

Effects of Elementary School Students' Gender and Grade Level on Bullying

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Abstract

As the nation continues to focus on the issue of bullying in our schools, more than 160,000 students miss school each day because of bullies. School principals, both elementary and secondary, are being called on to respond to bullying in their schools. The purpose of this study was to examine the effects that gender and grade level have on bullying in one particular elementary school setting. Students in Grades 3, 4, and 5 in one school in central Virginia (N = 103) were surveyed using the Olweus Bullying Questionnaire about their experiences with bullying either as a victim or as a bully. Quantitative data collected from the survey yielded statistical results indicating that gender and grade level were not significant factors affecting bullying in this particular setting. Moreover, findings from this study reflect the need for a well-structured antibullying intervention. The findings from this study will assist school administrators as well as teachers, and other community stakeholders as they work to resolve and eliminate incidents of bullying while continuing to meet the need of all students by ensuring they are educated in a safe, nurturing environment.

Keywords: Bullying, School Safety, Elementary School Administration, NAESP, Student Gender, Grade Level, Cyberbullying.

Introduction

Bullying is a universal problem (Routledge Books, 2013) that has generated extensive coverage in public and private sectors. Legislative measures have been revised and enacted in an attempt to address the problem, particularly regarding school-aged children. On average, school bullying affects one in four young people (Axisa, 2013). Teachers and principals deal with all aspects of bullying daily. The effects of bullying can have long-lasting negative impacts on the lives of bullies as well as victims of bullying. Because of its negative effects, bullying is a hot topic and a definite area of concern for parents and educators. Bullying creates an environment founded in fear and disrespect and negatively affects learning, which undermines the abilities of students to achieve at their full potential (Office of Civil Rights, 2010). . Research in this field has been burgeoning due to media attention but has not dealt with all aspects of bullying (Committee for Children, 2013). Many educators are still looking for answers and best practices. Principals are establishing research-based bullying prevention programs. The National Association of Elementary Schools (NAESP, 2013) state, "Maintaining a safe, nurturing school environment for students is any school leader's top priority" (p.1).

Rationale and Significance of the Study

In order for children to be successful, they must feel safe in their learning environment. Principals, teachers, and other educators play a critical role in helping to ensure that children are educated in secure environments free of violence. The purpose of this study is to examine bullying incidents of students in Grades 3-5 in one urban school setting. This study seeks to investigate how often these participants are involved in bullying as either a victim or a bully as well as the number of bullying incidents that occur based upon grade level at this school. A final focus of the research is to determine the number of participants who have reported incidents of bullying to a principal, teacher, or other adult at this school.

By analyzing the interactions of gender and grade level, a clearer picture of the impact of these variables on bullying can provide educators at this school with research-based information that will help in establishing an effective antibullying program.

Research Questions

Are schools doing enough to address the issue of bullying and to protect all students? This study addresses these questions by asking participants in one urban, intercity elementary school in central Virginia about their involvement in incidents of bullying. The study addresses the following research questions:

1. How many students have bullied or been victims of bullying in this particular school environment?
2. Is there a difference in the number of bullying incidents based upon gender?
3. Is there a difference in the frequency of bullying incidents based upon grade level?
4. How frequently are incidents of bullying reported to persons in authority?

Null Hypothesis

H1: There is a difference in the number of bullying incidents based upon gender.

H01: There will be no statistically significant difference in the number of bullying incidents based upon gender.

H2: There is a difference in the distribution of bullying incidents based upon grade level.

H02: There will be no statistically significant difference in the distribution of bullying incidents based upon grade level.

Limitations

The limitations in the study include participant sampling and the chosen data collection tool, the Olweus Bullying Questionnaire (OBQ, 2007). The questionnaire is limited to students in Grades 3-12. Additionally, this study uses a quasi-experiment design, which does not allow for random assignment of participants to groups. The participants in this study will already be assigned to their grade levels and classes. A third limitation is that the population in the study is limited to one elementary school in an urban school district in central Virginia. The level of truthfulness is also a limitation due to the participants' willingness to be open and honest about their experiences with incidents of bullying as well as their knowledge about bullying or the bullying experiences of others. Furthermore, the participants in this study will not be a representation of the entire population of students in Grades 3-5 in other schools in central Virginia.

Delimitations

This study is delimited in several ways. First, the decision to use a convenience sample of elementary students in Grades 3-5 in one school in the central Virginia area will limit the ability to generalize findings outside of this area. Second, this sample was selected from a public school system. Those students who are enrolled in suburban or private educational settings may bear different characteristics and, therefore, will not be represented by this sample population.

Assumptions

This study is based on the assumption that a safe and secure environment is desirable and mutually beneficial to all. It is assumed that respondents might not know what bullying is; therefore, participants were told what is meant by bullying prior to the administration of the data collection instrument through the definition provided by the OBQ.

Definition of Terms

While variations exist in the terminology most frequently used in the literature on bullying, the most commonly used definitions are cited below.

Bully – a person who is habitually cruel or overbearing, especially to smaller or weaker people.

Bullying – aggressive behavior that involves unwanted, negative actions; involves a pattern of behavior repeated over time and involves an imbalance of power and strength.

Cyber bullying – bullying through email, instant messaging, chat room exchanges, website posts, or digital messages or images sent to a cellular phone or personal digital assistant.

Same-gender bullying – bullying in which the victim and the bully are of the same gender.

Victims of bullying – victims of bullying are typically anxious, insecure, cautious, and suffer from low self-esteem, rarely defending themselves or retaliating when confronted by students who bully them; they may lack social skills and friends, and they are often socially isolated.

Literature Review

Studies conducted in recent years have indicated that the prevalence of bullying is a major problem in schools at every level nationwide. One study conducted by the Bureau of Justice Statistics revealed that as much as 32% of students between the ages of 12-18 had been victims of bullying (National Center for Education Statistics [NCES], Bureau of Justice Statistics, 2010). Another study conducted by the American Medical Association (AMA; 2002) found that 23% of students in Grades 4 to 6 have experienced incidents of bullying in any given 3-month period, and 9% of those same students were victims of frequent bullying occurring one or more times per week. More troubling still is recent information released by the Josephson Institute of Ethics (2010), which reported that based on a survey of over 43,000 teens, 47% of those surveyed teens between ages 15-18 had been bullied and 50% of those same surveyed teens had bullied, teased, or taunted other students. The National Association of Elementary School Principals (2013) reports that, “Every 7 minutes a child is bullied on the school playground. Every month 3 million students are absent from school because they feel unsafe. An estimated, 18 million children in the United States will be bullied this year” (p. 1). These statistics help support Davis (2007), who postulated that bullying is the most common form of violence in our society.

No school, public or private, is immune from experiencing incidents of bullying. Walker and Gersham (1997) suggested that schools were once considered safe havens for students to grow and learn the necessary skills to help them lead productive adult lives. Incidents of bullying are of great importance because they impact the emotional, social, and mental development of children. Additionally, incidents of bullying can certainly impact a child’s ability to participate in life after leaving school. Bullies often get into frequent fights, steal and vandalize property, and carry weapons (Olweus, 1993). Bullying behavior often results in bullies becoming part of the penal system and societal burdens. Bullies and victims of bullies have a definite impact on the climate of a school as well as how students perceive their safety.

Research has shown that there are many long-range implications of bullying, including depression, suicide attempts, and anxiety (Craig, 1998; Klomek, Marrocco, Klenman, Schonfeld, & Gould, 2006). The AMA (2002) stated, “Bullying may seriously affect the psychosocial functioning, academic work, and the physical health of children that are targeted” (p.11). The National Education Association (NEA; 2003) reported that students who are targeted by repeated incidents of bullying experience extreme stress and fear of going to school, using school facilities, physical symptoms of illness, and diminished ability to learn. There is no question that bullying can have a significant impact on children attending schools and their families. School principals not only interact with bullies and the victims of bullies, but also engage their parents to resolve incidents. Principals work closely with teachers and other staff members to curtail bullying. Unfortunately, in many school settings bullying is occurring more frequently (NAESP, 2013).

Technological advances have changed the way students are bullied. The growth, availability, and ever-changing role of the Internet, the increased availability and use of mobile electronic devices, and the lack of policies to regulate and protect the public from those who would abuse technology have created a venue for a new type of bully to emerge in the schools (David-Ferndon & Hertz, 2007). The cyber bully is technologically savvy and able to strike at any time (Campbell, 2005). The National Crime Prevention Council (2007) found that 43% of teenagers had experienced online bullying. Reports to parents, articles, and books regarding cyberbullying are available on the NAESP’s (2013) website.

Bullying is a major problem in education today and affects the primary role of the school system, which is to educate children. Bullying is an early sign of antisocial behavior. Continuous bullying, if not addressed, can lead to violent reactions by the victims who can hurt the bully as well as innocent bystanders, as reflected by the tragic shooting that occurred at Columbine High School. Faced with increasing pressure from parents, community members, and state and federal mandates, principals are responsible for taking the lead in confronting and addressing bullying in their schools (NAESP, 2013). Research-based practices have been shown to be effective in tackling the bullying problem. This study adds to the knowledge base and addresses the issue of bullying to provide a safe and respectful learning environment for all students (Committee for Children, 2013).

Methodology

This study examined incidents of bullying, bullying behavior, and perceptions about bullying in one urban school environment. This study factors in the variables of gender and grade level and their impact on bullying in this particular school.

Population and Sample

Participants for this study come from one urban Title I public school in the central region of Virginia. One hundred three respondents in Grades 3-5 participated in the completion of the OBQ. Additionally, Version 17 of the PASW, formerly known as the Statistical Package for the Social Science (SPSS), was used to analyze quantitative data through the use of appropriate statistical tests. The results of the analysis are presented as responses to the four research questions. A probability level of .05 or less was considered significant in all measures.

The total population of students in Grades 3 through 5 is 180 at this school. The total sample ($N = 103$) consisted of 56 females and 47 males who were primarily African American. Participants in the age range of 8-11 comprised 100% of the sample. Within the total sample, 33 (32%) were third-graders, 30 (29%) were fourth-graders, and 40 (39%) were fifth-graders.

Students in this district are considered low income based upon the number of students who are eligible to receive free or reduced lunch. Approximately 90% of the students in attendance at the selected site were identified as low income based upon established criteria.

Instrumentation

The OBQ developed by Olweus (1996; Olweus & Limber, 1983) was used to examine incidents of bullying in this particular school setting. NAESP (2013) members have access to the OBQ and the Olweus Bullying Prevention Program through state affiliates. For more information they request principals to contact the NAESP Foundation. The OBQ was revised in 2007 to allow school-specific questions to be added to the survey that provides information specific to their particular environment. The 2007 revision also allows schools to eliminate Questions 12 and 32, if the school feels they are not necessary. This study does eliminate the two questions. These questions allude to incidents that may be interpreted as sexual in meaning and may not be appropriate for certain age groups.

The survey provides data about the number of students who have been bullied as well as those who consider themselves as bullies. The OBQ is a standardized, validated, multiple-choice questionnaire designed to measure various aspects of bullying issues within a school or school district. This particular instrument provides students with a detailed definition of bullying so that students can better understand how to respond to each question.

The response choices for most questions on the OBQ are “never, once or twice, 2 or 3 times per month, about once a week, and several times a week.” The response alternatives are made as specific as possible by using phrases such as “2 or 3 times a month” and “about once a week.” This is done to avoid as much as possible subjective terms and phrases such as “often” and “fairly often,” which can be interpreted in different ways by different students (Olweus, 2007). Two primary areas of focus on the OBQ pertain to being bullied and bullying other students. The remaining subquestions focus on locations of bullying incidents and actions taken by either the bully or the victim. The questionnaire asks questions about adult interventions within and outside of the school pertaining to bullying incidents as perceived by the students completing the surveys.

Procedures

Survey Administration

Permission for conducting the study was given by the school’s principal, the district office, and parents of participating students. Students participating took the survey in the school’s central computer lab. Students were reminded that participation was completely voluntary and if they chose to complete the survey they must answer every question. The online questionnaire was administered to students who came from classrooms of approximately 20 children. Students were seated in a manner as to ensure confidentiality.

Research Design and Data Analysis

This study utilizes a quantitative design using descriptive statistics because the primary purpose is to research the number of bullying incidents by comparing groups as necessary. Descriptive statistics measure a distribution's central tendency and variability. The dependent variable for this study is the number of bullying incidents experienced by students enrolled in the selected test site. The independent variables are gender and grade level. Correlations statistics are used to describe or analyze relationships between variables, conditions, or events that may be reported as attitudes, beliefs, or behaviors (Salkind, 2008). This study used both descriptive and correlational statistical procedures to analyze data relating to incidents of bullying as they relate to gender, age, and grade levels within one particular urban school environment.

Information from the OBQ was used to provide a snapshot picture of the occurrences of bullying incidents within this particular school. Specific data was extracted for further analysis using specific statistical tests. Specific frequency distributions tables were generated reflecting bullying incidents based upon gender and grade levels. Results were generated in categories for girls, for boys, and for girls and boys combined. Data tables generated by the OBQ helped better analyze the levels of bullying incidents and ongoing student perceptions about bullying.

In order to determine whether or not there is statistical difference in the number of bullying incidents based upon gender for both victims and bullies, a Mann–Whitney U nonparametric test was conducted. The Mann–Whitney U test is the nonparametric equivalent to the parametric independent *t* test. A Mann–Whitney U analysis is used when ordinal data are presented, such as data from a survey such as the OBQ. Data from the OBQ were recoded and entered into predictive analysis software (PASW) in order to conduct the Mann–Whitney U test.

A chi-square test is a nonparametric statistical test that can be used to compare groups that contain categorical data. For this research, the two groups for gender are male and female; and for grade levels, the groups are third-, fourth-, and fifth-grade students. Additionally, for this statistical analysis, incidents of bullying were categorized as yes or no.

Validity and Reliability of OBQ

To measure the validity and reliability of the OBQ, research was conducted using the Rasch measurement model. A Rasch model can be applied to multiple disciplines. This model measures an individual's standing on a particular variable. The Rasch model helps to establish criteria for response structure and not just statistical descriptions (RaschAnalysis, 2005). Kyriakides, Kaloyirou, and Lindsay (2006) found that the OBQ instrument has "satisfactory psychometric properties, namely construct validity and reliability" (p. 781).

Findings

The purpose of the statistical analysis conducted in this study was to determine differences in incidents of bullying based upon specified variables. In particular, through data analysis, there is an attempt to identify statistical significance between the number of bullying incidents based upon the variables of gender and grade level. Moreover, the study attempted to identify the factors that influence bullying activity.

Research Question 1

The first research question examined the number of students who had bullied other students or who have been victims of bullying in this particular setting. OBQ raw data indicated that of the 103 respondents, 56 were female and 47 were males. Information presented in Table 2 indicates a total of 57% of the student population in Grades 3-5 had been bullied in some manner during the most recent past 2 months. Table 2 shows that although a significant amount of bullying occurred in the most recent 2 months, the most respondents who had been victims of bullying had only experienced "once or twice."

Table 2: Victims of Bullying Incidents from the Most Recent 2-Month Period (Male and Female)

Category	Frequency	Percent
I have not been bullied	43	43
I have been bullied once or twice	31	31
I have been bullied 2 or three times per month	13	13
I have been bullied about once per week	6	6
I have been bullied several times per week	7	7

Table 3 further displays data to reflect a total of 28% of the respondents, in the same grades, enrolled in this school had bullied other students in some manner within this same time period. Students who responded that they had bullied other students indicated that it occurred at least “once or twice.”

Table 3:Bullying From the Most Recent 2-Month Period (Male and Female)

Category	Frequency	Percent
I have not bullied other student	74	72
I have bullied once or twice	20	19
I have bullied 2 or three times per month	3	3
I have bullied about once per week	2	2
I have bullied several times per week	4	4

Research Question 2

Research Question 2 sought to determine whether or not incidents of bullying differed between males and females in this school. Question 4 of the OBQ asked participants how often they had been bullied in the past couple of months. Forty-two percent of female participants in Grades 3-5 responded that they had “never” been bullied in school. Thirty-four percent responded that they have been bullied “only once or twice” within the past couple of months. Another 11% indicated that they were bullied “2 or 3 times per month,” and 4% responded that they were bullied “about once a week.” Nine percent of the female participants indicated that they had been bullied “several times a week.” It is important to note that only 100 of the 103 respondents answered Question 4 of the OBQ.

Results for the male participants revealed very similar results to Question 4 of the OBQ. Forty-four percent of the male participants in Grades 3-5 indicated they had “never” been bullied while in school. Twenty-seven percent of the male participants indicated that they had been bullied “only once or twice,” while 16% indicated that they were bullied “2 or 3 times per month.” Nine percent of participants had been bullied “about once a week,” and 4% of participants had been bullied “several times a week.”

Results from Question 4 of the OBQ indicated that overall 58% of female students and 56% of male students in Grades 3-5 who attend this school had experienced some form of bullying. While these percentages indicate that boys and girls in this school are being bullied at a very similar rate, the question of statistical significance must be addressed. In order to determine any statistical significance, the information was coded and entered in PASW by assigning Numbers 1 and 2 for gender. Number 1 represented male students who responded in the positive to one of the four choices for incidents of bullying, and Number 2 represented female students who responded in the same manner to one of the four choices. Numbers 1 through 5 were assigned to rank the responses to the ordinal data and allowed PASW to automatically recode the data in order to conduct the Mann–Whitney U analysis.

A Mann–Whitney U nonparametric analysis was conducted to evaluate the hypothesis that there is a difference in victims experiencing incidents of bullying based upon gender, males ($N = 45$) and females ($N = 55$). Data from the Mann–Whitney U analysis indicate that there is no statistical difference in victims bullying incidents based upon gender (see Table 4).

Table 4:Mann–Whitney U Data Analysis of Victims (Gender)

Test	Bullying incidents
Mann–Whitney U	1236.000
Wilcoxon W	2271.000
Z	-.011
Asymp. Sig. (2-tailed)	.991

Note. Grouping variable: Gender.

Based upon the data provided from the Mann–Whitney U analysis ($p = .99$), the null hypothesis of no difference between victims experiencing bullying incidents based upon gender was rejected.

Question 23 asked participants how often they had bullied another student(s) at school in the most recent 2-month period. Results indicated that 75% of female respondents and 68% of male respondents had not bullied other students. Fourteen percent of female and 29% of male respondents indicated that they had bullied someone else “once or twice.” Another 4% of females and 7% of males admitted to bullying other students “2-3 times a month.” Two percent of female and 0% of male respondents had bullied “about once a week” based upon survey responses. Finally, 0% of females and 2% of males had bullied another student “several times per week.”

A Mann–Whitney U statistical analysis was administered to determine whether or not there was any statistical significance in students who had bullied based upon gender, males ($N = 47$) and females ($N = 56$). Data for this statistical analysis indicated no statistical significance based upon gender when examining data representing students who admitted to bullying other students (see Table 5).

Table 5:Mann–Whitney U Data Analysis of Bullies (Gender)

Test	Bullies
Mann–Whitney U	1218.500
Wilcoxon W	2814.500
Z	-.819
Asymp. Sig. (2-tailed)	.413

Note. Grouping variable: Gender.

The difference in students who bully other students in this school based upon statistical results failed to be rejected. It cannot be said there is a difference in bullies based upon gender. All 103 respondents answered Question 23 of the survey.

Research Question 3

Research Question 3 sought to determine whether there is a difference in the number of bullying incidents by grade level within the selected study site. Participants had the option of choosing “never been bullied,” “bullied once or twice,” “bullied two or three times per month,” “bullied about once a week,” and “bullied several times a week” to indicate the number of times they had experienced incidents of bullying. Results of the OBQ indicated that in the most recent 2-month period, a total of 58% of female respondents in Grades 3, 4, and 5 had been bullied at least “once or twice” in the most recent 2-month period. During this same 2-month period, a total of 56% of male respondents in Grades 3 through 5 had also been bullied at least “once or twice.” These numbers suggest that incidents of bullying are ubiquitous at these grades.

A chi-square analysis was performed to evaluate whether or not there was a difference in the frequency of bullying incidents occurring in this school. In other words, students in one grade were victims of bullying more often than students in other grades. Respondents for each grade level were third grade ($N = 30$), fourth grade ($N = 30$), and fifth grade ($N = 40$). Data from the chi-square analysis indicate that there is no statistical difference in the frequency of bullying incidents based upon grade level (see Table 6).

Table 6:Chi-Square Analysis (Grade Level)

Tests	Value	<i>df</i>	Asymp. sig. (2-sided)
Pearson chi square	3.577 ^a	2	.167
Likelihood ratio	3.577	2	.167
Linear-by-linear association	.169	1	.681
<i>N</i> of valid cases	100		

Note. 0 cells (.0%) have expected count less than 5. The minimum expected count is 12.90.

Based upon the analysis of grade level and bullying incidents ($p = .16$), the null hypothesis was unable to be rejected. Results did not indicate that bullying incidents occurred in one grade level more than bullying incidents in other grades.

Phi and Cramer's V data are used to measure the effect size of data on a chi-square analysis when a statistical difference is determined. Due to the fact that the results of the chi-square statistical analysis for this question did not yield enough evidence to reject the null hypothesis of no difference, the Phi and Cramer's V effect size data were not included.

Research Question 4

The goal of Research Question 4 was to determine whether or not incidents of bullying are being reported to persons of authority within the school. Question 19 of the OBQ inquired as to whether or not students had reported bullying incidents they had experienced in the most recent 2-month period to a teacher, other adult within the school, parent, sibling, friend, or someone else. The information for this question was tabulated based upon those respondents who indicated they had experienced bullying incidents "2-3 times" or more during the most recent 2-month period. Respondents who indicated that they had reported the bullying incident were also asked to select to whom they had reported the occurrence.

Results from Question 19 indicate that 69% of female respondents and 58% of male respondents who have experienced bullying incidents had reported the incidents to someone. The data also yielded results that 53% of the female respondents had reported bullying incidents to their classroom teacher. Another 38% of female respondents reported the bullying incidents to another adult at the school. Thirty-nine percent of the male students had reported bullying incidents to their classroom teacher. Another 31% of the male respondents reported the bullying incident to another adult at the school.

Sixty-one percent of female respondents indicated they had reported being bullied to their parent or guardian, and 54% of male respondents had also reported being bullied to a parent or guardian. Forty-six percent of females reported being bullied to a friend, and 46% of females had reported being bullied to someone else. Male respondents, 38%, indicated that they had reported incidents of bullying to a friend, and 23% had reported bullying incidents to someone else. Only 7% of female respondents reported incidents of bullying to a sibling, while 15% of male respondents reported being bullied to a sibling.

Table 7: Incidents Reported to Teacher or Other Adult at School

Gender	Informed teacher %	Informed other adult %	Average %
Girls	53	38	46
Boys	38	31	35

This section described the participants' experiences with incidents of bullying. The data analysis provided insight into the amount of bullying incidents that have occurred in this school during the most recent 2-month period. The survey examined the difference in bullying incidents based upon the independent variables of grade level and gender. The data analysis considered respondents who had been victims of bullying as well as respondents who admitted to bullying other student(s). Additionally, data from this study provided insight into the number of bullying incidents being reported to teachers or other adults working at the school selected for this study.

Conclusions and Recommendations

This section includes a discussion of the findings, implications, and recommendations. The results showed that the data supported the null hypotheses that there were no differences in bullying incidents for victims as well as bullied based upon the independent variables of gender and grade level.

Bullying activity is occurring frequently within this school setting. Results of this study lend support to previous data from the Kaiser Family Foundation (2001) that indicated as much as 74% of elementary school students nationwide between the ages of 8 and 11 experiences bullying in their schools. The Kaiser Family Foundation is an independent, national health philanthropy organization that maintains and provides health information and analysis to various entities, including policymakers and the general public. As part of their efforts to help keep policymakers informed, this organization conducts and maintains research in the area of bullying.

Results from the statistical analysis of Question 2 provide support to research conducted by Slee (1995) that found males and females tend to be victims of bullying equally. However, results from the present study are not consistent with work conducted by Hazier, Hoover, and Oliver (1992) that indicated that males tend to be victims of bullying more often than their female peers.

OBQ survey and statistical results lend further support to research information provided by Bullying Statistics (2010), indicating that students between Grades 4 to 8 become victims of bullies and experience as much as 90% of some form of bullying during these years. Results from the Mann–Whitney U data also revealed no statistical significance in bullies based upon gender. Fields (2009) found that boys and girls do bully equally, although their method of bullying is often different. Previous research (Card, Stucky, Sawalani, and Little, 2008; Mullin-Rindler, 2002) has found that males tend to use more direct methods of bullying than girls. Boys use such methods as pushing, hitting, and shoving to bully their victims, whereas girls may use more covert methods as rumors and exclusion.

Data from the chi-square nonparametric analysis provided no statistical support to reject the null hypothesis for Question 3 of this research study. Based upon the analysis, it can be assumed that grade level does not have a significant impact on the frequency of bullying incidents occurring within this particular school. Previous research (Tarshis & Huffman, 2007) revealed that bullying is just as prevalent in elementary school as in secondary school. Incidents of bullying can lead to many negative experiences for students during their years in elementary school. The U.S. Department of Health and Human Services (n.d.b) indicated that victims of bullying experience physical, psychological, and emotional issues that can last as students move through elementary, middle, and high school as well as into adult life.

The aim of Question 4 of this study was to determine whether or not students were reporting incidents of bullying to teachers or other adults within the selected test site. Overwhelmingly, a combined total of 61% of the respondents in this study indicated that they are reporting bullying incidents to someone. Respondents also realize that incidents of bullying should be reported to an adult. Further analysis of Question 4 using OBQ data results revealed that students are reporting incidents of bullying to teachers and other adults in this school. Recent research (Bullying Statistics, 2010) has indicated that as much as 71% of bullying victims are reporting incidents of bullying to someone. Educators and other stakeholders, including parents and friends of victims of bullying, must encourage victims to report bullying incidents. Although victims of bullying may be afraid, bystanders, with knowledge of bullying incidents, also have a responsibility to report this type of behavior. To stop bully in elementary schools the NAESP (2013) website includes a plethora of resources for principals, teachers, parents, and anyone concerned with bullying and bullying prevention. NAESP sponsors a “Put a Stop to Bullying in Your School” campaign and partners with Education.com and Hazelden Publishing to provide resources to address bullying (p.1).

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