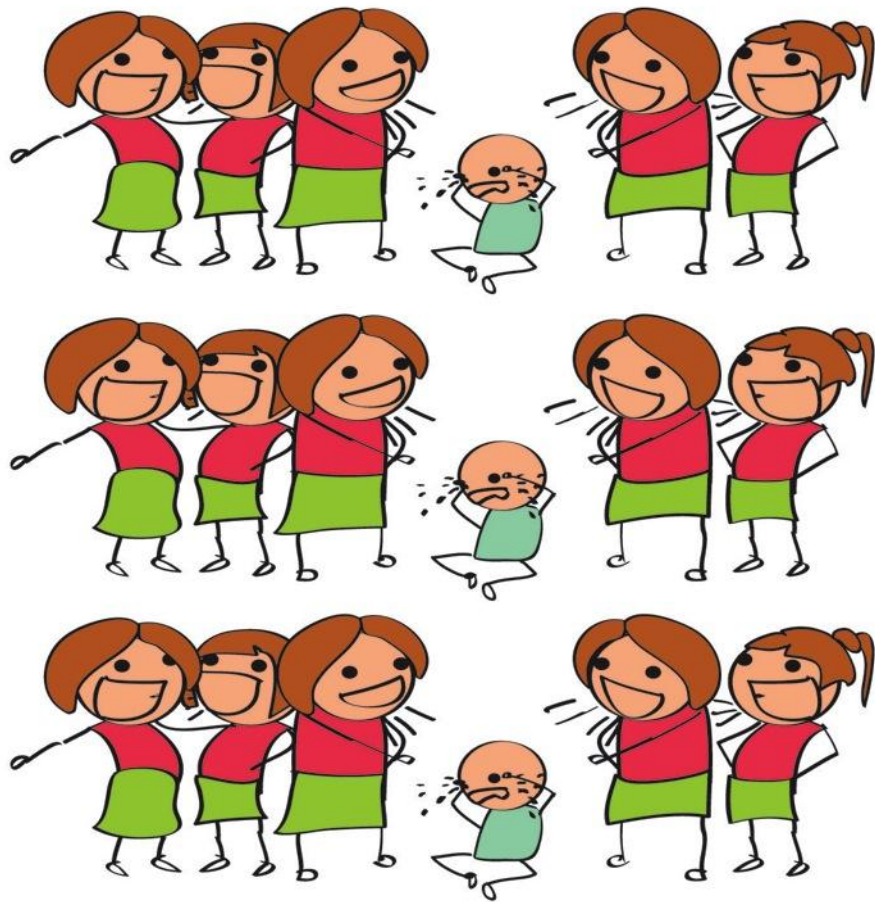| Grade	Boy	Girl	Non Khmer	Total sample
K 1	2	3	2 from K3	2
K 2	2	3		
K3	3	3		
K3	3	3		
Grade 1- 3	20	23	8 from G1=1 G2=2 G3=5	43
Grade 1	2	3		
Grade 1	2	4		
Grade 2	4	4		
Grade 2	4	4		
Grade 3	4	4		
Grade 3	4	4		
Grade 4-6	26	26	8 from G4=2 G5=4 G6=2	52
Grade 4	4	4		
Grade 4	4	4		
Grade 5	4	4		
Grade 5	4	4		
Grade 6	5	5		
Grade 6	5	5		
Grade 7-10	14	20	18 from G7=2 G8=4 G9= 7 G10= 5	34
Grade 7	3	5		
Grade 8	3	5		
Grade 9	4	5		
Grade 10	4	5		

APPENDIX3

PICTUREFORINTERVIEW
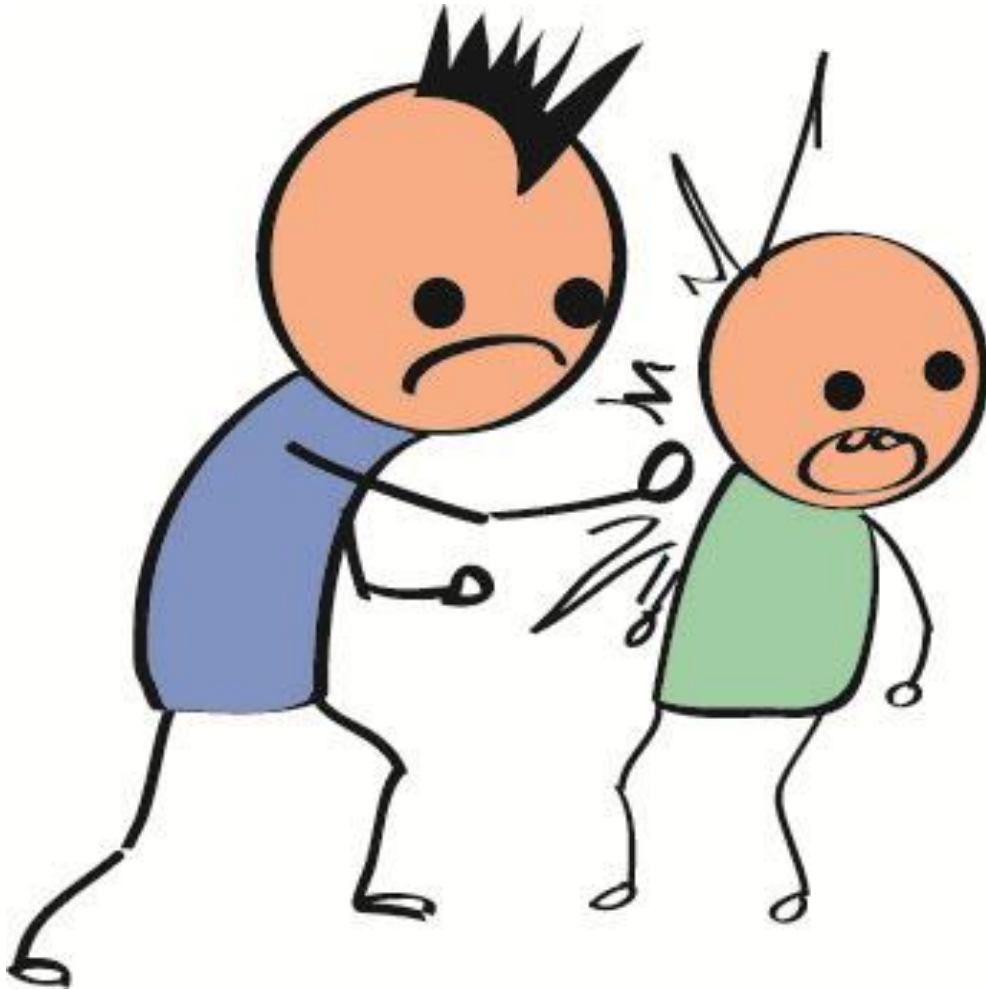
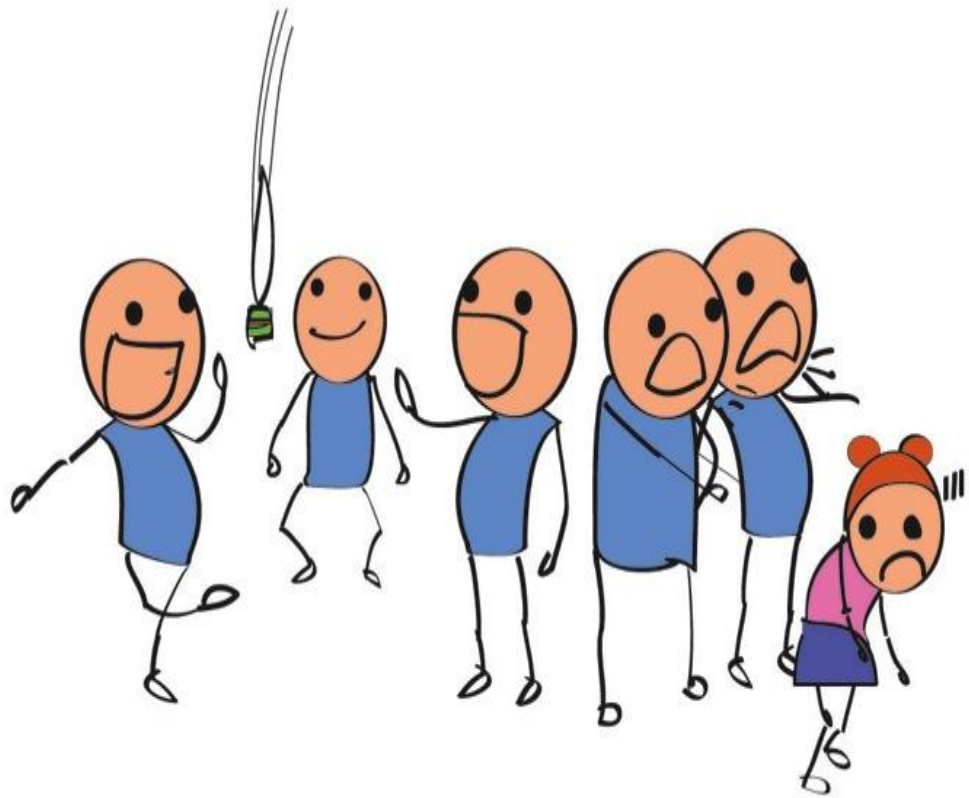# APPENDIX4

PENANDPAPERpSURVEY

 Please tick the right box

I am a boy □   a girl □
I am in grade _____
I am _____years old.

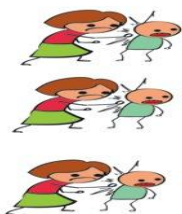What do you think is happening in this picture?
_____

Have you seen this happen at our school?
Yes □   No □

What do you think is happening in this story?
_____

Have you seen this happen at our school?
Yes □   No □

What do you think is happening in this picture?
_____

Have you seen this happen at our school?
Yes □   No □

What do you think is happening in this story?
_____

Have you seen this happen at our school?
Yes □   No

What do you think is happening in this picture?
_____
_____
Have you seen this happen at our school?
Yes ☐   No

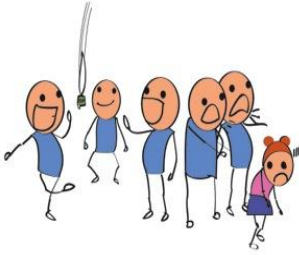What do you think is happening in this story?
_____
_____
Have you seen this happen at our school?
Yes ☐   No ☐

What do you think is happening in this picture?
_____
_____
Have you seen this happen at our school?
Yes ☐   No ☐

What do you think is happening in this story?
_____
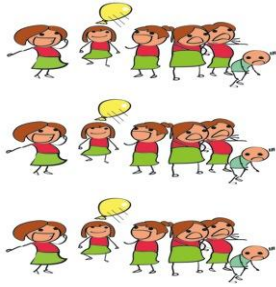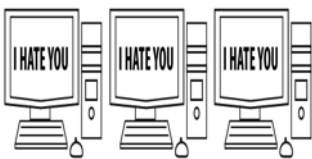_____
Have you seen this happen at our school?
Yes ☐   No ☐
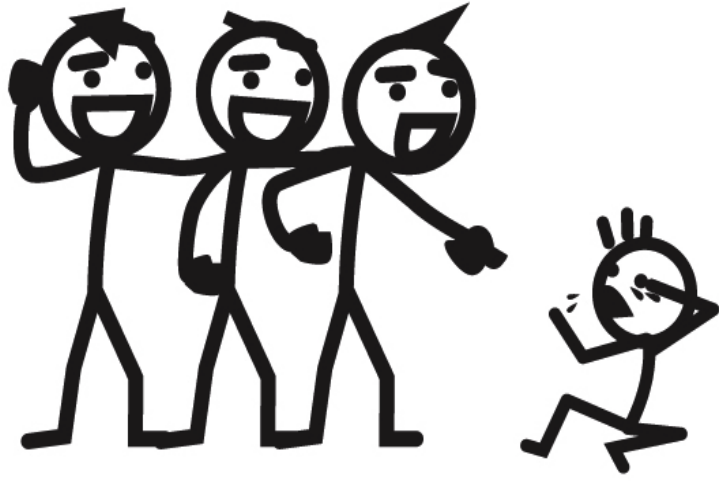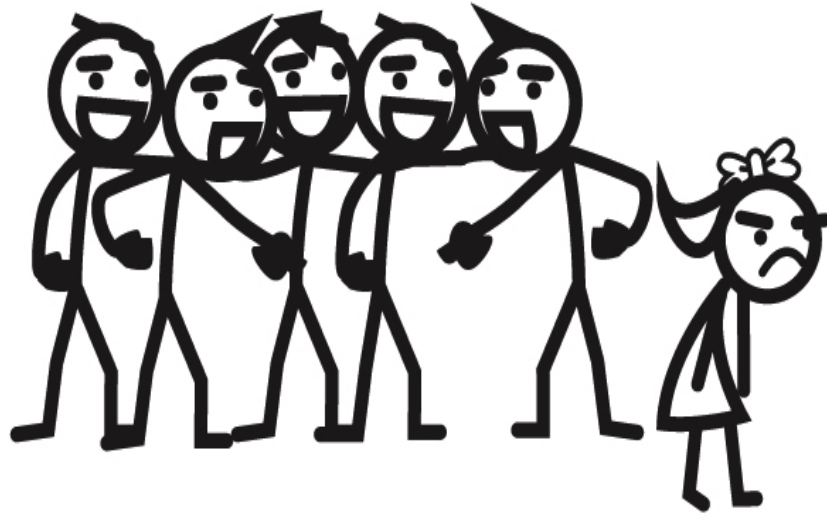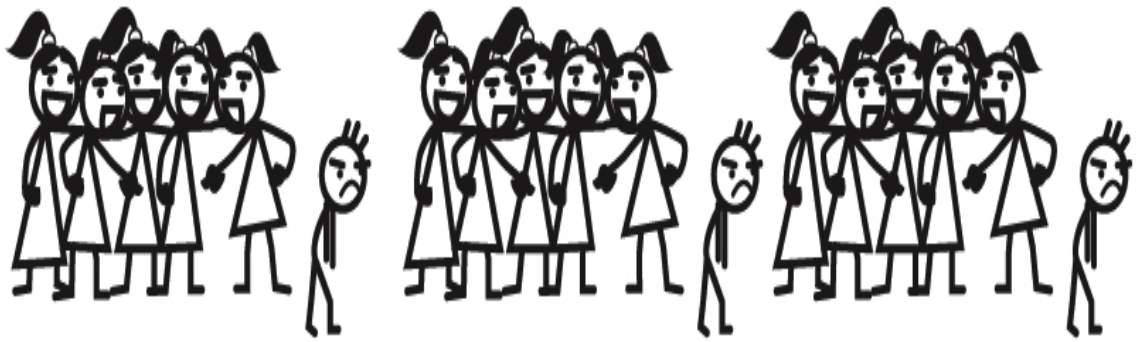
APPENDIX5

PILOTPICTUREFORINTERVIEW

PILOTPENANDPAPERSURVEY

Please tick the right box
I am a boy ☐   a girl ☐
I am in grade _____
I am _____years old.

What do you think is happening in this picture?
....
....
Have you seen this happen at our school?
Yes ☐   No ☐

What do you think is happening in this story?
....
....
Have you seen this happen at our school?
Yes ☐   No ☐

What do you think is happening in this picture?
....
....
Have you seen this happen at our school?
Yes ☐   No ☐

What do you think is happening in this story?
....
....
Have you seen this happen at our school?
Yes ☐   No ☐

What do you think is happening in this picture?

....

....

Have you seen this happen at our school?

Yes ☐   No ☐

What do you think is happening in this story?

....

....

Have you seen this happen at our school?

Yes ☐   No ☐

What do you think is happening in this picture?

....

....

Have you seen this happen at our school?

Yes ☐   No ☐

What do you think is happening in this story?

....

....

Have you seen this happen at our school?

Yes ☐   No ☐

APPENDIX7

DRAWINGSHEET

What can the school do so that bullying doesn't happen?

What can be done to stop bullying at school?

How would you feel if you were bullied or How would your friend feel if he or she was bullied?

DRAWINGRESPONSE

What can the school do so that bullying doesn't happen?

when you bully someone you should not do it again and say sorry and we need to have people out side watching the kids and if they see bullying happening then help

I have seen those people always get bullied I need to talk to them.

What can be done to stop bullying at school?

we have to tell ms. Chipps And tell teacher. and stop bullying.

How would you feel if you were bullied or how would your friend feel if he or she was bullied?

I feel so sad and so angry and mad. I feel so I don't want to Bully
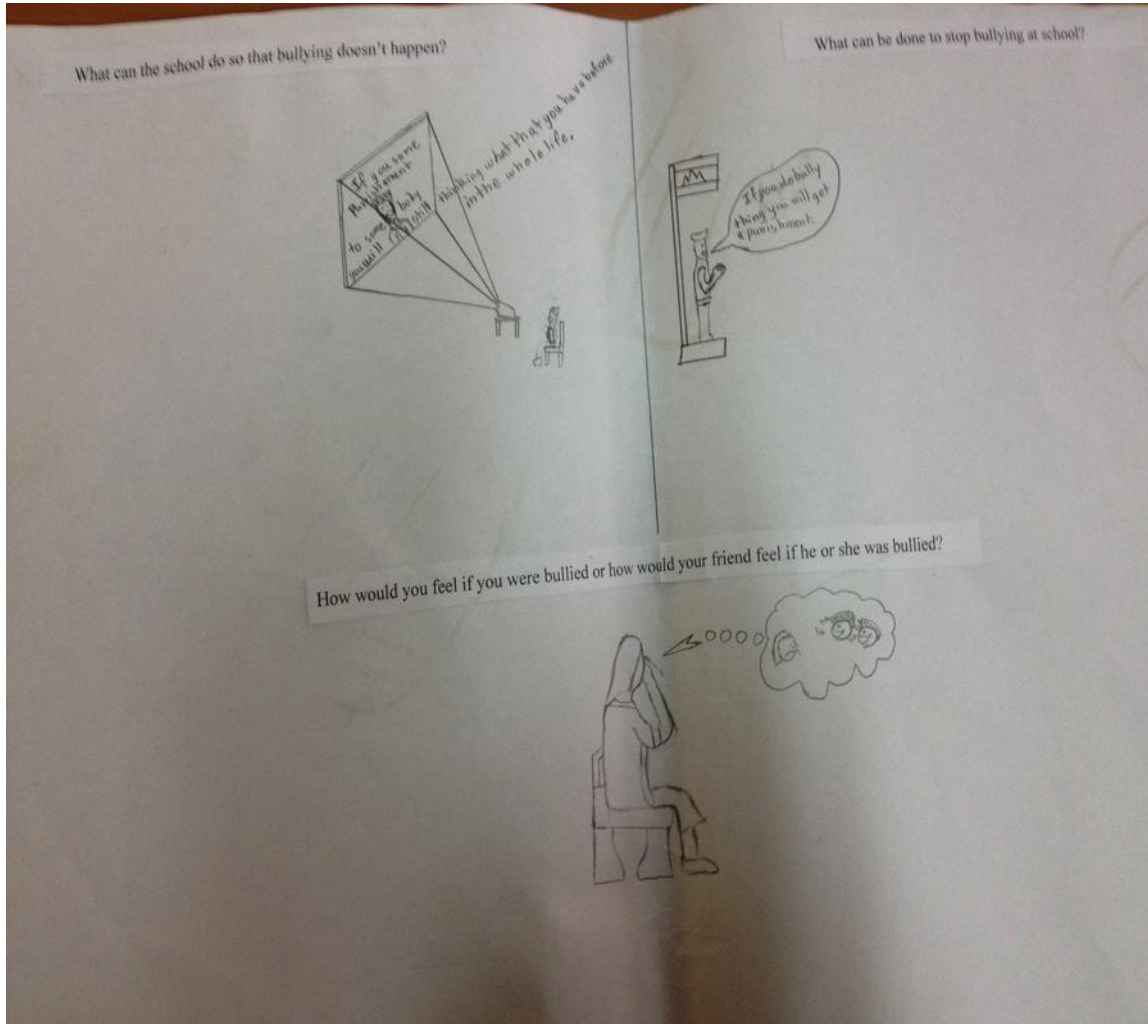
APPENDIX8B

DRAWING RESPONSE
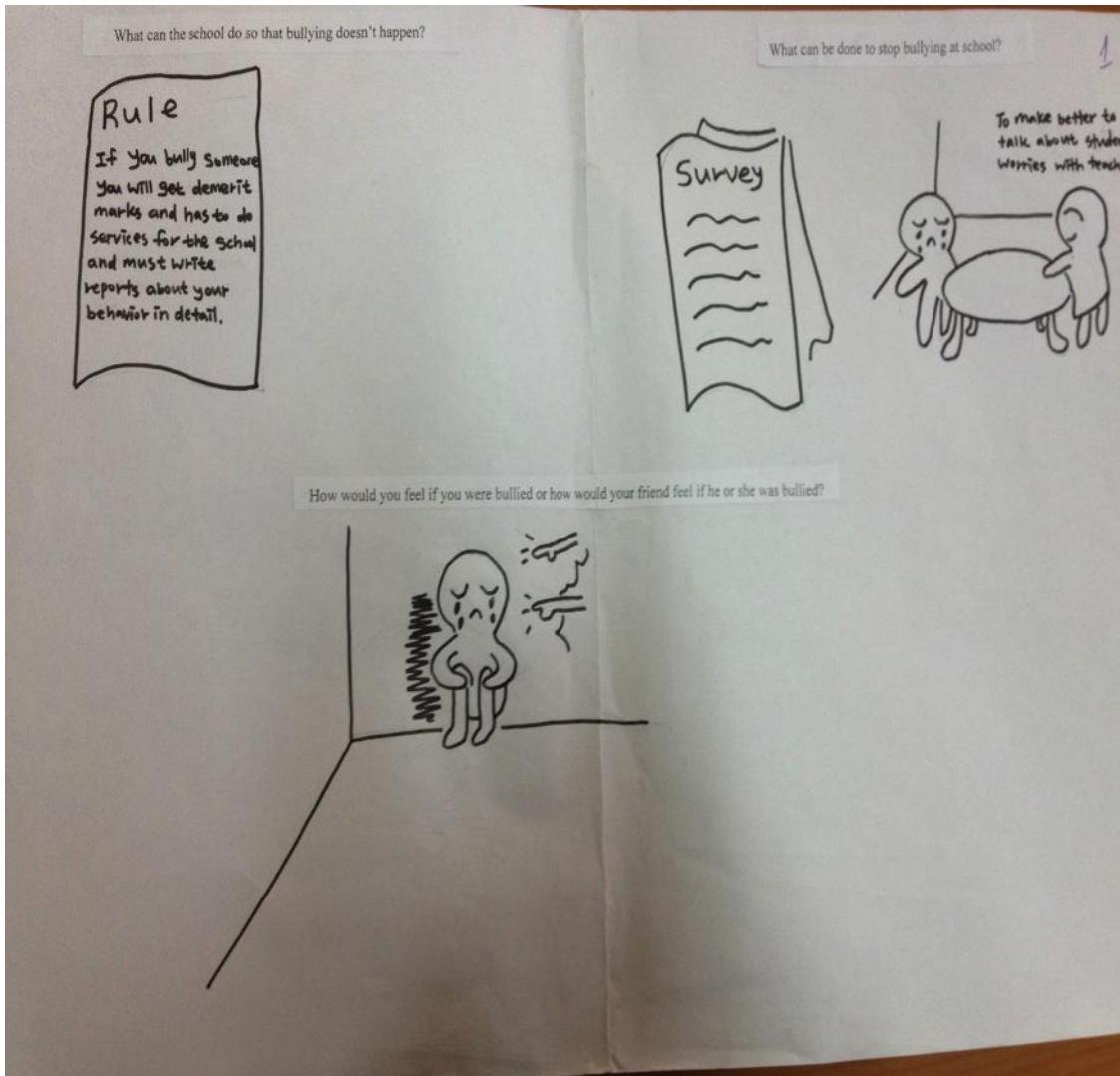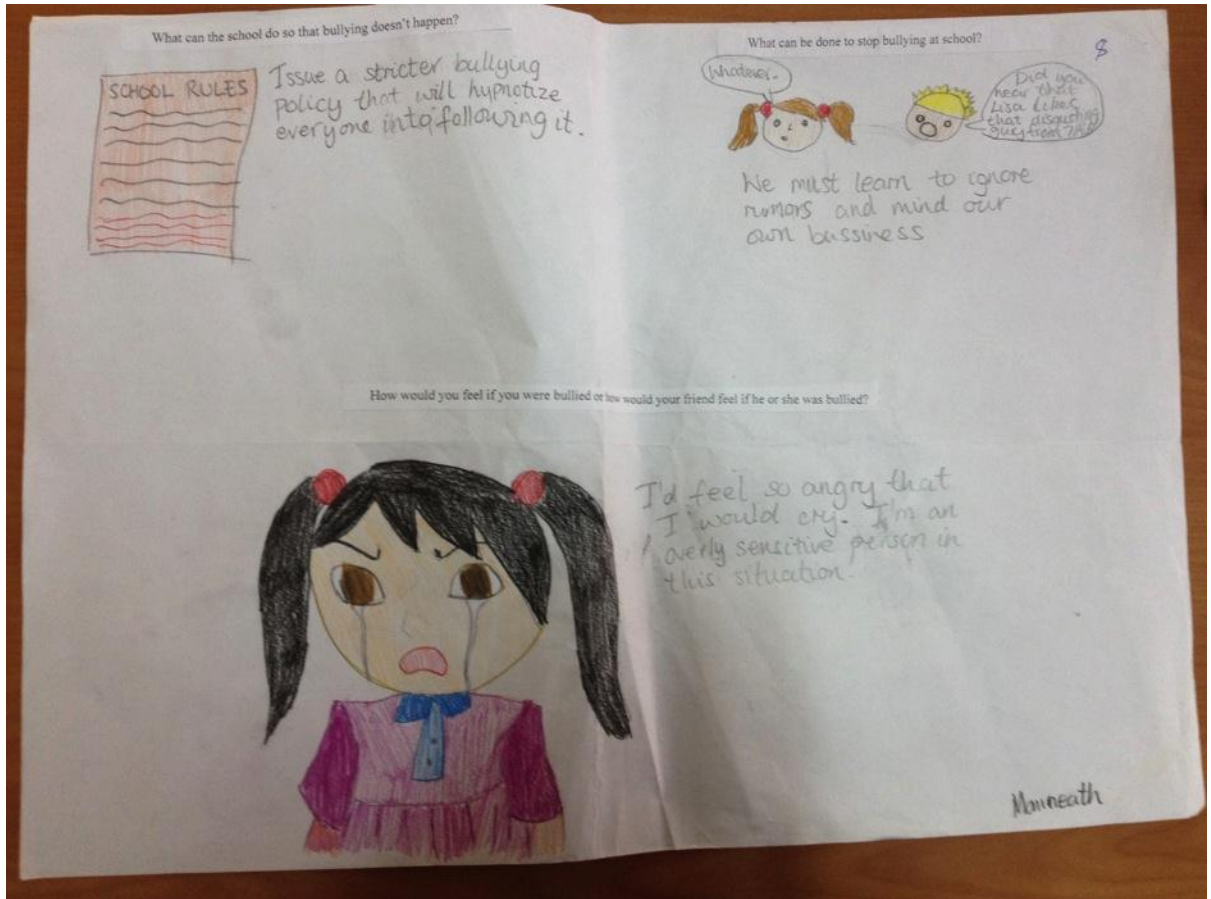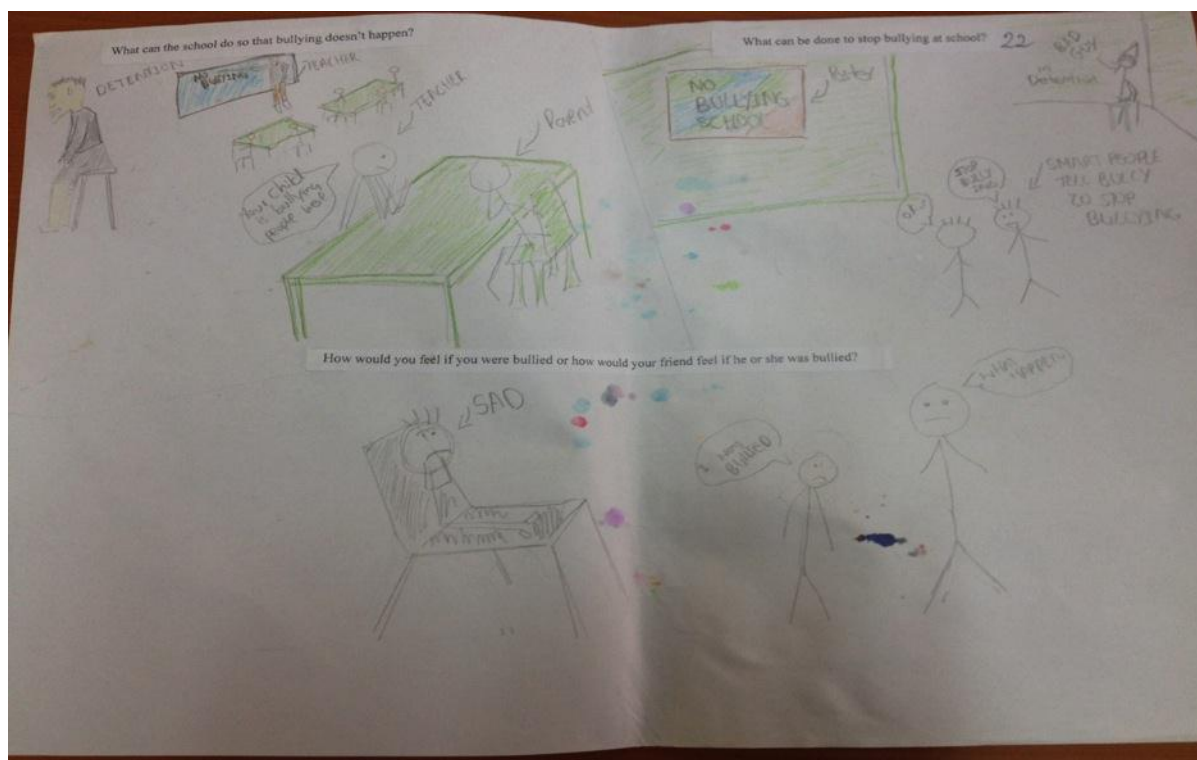
DRAWING RESPONSE

APPENDIX8D

DRAWING RESPONSE

DRAWING RESPONSE

APPENDIX8F

DRAWING RESPONSE

APPENDIX8G

DRAWING RESPONSE