Personality profiles of bully perpetrators and bully victims as a basis for identifying social transactional games

by

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DEDICATION

I would like to dedicate my work to those individuals who made this research project possible

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DECLARATIONS

I, Ancois Opper, hereby declare that all the resources that were consulted are included in the reference list and that this study is my original work.

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A Opper

December 2012

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I, Rika Opper, hereby declare that I undertook the editing of the grammatical and language aspects of this thesis.

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SUMMARY

PERSONALITY PROFILES OF BULLY PERPETRATORS AND BULLY VICTIMS AS A BASIS FOR IDENTIFYING SOCIAL TRANSACTIONAL GAMES

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This research study deals with the widespread concern that exists amongst parents, educators and healthcare professionals working with children about issues regarding bullying in childhood and adolescence. By using the Transactional Analysis (TA) theory, this research project aimed to describe possible social transactions that occur between bully perpetrators and bully victims, and to examine these social transactions from the perspective of potentially predisposed personality profiles. The link between the personality profile and social transactions lie within the notion that our personality profiles could possibly influence the way we interact with or behave towards other individuals. The motivation behind this research study was therefore to analyse and examine the social transactions that occur between bully perpetrators and bully victims, which exemplifies the unique relationship that defines a bully perpetrator and bully victim in order to better explain (by way of TA) the 'games' they play. This was done by identifying the psychological profile tendencies that prompt bully perpetrators and bully victims to engage in repetitive transactions in order to uncover the games they tend to play, as well as to foster an understanding of why bully victims struggle to 'unhook' from these dysfunctional transactions.

Keywords: bully perpetrator, bully victim, bullying behaviour, social transactions, games, personality, Transactional Analysis (TA)

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CHAPTER 1 - OVERVIEW AND RATIONALE FOR THE RESEARCH STUDY

1.1 INTRODUCTION

This introductory chapter explains the rationale for and the purpose of the study. It contains a discussion of the selected paradigmatic perspective, the chosen conceptual framework, the research design, considered ethical strategies and an introduction to the preferred quality criteria to maximise validity. The concepts used are also clarified.

1.2 RATIONALE

The purpose of this study was threefold: Firstly, the objective was to identify the personality profiles of both learners who have displayed bullying behaviour (bully perpetrators) and learners who have been victims of bullying (bully victims) by using the High School Personality Questionnaire (HSPQ) and the Spann-Fisher Co-dependency Scale. These instruments measure different aspects of personality which may be pertinent to the study. Secondly, I used the identified profiles to describe, from a Transactional Analysis (TA) perspective, the social transactions that occur between bully perpetrators and bully victims, thus identifying the transactions between participants to try to find commonalities, or to identify possible recurring characteristics within the participants' profiles. The link between the personality profile and social transactions lie within the notion that our personality profiles could possibly influence the way we interact with or behave towards other individuals. This study pays particular attention to noting *crossed* and *ulterior transactions.* These occur in dysfunctional communication dynamics between people who have different ego states, and when communication takes place simultaneously at both the overt and the covert levels (Mukhopadhyay & Saxena, 1981).

Thirdly, I used transactional analysis, accessed via personal profiling, as described above, to exemplify a unique relationship dynamic that occurs between a bully perpetrator and a bully victim. TA was therefore used to find commonalities between the various transactions that take place. This provided for a substantial framework for fostering a better understanding of the phenomenon of bullying behaviour, as seen from a transactional analysis point of view.

Coolidge, Den Boer, and Segal (2004), who also show an interest in bullying behaviour, confirm that the majority of research on this topic has thus far focused on the distinctive characteristics of bully perpetrators and bully victims. Although empirical investigations have dealt with the attitudinal and behavioural aspects of school bullies, other researchers (Atlas & Pepler, 1998; Craig, 1998; Glover, Gough, Johnson, Whitney, & Smith, 1993) note that currently only limited information on bullying behaviour based on diagnoses from the Diagnostic and Statistical Manual of Mental Disorders is available (American Psychiatric Association, 2000). To date no diagnoses exist for behaviour relating specifically to bullying. This supports my idea that the 'problem' of bullying might be identified more effectively within the social transactions of bullies and their victims, rather than within their behaviour and personality styles only. A study conducted by Lawrence (2007) reports on how pharmacy students applied TA and personality assessments in patient counselling to improve communication. Other recent literature generally pertains to TA and bullying in the workplace (Moreno-Jiménez, Rodríguez-Muñoz, Moreno, & Garrosa, 2007; Saunders, Huynh, & Goodman-Delahunty, 2007), in the field of nursing (Booth & Manning, 2007) and, most recently, in the fields of physical therapy (Kumar, 2012) and dentistry (Tiruchengode & Nellore, 2013). An in-depth literature search has revealed a lack of useful literature on the topic of personality profiles that indicate a predisposition for developing a bullying nature and TA at school level.

Among the questions that arise when one considers bullying behaviour is the matter of reciprocity between the personality traits of bully perpetrators and bully victims. One of my working assumptions was that although bullying occurs within the 'relationship' between a bully perpetrator and the bully victim, it somehow starts within a possible predisposition towards being potentially either a perpetrator, or a victim of bullying behaviour. One would therefore need to understand an individual's personality traits to be able to identify the various kinds of script beliefs about the self and the *racket feelings* (substitute feelings for strokes) that are accompanied by that individual's personality adaptation, as set out by Transactional Analysis theory (Stewart, 1996). In Transactional Analysis theory, any act of interpersonal recognition is referred to as a stroke, and racket feelings are defined as accumulated 'bad' feelings that could eventually explode and lead to an emotional disaster. This leads to the next question: What would the personality profile of potential bully perpetrators look like, and does this inform us on the potential and process of hooking potential bully victims into being bullied? Is it possible that the potential victim actually sends out an 'invitation to be bullied'? If this is

the case, do bully victims find it difficult to 'unhook' themselves from being victims of bullying? Also, if this is the case, what might make it difficult for the potential bully victim to refrain from accepting the 'invitation' to be bullied? How could learners who find themselves prone to bullying behaviour recognize their own behaviour at a higher level of understanding? Coolidge, Den Boer, and Segal (2004) maintain that traditional short-term psychotherapeutic interventions for bullying behaviour may be of limited value, given the complex nature of possible associated behaviour.

This brings me to the core of the matter, namely the research problem. In the sections below, I provide a motivation for the research question and clarify concepts that are important to the study. In discussing the research problem, I consider all the contributions my study brings to the contentious body of knowledge regarding bullying behaviour.

The approach taken in this study is contextualised in alternative understandings of bullying behaviour dynamics. For example, Elliot (cited in Roland & Munthe, 1989) states that bullying behaviour in children could be a 'temporary response' to change in their lives and is not necessarily driven by personality and games. This will be explained in the sections below.

1.3   THE AIM OF THE STUDY

The aim of my research is to describe the social transactions that occur between bully perpetrators and bully victims in order to identify transactional games they might play. Personality profiling is used as a basis for the identification of transactional games. The question guiding my study is:

- Can personality profiles of bully perpetrators and bully victims be useful as a basis for identifying social transactional games of a potentially bullying nature?

Carefully chosen data-collection methods (as discussed in greater detail in Chapter 3) aided me in the process of exploring this question and explaining my findings.

Secondary questions to my study, as well as methods used in gathering data in order to answer these questions, include:

Table 1.1 Critical research questions and methods used for data collection

Critical research questions	Methods used for data collection
➢ Are there similarities in the personality profiles of bully perpetrators?	*Administration of the HSPQ *Administration of the Spann-Fisher Co-dependency Scale
➢ Are there similarities in the personality profiles of bully victims?	*Administration of the HSPQ *Administration of the Spann-Fisher Co-dependency Scale
➢ Can vulnerability to bullying be identified in the personality profiles of bully victims and perpetrators?	* Administration of the HSPQ *Administration of the Spann-Fisher Co-dependency Scale *Semi-structured interviews *Using the Literature review together with the above mentioned strategies

➢ Can the specific dynamics of the bullying relationship be described using Transactional Analysis (TA)? For example:
  o How does a bully perpetrator succeed in hooking a victim? and
  o Can the decision-making capacity of the bully victim be identified and described?
	* Administration of the HSPQ
	
	*Administration of the Spann-Fisher Co-dependency Scale
	
	*Semi-structured interviews
	
	*Transactional Analysis (Using TA theory)

Table 1.1 illustrates the data-collection strategies used to address the critical research questions. These questions are important as they set the stage for the research process. The method for data collection is discussed in more detail later in this chapter, as well as in Chapter 3.

1.4 PARADIGMATIC PERSPECTIVE

This research study is embedded within a post-positivist paradigm. According to Guba and Lincoln (1994), post-positivism states that objectivity remains an ideal to be attained. Post-positivism is the chosen paradigmatic point of departure as it is able to encapsulate aspects of both quantitative and qualitative research, both of which offer valuable elements from which this study draws. This study is therefore post-positivistic and not purely positivistic, and also allows scope for non-positivistic or interpretivist measures. Chapter 3 will encapsulate more detail regarding the paradigmatic perspective.

1.5   THEORETICAL FRAMEWORK

The research done in this study is strongly rooted in the theoretical framework of Transactional Analysis. Transactional Analysis, or TA as it is commonly referred to, is a theory of personality and social dynamics that was developed during the 1960s by Eric Berne (Barrow, 2007; Berne, 1961, Berne, 1964; Rytovaara, 2003) and can be described as an easily understandable yet sophisticated psychological theory regarding people's thinking, feelings and behaviour, and their personality, motivation and problem solving (Barrow, 2007; Steiner, 1999; Steiner, 2007; Stewart & Joines, 1987). This theory could be applied to eliminate dysfunctional behaviour and to establish and reinforce positive relationship styles and healthy functioning. Hence, TA could also be viewed as a powerful tool to bring about overall human wellbeing. The concepts that emerge from TA provide a flexible and creative approach when trying to understand how people function, as well as to the connections between human behaviour, learning and education (Temple, 1999). An advantage of TA theory is that TA concepts can be used with people of all ages and stages of development in their various social settings. The aim of TA is to increase personal self-sufficiency, to support people in developing their own personal and professional beliefs, and to enable optimum psychological health and growth. Furthermore, TA can be described as a contemporary and effective system of psychotherapy, education, organizational and socio-cultural analysis, and social psychiatry (Steiner, 2007).

By using TA as a theoretical foundation, together with a post-positivist paradigm, I was able not only to describe the different personality profiles of bully perpetrators or bully victims, but also to explain the different social transactions that occur between them as a result of their communication. The results, when shared, could assist educators and other individuals concerned with the bully phenomenon to support bully perpetrators and bully victims in their development to become healthy human beings, and aid them in their psychological growth and health.

1.6   RESEARCH DESIGN AND DATA COLLECTION METHODS

Table 1.2 below serves as a visual presentation of the entire research process, as will be discussed in more detail in Chapter 3.

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Research design			The research process	

Multi method → QUAN + qual
 	
Allowing for depth and detail in the findings.
 	
Instrumental Case Study →
 	
    *Represents the case – not the world
 	
    *Purposively selected
 	
    *Answers specific research question
 	
    *Facilitates understanding
			PHASE ONE (descriptive):
			Quantitative phase → Administration of a:
			    *Self reporting questionnaire
			    *High School Personality Questionnaire (HSPQ)
			    *Spann-Fischer Co-dependency Scale
			
			PHASE TWO (explanatory):
			Qualitative phase → Semi-structured interviews	

Data-gathering methods				Reliability and Validity?
Literature study	*Questionnaires*	*Semi-structured interviewing*	*Audio methods*	*Empirical measurement and techniques*
• Personality • Bullying behaviour • Transactional Analysis	• Self reporting questionnaire • HSPQ • Spann Fisher Co-Dependency Scale	• Gaining rich and thick descriptions of participants' experiences of bullying • Transactional Analysis	• Using a Dictaphone for the recording of interviews done with selected participants	• Using measuring instruments that are standardised. • All participants complete the same questionnaires.

Table 1.2 Research design and data collection methods

Table 1.2 illustrates a summarized version of the research design that was selected for the purpose of this study, as well as the research process related to the various research questions.

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1.7   ETHICAL STRATEGIES

In working with human beings, it is important to consider certain ethical aspects. Cognisance will be given to specific ethical principles during the research process (Denzin & Lincoln, 1998; Patton, 2002), as discussed in more detail in Chapter 3.

(Also see Appendix A for ethical principles adhered to while conducting this study, as well as the Ethics and Research statement of the University of Pretoria's Faculty of Education.)

1.8   QUALITY CRITERIA

Validity refers to the extent to which the empirical measure sufficiently reflects the real meaning of the concept under consideration, and refers to the appropriateness, meaningfulness and usefulness of specific inferences made from a test score. Reliability indicates whether a specific technique, applied repeatedly to the same object, would yield the same result each time (Babbie & Mouton, 1998). Taking cognisance of my design choices, I maximised validity in my study by using face, construct, content, and criterion validity, as well as internal consistency reliability and triangulation. This is discussed in more detail in Chapter 3.

1.9   LITERATURE REVIEW

The literature review forms a very important part of any study (Mouton, 2001), as was also the case in conducting this research project. The literature that was consulted included the most relevant topics pertaining to this study, which aided me in discovering the most recent and authoritative theorising about the subject is. Through the literature study I also ascertained what the most widely accepted definitions of key concepts in this field are. This research project strongly focuses on personality, the core theory underlying TA, as well as on the most important concepts pertaining to bullying and bullying behaviour.

1.10   CLARIFICATION OF CONCEPTS

Key terms such as *bullying behaviour, bully perpetrator, bully victim, social transactions, games, hook* and *personality* are at the centre of this study. The clarification of these concepts is therefore essential.

1.10.1 Bullying behaviour

A range of authors concur on the definition of what bullying behaviour entails (De Wet, 2005; Lyznicki, McCaffree, & Robinowitz, 2004; Maree, 2005; Roberts, 2006; Roland & Munthe, 1989; Smit, 2003a; Smit, 2003b; Sprague & Walker, 2005). According to these authors, bullying among learners can be defined as intentional, repeated hurtful acts, words or other behaviours, including name-calling, threatening or shunning committed by a child or children against another child or other children. The negative acts described are not deliberately provoked by the bully victim, and for such acts to be identified as bullying, an imbalance in real or perceived power must exist between the bully perpetrator and the bully victim (Coloroso, 2002). Negative acts associated with bullying behaviour, may be direct physical or verbal actions, and/or indirect actions, such as the manipulation of friendships, mean e-mails, or the exclusion of others from activities. Examples of bullying may include, but are not limited to the following:
- Physical – kicking, hitting, pushing, taking or damaging belongings
- Verbal – name calling, insulting, threats, teasing and racist remarks
- Social alienation – gossip, excluding someone from a group
- Sexual harassment – unwelcome comments or advances of a sexual nature.

Roberts (2006) further denotes that one could consider the purposeful nature and intention to injure or make the bully victim uncomfortable to be the main markers of bullying behaviour.

1.10.2 Bully perpetrator

The bully perpetrator is viewed as a learner who engages in bullying behaviour towards other learners. Bully perpetrators usually have a need to feel powerful and in control (De Wet, 2005;

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Lyznicki et al., 2004; Maree, 2005; Smit, 2003a; Smit, 2003b). According to the above-mentioned authors, a learner prone to bullying behaviour could also be described as an individual who has never learnt to accept responsibility for his/her behaviour. Such an individual wants to enjoy the benefits of living in the adult world, but is unable and unwilling to accept the responsibilities that are prerequisites for being part of the adult world. Such an individual also denies responsibility for his/her behaviour and the consequences thereof; is unable and unwilling to recognise the effect of his/her behaviour on others; does not want to learn alternate forms of behaviour; and is unwilling to recognise that there could be better ways of behaving.

1.10.3 Bully victim

For the purpose of this study, learners who are being bullied will be referred to as bully victims. According to existing research, these learners usually tend to possess qualities such as being popular (possibly stimulating jealousy in the less-than-popular bully); competence (possibly stimulating envy in the less-than-competent bully); intelligence and intellect; honesty and integrity (possibly despised by bullies); trustworthiness, a trusting nature, conscientiousness, loyalty and dependability. They are also sensitive and are slow to anger. According to various researchers (Carney, 2000; Fekkes, Pijpers, & Verloove-Vanhorick, 2005), this is a constellation of values that also includes, among others, empathy, concern for others, respect and tolerance. Roberts (2006) also refers to other seemingly important characteristics that could increase the risk of victimisation. These include learners who are social isolates and outcasts, and children who have a transient school history, in other words, children who change schools frequently and never really form sufficient peer support networks. Other qualities include children who exhibit poor social skills, have a desire to fit in at 'any cost', and children who are defenceless and unable to defend themselves against bully perpetrators. Finally, learners who are viewed by their peers as being different might also be at risk.

1.10.4 Social transactions

Social transactions (in this study) refer to the flow of communication, particularly to the parallel unspoken psychological flow of communication that runs between individuals. For example,

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when a person acknowledges the presence of another person, either verbally or physically, a transaction takes place (Thompson & Rudolph, 2000). This implies that a social transaction (a transaction occurring between people) can be seen as a unit of human communication or a stimulus-response connection between people's ego states. Transactions can also be grouped into three categories, namely complementary transactions (a response that comes from the ego state that it addressed), crossed transactions (a response comes from the ego state NOT addressed), and covert or ulterior transactions (involving more that one ego state of each person involved in the transactions, all essentially dishonest) (Barrow, 2007; Berne, 1964; Booth, 2007; Stewart & Joines, 1987).

1.10.5 Games

In this study, the term *Games* refers to the ongoing series of social transactions that is complementary, ulterior and progressing towards a well-defined and predictable outcome. Games are played by the Parent, Adult and Child ego states, and usually have a fixed number of players that can play multiple roles. However, the word Game could be misleading (Berne, 1972), as it does not refer to, or imply fun or enjoyment. The same also applies to the word 'play'. Berne (1964) uses specialised vocabulary to describe the transactions involved in games and developed a formula to better understand how games occur, or rather to understand the flow of games:

$$C + G = R \rightarrow S \rightarrow X \rightarrow P$$

$$CON + GIMMICK = RESPONSE \rightarrow \underline{SWITCH} \rightarrow \underline{CROSS\ UP} \rightarrow \underline{PAYOFF}$$

The concepts that are most commonly used in game analysis include the following:
- *Con* – the hook which invites the person into the game (bully perpetrator)
- *Mark* – the *mark* in a game is the victim (bully victim)
- *Gimmick* – the *gimmick* is some kind of weakness in the *mark* (victim)
- *Hook* – the *gimmick* is used by the game-player to *hook* the unsuspecting *mark*
- *Switch* - the *switch* is pulled when the game-player uses some phrase that changes the direction of the transaction, *hooking* the *mark*

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- *Crossup* – at the point when the *switch* is pulled, the *crossup* occurs (that is the confusion felt by the *mark* at having been *hooked*)
- *Payoff* – the *payoff* is when the game-player enjoys having scored a point (his/her payoff) and the *mark* feels inferior (his/her payoff).

1.10.6 Hooked

As mentioned above, *hooking* occurs when the mark or victim (in this study the bully victim) has a weakness that the game-player (in this study the bully perpetrator) uses to 'catch' or 'hold on to' in order to confuse the mark. This causes the mark to feel inferior, as a result of which he develops a specific *life position* (the concept of self-worth and the worth of others that is developed based on transactions and scripts) (as discussed in the sections above).

1.10.7 Personality

The concept personality is universally used as an explanatory label for a person's observable behaviour and his/her subjectively reportable inner experience (Kaplan & Saddock, 2003).

1.11 OUTLINE OF CHAPTERS

Chapter 1 contains a discussion of the orientation and actualisation of the research problem, the problem statement, the research hypothesis and reference to the research methodology and research design. Ethical considerations were also included and will be further discussed in Chapter 3.

Chapter 2 offers an in-depth literature study on social transactions in support of the research hypothesis. The focus is mainly on Bullying and Bullying Behaviour, Personality and Transactional Analysis.

Chapter 3 offers a comprehensive description of the relevant research methodology used for the study.

Chapter 4 gives a detailed outline of the empirical data obtained from the various questionnaires used within this research study, as well as the interpretivist data, thus the themes attained through the semi-structured interviews with various participants.

Chapter 5 offers an interpretation of the empirical results as set out in Chapter 4, as well as a discussion of the research findings. The research questions are answered here.

Chapter 6 contains the conclusion, as well as a discussion of the limitations of the study and recommendations for future research.

1.12   CONCLUSION

Chapter 1 introduced the research process and provided a brief discussion of the chapters to follow. In Chapter 2, I will commence by presenting a comprehensive literature review of subject matter that relate to the study. This will include looking at relevant research pertaining to personality and bullying behaviour, as well as transactional analysis.

CHAPTER 2 - LITERATURE REVIEW

2.1 INTRODUCTION

The literature review forms an integral part of any study (Mouton, 2001), and this also applies in the case of this research project. The literature referred to in this chapter includes the most relevant topics pertaining to the research study. Furthermore, the literature review assists in the discovery of the most recent and authoritative theorising about the subject, which in this instance is bullying behaviour and related themes. Through the literature we will also determine the most widely accepted definitions of key concepts in the field. In this study there is a strong focus on personality, the theory behind Transactional Analysis (TA), and the most important concepts pertaining to bullying and bullying behaviour. All of these concepts will be discussed in more detail in this chapter.

2.2 THE BULLYING PHENOMENON

Figure 2.1: Newspaper headlines regarding recent bullying incidents

- *'Three in 10 SA pupils bullied – study' PRETORIA NEWS, July 2012*
- *'Cyber bullying affects one in four' PRETORIA NEWS, July 2012*
- *'Bullying heads list of worries for pupils' CAPE ARGUS, July 2012*
- *''n Boelie-paradys! Ouers ontsteld oor 'niemand' by skool rowwe aanval keer laaities loop deur' DIE BEELD, July 2012*
- *'Girl, 14, bullied to death', PRETORIA NEWS, June 2012*
- *'Bullied teen hangs herself' News24.com, September 2011*
- *'Evolution of the bully boys' STAR, April 2010*
- *'Bullied and taunted: teenager forced to move to new school' SUNDAY TIMES, March, 2010*
- *'Bullying hurts self-esteem' CAPE ARGUS, February 2010*
- *'Anti-bullying campaign fights to protect the weak' STAR, January 2010*
- *'Bullying a very real problem in our schools' PRETORIA NEWS, October 2009*

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> - *'I can picture the moment when a bully's victim just snapped' CAPE ARGUS, September 2009*

As reflected by recent media headlines in South Africa, issues relating to bullying in adolescence and childhood has led to widespread concern amongst parents, educators and healthcare professionals working with children. Although headlines such as the above-mentioned may heighten concern about aggressive behaviour and especially bullying, research provides substantial information about the antecedents of such bullying behaviour.

2.2.1 Bullying behaviour and the prevalence of bullying

Elliot (cited in Roland & Munthe, 1989) states that bullying behaviour in children may possibly be a 'temporary response' to change in children's lives, for example divorce (Eisenberg et al., 2005). Although bullying as a result of such a change is worrisome, it can be dealt with by helping the child come to terms with the cause, or by teaching him/her more effective ways of coping with bullying behaviour. It has often been suggested (De Wet, 2005; Lyznicki, McCaffree, & Robinowitz, 2004; Maree, 2005; Smit, 2003a; Smit, 2003b) that children who resort to bullying behaviour might do so because they feel insecure, inadequate, humiliated and stupid.

For many years, bullying has been viewed as normal and harmless behaviour. However, research conducted over the past two decades in particular (Andreou, 2001; De Wet, 2005; Maree, 2005; Smit, 2003a; Smit, 2003b; Ttofi & Farrington, 2012) has shown that bullying is in fact extremely harmful to both the perpetrators and the victims, as it could affect their ability to learn and be detrimental to the health of the school environment. Furthermore, such effects are likely to affect other areas of their lives beyond the classroom context. As a result of these findings, bullying has received much empirical attention in recent years (De Wet, 2005; Lyznicki, McCaffree, & Robinowitz, 2004; Maree, 2005; Roberts, 2006; Roland & Munthe, 1989; Smit, 2003a; Smit, 2003b; Sprague & Walker, 2005). Society, especially educators who deal with bullying behaviour in the course of their day, are concerned about the increasing incidence of violent acts, especially bullying, in schools (Bastsche & Knoff, 1994; De Wet,

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2005; De Wet, 2003; Glasner, 2010). A recent study conducted by Liang, Flisher, and Lombard (2007), which looked at the prevalence of bullying in 72 government schools in South Africa, found that 36.3% of all learners were involved in bullying behaviour. Of these learners, 8.6% were involved as the bully perpetrators, 19.3% as bully victims, and 8.7% as both perpetrators and victims (those that are bullied and in turn bully others). An international study (Nansel, Craig, Overpeck, Saluja, & Ruan, 2004) also showed that bullying in schools is a common international problem, with statistics varying from 9% to 54%. According to the American Psychological Society (2011), 70% of middle- and high-school learners have experienced bullying at some point in their school careers. They note that 20-40% report some involvement in bullying, either as victims or as perpetrators, during the school year, with 7-12% being persistent bully perpetrators and 5-15% being 'chronic' bully victims.

In the light of these findings and the media attention given to schools and their policies pertaining to what is described as aggressive or bullying behaviour, it is clear that it has become imperative for parents, educators and school counsellors to gain an understanding of the implications that bullying holds for children's behaviour. As a psychologist, I agree with Guerin and Hennessy's (2002) stance that it is vital to consider both the short-term and the long-term impacts of bullying, since they affect all the functioning areas of a child and/or adolescent.

According to various researchers (Bernstein & Watson, 1997; Camodeca & Goossens, 2005), supplementary to understanding the consequences of bullying, awareness of the dynamics of bullying behaviour could be an important aspect to consider. Thus, by being aware of, and tuned in to the dynamics of bullying behaviour, a better understanding can be fostered in aiding professionals to be perceptive of such behaviour and to respond by creating awareness in those who participate in bullying behaviour. Many researchers (De Wet, 2005; Lyznicki, McCaffree, & Robinowitz, 2004; Maree, 2005; Smit, 2003a; Smit, 2003b) have contributed towards our understanding of the scope of bullying behaviour. Researchers have also gone so far as to explain which personality types are predisposed to being either perpetrators or victims of bullying (Smit, 2003a), and that legal sanctions may not cure the phenomenon of bullying, even if it may succeed in preventing it in some instances (Smit, 2003b). Multiple role players, for

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example parents, educators, counsellors and educational researchers, could benefit from developing an understanding of what exactly bullying and related behaviours encapsulate.

2.2.2   Current literature on bully perpetrators and bully victims

The relevant literature on bullying points out some pertinent assumptions about bullies, for example that they are 'thugs' (Maree, 2005) whose behaviour is driven by low self-esteem (Andreou, 2000; De Wet, 2005; De Wet, 2003; Ma, Phelps, Lerner & Lerner, 2009; Maree, 2005; O'Moore & Kirkham, 2001), with a significant association between bullying and lifetime disorder behaviours (Ttofi & Farrington, 2012; Vaughn et al., 2010). Some sources describe them as aggressive (Guerin & Hennessy, 2002; Graig, Pepler & Atlas, 2000; Smith, 2004) and coming from uncaring family backgrounds (Maree, 2005; Shields & Cicchetti, 2001, Smit, 2003a; Smit, 2003b).   Research (Eisenberg, 2004; Toblin, Schwartz, Hopmeyer Gorman, & Abou-ezzeddine, 2005) has also found that a bully perpetrator's aggressive behaviour has been viewed as a successful strategy for reaching instrumental goals which, in TA terms, could be referred to as the 'pay-off'. Menesini, Melan, and Pignatti's (2000) view is supported by Dodge (cited in Toblin et al., 2005), who also emphasises the idea that a bully's aggressive behaviour could be viewed as 'an effective social strategy for reaching instrumental goals'. This, according to Dodge, means that the behaviour is not in fact aggressive, but is rather emotionally charged.

While several authors report a recent increase in bullying behaviour observed at schools internationally (Andreou, 2001; Gomba & Tsai, 2012; Olweus, 1993; Reynolds, 2003), other studies point out that the phenomenon of bullying behaviour among school-going children and youth has existed for centuries (Green, 2007). Statistics based on research conducted on the bullying experiences of high-school learners suggest that this type of behaviour has been a common problem in many parts of the world for some time. Studies conducted in various countries have revealed the following regarding percentages of learners at schools involved in bullying behaviour: USA, 2007, 17%; Canada, 1999, 20%; Australia, 1996, 29% males and 18% females; and South Africa, 2007, 19%. A study undertaken by Viadoro (2003) attempted to expose the psychosocial environment of the school as being a critical factor in the development

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of the dynamics of abuse, along with two other factors, namely the interactional patterns of the abuser and that of the abused.

Bully victims are viewed as differing from other children in respect of personality, behaviour and social/cognitive skills. Zins, Elias, and Maher (2007) state that a bully victim's personality shows a tendency to be submissive in relationships and to use passive coping techniques, as well as a tendency to repeat behaviours that result in victimisation.

A link has also been established between children's personality traits and emotional regulation (Lengua, 2002). Fox and Calkins (2003) maintain that it is critical to understand not only what children convey to situations that require emotion-regulation in the way of personality differences, but also how their parents and peers respond to these personality factors. Contreras, Kerns, Weimer, Gentzler, and Tomich's (2000) research findings indicate that emotion-related regulation mediates relations of socialisation variables, such as attachment, parental expression of emotion, and nurturant/response sensitivity to parental temperament/personality or to social competence. This links with TA (as will be discussed in more detail in Section 2.4 below), since the way others 'respond' to the child could be viewed in terms of social transactions and psychological games (which is explained in the sections below).

2.2.3   Bullying within the school context

When taking into account an interpersonal dynamic approach to bullying, the importance of giving consideration to characteristic bullying behaviour and the personality traits of bullies becomes apparent. When these aspects are categorised, parents, educators, and the like can utilize this information in such a manner that it could perhaps aid in understanding why and where this behaviour occurs. Parents and educators should note the importance of being able to distinguish between the various types of bullying victims in order to help them develop an understanding of victim behaviour. Once victim and perpetrator behaviour have been identified, the urgency of addressing bullying behaviour at school level becomes an issue. As stated by Donald, Lazarus, and Lolwana (2002) and endorsed by Guerin and Hennessy (2002), discussion should focus first of all on addressing bullying behaviour and its impact, and on the requirements of legislation policies relevant to bullying. I agree that these aspects deserve attention, especially

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in a school setting requiring specific levels of discipline, since the above-mentioned aspects may all impact on the discipline in the school environment.

Attempts to define bullying and identify children who bully have received widespread attention, especially in the field of developmental research (Guerin & Hennessy, 2002; Jongsma, Peterson, & McInnis, 2003; Maree, 2005; Pretorius, 1998; Thompson & Rudolph, 2000; Walsh, 2005). Consequently, there is a growing realisation that bullying, in some instances described as a type of social aggression displayed in various social contexts (Guerin & Hennessy, 2002), has become a great concern in South African social context, with the most popular context in all probability being the school setting (Horton, 2011). Researchers such as Lyznicky, McCaffree, and Robinowitz (2004), and Smith (2004) suggest that schools have the longest tradition of research-related studies on the topic of bullying. In particular, Dan Olweus, a Norwegian scholar, has set the benchmark for defining and describing bullying behaviour, as well as setting guidelines for intervention in a school setting, when such behaviour should occur (Olweus, 1996; Olweus, 1995; Olweus, 1994; Olweus, 1993; Olweus, 1991; Olweus, 1978; Olweus & Limber, 2010).

A great deal of research has focused on the establishment of anti-bullying policies in school settings (Andreou, 2001; Lyznicky et al., 2004; Pugh & Chitiyo, 2012; Rigby & Johnson, 2005; Smith, 2004). The debate surrounding this topic centres mainly on anti-bullying work on broader school climate issues, as well as relationships in school, rather than specifically on bullying, or on the interaction and transactions that occur between the perpetrator and the victim of bullying. Recent work related to anti-bullying interventions and/or programmes builds on the work and theories of Dan Olweus (1991), as mentioned previously. His school-based intervention programme, implemented in Norway, was one of the first to be evaluated by systemic research and was found to have a great impact on the school and classroom environment, as well as on educators, learners and parents (Newman-Carlson & Horne, 2004). Olweus demonstrated through his project that bully/victim problems could be reduced in a systemic environment such as the school. Since Olweus's research was conducted in Norway, with its unique cultural and educational setting, it is not generalizable to other contexts and populations. In essence, Olweus's programme focused mainly on using a *whole-school* approach.

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The whole-school approach is based on the assumption that bullying is a systemic problem, and that the intervention must be directed at the entire school context rather than at individual bully-perpetrators or bully-victims only (Lyznicky et al., 2004; Newman-Carlson & Horne, 2004). I believe that the advantage of the whole-school approach is that it shuns away from the potentially problematic stigmatisation of either bullies or victims of bullying, as is necessary in order to avoid labelling when working in a school setting. Although such an approach offers some unique advantages, the underlying dynamics of the behaviour is not addressed (Camodeca & Goossens, 2005; De Wet, 2005; Maree, 2005; Pugh & Chitiyo, 2011). Educators and policy makers could apply the knowledge acquired through this research project within their school context in order to effectively address the dilemma of bullying in schools.

In the section above, the emphasis was on the importance of a better understanding of bullying behaviour within the school systems in order to be able to identify such behaviour. In the section below I turn the focus to the educators' role with regard to the bully phenomenon.

2.2.4 Literature on educators' beliefs about bullying behaviour

Chang (2003) explains that educators' attitudes and beliefs regarding students' behaviour were first documented by Wickman in the 1920s. He states that this and later work on the issue of educators' attitudes suggest that educators influence the behaviour of students through their interpretations of institutional values and expectations. As the only authority figures within classrooms, educators have a direct influence on the degree to which different behaviours are enforced or inhibited. However, Boulton (1997) states that educators often resent and try to stop bullying behaviour and often empathise with the victims, trying to protect them (Craig, Henderson & Murphy, 2000), leaving the perpetrators to fend for themselves – possibly more often than not in indifferent ways. A study by Gomba and Tsai (2012) demonstrates that teachers, on average, deal with two bullying incidents per day, and that such incidents occurs at nearly every grade level, with verbal bullying being the most common form of bullying behaviour.

In her thesis entitled 'Teacher perceptions concerning bullying and victimization', Walsh (2005) stresses the importance of teachers taking cognizance of the severity of bullying. She refers to a

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study completed by Frank Barone (cited in Walsh, 2005), in which he states that many school administrators, parents, and teachers tend to view bullying as a harmless 'rite of passage' that all children come to face and learn to conquer or ignore. Therefore, bullying seldom seems to be recognised as a serious problem and more often than not goes unreported by school personnel (De Wet, 2003; Walsh, 2005). A survey conducted by Drecktrah and Blaskowski (2003) found that school personnel's perception of bullying differed from how it was perceived by students. This finding could be considered to indicate that school personnel might not recognise the extent of the bullying problem that students face at school, be it as victims or perpetrators. Other authors (Chang, 2003; De Wet, 2003; Graig et al., 2000; James et al., 2008; Walsh, 2005) also suggest that educators within the school system have a core responsibility for dealing with bullies and bullying behaviour. In the light of the above-mentioned statement, one comes to realise that educators' attitudes could also inform policies on anti-bullying behaviour in schools. It might then become imperative for educators to have a clear and consistent attitude towards either bully victims or bully perpetrators for intervention to be effective in the case of both victim and perpetrator within the school environment.

Research done by Townsend-Wiggins (2001) revealed that educators' understanding of bullying, and of relational bullying in particular, was limited. Because educators play a role in the daily lives of students, which includes recognising and responding to bullying incidents and implementing programmes, an understanding of bullying behaviour could become essential in comprehensively dealing with the bullying problem (Chang, 2003; De Wet, 2003; Graig et al., 2000; Mishna, Scarcello, Pepler, & Wiener, 2005; Walsh, 2005;).

In studying educators' views on bullying, Siann, Callaghan, Lockhart, and Rawson (1993) concluded that ambiguity and educators' own subjective responses to incidents could be inherent in bullying. The majority of the educators that participated in this study were themselves bullied as children. Some educators also believed that they became bullies because they had been bullied. The participating educators remembered feelings of sadness, nervousness and fear, as well as feeling ashamed. They described the loss of self-esteem as a result of being bullied as especially painful. However, the majority refrained from disclosing to anyone as a result of their shame, or because they had convinced themselves that the bullying was 'not really that bad'.

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Several educators also believed that their experiences made them more aware of the covert nature of bullying, as well as the need to watch out for signs of bullying in order to encourage students to disclose victimization (Mishna et al., 2005). This could imply that educators might be biased towards the victim and might see the bully as the one who is exclusively at fault (Camodeca & Goossens, 2005). James et al. (2008) point out that teachers especially play an extremely important role in the management of bullying, above all by modelling appropriate behaviours, but also by dealing with bullying between students.

2.2.5 Psychological health and bullying

In the previous section, light was shed on the importance of dealing with bullying in the school system. Bullying behaviour refers to either being a victim of bullying or being an active bully and is associated with a greater risk of psychological and/or physical health problems. The question to be considered is whether it is the child or adolescent prone to bullying behaviour, or the victim that suffers the most psychological harm.

In the majority of cases, both parents and psychologists often perceive only the symptoms related to bullying. In essence it is the children that are being bullied that are more likely to suffer from health conditions such as sleeping problems, headaches, stomach aches, bedwetting and depression, and who often experience suicidal thoughts (Carney, 2000; Fekkes, Pijpers, & Verloove-Vanhorick, 2005). Rigby (2001) expands on this statement by asserting that learners who are continuously bullied are more likely to report physical and mental health problems as a result of being victimised. The possibility arises that active bullying could more likely be associated with higher levels of childhood depression, as well as emotional and behavioural problems in childhood. Bechtoldt and Schmitt (2010) also state that one of the most common long-term consequences of bullying as a stressor is depression, which results from the victims' self-perceived inability to end the systematic harassment. They thus suggest that victims of bullying who develop depression are prone to self-serving attributions when they reflect on their experiences. In the light of the previous statement, this research study could also add to the existing body of knowledge regarding the addressing of this assumption.

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Smit (2003a) proposes that the negative effects of childhood bullying could result in legal and criminal problems in the adult years. Maree (2005) elaborates on Smit's view by adding that bullying may then have both long- and short-term negative educational psychological side effects on either the bully perpetrator or, as stated, on the bully victim. These effects impact negatively on the child's ability to create and maintain meaningful relationships, which might escalate further into adulthood.

It appears as if bullies tend to be more aggressive than their peers and are more likely to display 'hot' temperaments. By taking a child's temperament into consideration as an additional risk or protective factor, a significant increase can be achieved in respect of the ability to predict that child's adjustment to the particular situation. Another way of understanding this notion is that variables in respect of temperament, particularly self-regulation, may play an important role in identifying vulnerable or resilient children in situations where bullying occurs. It has been found that there is a link between children's personality traits and their emotional regulation (Lengua, 2002). Fox and Calkins (2003) maintain that it is critical to understand not only what children convey to situations that require emotion-regulation in the way of personality differences, but also how children's parents and peers respond to these personality factors. This also links with TA, seeing that the way others 'respond' to the child could be viewed in terms of social transactions and psychological games (which are explained in the sections below). Rothbart and Bates (1998) also documented that temperament might relate to adjustment, as suggested by Fox and Calkins (2003). The results based on Contreras, Kerns, Weimer, Gentzler, and Tomich's (2000) research hold that emotion-related regulation has been found to mediate relations of socialisation variables, such as attachment, parental expression of emotion and nurturant/response sensitivity to parental temperament/personality or to social competence.

By definition then bullies are possibly inclined to view their aggression and bullying behaviour as positive and as a way to achieve power and influence in their peer environment (Olweus in Smith, 2004). A bully might therefore be characterised as having an aggressive personality pattern and a tendency to react aggressively in various situations; having little control over emotional and behavioural responses; and having a positive attitude towards violence (Menesini, Melan, & Pignatti, 2000). Results based on research done by Toblin et al. (2005) also suggest

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that children who react aggressively are more likely to show impaired regulation of anger and a tendency to attribute hostile intent to peers in ambiguous social situations. This brings me to the conclusion that such impairment of anger regulation may be the result of factors such as temperament (mentioned earlier) and parental influences. Parental influences (to be discussed below), with specific reference to attachment, have a significant impact on children's behaviour since this is the only form of modelling a child receives for appropriate emotional and behavioural patterns.

The above section attempts to provide us with more clarity regarding the question of whether it is the bully or his/her victim that suffers the most psychological harm where bullying behaviour comes into play. It appears that uncertainty still exists in this regard, which can provide a basis for further research.

The next section pertains to the influence of various role-players in children's behaviour that might influence the child's healthy development, as explained and described in the sections above.

2.2.6 Relational influences on bullying behaviour

Since time began, people in the entertainment industry, be it songwriters, scriptwriters, singers and actors have tried to make sense of behaviour and why people act the way they do. Often the themes and plots of such stories reflect what is observed in everyday life/the social context. Songs and movies also show us how these artists try to make sense of feelings such as love, happiness, anger and jealously, or imagine how different situations would play themselves out, such as divorce, death and friendships. In the sections below, I will use knowledge gained through the entertainment industry and grounded research to draw a comparison between how people impact on each other's lives in order to foreground various role players in the life of a child that is prone to bullying behaviour.

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2.2.6.1 Parental influences

In the 2006 Oscar-winning movie, Cinderella Man, we observe how a father's decisions impact upon the lives of his family, especially that of his son. In the closing scenes of the movie the father implores his son not to deal with problems in an aggressive manner despite the fact that that is exactly the example he had set for him. This film reflects on the idea that, over and above playing a meaningful part in their children's emotional development, parents can play a significant role in determining whether their child will become a school bully. Parents are seen as their children's attachment figures, and also as teachers in cognitive and emotional expertise who instruct their children in the use of expression, appraisals and regulation strategies, as mentioned in the literature (Von Salisch, 2001). Parents also provide children with the necessary support when they lack the means to cope effectively or feel overwhelmed. The underlying principle here is that along with providing children with a model for behaviour, parents serve (or are presumed to serve) as models for a child's emotional coping and the regulation of emotions.

Despite the above-mentioned important underlying principles, parental influences, with specific reference to attachment, have a great impact on children's behaviour since this is the only form of modelling a child receives for appropriate emotional and behavioural patterns (Toblin et al., 2005). In addition to being their children's attachment figures and teachers in cognitive and emotional expertise, as mentioned above, research (Shields & Cicchetti, 2001; Smit, 2003a; Smith, 2004) has also shown that child-rearing methods impact on whether a child would or would not display bullying behaviour at school or in any other social setting. It appears to be more likely that victims of bullying will come from over-protective or enmeshed families (Smith, 2004). Greef (2004) concludes that learners who are exposed, either directly or indirectly, to the high levels of violence and crime in South Africa could exhibit more aggressive and victimising behaviour in the school setting. His theory is supported by research implemented by Farrington (cited in Tonry & Morris, 1993), who found that violent homes are among the highest risk factors for the development of antisocial behaviour such as bullying.

Developmental theories (Shields & Cicchetti, 2001) suggest that there is an association between care-giving experiences during early childhood and peer interactions in later childhood.

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However, attachment theory suggests that children internalise the most important aspects of care-giving relationships with parents or primary caregivers, which could influence their behaviour in relationships with peers later on. A link has also been established between attachment and peer relationships, but no mechanisms have yet been identified that account for this link. Contreras et al. (2000) found that constructive coping (in situations related to bullying) was related to both attachment and peer competence. Constructive coping mediates the association between attachment and peer competence, which suggests that the regulation of emotion is one of the mechanisms that account for attachment-peer links.

2.2.6.2 Influences of educators

In his 1989 book (turned into a movie), Dead Poets' Society, the author Tom Schulman portrayed how educators, to a great extent, could play a pivotal role, not only in terms of academic potential, but also in the emotional and psychological development of their learners. This can be observed in classrooms globally. It would appear then that educators (and parents, as indicated above) play a meaningful role in interventions aimed at anti-bullying behaviour. Educators, as well as parents, often dismiss bullying as a common part of childhood and adolescence (Elinoff, Chafoulias, & Sassu, 2004). De Wet (2003) elaborates on Elinoff et al.'s view of this misconception by adding that learners often hear their parents and educators voice the remarks such as 'Being bullied is part of growing up', 'You need to stand up for yourself', or even 'You need to toughen up' and 'Don't be so sensitive'. I am of the opinion that through perpetuating this misconception, parents and educators may greatly underestimate the harm that such behaviour could cause. If educators and parents are to intervene at an appropriate level, it is essential that they know how this should be done, and also that they know which family factors are likely to influence children's bullying behaviour. By means of psychological assessment and intervention, the psychological factors that have an influence on bullying behaviour the parents also gain awareness of such behaviour (Kruger & Nel, 2005; Olweus & Limber, 2010; Rodkin & Hodges, 2003).

Children that have been or are still being bullied tend not to tell their teachers about it. In the majority of cases teachers who are aware of bullying taking place try to stop the victimization,

but this often has no effect and may even aggravate the bullying (Fekkes, Pijpers, & Verloove-Vanhorick, 2005). Leff, Kupersmidt, Patterson, and Power (1999), propose that younger learners may not be competent enough to produce proper observations about the social world around them. They tend to be more egocentric, focusing more on what happens to themselves (Greef, 2004). Consequently, learners in the lower grades in primary school might not be as aware of bullying amongst peers in the classroom, which means that bullying is not likely to be reported by learners other than those being bullied. Even when victimisation is addressed, the problem is not dealt with effectively as the victim is attended to, but the bully receives no specialised attention. Therefore, with regard to active bullying, neither educators nor parents would necessarily talk to children who bully about their bullying behaviour. When children themselves have the skills to facilitate their own emotions and reactions to bullying, or to being bullied, victimization may diminish amongst learners so that less intervention by educators will be required.

However, meticulous attention still needs to be given by educators and parents jointly to create an environment in which children are encouraged to talk more about their bullying experiences and are helped to understand their behaviour in order to learn more effective ways of dealing with bullying incidents. Once more effective communication exists between educators and parents (since children tend to speak more openly about bullying to their parents, rather than to their teachers), the problem could be addressed in the appropriate manner.

In addition to all the aspects (mentioned thus far) that impact developmentally on a child's ability to sustain bullying behaviour by way of emotional regulation, brain development and processes will now be briefly considered.

2.2.7   Other factors that influence behaviour

2.2.7.1 Brain development

Apart from the behavioural example parents set for their children and the impact that educators have at school, many other factors also impact developmentally on a child's ability to sustain

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bullying behaviour through means of emotional regulation, such as temperament and brain development. In terms of brain development, Panksepp (1998, p. 14) states that:

> A series of basic emotional processes arises from distinct neurobiological systems and everyday emotional concepts such as anger, fear, joy, and loneliness are not merely the arbitrary taxonomic inventions of non-critical thinkers. These brain systems have several common characteristics. The core function of emotional systems is to coordinate many types of behavioural and physiological processes in the brain and body.

Panksepp points out that we should never forget the significance of brain functioning when considering behaviour patterns that are associated with emotional processes. Through research conducted by Davidson, Putnam, and Larson (2000), it was determined that emotion is normally regulated in the human brain by a complex circuit consisting of the orbital frontal cortex, the amygdale, the anterior cingulated cortex and several other interconnected regions. These researchers state that impulse aggression and violence arise as a consequence of faulty emotion regulation and that the prefrontal cortex receives a major serotonergic projection, which is dysfunctional in individuals who show impulsive violence. Therefore, individuals that are prone to faulty regulation of negative emotion are at risk for violence and aggression. I agree that education specialists tend to dismiss the important role of brain functioning with regard to behaviour.

Since bullying has a negative effect on children's psychological and physical health, it is important that healthcare professionals, teachers and parents have a good understanding of what bullying behaviour entails so that they will be able to take action to prevent or intervene with regards to such behaviour. In addition to knowing the effects and impact of bullying, be it on the victim or the bully, the problem still remains how to effectively deal with this universal phenomenon. Many a researcher (Andreou, 2001; Lyznicky, McCaffree, & Robinowitz, 2004; Olweus, 1978; Rigby & Johnson, 2005; Smith, 2004) has attempted to determine which factors could be added to a programme in order for it to be effective.

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This section then concludes that parents, educators and peers all have an important part to play in children's lives.

2.2.7.2 Popularity and bullying

In a 2004 pop-culture movie (one of many) called Mean Girls, scripted by Rosalind Wiseman, we observe the struggle of being unpopular, and how children and adolescents will try almost anything to be popular. This quest for popularity has become common in many schools and settings across the world where children are reminded daily that being popular is 'cool', and this struggle to attain popularity with the 'in' crowd could affect a child's levels of social competence. Some researchers assume that children's social behaviour is influenced by their social competence. Wardin and Mackinnon (2003) found that pro-social children appear to be significantly more popular and also show greater empathic awareness than either bullies or victims than other role groups. Their study revealed that peers most frequently rejected bully victims. Peers may also consider pro-social behaviour (sharing, being helpful and kind, etc.) as behaviour that will diminish their popularity. Jealousy may play a role here. Likewise, aggressive and destructive behaviours (anti-social behaviours) are also frowned upon by peers. Contrary to this, bullies that are referred to as relational bullies who might also display such anti-social behaviours have been accorded controversial and even popular status. It seems that such popularity may reflect their ability to manipulate not only their victims' psychological state, but also the approval of their supporters (Salmivalli, 2010; Warden & Mackinnon, 2003).

Eisenberg and colleagues (Eisenberg, Wentzel, & Harris, 1998) support the contribution of emotion processes (levels of emotionality and under- or over-regulation of emotion processes) to social behaviour. Children who exercise control over their emotions are more likely to exhibit sympathetic and pro-social behaviours, whereas aggressive children, including children who bully, may exhibit poorer regulation of their emotions. The regulation of their emotions by individuals includes a process that will influence the emotions that they experience, when they experience them, and how they are experienced and expressed (Gross, 1998).

Recent literature pertaining to relevant issues about bullying was discussed above. The following sections will focus mainly on personality theory, more specifically on Transactional Analysis, as this is the main theory applied in this research study.

2.3   PERSONALITY

As briefly mentioned above, the link between personality traits and social transactions might lie within the notion that our personality traits influence the way we interact with other individuals or behave towards them. Cattell (1989) maintains that personality traits are evident in a set of attitudes, preferences, social and emotional reactions, and habits. He furthermore states that each trait has its own history, and is derived from a complicated interaction between inherited nature and what has been learnt through experience. Traits have a pervasive effect on nearly every aspect of an individual's overall functioning, as well as on his or her way of 'being' in the world. The aspects of personality on which this research study will focus, are discussed in detail below.

A great deal of theory exists to explain personality and personality development (Hooks, Watts, & Cockcroft, 2002; Meyer, Moore, & Viljoen, 1997). While most personality theories have been developed by psychotherapists, other theories have also emerged from systemic studies conducted on large numbers of people (Meyer et al., 1997). Some psychologists believe that a person's personality is determined mainly by experiences, with specific reference to experiences within the family (Aron, 2002). A study of numerous texts and textbooks on personality theories reveal that world-wide more than thirty different personality theories exist, each with its own supporters. Meyer et al. (1997, p. 15) define a personality theory as follows:

> A personality theory is the outcome of a purposeful, sustained effort to develop a logically-consistent conceptual system for describing, explaining and/or predicting human behaviour.

Research done by Salmivalli and colleagues (1998) revealed that personality factors may contribute to the stability of bully-victim participant roles over time. They investigated these peer-group dynamics and identified six different roles children tend to play in bully-victim situations. These roles include Bully, Victim, Reinforcer of the Bully, Assistant of the Bully,

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Defender of the Victim and Outsider. Their research thus indicated that bullying could be viewed as a group activity in which children might participate differently according to intrinsic personal characteristics (Salmivalli et al., 1999).

According to De Bolle and Tackett (2013), decades of research have uncovered five basic personality factors (the 'Big Five' personality traits) that emerge frequently and consistently upon analyzing the personality traits most commonly used in psychological questionnaires to describe people. These factors of personality are generally known as Neuroticism (N), Extraversion (E), Openness to Experience (O), Agreeableness (A) and Conscientiousness (C). These authors furthermore state that researchers have also examined the link between personality and bully-victim problems by using other personality measures than those that draw directly on the 'Big Five'.

De Bolle and Tackett (2013) investigated the relationship between bullying and victimization, and personality traits. In line with previous studies they found that bullying and victimization 'typically' show negative associations with Agreeableness and Conscientiousness, and that being victimized shows an added negative association with Emotional Stability. However, in their introduction they point out that although personality types may be more helpful to practitioners in identifying children that are at risk for bullying and victimization, they have rarely been studied in relation to bullying and victimization. Other results from this study include that children characterized by low Benevolence and low Conscientiousness, together with low Extraversion and low Emotional stability were more prone to both bullying behaviour and victimization, and may be perceived as being difficult.

From research conducted by Tani, Greenman, Schneider and Fregoso (2003), it becomes apparent that the so called 'Pro-Bullies' were lower in Agreeableness (preoccupation with one's own goals and interests, and lacking in sympathy for others), which supports literature reporting that bullies are prone to solving interpersonal problems through aggressive strategies (Slee, 1993), manipulating and taking advantage of victims. Tani et al. (2003, p. 140) assume that "this personality trait might underlie these aggressive, manipulative tendencies." The above authors also point out that victims might be more inclined than other children to be 'emotionally

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unstable'. They refer to the finding that indicates increased emotional instability, and how this complements previous research findings according to which victimized (and rejected) children have difficulty regulating their emotions (Shields & Cicchetti, 2001), which puts them at risk for further victimization by their peers (Schwartz, Proctor, & Chien, 2001). Furthermore, a study conducted by Menesini, Camodeca and Nocentini (2010) shows that in the case of males, the dimension of emotional instability was associated with both bullying and victimization. This supports Caspi, Roberts and Shiner's (2005) suggestion that emotional instability comprises two dimensions: anxious-distress and anger-distress. Menesini et al. (2010) then hypothesized further that the anger dimension could account for involvement as a bully, whereas the anxiety component is possibly connected to victimization.

Research focused on the adjustment of bullies (Scholte, Engels, Overbeek, De Kemp & Haselager, 2007) showed that bullies tend to be more rejected and less popular, and display more antisocial, aggressive and disruptive behaviour than non-involved children, whereas research on the adjustment of victims revealed that they tend to be more socially isolated and rejected, have fewer friends, are likely to be more submissive in their interactions with peers and show overt signs of helplessness and distress.

Research conducted in the areas of personality and cyber-bullying (Wilton & Campbell, 2011) show conflicting findings surrounding the characteristics of bullies. They are either depicted as cool and confident or are referred to as being depressed and anxious. Frisen, Holmqvist and Oscarsson (2008) state that personal characteristics could include the need to feel tough, overcoming low self-esteem, or avoiding being bullied themselves.

Research regarding the characteristics of cyber-bullies suggests that they are more likely to lack feelings of sympathy and compassion towards their victims as they are not in direct contact with them. They are also harder to trace and therefore less likely to have to face the consequences of their actions (Strom & Strom, 2005).

Research undertaken on personality and adolescents (Bester & Schnell, 2004; Hasking, 2007; Jones, Schulze, & Sonnekus, 2005; Pretorius, Van den Berg, & Louw, 2003; Pulki et al., 2003;

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Sutherland & Shepherd, 2002) appears to have focused on the association between personality and criminal behavioural patterns. This includes personality traits that cause a predisposition towards certain addictions, such as alcohol or substance abuse (Bester & Schnell, 2004; Pretorius et al., 2003), as well as a predisposition towards certain risk behaviours (Bester & Schnell, 2004; Hasking, 2007; Pulki et al., 2003; Sutherland & Shepherd, 2002). Other researchers (Renaud, Berlim, McGirr, Tousignant, & Turecki, 2008) have focused on the link between personality traits in adolescents and depression or suicide risks. Many researchers attempt to explain adolescent behaviour by focusing on biologically based personality theories.

As mentioned earlier, the main theory chosen for this study is TA. As a theory of personality, TA gives us a picture of how people are structured psychologically (Stewart & Joines, 1987), which is also implied by the above definition of personality. In this study, however, the focus will be mainly on the personality profiles of the participants as a point of departure to determine the transactions that occur between them, in order to identify the games that bully perpetrators and bully victims play. This research study adds to the body of knowledge, since very little or no research has yet been done on bullying and social interactions with specific reference to TA analysis and TA Games. A detailed discussion of the theory of TA will follow.

2.4   TRANSACTIONAL ANALYSIS

In current literature pertaining to Transactional Analysis and bullying, the focus is more specifically on the workplace (Moreno-Jiménez, Rodríguez-Muñoz, Moreno, & Garrosa, 2007; Saunders, Huynh, & Goodman-Delahunty, 2007), on offenders (Dumdoff, 2005), and on the field of nursing (Booth, 2007; Booth & Manning, 2007). My literature search has revealed a lack of useful literature on the topic of bullying and TA at school level.

Since TA is the theory I have chosen to apply to explain the research findings, it is of the utmost importance to consider the reflections of Eric Berne, the father of TA theory, on social transactions. In developing this theory, Berne considered the possibility of ego states affecting each set of transactions that flow from interpersonal interactions between people (Stewart & Joines, 1987).

2.4.1 Transactions

Transactions can be defined as the flow of communication or, more specifically, the unspoken psychological flow of communication that is exchanged between people and ego states as a mixture of behaviours, thoughts and feelings that individuals experience and manifest in their personalities at any given time.

Bully perpetrators and bully victims interact with each other in specific ways. One could say that because there are interactions between them, certain social transactions occur when bully perpetrators interact with bully victims. TA was originally a theory that was rooted in Sigmund Freud's theory of psychoanalysis (Thompson & Rudolph, 2000). However, a subsequent shift in attention occurred, which resulted in TA looking at transactional analysis, rather than at the psycho-analysis that was applied in Freudian psycho-analytical theory. The focus is therefore more strongly rooted in the interactions that occur between people than in a psycho-analysis of the individual. Sills (2007) states that despite the strong psychoanalytic roots of TA theory, it is used predominantly as a more cognitive-behavioural tool, especially in therapeutic settings.

TA can thus be described as a theory relating to personality (Berne, 1961; Berne 1964; Berne, 1972; Sills, 2007; Stewart, 1996; Thompson & Rudolph, 2000), with personality being defined as a set of characteristics owned by an individual, which exclusively influences that individual's cognitions, motivations or behaviours in different situations (Ryckman, 2004). Besides being a theory of personality, TA also illustrates how individuals are structured psychologically and uses the ego-state model to aid our understanding of how individuals function and express themselves through their own behaviour.

2.4.2 The Ego-state Model

The Ego-state Model consists of the Parent-Adult-Child or PAC trio, which is considered to be the foundation of Transactional Analysis Theory. This implies that as human beings each of us has an internal model of parents, children and adults, and we replay these roles in our relationships with one another. We even tend to do this with ourselves, in our personal internal conversations (Barrow, 2007; Berne, 1964). When individuals interact, they tend to engage from

one of these three different ego states, thus an ego state reflects a specific way of thinking, feeling and behaving. As an individual, one can behave from a Parent ego state, a Child ego state or an Adult ego state. All our actions therefore come from one of these three ego states (Temple, 1999).

Figure 2.2: Berne's ego-state model (http://changingminds.org/explanations/behaviors/ta.htm)
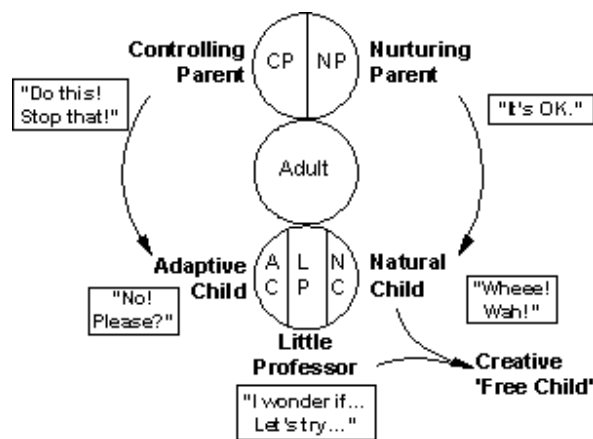
Figure 2.2, as adapted from Harris (1996) & Berne (1964), also found on http://changingminds.org/explanations/behaviors/ta.htm, depicts the intricate relationships and transactions that occur within the various ego-states. Over the last few decades considerable research has been done on the validity of the PAC model (Dusay, 1972; Loffredo, Harrington, Munoz, & Knowles, 2004; Rowan & Cooper, 1999). Although various researchers added to Berne's (1972) original three ego states in an attempt to increase reliability and construct validity, Berne's original three largely constitute a wise, useful, intuitive choice that is still most often named as the reason why individuals interested in TA find transactional analysis useful. This then remains a good reason for maintaining them as the 'flagship concepts'. But what do these terms actually mean? How can the PAC model be defined? (Berne 1961; Booth, 2007; Booth & Manning, 2006; Hund, 2004; Sills, 2007; Stewart & Joines, 1987; Thompson & Rudolph, 2000; Wilson, 2006)

The first ego state is the *Parent* ego state, which includes the *Nurturing Parent* who is caring and concerned, wants to nurture and promote growth, keep the Child safe and calm him/her when

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he/she is troubled, as well as the *Controlling or Critical Parent,* which is the part of the personality that criticises or finds fault and controls. This parent might also have a negative intent, using the child as a whipping boy. The second ego state, according to Berne's model, is the *Adult.* This is the part of the personality that expresses free knowledge, and rational thought, neither trying to neither control nor react. The Adult also prefers to express logic and reasoning. This ego state might also imply the 'ideal self' or ideal ego state, and learning to strengthen the Adult is one of the main goals of using TA. While an individual is in the Adult ego state, he/she is focussed towards achieving an appraisal of reality. According to Berne (1964), the Adult state is essential for survival. Thirdly, we have the *Child.* This is an ego state in which individuals revert to behaving, feeling and thinking as they did during their childhood. The Child is divided into three types: the *Natural or Free Child* that acts impulsively, is self-loving, and pleasure seeking; the *Adaptive Child,* that is characterised by passivity and compliance to authority (the Adaptive Child reacts to the world around him by either changing himself to fit in, or by rebelling against the forces that he feels). The Adaptive Child is the one who modifies his behaviour under Parental influence. He behaves the way his parents want him to behave, compliantly or precociously, even adapting to the point of withdrawing or whining. In this case the Parental influence is a cause, and the adapted Child an effect (Berne, 1964). Lastly the *Little Professor,* which is the inquisitive and exploring child who is always trying out new things. The Little Professor is creative and clever, always planning to get the Child whatever it wants.

It is also important to consider that there is no universal ego state, and that each state is individually manifested for each person. Ego states also do not correspond directly to thinking, feeling and judging, as these behaviours are present in every ego state (Stewart & Joines, 1987).

2.4.3   Game analysis

In their daily lives, most individuals learn how to play *Games.* Here the term Games refers to the on-going series of complementary or ulterior transactions that progress towards a predictable outcome (Berne, 1964; Thompson & Rudolph, 2000). All games can be seen as being dishonest, and are therefore not 'fun'. Berne (1964) believes that the overall advantage of playing games is their stabilising or homeostatic functions. Homeostasis can be defined as the tendency of an

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individual to maintain an internal psychological balance by regulating his own intra-psychic processes. The essential aspect of games is that they are crooked or covert exchanges of strokes. A game can thus be described as a recurring series of covert transactions with a beginning, a middle, an end and a payoff, with the payoff being a hidden advantage that motivates the players to participate (Harris, 1967). Game analysis deals with identifications of these transactions that occur between individuals. In analysing TA games, Berne (1964) developed a formula to better understand how games occur, or rather the flow of games:

$$(C + G = R \rightarrow \underline{S \rightarrow X \rightarrow P})$$

CON + GIMMICK = RESPONSE $\rightarrow$ <u>SWITCH $\rightarrow$ CROSS UP $\rightarrow$ PAYOFF</u>

Another version of Berne's concepts of game analysis (Zalcman, 1990) emphasises the fact that games have the ability to undermine the stability of a relationship. *Strokes* are the main motivation for games and could often turn an honest transaction into a game. A stroke is defined as a unit of contact or recognition that is essential to an individual's life and is one of the most important activities in which people regularly engage (Steiner, 2007). Stroking may be employed informally to point out any act implying acknowledgement of another's presence. A stroke then may be used as the fundamental unit of social interaction, and the exchange of strokes constitutes a transaction (Berne 1964). Therefore stroking can be viewed as the recognition that one person gives to another. Woollams and Brown (1979,) go even further and distinguish between external and internal strokes, with external strokes being defined as strokes received from other individuals and internal strokes as the essentially solitary and internal ways of satisfying stimulus hunger, such as old memories, new fantasies or ideas and movement.

Racket feelings can be defined as substitute feelings for strokes. As a child, one realises that certain feelings are prohibited and others permitted, and in adulthood one may at times cover one's authentic feelings with the feelings that were permitted in one's childhood. A person then might employ stereotyped sequences of behaviour to 'justify' experiencing racket feelings (Stewart, 1996). If two people are involved in a process that involves exchanging ulterior complementary transactions, but neither one switches ego states, they can be said to be 'Racketeering' (the process of exchanging familiar and 'safe' strokes from a familiar role).

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Rackets can therefore be described as learned patterns of behaviour and can be viewed as the negative payoff for repetitive patterns of behaviour (Stewart & Joines, 1987). A racket could also be described as an internal or external process by which individuals interpret or manipulate their environment as they justify a 'Not OK', or discounted positions (Woollams & Brown, 1979).

Another aspect of games and rackets is that both are learned systems that are substitute ways of obtaining strokes, and both require a discounting of the self or another person (Woollams & Brown, 1979). A *discount* is described as either a lack of attention, or negative attention that causes either emotional or physical hurt. Someone who receives a negative stroke gets the message, 'You're not OK', and is therefore left feeling discounted.

The question that has to be answered is: 'Why the need to play games?' By playing TA games, individuals tend to satisfy their stroke and excitement needs (James, 1973). They satisfy their need to structure their time and to maintain predictable patterns of behaviour, and by being involved in games, players are likely to avoid responsibility and intimacy. An important role for games is to keep others around for strokes when the racketeering process is running out. However, games also seem to hold certain advantages for those involved. It appears that the following advantages add to the payoff of playing games:

- *Biological advantage:* gaining attention and stimulation, which are essential for our wellbeing
- *Existential advantage:* Confirming the life position
- *Internal psychological advantage:* Defending against internal fears and old unwanted feelings
- *External psychological advantage:* the avoidance of a feared situation by playing the game
- *Internal social advantage:* Providing players with pseudo-intimacy
- *External social advantage:* This relates to the opportunity to talk to others about the game outside of the game.

Woollams and Brown (1979) list nine different reasons why they think individuals might want to participate in games. These include:

- To structure time

- To acquire strokes (as described in the section above)

- To maintain one's own frame of reference

- To collect stamps

- To confirm parental injunctions and further the life script

- To maintain the person's life position by 'proving' that self and others are not-OK

- To provide a high level of stroke exchange while blocking intimacy and maintaining distance

- To 'make' people predictable

- To keep others around when racket strokes are running out.

2.4.3.1 Roles

Roles is yet another term relevant to games. A role is something that Carl Jung calls a persona, but it is less opportunistic and more deeply rooted in the individual's fantasies. A person's role is approved by people by way of stroking. It is also important to note that ego states are not roles but phenomena. Sometimes a player's the ego state corresponds to his role, and sometimes not (Berne, 1964). Roles form part of what Karpman (1968) describes as the *Drama Triangle*, which implies a shift of the representations of self and another person between the roles of rescuer, persecutor and victim. He states that in real life all individuals, like the heroes in fairy tales and in the theatre, start off as in the role of a rescuer, a victim, or a persecutor, with the other principal figure (or antagonist) in one of the two complementary roles. When a crisis arises, the players switch roles (Liotti, 1999).

Figure 2.3: Drama Triangle
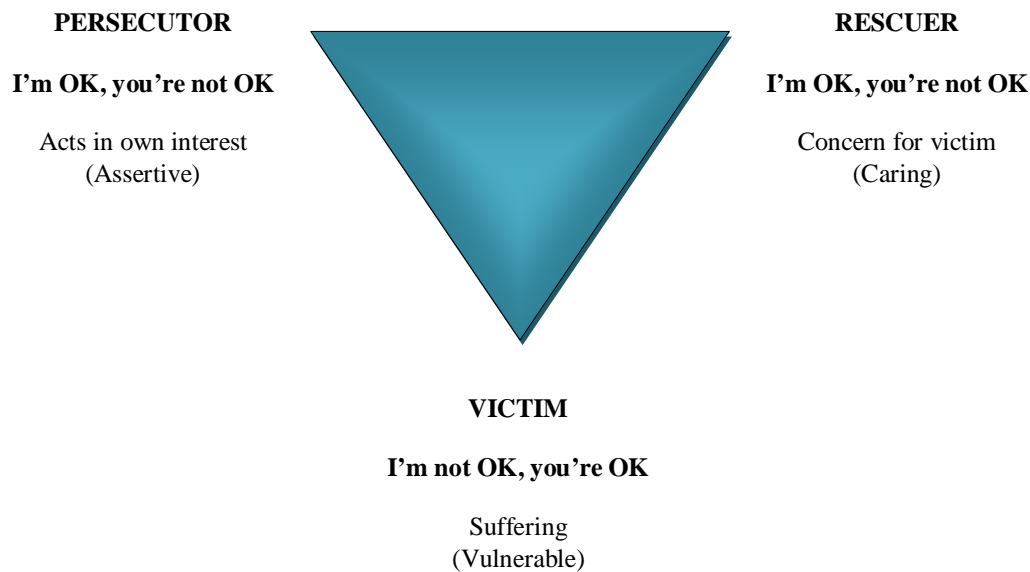
PERSECUTOR

I'm OK, you're not OK

Acts in own interest
(Assertive)

RESCUER

I'm OK, you're not OK

Concern for victim
(Caring)

VICTIM

I'm not OK, you're OK

Suffering
(Vulnerable)

The *persecutor* operates from the psychologically and emotionally competitive dysfunctional power position of 'I am OK, you are NOT OK'. Characteristics include finding fault, being critical, often feels inadequate, leadership by infusing threats. They abuse power over another by knowing better. A person assumes the *rescuer* role when having the need to try to help and rescue those around him/her. They seem to ever be in the position of I'm only trying to help you, and is thus always working hard to help other people, and tend to be lonely. Rescuers 'save' others, instead of empowering them. Individuals assuming a victim role, act as if incompetent, and tend to be overly sensitive. Victims claim to be powerless, not accountable or responsible. They act as if their neediness is so acute that it prevents them from solving their problems, therefore they tend not to think and feel at the same time. Furthermore, individuals that assume a victim role do not use their Adult ego state for thinking and solving problems (Karpman, 1968).

2.4.4 Life positions

People develop *life positions* that, according to TA theory (also known as the 'existential position'), summarize their concepts of self-worth and the worth of others on the basis of

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transactions and scripts. We may also refer to pre-conscious life plans that direct the way life is lived out (Thompson & Rudolph, 2000). Thus the existential position is used to establish and reinforce the position that recognizes the value and worth of every person. Life positions, as illustrated by way of the OK-Corral below, include:

Figure 2.4: OK-Corral

I am not OK – You are OK *one down position* Get away from… Helpless	**I am OK – You are OK** *healthy position* Get on with… Happy
I am not OK – You are not OK *hopeless position* Get nowhere with… Hopeless	**I am OK – You are not OK** *one-up position* Get rid of… Angry

(Franklyn, 1971; Harris, 1967; James, 1973)

- *I'm okay – you're okay:* realistic expectations, good human relationships

This is probably the most healthy life position. As long as the individual's basic needs are met, he/she will remain in this position. Individuals in this position are winners and they reflect an optimistic and healthy outlook on life (Woollams & Brown, 1979).

- *I'm not okay – you're okay:* powerlessness, withdrawal, depression

This position is referred to as the *depressive* position and is the most familiar position amongst individuals in society (Woollams & Brown, 1979). If a young person's needs are not met, the young person more often than not decides that it is his/her fault and that he/she is inferior, ugly, or inadequate. Depression, guilt, fear, and distrust of others typically accompany this position. Such individuals generally find it difficult to accept compliments.

- *I'm not okay – you're not okay:* cannot depend on others, helpless

This is the *futility* position, which is characterised by individuals tending to throw in the towel and give up. Individuals assuming this life position have decided that no person is worthwhile or valuable (Woollams & Brown, 1979).

- *I'm okay – you're not okay:* whatever happens is someone else's fault

According to Woollams and Brown (1979), this position is essentially a defence against a more basic feeling of not being OK and is often called the *paranoid* position. Individuals in this position are often extremely distrusting and blame others for just about everything.

2.4.5   Life scripts

Since TA could also be viewed as a theory of personality (Berne, 1961; Berne 1964; Berne, 1972; Stewart, 1996), the ego-state model could facilitate our understanding of how people function and express themselves through their behaviour. As a theory of communication, TA could offer a theory for child development. TA has also led to the idea of the *Life Script*, or the story that you perceive about your own life (Stewart & Joines, 1987). This story or Life Script is influenced in part by the contextual influences to which people are exposed. Transactional analysts believe that most people are basically OK. They also believe that early in their lives, individuals come to the realisation that their lives will unfold in a predictable way, e.g. that it will be short, long, healthy, unhealthy, happy, unhappy, depressed or angry, successful or a failure, active or passive. When the conclusion is that life will be bad or self-damaging, this might be seen as their Life Script (Steiner, 1999).

2.5   CONCLUSION

A review of the above-mentioned literature reveals the reality that bullying still remains a problem to parents, educators, children and healthcare professionals. Despite all the research done on the bullying phenomenon to date, education specialists also remain interested in researching, exploring, describing, and explaining bullying behaviour. This study could target an

area of research that has seemingly not yet been addressed through the methods used within the study as described in Chapter 4.

Since current research focuses mostly on describing and explaining bullying behaviour in terms of linear patterns, I aim to add to the existing body of knowledge by making use of complex theory and non-linear system dynamics to identify behavioural and interaction patterns in children who use their aggressive tendencies and possible inability to regulate emotions. In using such means in my research, I will investigate how certain behavioural and interaction patterns emerge, since interpersonal thoughts and actions represent highly dynamic and complex phenomena. My working assumption therefore is that the identification of the personality profiles of both bully perpetrators and bully victims will provide me with an opportunity to compare and explain (in terms of TA) the various social transactions that occur between these two parties, which will then enable me to identify the games they play in terms of TA. Since in this regard there appears to be a gap in the research done on bullying and TA, I will be adding value to psychology by using these constructs.

CHAPTER 3 – RESEARCH DESIGN

3.1 INTRODUCTION

This chapter contains a detailed discussion of the research process and a comprehensive description of the relevant research methodology used within the study.

3.2 BACKGROUND TO THE STUDY

Clinicians who daily work with children, especially in school settings and as psychologists, are regularly confronted with issues relating to bullying. Since I work with children who are prone to bullying behaviour and children who fall victim to bullies, bullying behaviour has always interested me, both as a child psychologist and as a researcher concerned with childhood development. I chose to carry out a study on bullying behaviour to explain the interactions between teenagers who are prone to bullying behaviour and teenagers who fall victim to bullying by their peers in order to promote the general understanding of the behaviour of both the perpetrators and the victims, especially with regard to the interactions between them and the transactional games they play.

The motivation behind my research was thus to analyse and examine the social transactions that occur between bully perpetrators and bully victims. This exemplifies the unique relationship that defines bully perpetrators and bully victims in order to better explain (through means of transactional analysis) the games they play. In turn this could (in the future) also provide a substantial framework for developing successful intervention strategies aimed at unhooking the bully perpetrator and bully victim from the dynamics of the bully-victim relationship that arises during the games they play. As discussed in Chapter 1, in this study the term 'games' refers to the on-going series of social transactions that is complementary, ulterior, and progressing towards a well-defined and predictable outcome, as is part of Transactional Analysis theory. However, this study was aimed at fostering a better understanding among educators and professionals alike of the phenomenon of bullying, particularly in a school setting. This was done

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by recognising the psychological profile tendencies that prompt bully perpetrators and bully victims to engage in repetitive transactions in order to uncover the games they tend to play, as well as to foster an understanding of why the bully victims struggle to 'unhook' from these dysfunctional transactions.

3.3   PARADIGMATIC PERSPECTIVE AND THEORETICAL FRAMEWORK

According to Terre Blanche and Durrheim (2002, p. 36), a paradigm "acts as a perspective that provides a rationale for the research and commits the researcher to particular methods of data collection, observation and interpretation". The research design for this study is firmly embedded in a post-positivist paradigm. According to Guba and Lincoln (1994), post-positivism states that objectivity remains an ideal to be attained. Post-positivism is the chosen paradigmatic point of departure as it is able to encapsulate aspects of both quantitative and qualitative research, both of which offer valuable elements from which this study draws. This study is therefore post-positivistic and not purely positivistic, and also allows room for non-positivistic or interpretivist measures.

Furthermore, this research is strongly rooted in the theoretical framework of Transactional Analysis. Transactional Analysis, or TA as it is often called, is a theory of personality and social dynamics that was developed during the 1960s by Eric Berne (Barrow, 2007; Berne, 1961, Berne, 1964; Rytovaara, 2003) and can be described as a sophisticated yet easily understandable psychological theory about people's thinking, feelings and behaviour, and of personality, motivation and problem solving (Barrow, 2007; Steiner, 1999; Steiner, 2007; Stewart & Joines, 1987). This theory could be applied to eliminate behaviour that is dysfunctional and establish and reinforce positive relationship styles and healthy functioning. Hence, TA could also be viewed as a powerful tool to bring about overall human wellbeing. The concepts that emerge from TA provide a flexible and creative approach when one tries to understand how people function, as well as to the connections between human behaviour, learning and education (Temple, 1999). An advantage of TA theory is that TA concepts can be used with people of all ages and stages of development in their various social settings. The aim of TA is to increase personal self-sufficiency, to support people in developing their own personal and professional

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beliefs, and to enable optimum psychological health and growth. Furthermore, TA can be described as a contemporary and effective system of psychotherapy, education, organizational and socio-cultural analysis, and social psychiatry (Steiner, 2007).

By using TA as a theoretical foundation in conjunction with a post-positivist paradigm, I will therefore not only be able to describe the different personality profile trends of bully perpetrators or bully victims, but will also possibly be able to explain the different social transactions that tend to occur between them as a result of their communication. The results, when shared, could assist educators and other individuals concerned with the bully phenomenon to support bully perpetrators and bully victims in their development to become healthy human beings, and aid them in their psychological growth and health.

3.4   RESEARCH DESIGN, MODE OF ENQUIRY, METHODS AND MATERIALS

As mentioned in Chapter 1, the purpose of my research in brief was to analyse and examine the social transactions that typically occur between bully perpetrators and bully victims. The focus therefore was on descriptive research. In conducting my research, this firstly implied identifying the personality profiles of both teenagers who have displayed bullying behaviour (bully perpetrators) and teenagers who have been victims of bullying (bully victims) by use of self-reporting questionnaires, the High School Personality Questionnaire (HSPQ) and the Spann-Fisher Co-dependency Scale (also see 3.4.2.1 for a detailed description). Secondly, it implied using the identified profiles to attempt to explain, from a TA perspective, the social transactions that occur between bully perpetrators and bully victims, and lastly, using transactional analysis, accessed via personal profiling, to attempt to exemplify a possible unique relationship dynamic trend occurring between a bully perpetrator and bully victim. The link between the personality profile and social transactions might lie within the notion that our personality profiles could possibly influence the way we interact with or behave towards other individuals. This study then pays particular attention to noting crossed and ulterior transactions. These occur in dysfunctional communication dynamics between people who have different ego states, and when communication takes place simultaneously at both the overt and the covert levels (Mukhopadhyay & Saxena, 1981).

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3.4.1 Design

This research study is, at the outset, quantitative in nature, with aspects of non-positivistic or interpretivist measures. The aim and focus of quantitative research is to explain and predict human behaviour (Babbie & Mouton, 2001). In using a quantitative approach, measurement provides a quantifiable description of the research participants' performance, in other words, results are statistically quantified in terms of mean scores, correlations and covariance of variables. However, when we interpret research participants' performance, we usually also place some value or worth on it. At this point, we are going beyond description as we are attempting to answer the question: How great or small is this performance? Statistical notation allows the researcher to place some value or worth on participants' performance.

Non-positivistic or qualitative research on the other hand, is a multi-perspective approach to social interaction, aimed at describing, making sense of, interpreting or reconstructing this interaction in terms of the meanings that the subjects attach to it. Often unanticipated information can be identified through qualitative research, since the discussion is not limited by predetermined closed questions. Therefore, by using aspects of a qualitative approach in my study, I was able to gather information on how participants think, feel and act, as well as what they believe.

The research design for this study is an instrumental case study of participants who were identified either as bully perpetrators or as bully victims. Semi-structured interviews (refer to Appendix F) were administered as part of the case study and constituted an integral part of the research process.

Bless and Higson-Smith (1995) define an instrumental case study as a comprehensive in-depth investigation of a few cases. The purpose of such a study is to gain greater insight into the subject matter (Cohen et al., 2000). According to Stake's definition (Denzin & Lincoln, 2000), it is a particular case that is examined mainly to provide insight into an issue. It is further concluded that in an instrumental case study, the case is of secondary interest, playing a supportive role in facilitating our understanding of something else. Yet another definition for an

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instrumental case study (Bergen & While, 2000) states that it is a case study that is chosen to answer a particular research question, which is the underlying issue that it epitomizes, rather than the case itself, that is important. The focus of case study research, therefore, also exemplifies the study of complex social phenomena (Yin, 2003).

Eisenhardt (1989, p. 534) also affirms that "case studies typically combine data collection methods such as archives, interviews, questionnaires, and observations." Both Eisenhardt (1989) and Yin (2003) maintain that the methods used in case study research may be either qualitative or quantitative, or both, as synthesised within this research study. It is important to note that case studies should not be confused with qualitative research per se and that they can be based on any mix of quantitative and qualitative evidence.

Thus, this project represents a multi-method strategy which will combine quantitative and qualitative data. This has allowed for depth and detail in the findings. The use of this strategy is illustrated by the typology QUAN + qual, which indicates that both methods were used. The upper case *QUAN* indicates the higher priority given to the quantitative orientation, whereas the lower case *qual* indicates the lower priority given to the qualitative approach (Johnson & Onwuegbuzie, 2004; Tashakkori & Teddlie, 2003). Within the context of this study, the multi-method strategy guided the collection and corroboration of data and enhanced the credibility of the study (McMillan & Schumacher, 2001). The mode of inquiry from a quantitative perspective was descriptive, which allowed for the identification and description of the profiles of bully perpetrators and bully victims through psychometric instruments. The qualitative mode of inquiry assisted me in better understanding the transactions that occur between bully perpetrators and bully victims.

The data collection was conducted in two phases: Phase One was the quantitative phase, during which I effectively used quantitative research strategies (HSPQ and Spann-Fischer Co-dependency Scale) for the data collection that formed the basis for the personality profiling. Phase Two was the qualitative phase during which, following the administration of the questionnaires, I conducted semi-structured interviews with participants that were identified on the basis of their personality profiles as either prone to bullying behaviour or prone to being

victimised. Data that was collected during both Phase 1 and Phase 2 served as the basis for the Transactional Analysis in order to identify the transactional game. Denzin and Lincoln (as cited in De Vos, 1998) explain that qualitative research is a multi-perspective approach to social interaction aimed at describing, making sense of, interpreting or reconstructing this interaction in terms of the meanings that the subjects attach to it.

The decision in favour of using a multi-method strategy was made in the light of the fact that the research did not only follow an interpretivistic mode of enquiry, but also incorporated objective strategies for data collection.

3.4.2 Methodology

3.4.2.1 Sampling and site selection

Sample taking was done by way of multilevel mixed sampling, stratified and purposive sampling. According to Kemper, Stringfield, and Teddlie (as cited in Tashakkori & Teddlie, 2003, p. 283), "stratified purposive sampling involves dividing the purposively selected target population into strata with the goal of discovering elements that are similar or different across the subgroups". Stratified sampling was therefore used to address the problem of a non-homogeneous population "in the sense that it attempts to represent the population much better than can be done with simple random sampling" (Maree & Pietersen, as cited in Maree, 2007, p. 175). Purposive sampling was chosen since it is defined as "sampling that is done with a specific purpose in mind" (Maree & Pietersen, as cited in Maree, 2007, p. 178).

Samples were selected from a cohort of all Grade 12 learners registered at two private schools in Gauteng. The population consisted of a total of 94 male and 54 female participants. However, the numbers were limited by unwillingness on the part of some learners and their parents or guardians to participate, as well as by the number of learners that were absent on the day of the data collection. The table below illustrates the numbers of participants in the different categories.

Table 3.1 Categories of participants involved in the study

GENDER	AGE	BULLY PERPETRATORS (S_1)	BULLY VICTIMS (S_2)	UNDECIDED (S_3)	Totals
Male	18 years	13	8	27	**48**
	16-17 years	16	11	19	**46**
Female	18 years	16	19	11	**46**
	16-17 years	2	5	1	**8**
Totals		**47**	**43**	**58**	

Table 3.1 indicates the number, age and gender of the participants who were involved in the research study.

The sample was thus taken from the population (stratified), and subsequently the participants were selected on the basis of how they responded to the questionnaires administered (purposive). The participants from these two private schools were chosen for the research on account of their accessibility and also their representivity, since they fall within the adolescent range of 16 to 18 years of age, are all in Grade 12 and share the same socio-economic status. The Grade 12 learners were chosen as the majority were able to give consent for test administration. In the case of learners under the age of 18 years, consent was obtained from their parents, and assent was obtained from them.

Current literature also suggests that the phenomenon of bullying is most prevalent within the school context (Lyznicky, McCaffree, & Robinowitz, 2004; Smith, 2004). Since *all* participants were requested to complete all of the questionnaires, two samples were collected from the questionnaires; this enabled the cohort to be split into two samples. The first questionnaire administered (the self-reporting questionnaire) determined the two samples, with the first sample being the bully perpetrators and the second the bully victims. It is important to note that before I administered the self-reporting questionnaire, the participants were provided with detailed definitions (also see Appendix B) of the type of behaviour that would identify a person as either a bully perpetrator or a bully victim. The first sample (S_1) (the bully perpetrators) consisted of

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all the research participants that responded positively (i.e. YES) to questions 1 and 3 of the self-reporting questionnaire. As this was a self-report questionnaire, all the participants were required to answer all the questions.

These questions are:

- Do you think of yourself as a bully? *Yes/No*
- Do other people think of you as a bully? *Yes/No*

The second sample (S_2) (the bully victims) consisted of all the research participants that responded positively (i.e. YES) to questions 5 and 7 of the self-reporting questionnaire. These questions are:

- Do you think of yourself as a bully victim? *Yes/No*
- Do other people think of you as a bully victim? *Yes/No*

A third group (S_3) was also identified and consisted of learners who did not regard themselves as either bully perpetrators or bully victims and therefore did not fall into either of the first two categories. This information did not serve as the main data for the research project, but might shed more light on the profile of a non-perpetrator or a non-victim during future research.

3.4.2.2 Measuring instruments

Mouton (2001) states that data can be available in different formats and can have different properties. The following data-generating strategies were utilized: Analysis of the literature, implementation of a self-reporting questionnaire (Appendix B), the High School Personality Questionnaire (HSPQ) (Appendix C), the Spann-Fischer Co-dependency Scale (Appendix E) and semi-structured interviews (Appendix F).

All the participants who were available on the day completed all three questionnaires. This included participants who identified themselves as either bully perpetrators or bully victims, as well as those who did not fit into either S_1 or S_2, in other words, participants who were undecided (S_3). Seeing that the testing was voluntary and – more importantly – anonymous, all of the

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participants were asked to complete the questionnaires to avoid any form of stigma from fellow learners. The instruments were matched by a personal code that the participants wrote at the top of each questionnaire for identification. For identification purposes, this code was also written on the informed consent form.

The questionnaires were completed by all of the participants, on a day and at a time that was most convenient for both schools and did not interfere with the participants' academic schedules. This was arranged in advance.

Once the questionnaires had been completed, I analysed and interpreted the data to determine the personality profiles, i.e. S_1 (bully perpetrators), S_2 (bully victims), or S_3 (neither a bully perpetrator nor a bully victim), as indicated by the self-reporting questionnaire. After determining the personality profiles, I was able to draw various inferences in terms of the trends of transactions that occur between S_1 and S_2. Based on the factors of the HSPQ, together with the Spann-Fisher Co-dependency Scale, I could hypothesise about how bully perpetrators and bully victims exchange transactions. After identifying the patterns of transactions by comparing the ego states as found within TA theory (as mentioned in the sections above) with the HSPQ factors, I was able to form an idea of the type of games they engage in. Once the nature of the social transactions was explored, the types of games that S_1 and S_2 typically engage in were interpreted.

The figure below illustrates the different methods used, the disadvantages of using them (Creswell, 2003; Denzin & Lincoln, 2000; Patton, 2002) and the measures used to correct the disadvantages specific to this study.

Table 3.2 Methods of data collection and data capturing used during the research process

RESEARCH PROCESS		
Data collection methods	**Disadvantages**	**Corrective measures for this study**
Self-report Questionnaire (also see below)	Socially desirable responses by the participants	Discussing the importance of answering questions truthfully with the participants beforehand

	Incomplete answering of questionnaires	Allowing enough time for completion Providing closed-ended questions Immediate collection of questionnaires
High School Personality Questionnaire (HSPQ)	Instrument bias	The HSPQ is equipped with an equal number of positively and negatively keyed items in the scale.
	Socially desirable responses by the participants	Discussing the importance of answering questions truthfully with the participants beforehand Assuring them that their profiles will be used solely for research purposes
Spann-Fischer Co-dependency Scale	Little support for construct equivalence	Using the questionnaire with Grade 12 learners who are proficient in English as a second language Being present to act as a translator to rule out any uncertainties about the questions
Semi-structured interviews	Provides information in a designated place rather than in the natural field setting	Interpretive research – gaining understanding from participants' experiences, from their perspective
	Participants are not equally articulate and perceptive.	Participants with similar levels of education attending one of two private schools were approached.
	Interview data are also subject to recall error on the part of the researcher.	Used audio method to capture the data – Dictaphone

Table 3.2 illustrates the methods used during the research process. A discussion of these methods follows, as well as a description of some of the disadvantages experienced and how these were addressed.

i. Self-reporting questionnaire

The self-reporting questionnaire was designed to identify participants who were inclined to be bully perpetrators (S_1), those who were prone to being the bully victims (S_2), and those who did not regard themselves as either bully perpetrators or bully victims (S_3). The self-reporting questionnaire consisted of ten questions, all of which had to be answered by the research participants. Appendix B contains the self-reporting questionnaire as compiled by the researcher in order to identify S_1 and S_2. The construction of this questionnaire was determined by the fact that the questions were developed by the researcher for the specific purpose of identifying those participants who viewed themselves as either S_1 or S_2. A third sample consisting of learners who did not identify with categories S_1 or S_2 was also identified.

The report on a recent study undertaken by Nansel et al. (2001) states that while self-report is a universal and accepted method of measuring bullying, individual perceptions of bullying may

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vary. They, and other authors (Cornell, Sheras, & Cole, 2006; Hulsey, 2008) assert that to minimize subjectivity, students could be provided with a detailed definition of what bullying is, along with examples, to heighten the validity of the self-report questionnaire. My study therefore included a detailed definition of what bullying behaviour entails. The definition put to the participants reads as follows: Bullying behaviour is intentional, repeated hurtful acts, words or other behaviours, which include (De Wet, 2005; Lyznicki, McCaffree, & Robinowitz, 2004; Maree, 2005; Roberts, 2006; Roland & Munthe, 1989; Smit, 2003a; Smit, 2003b; Sprague & Walker, 2005):

- *Direct physical actions* like kicking, hitting, pushing, taking or damaging belongings
- *Verbal actions* like name calling, insults, threats, teasing and racist remarks
- *Indirect actions* like gossip, excluding someone from a group, manipulation of friendships, mean emails or text messages.

Since self-reporting is limited by the honesty of the respondent (Hulsey, 2008; Jupp, 2006), anonymity remains a key factor in the success of administering self-report questionnaires. This is especially true in the context of reporting on bullying behaviour. Anonymity encouraged participants to disclose information that they would otherwise not have divulged as they did not have to face the consequences of their responses.

Cantwell (1997, p. 14) concludes that "adolescent self-reports tended to produce higher estimates of psychopathology than did parental reports, particularly for diagnoses that may be classified as internalizing disorders such as major depression or anxiety disorders." Even though self-report measures have been under scrutiny due to limited evidence of their psychometric properties, they remain the main tool in identifying the prevalence of bullying behaviour in schools (Hulsey, 2008). The results of the study showed moderate reliability with middle school (69.4% correspondence) and high school respondents (74.8% correspondence), and low reliability with elementary school respondents (62.3% correspondence) in the use of self-report questionnaires as a method for collecting data on bullying.

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ii. The High School Personality Questionnaire (HSPQ)

The HSPQ was originally developed by Raymond Cattell. This questionnaire is a factor-analytically derived questionnaire for the personality assessment of individuals between the ages of 12 and 18 years. Cattell used factor analysis to uncover the deep basic traits that underlie human behaviour.

> The purpose of factor analysis is to show which variables do, in fact, interrelate – and the extent of this interrelationship. Consequently, it can be defined as a search for the hidden, deeper variables underlying, causing, or influencing an observed concomitant variation of more observable or superficial variables, and an estimate of the degree of each one's involvement (Cattell, 1989, p. 362).

The HSPQ measures 14 distinct personality traits that are imperative in terms of data needed to address and answer the various research questions of this thesis. The use of the HSPQ in this study serves an imperative purpose since the traits, as identified by the questionnaire, form the crucial link to the characteristics of the ego states as set out by TA theory. The HSPQ manual (Cattell, 1989) states that the aim of the questionnaire is to obtain the maximum amount of information on an individual on a broad spectrum of personality dimensions within the shortest possible time. This questionnaire can therefore be used to identify individuals with emotional and behavioural problems, as well as to gain a better understanding of individuals and their problems. A study conducted by Tani, Greenman, Schneider and Fregoso (2001) also supports the notion that personality traits might contribute to typical behaviour in bullying situations. Appendix C provides a description of the traits that are measured by the HSPQ.

With regard to validity, the HSPQ manual (Cattell, 1989) states that correlations between the raw scores of the HSPQ factors were calculated in the years from 1967 to 1979 for several samples, and that statistically non-significant or negative correlations were found between the factors. The absence of such clear correlations indicates what is called construct validity. Factor analyses were done during the 1989 test administration in order to investigate the consistency of the factor pattern as identified by Cattell. In this sense the corresponding second-order factor patterns over subgroups can serve as fairly good confirmation of the instrument's construct validity.

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According to the HSPQ manual, the questionnaire has been successfully used in a wide range of research projects conducted in South Africa. The HSPQ has been used more specifically to predict or to explain academic achievement, to contribute to career guidance and to evaluate various forms of behaviour. However, in this study the HSPQ is used to provide a measure of which personality types are more predisposed to bullying type behaviour, and to link the associated traits to the ego states in TA so as to identify the games these predisposed personality types engage in. However, it needs to be mentioned that during the literature review conducted, no research could be discovered for which the HSPQ was used specifically to identify personality profiles that predisposed individuals to either bully perpetrator or bully victim behaviour.

iii. Spann-Fischer Co-dependency Scale

The Spann-Fischer Co-dependency Scale (Fischer, Spann & Crawford, 1991) is a short paper-and-pencil measure of co-dependency (Appendix E). It consists of a 16-item self-reporting instrument that is used to define and measure co-dependency. Individual items are rated on a 6-point Likert scale. The key code for the Spann-Fisher Co-dependency Scale is as follows: 1 - Strongly disagree, 2 - Moderately disagree, 3 -Slightly disagree, 4 - Slightly agree, 5 - Moderately agree, 6 - Strongly agree. The development of this test was based on a definition of co-dependency as a dysfunctional pattern of relating to others with an extreme focus outside of oneself, lack of expression of feelings and personal meaning derived from relationships with others. The scores of the scale correlate with intrapersonal measures, as well as interpersonal perceptions of parenting in the family of origin. Thus, this data-gathering instrument, as seen in the light of the bully perpetrator/bully victim relationship, provided a better understanding of why the bully victim may tend to foster a co-dependent relationship with the bully perpetrator. No previous research was found for which the Spann Fisher Co-dependency scale was used to identify co-dependency in bully perpetrators or bully victims. This aspect is included in the personality profile that was interpreted as part of the data analysis phase.

iv. Semi-structured interviews

Semi-structured interviews were conducted with both male and female bully perpetrators and bully victims (See Appendix F for semi-structured interviews and Appendix G for the interview

schedule for the semi-structured interviews). By using interviews to collect information, rich and thick descriptions of their experiences could be obtained from the participants. According to Nieuwenhuis (as cited in Maree, 2007) the semi-structured interview is commonly used in research projects to corroborate data emerging from other data sources. The interview schedule defined the line of enquiry.

In this research study, the semi-structured interviews were analysed by using thematic analysis to gather themes from the data. According to Guest (2012), thematic analysis is the most common form of analysis used in qualitative research, and analysis is performed through the process of coding in six phases (Braun & Clarke, 2006) to create established, meaningful patterns. In this study, the phases in the thematic analysis process included the following: In phase one of the process, I first familiarised myself with the data through the transcription process. Re-reading the transcribed semi-structured interviews enabled me to identify possible themes, for which I generated initial colour codes during the second phase. In phase three I searched for themes among the colour codes and uncovered themes that related to statements made by the participants that corresponded with important concepts as set out by TA theory addressed in Chapter 2. Thereafter, I defined and named the themes as is illustrated in Chapter 4. After working through phases one to five, I was able to produce the final report as described in Chapter 5.

By way of interpretation, all of the above led to findings that will be discussed fully in Chapters 4 and 5.

3.5   DATA ANALYSIS AND INTERPRETATION

3.5.1   Statistical Analysis Phase

After administering the questionnaires as described in 3.4 above, data was analysed using a method of statistical analysis. According to Davis (2002, p. 6), statistics can be described as "the determination of the probable from the possible", with statistical analysis referring to a wide range of techniques used to describe, explore, understand, prove and predict on the basis of sample data sets collected from populations, using sampling strategy. The analysis was done by

the Department of Statistics of the University of Pretoria and provided to me in the form of tables and spreadsheets (also see Chapter 4 for analysis relevant to this study).

Analysis of the HSPQ factors, using SPSS, was done as part of the quantitative statistical data analysis phase. The purpose of analysing these factors were to determine which items 'belong together' in the sense that they are answered similarly and therefore measure the same dimension in factor (Pietersen & Maree, as cited in Maree, 2007). By calculating the arithmetical mean of the 14 variables contained in the HSPQ (i.e. the 14 personality factors) for S_1 (bully group) and S_2 (bully victim group) respectively, a HSPQ profile for S_1 and S_2 was obtained. Once the statistically significant similarities and dissimilarities between S_1 and S_2 were identified, the social transactions (relational functioning) that might spawn from specific variables (HSPQ factors) were identified and discussed in order to determine the dysfunctional nature of the ongoing social transactions between S_1 and S_2. Once the nature of these social transactions was known, the type of games S_1 and S_2 typically engage in was identified, as explained by Cattell (1989, p. 2):

> These personality traits are manifested in a set of attitudes, preferences, social and emotional reactions, and habits. Each trait has its own history, and is derived from a complicated interaction between inherited disposition and learning from experiences. Some traits primarily involve internal regulation of impulses and service defensive or adaptive purposes. Others are maintained by habit or are functionally autonomous. Still others seem to be stylistic responses to the pressure of inner drives. In all, they have a pervasive effect on practically every facet of a person's overall functioning and way of being in this world.

Together with the process of statistical analysis, thematic analysis also formed part of the analysis phase. Various themes that emerged from the semi-structured interviews could be used together with the data provided by the statistical analysis to interpret and document the findings, as illustrated in Chapter 4 and discussed in detail in Chapter 5.

3.5.2 Interpretation Phase

After completing the analysis phase, I interpreted the data, drawing various links in the personality adaptations as based on the personality traits, using the theory of Transactional Analysis as part of the qualitative phase of the data analysis. Once the personality profiles of the self-reported bully perpetrators and the bully victims had been identified by using the HSPQ and the Spann-Fisher Co-dependency Scale and themes had been identified during the semi-structured interviews, the profile traits were linked with the characteristics of the three ego states, as set out in Berne's theory of TA (the Parent, Adult and Child ego states, as explained in more detail in Chapter 2), as here lay the similarities where the link could be made, identifying the transactions that may typically occur between a bully perpetrator and a bully victim. An analysis of the data obtained during the semi-structured interviews also provided in-depth information regarding the type of communication that may possibly occur between the two samples. Hereafter I was able to interpret the crossed or ulterior transactions which could, hypothetically, lead to transactional games that bully perpetrators and bully victims play. This provided better insight into why a bully victim tends to get hooked by the bully perpetrator, and into the offence profile of a bully perpetrator who succeeds in hooking a bully victim. It also provided an indication of which personality profiles could be predisposed to becoming either victims or perpetrators of bullying (for the purpose of this study).

3.6   ETHICAL CONSIDERATIONS

3.6.1   Informed consent/assent

Information about the purpose of the study and details regarding the administration of the questionnaires were communicated to the participants. They were also given information in the form of a hard copy at the onset of the research. Each participant personally signed a copy of the consent form handed to him/her (see Appendix D for examples of the consent and assent forms). Participants were never deceived with regard to the purpose, process and consequences of the study. Parents of participants were also informed of the purpose and process of the study, and participants who were under the age of 18 years received consent forms to be signed by their

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parents. Besides granting consent, parents were not otherwise involved. Informed consent holds that the investigation be thoroughly communicated to the informant (Mouton, 2001). For this study, participants under the age of 18 years and their parents/guardians were told that participation was voluntary and were informed as to the research purpose, procedures, risks and benefits. They were also assured that all information would be dealt with in a confidential manner (see Appendix D). Informed consent was obtained from parents and participants of 18 years and older, and informed assent was required in the case of participants under the age of 18 years, with their parents' consent. The term informed assent describes the process whereby minors may agree to participate in research, and is therefore used to express willingness to participate in research in the case of individuals who are by definition too young to give informed consent, but who are old enough to understand the purpose of the proposed research. Assent is not sufficient for research of this nature, therefore informed consent must still be obtained from the subject's parents or guardian.

3.6.2   Privacy

The identities of the participants in the research are *not* disclosed in this study. All information obtained from them was managed in confidence and with their consent.

3.6.3   Ethical statement

As mentioned in Chapter 1, working with human beings necessitates the consideration of other specific ethical aspects. For the purpose of this study, specific ethical principles were applied during the research process, and strict adherence to the Ethics and Research Statement of the Faculty of Humanities, University of Pretoria, as referred to in Appendix A, was maintained throughout.

3.7 VALIDATION OF RESEARCH

3.7.1 Validity and reliability

Whereas validity refers to the extent to which the empirical measure sufficiently reflects the real meaning of the concept under consideration and refers to the appropriateness, meaningfulness and usefulness of specific inferences made from a test score, reliability refers to whether a particular technique, applied repeatedly to the same object, would yield the same result each time (Babbie & Mouton, 1998).

Cronbach's alpha (see Appendix H), developed by Lee Cronbach in 1951, was used as a measure of reliability during the quantitative phase of data analysis. It is referred to as a coefficient of reliability and is used as a measure of the internal consistency or reliability of a psychometric test score for a sample of participants. Internal consistency describes the extent to which all the items in a test measure the same concept or construct. It is therefore connected to the interrelatedness of the items within the particular test and should be determined before a test to ensure that validity can be employed for research or examination purposes.

In Table 3.3 below I have outlined the manner in which I aimed to ensure the validity and reliability of this research project. The term standardised, as used in the table below, refers to those tests and questionnaires that have been standardised for a certain norm population and the test results are usually expressed in terms of a norm score. The norm score of choice for this research project is a sten scale. Results are thus quantified in order to obtain a valid comparison (Naudé, 1998).

Table 3.3   Validity and reliability

Criteria	Definition	Strategies
Face Validity	Refers to what an instrument appears to measure	Using measuring instruments that are standardised
Criterion related Validity	The ability of a test to predict behavioural criteria	Using measuring instruments that are standardised
Construct Validity	A set of procedures to evaluate the validity of a measurement	Cronbach's alpha
Content Validity	The extent to which a measure covers the range of meanings	Using standardised measuring instruments

	included within the concept	
Internal Consistency Reliability	The extent to which there is intercorrelation among items	All the items are used to gather data on the bully perpetrator and the bully victim. They all aim to provide greater insight into the personality profiles of the participants involved in the study – Cronbach's alpha.

(Based on Babbie & Mouton, 1998; De Vos, 1998; Mouton, 2001)

3.7.2   Triangulation

Since the research study is both quantitative and qualitative in nature, triangulation was incorporated as part of the validation of the research. Triangulation is defined as the application and combination of several research methodologies in the study of the same phenomenon. Triangulation originated in the social sciences and has been quite commonly adopted for use in research studies in the field of Psychology and is simply the use of different methods to research the same issue with the same unit of analysis, thus cross-checking one result against another and increasing the reliability of the result. Triangulation is therefore typically a strategy (test) for improving the validity and reliability of research or the evaluation of research findings (Olsen, 2004).
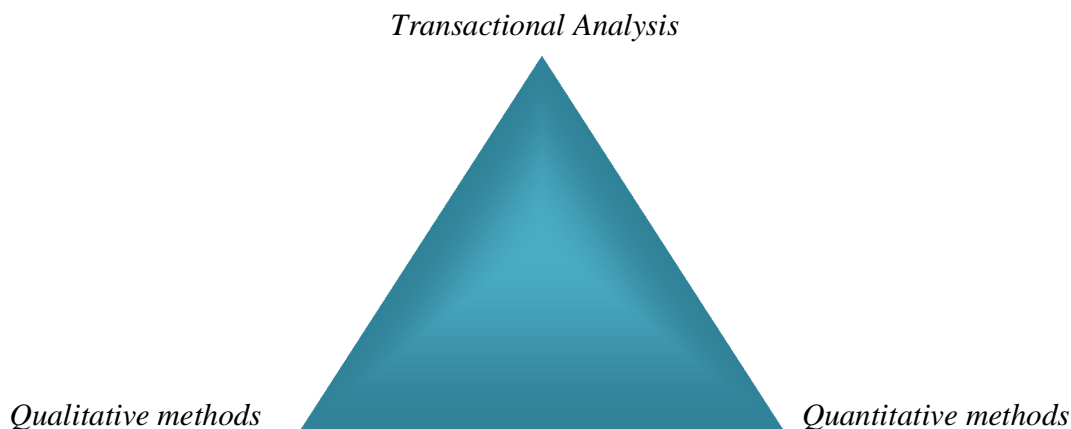
Figure 3.1: An illustration of triangulation as relevant to the research study

Golafshani (2003) asserts that the use of reliability and validity measures are common in quantitative research and has recently been reconsidered in the qualitative research paradigm. Although the ability to generalise findings to wider groups and circumstances is one of the most

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common tests of validity for quantitative research, Patton (2002) states that generalizability is one of the criteria for quality case studies, depending on the case selected and studied. In this sense the validity in quantitative research is very specific to the test to which it is applied – whereas triangulation methods are used in qualitative research. Patton (2002) also advocates the use of triangulation by stating that triangulation strengthens a study by combining various methods. This implies using several kinds of methods or data, including quantitative and qualitative approaches. Triangulation thus provides one with numerous opportunities, including uncovering unknown or unanticipated phenomena, and allows researchers to feel more confident about the validity of their results. It could also help to generate new research questions that may lead to a richer understanding of the research question (Klein & Olbrecht, 2011).

3.8   CONCLUSION

In this chapter I reflected upon the research process. Ethical considerations and the validity and reliability of the research were also discussed. In the chapters that follow, I aim to enhance the reader's understanding of the research project by presenting the results obtained during the comprehensive research described above, and finally presenting the findings.

CHAPTER 4 – RESEARCH FINDINGS

4.1   INTRODUCTION

This chapter contains the raw data and results obtained by applying the various research methods. Since this study is post-positivistic and not purely positivistic, it also allowed room for interpretivist measures, as achieved through means of semi-structured interviews conducted with various participants. As mentioned in Chapters 1 and 3 of this thesis, this research project consists of two phases: Phase One is more descriptive in nature, consisting of the <u>quantitative</u> (*QUAN*) data that emerged from the research in terms of identifying the personality profiles of both teenagers who have displayed bullying behaviour (bully perpetrators) and teenagers who have been victims of bullying (bully victims) by using a self-report questionnaire, the High School Personality Questionnaire (HSPQ) and the Spann-Fisher Co-dependency Scale. Phase Two consists of the <u>qualitative</u> (*qual*) data, using the identified profiles together with the semi-structured interviews done by means of an instrumental case study of participants who were identified either as bully perpetrators or bully victims. This data is used to explain, from a TA perspective, the social transactions that occur between bully perpetrators and bully victims, together with the personality profiling to exemplify a possible unique relationship dynamic occurring between a bully perpetrator and bully victim, is used to identify the various transactional games they play, as will be discussed in more detail in Chapter 5.

Therefore, by using TA as a theoretical foundation in conjunction with a post-positivist paradigm, I aim to describe the different personality profiles of bully perpetrators and bully victims and to explain the social transactions that occur between them as a result of their communication.

4.2   PHASE ONE – QUANTITATIVE DATA

During this phase data was captured by using of the three questionnaires mentioned in Chapters 1 and 2. The findings of these questionnaires are now discussed in more detail:

4.2.1 Similarities and discrepancies in the personality profiles of bully perpetrators:

The results of the self-report questionnaire yielded 47 self-identified bullies, of which 29 were male and 18 female (refer to Table 3.1). The population consisted of a total of 94 male and 54 female participants. Table 4.1 below illustrates the results obtained in respect of similarities between the personality profiles of the above-mentioned self-reported bully perpetrators (S_1) by applying the High School Personality Questionnaire. The table illustrates both the sten scores and the significant frequencies obtained from the data. Sten scores range from 1 to 10, with a score between 4 and 7 being within the average range. Scores between 1 and 3 are low, whereas scores between 8 and 10 are viewed as high. The sten scores in the tables are presented by using frequencies, together with percentages, with the meaning and interpretations discussed in more detail in Chapter 5.

Table 4.1: HSPQ personality profile S_1 (N=47)

Factors	Low score description	1		2		3		4		5		6		7		8		9		10		High score description	Factors
A-	Reserved	0	0%	1	2.1%	0	0%	7	14.9%	4	8.5%	9	19.1%	9	19.1%	5	10.6%	7	14.9%	5	10.6%	Outgoing	**A+**
B-	Less intelligent	0	0%	1	2.1%	2	4.3%	4	8.5%	12	25.5%	**14**	**29.8%**	0	0%	10	21.3%	1	2.1%	3	6.4%	More intelligent	**B+**
C-	Affected by feelings	0	0%	4	8.5%	3	6.4%	5	10.6%	**9**	**19.1%**	5	10.6%	8	17.0%	7	14.9%	3	6.4%	3	6.4%	Emotional stable	**C+**
D-	Phlegmatic temperament	2	4.3%	3	6.4%	8	17.0%	6	12.8%	4	6.4%	**12**	**27.7%**	3	6.4%	2	4.3%	7	10.6%	0	4.3%	Excitable	**D+**
E-	Submissive	0	0%	0	0%	2	4.3%	1	2.1%	4	8.5%	10	21.3%	**14**	**29.8%**	5	10.6%	6	12.8%	5	10.6%	Dominance	**E+**
F-	Desurgency (sober)	0	0%	2	4.3%	2	4.3%	2	4.3%	7	14.9%	8	17.0%	7	14.9%	8	17.0%	**9**	**19.1%**	2	4.3%	Surgency	**F+**
G-	Superego weakness	5	10.6%	5	10.6%	7	14.9%	6	12.8%	**12**	**25.5%**	4	8.5%	4	8.5%	3	6.4%	0	0%	1	2.1%	Superego strength	**G+**
H-	Shy	0	0%	1	2.1%	3	6.4%	5	10.6%	3	6.4%	9	19.1%	5	10.6%	**13**	**27.7%**	5	10.6%	3	6.4%	Adventurous	**H+**
I-	Tough-minded	0	0%	3	6.4%	5	10.6%	7	14.9%	**10**	**21.3%**	7	14.9%	4	8.5%	7	14.9%	2	4.3%	2	4.3%	Tender-minded	**I+**
J-	Zestfulness	0	0%	2	4.3%	4	8.5%	7	14.9%	3	6.4%	8	17.0%	**10**	**21.3%**	6	12.8%	5	10.6%	2	4.3%	Individualism	**J+**
O-	Self-assured, placid	0	0%	9	19.1%	2	4.3%	**12**	**25.5%**	11	23.4%	5	10.6%	4	8.5%	4	8.5%	0	0%	0	0%	Guilt proneness, apprehensive	**O+**
Q2-	Group-dependency	2	4.3%	2	4.3%	2	4.3%	**17**	**36.2%**	5	10.6%	9	19.1%	3	6.4%	5	10.6%	1	2.1%	1	2.1%	Self-sufficiency	**Q2+**
Q3-	Weak self-sentiment integration, lax	4	8.5%	1	2.1%	9	19.1%	4	8.5%	**14**	**29.8%**	10	21.3%	2	4.3%	1	2.1%	1	2.1%	1	2.1%	High strength of self-sentiment, controlled	**Q3+**
Q4-	Relaxed, composed	0	0%	0	0%	7	14.9%	1	2.1%	7	14.9%	**18**	**38.3%**	7	14.9%	6	12.8%	1	2.1%	0	0%	Tense, driven, irritable	**Q4+**

Sten Scores (Frequencies and percentages)

Tables 4.2 and 4.3 below illustrate the discrepancies between the HSPQ profiles of male and female bully perpetrators (S_1):

Table 4.2: HSPQ personality profile S_1 (N=29 males)

Factors	Low score description	Sten Scores (Frequencies and percentages) 1		2		3		4		5		6		7		8		9		10		High score description	Factors
A-	Reserved	0	0%	1	3.4%	0	0%	4	13.8%	2	6.9%	**8**	27.6%	3	10.3%	4	13.8%	3	10.3%	4	13.8%	Outgoing	A+
B-	Less intelligent	0	0%	1	3.4%	1	3.4%	1	3.4%	7	24.1%	**9**	**31.0%**	0	0%	8	27.6%	1	3.4%	1	3.4%	More intelligent	B+
C-	Affected by feelings	0	0%	4	13.8%	1	3.4%	4	13.8%	**8**	27.6%	4	13.8%	2	6.9%	4	13.8%	2	6.9%	0	0%	Emotional stable	C+
D-	Phlegmatic temperament	1	3.4%	0	0%	4	13.8%	6	20.7%	1	3.4%	**7**	**24.1%**	3	10.3%	2	6.9%	3	10.3%	2	6.9%	Excitable	D+
E-	Submissive	0	0%	0	0%	1	3.4%	1	3.4%	4	13.8%	6	20.7%	**8**	**27.6%**	3	10.3%	5	17.2%	1	3.4%	Dominance	E+
F-	Desurgency (sober)	0	0%	2	6.9%	2	6.9%	2	6.9%	**5**	**17.2%**	4	13.8%	4	13.8%	4	13.8%	**5**	**17.2%**	1	3.4%	Surgency	F+
G-	Superego weakness	5	17.2%	1	3.4%	4	13.8%	4	13.8%	**7**	**24.1%**	4	13.8%	1	3.4%	2	6.9%	0	0%	1	3.4%	Superego strength	G+
H-	Shy	0	0%	0	0%	2	6.9%	5	17.2%	1	3.4%	**7**	24.1%	5	17.2%	6	20.7%	3	10.3%	0	0%	Adventurous	H+
I-	Tough-minded	0	0%	2	6.9%	2	6.9%	4	13.8%	4	13.8%	**5**	**17.2%**	3	10.3%	5	17.2%	2	6.9%	2	6.9%	Tender-minded	I+
J-	Zestfulness	0	0%	2	6.9%	1	3.4%	**5**	**17.2%**	0	0%	**5**	**17.2%**	**5**	**17.2%**	4	13.8%	**5**	**17.2%**	2	6.9%	Individualism	J+
O-	Self-assured, placid	0	0%	5	17.2%	2	6.9%	6	20.7%	**7**	**24.1%**	4	13.8%	2	6.9%	3	10.3%	0	0%	0	0%	Guilt proneness, apprehensive	O+
Q2-	Group-dependency	2	6.9%	2	6.9%	1	3.4%	**11**	**37.9%**	1	3.4%	5	17.2%	3	10.3%	2	6.9%	1	3.4%	1	3.4%	Self-sufficiency	Q2+
Q3-	Weak self-sentiment integration, lax	1	3.4%	1	3.4%	5	17.2%	1	3.4%	**11**	**37.9%**	6	20.7%	2	6.9%	1	3.4%	1	3.4%	0	0%	High strength of self-sentiment, controlled	Q3+
Q4-	Relaxed, composed	0	0%	0	0%	2	6.9%	0	0%	3	10.3%	**12**	**41.4%**	6	20.7%	5	17.2%	1	3.4%	0	0%	Tense, driven, irritable	Q4+

Table 4.3: HSPQ personality profile S_1 (N=18 females)

Factors	Low score description	Sten Scores (Frequencies and percentages)																			High score description	Factors
		1		**2**		**3**		**4**		**5**		**6**		**7**		**8**		**9**		**10**			
A-	Reserved	0	0%	0	0%	0	0%	3	16.7%	2	11.1%	1	5.6%	**6**		1	5.6%	4	22.2%	1	5.6%	Outgoing	**A+**
B-	Less intelligent	0	0%	0	0%	1	5.6%	3	16.7%	**5**	**27.8%**	**5**	**27.8%**	0	0%	2	11.1%	0	0%	2	11.1%	More intelligent	**B+**
C-	Affected by feelings	0	0%	0	0%	2	11.1%	1	5.6%	1	5.6%	1	5.6%	**6**	**33.3%**	3	16.7%	1	5.6%	3	16.7%	Emotional stable	**C+**
D-	Phlegmatic temperament	1	5.6%	3	16.7%	4	22.2%	0	0%	2	11.1%	**6**	**33.3%**	0	0%	0	0%	2	11.1%	0	0%	Excitable	**D+**
E-	Submissive	0	0%	0	0%	1	5.6%	0	0%	0	0%	4	22.2%	**6**	**33.3%**	2	11.1%	1	5.6%	4	22.2%	Dominance	**E+**
F-	Desurgency (sober)	0	0%	0	0%	0	0%	0	0%	2	11.1%	4	22.2%	3	16.7%	4	22.2%	4	22.2%	1	5.6%	Surgency	**F+**
G-	Superego weakness	0	0%	4	22.2%	3	16.7%	2	11.1%	**5**	**27.8%**	0	0%	3	16.7%	1	5.6%	0	0%	0	0%	Superego strength	**G+**
H-	Shy	0	0%	1	5.6%	1	5.6%	0	0%	2	11.1%	2	11.1%	0	0%	**7**	**38.9%**	2	11.1%	3	16.7%	Adventurous	**H+**
I-	Tough-minded	0	0%	1	5.6%	3	16.7%	3	16.7%	**6**	**33.3%**	2	11.1%	1	5.6%	2	11.1%	0	0%	0	0%	Tender-minded	**I+**
J-	Zestfulness	0	0%	0	0%	3	16.7%	2	11.1%	3	16.7%	3	16.7%	**5**	**27.8%**	2	11.1%	0	0%	0	0%	Individualism	**J+**
O-	Self-assured, placid	0	0%	4	22.2%	0	0%	**6**	**33.3%**	4	22.2%	1	5.6%	2	11.1%	1	5.6%	0	0%	0	0%	Guilt proneness, apprehensive	**O+**
Q2-	Group-dependency	0	0%	0	0%	1	5.6%	**6**	**33.3%**	4	22.2%	4	22.2%	0	0%	3	16.7%	0	0%	0	0%	Self-sufficiency	**Q2+**
Q3-	Weak self-sentiment integration, lax	3	16.7%	0	0%	4	**22.2%**	3	16.7%	3	16.7%	4	**22.2%**	0	0%	0	0%	0	0%	1	5.6%	High strength of self-sentiment, controlled	**Q3+**
Q4-	Relaxed, composed	0	0%	0	0%	5	27.8%	1	5.6%	4	22.2%	**6**	**33.3%**	1	5.6%	1	5.6%	0	0%	0	0%	Tense, driven, irritable	**Q4+**

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Table 4.4 on the next page illustrates the results as gathered from S_1 by using the Spann-Fisher Co-Dependency Scale. The key code for the Spann-Fisher Co-dependency Scale is as follows:

1 - Strongly disagree

2 - Moderately disagree

3 - Slightly disagree

4 - Slightly agree

5 - Moderately agree

6 - Strongly agree

These tables illustrate the frequencies and percentages of participants' responses regarding co-dependency. The results are discussed in more detail in Chapter 5.

Table 4.4: Spann-Fisher Co-dependency Scale – S_1 (N=47)

	Questions	1		2		3		4		5		6	
1.	It is hard for me to make decisions.	11	23.4%	**17**	**36.2%**	3	6.4%	10	21.3%	3	6.4%	3	6.4%
2.	It is hard for me to say 'no.'	11	23.4%	**12**	**25.5%**	3	6.4%	11	23.4%	8	17.0%	2	4.3%
3.	It is hard for me to accept compliments graciously.	**13**	**27.7%**	12	25.5%	6	12.8%	10	21.3%	2	4.3%	4	8.5%
4.	Sometimes I almost feel bored or empty if I don't have problems to focus on.	**24**	**51.1%**	7	14.9%	2	4.3%	10	21.3%	2	4.3%	2	4.3%
5.	1 usually *do not* do things for other people that they are capable of doing for themselves.	7	14.9%	5	10.6%	**14**	**29.8%**	10	21.3%	7	14.9%	4	8.5%
6.	When I do something nice for myself I usually feel guilty.	**21**	**44.7%**	12	25.5%	3	6.4%	5	10.6%	4	8.5%	2	4.3%
7.	1 *do not* worry very much.	**13**	**27.7%**	12	25.5%	8	17.0%	3	6.4%	6	12.8%	5	10.6%
8.	I tell myself that things will get better when the people in my life change what they are doing.	7	14.9%	7	14.9%	3	6.4%	10	21.3%	8	17.0%	**12**	**25.5%**
9.	I seem to have relationships where I am always there for them but they are rarely there for me.	10	21.3%	**11**	**23.4%**	9	19.1%	9	19.1%	8	17.0%	0	0%
10.	Sometimes I get focused on one person to the extent of neglecting other relationships and responsibilities.	8	17.0%	5	10.6%	4	8.5%	12	25.5%	12	25.5%	6	12.8%
11.	I seem to get into relationships that are painful for me.	**19**	**40.4%**	8	17.0%	3	6.4%	5	10.6%	8	17.0%	4	8.5%
12.	I don't usually let others see the 'real' me.	10	21.3%	**14**	**29.8%**	3	6.4%	3	6.4%	10	21.3%	7	14.9%
13.	When someone upsets me I will hold it in for a long time, but once in a while I explode.	**12**	25.5%	7	14.9%	6	12.8%	7	14.9%	4	8.5%	11	23.4%
14.	I will usually go to any lengths to avoid open conflict.	3	6.4%	10	21.3%	11	23.4%	8	17.0%	11	23.4%	4	8.5%
15.	I often have a sense of dread or impending doom.	**23**	**48.9%**	7	14.9%	4	8.5%	4	8.5%	7	14.9%	2	4.3%
16.	I often put the needs of others ahead of my own.	8	17.0%	8	17.0%	4	8.5%	**19**	**40.4%**	6	12.8%	2	4.3%

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Tables 4.5 and 4.6 below illustrates the discrepancies between male and female S_1 profiles on the Spann-Fisher Co-dependency Scale:

Table 4.5: Spann-Fisher Co-dependency Scale – S_1 (N=29 males)

	Questions	1		2		3		4		5		6	
1.	It is hard for me to make decisions.	4	13.8%	9	31.0%	3	10.3%	9	31.0%	2	6.9%	2	6.9%
2.	It is hard for me to say 'no.'	6	20.7%	5	17.2%	2	6.9%	7	24.1%	**8**	**27.6%**	1	3.4%
3.	It is hard for me to accept compliments graciously.	7	24.1%	**9**	**31.0%**	4	13.8%	6	20.7%	1	3.4%	2	6.9%
4.	Sometimes I almost feel bored or empty if I don't have problems to focus on.	**11**	**37.9%**	4	13.8%	1	3.4%	9	31.0%	2	6.9%	2	6.9%
5.	1 usually *do not* do things for other people that they are capable of doing for themselves.	3	10.3%	3	10.3%	**10**	**34.5%**	6	20.7%	5	17.2%	2	6.9%
6.	When I do something nice for myself I usually feel guilty.	**13**	**44.8%**	7	24.1%	3	10.3%	2	6.9%	3	10.3%	1	3.4%
7.	1 *do not* worry very much.	9	31.0%	7	24.1%	5	17.2%	1	3.4%	3	10.3%	4	13.8%
8.	I tell myself that things will get better when the people in my life change what they are doing.	4	13.8%	5	17.2%	3	10.3%	6	20.7%	5	17.2%	6	20.7%
9.	I seem to have relationships where I am always there for them but they are rarely there for me.	5	17.2%	**8**	**27.6%**	6	20.7%	5	17.2%	5	17.2%	0	0%
10.	Sometimes I get focused on one person to the extent of neglecting other relationships and responsibilities.	3	10.3%	3	10.3%	2	6.9%	9	31.0%	9	31.0%	3	10.3%
11.	I seem to get into relationships that are painful for me.	**11**	**37.9%**	4	13.8%	2	6.9%	3	10.3%	6	20.7%	3	10.3%
12.	I don't usually let others see the 'real' me.	4	13.8%	**10**	**34.5%**	2	6.9%	2	6.9%	5	17.2%	6	20.7%
13.	When someone upsets me I will hold it in for a long time, but once in a while I explode.	6	20.7%	3	10.3%	4	13.8%	6	20.7%	1	3.4%	**9**	**31.0%**
14.	I will usually go to any lengths to avoid open conflict.	2	6.9%	4	13.8%	5	17.2%	6	20.7%	**9**	**31.0%**	3	10.3%
15.	I often have a sense of dread or impending doom.	**15**	**51.7%**	4	13.8%	1	3.4%	3	10.3%	5	17.2%	1	3.4%
16.	I often put the needs of others ahead of my own.	5	17.2%	4	13.8%	3	10.3%	**8**	**27.6%**	8	27.6%	1	3.4%

Table 4.6: Spann-Fisher Co-dependency Scale – S_1 (N= 18 females)

	Questions	1		2		3		4		5		6	
1.	It is hard for me to make decisions.	7	38.9%	**8**	**44.4%**	0	0%	1	5.6%	1	5.6%	1	5.6%
2.	It is hard for me to say 'no.'	5	27.8%	**7**	38.9%	1	5.6%	4	22.2%	0	0%	1	5.6%
3.	It is hard for me to accept compliments graciously.	**6**	**33.3%**	3	16.7%	2	11.1%	4	22.2%	1	5.6%	2	11.1%
4.	Sometimes I almost feel bored or empty if I don't have problems to focus on.	**13**	**72.2%**	3	16.7%	1	5.6%	1	5.6%	0	0%	0	0%
5.	1 usually *do not* do things for other people that they are capable of doing for themselves.	4	22.2%	2	11.1%	4	22.2%	4	22.2%	2	11.1%	2	11.1%
6.	When I do something nice for myself I usually feel guilty.	**8**	**44.4%**	5	27.8%	0	0%	3	16.7%	1	5.6%	1	5.6%
7.	1 *do not* worry very much.	4	22.2%	**5**	**27.8%**	3	16.7%	2	11.1%	3	16.7%	1	5.6%
8.	I tell myself that things will get better when the people in my life change what they are doing.	3	16.7%	2	11.1%	0	0%	4	22.2%	3	16.7%	**6**	**33.3%**
9.	I seem to have relationships where I am always there for them but they are rarely there for me.	**5**	**27.8%**	3	16.7%	3	16.7%	4	22.2%	3	16.7%	0	0%
10.	Sometimes I get focused on one person to the extent of neglecting other relationships and responsibilities.	**5**	**27.8%**	2	11.1%	2	11.1%	3	16.7%	3	16.7%	3	16.7%
11.	I seem to get into relationships that are painful for me.	**8**	**44.4%**	4	22.2%	1	5.6%	2	11.1%	2	11.1%	1	5.6%
12.	I don't usually let others see the 'real' me.	**6**	**33.3%**	4	22.2%	1	5.6%	1	5.6%	5	27.8%	1	5.6%
13.	When someone upsets me I will hold it in for a long time, but once in a while I explode.	**6**	**33.3%**	4	22.2%	2	11.1%	1	5.6%	3	16.7%	2	11.1%
14.	I will usually go to any lengths to avoid open conflict.	1	5.6%	6	33.3%	6	33.3%	2	11.1%	2	11.1%	1	5.6%
15.	I often have a sense of dread or impending doom.	**8**	**44.4%**	3	16.7%	3	16.7%	1	5.6%	2	11.1%	1	5.6%
16.	I often put the needs of others ahead of my own.	3	16.7%	4	22.2%	1	5.6%	**8**	**44.4%**	1	5.6%	1	5.6%

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4.2.2   Similarities and discrepancies in the personality profiles of bully victims:

The results from the self-reporting questionnaire yielded 43 bully victims, of which 19 were male and 24 female. The population consisted of a total of 94 male and 54 female participants. The results obtained through the High School Personality Questionnaire revealed certain similarities in the personality profiles of self-reported bully victims (S_2), as illustrated in Table 4.7 below:

Table 4.7: HSPQ-personality profile – S_2 (N=43)

Factors	Low score description	1		2		3		4		5		6		7		8		9		10		High score description	Factors
A-	Reserved	2	4.7%	6	14.0%	2	4.7%	6	14.0%	4	9.3%	6	14.0%	5	11.6%	5	11.6%	5	11.6%	2	4.7%	Outgoing	**A+**
B-	Less intelligent	1	2.3%	2	4.7%	4	9.3%	9	20.9%	1	2.3%	9	20.9%	0	0%	9	20.9%	0	0%	8	18.6%	More intelligent	**B+**
C-	Affected by feelings	1	2.3%	3	7.0%	3	7.0%	**10**	**23.3%**	4	9.3%	8	18.6%	2	4.7%	4	9.3%	4	9.3%	4	9.3%	Emotional stable	**C+**
D-	Phlegmatic temperament	3	7.0%	2	4.7%	4	9.3%	**15**	**34.9%**	3	7.0%	3	7.0%	7	16.3%	3	7.0%	3	7.0%	0	0%	Excitable	**D+**
E-	Submissive	1	2.3%	2	4.7%	5	11.6%	3	7.0%	4	9.3%	**11**	**25.6%**	9	20.9%	2	4.7%	3	7.0%	3	7.0%	Dominance	**E+**
F-	Desurgency (sober)	3	7.0%	1	2.3%	5	11.6%	5	11.6%	7	16.3%	**9**	**20.9%**	8	18.6%	2	4.7%	2	4.7%	1	2.3%	Surgency	**F+**
G-	Superego weakness	2	4.7%	4	9.3%	5	11.6%	4	9.3%	2	4.7%	5	11.6%	**10**	**23.3%**	6	14.0%	5	11.6%	0	0%	Superego strength	**G+**
H-	Shy	2	4.7%	4	9.3%	5	11.6%	4	9.3%	6	14.0%	6	14.0%	**8**	**18.6%**	5	11.6%	3	7.0%	0	0%	Adventurous	**H+**
I-	Tough-minded	1	2.3%	3	7.0%	1	2.3%	7	16.3%	8	18.6%	5	11.6%	**12**	**27.9%**	3	7.0%	1	2.3%	2	4.7%	Tender-minded	**I+**
J-	Zestfulness	0	0%	0	0%	3	7.0%	3	7.0%	**11**	**25.6%**	5	11.6%	6	14.0%	8	18.6%	4	9.3%	3	7.0%	Individualism	**J+**
O-	Self-assured, placid	1	2.3%	3	7.0%	5	11.6%	8	18.6%	**9**	**20.9%**	8	18.6%	6	14.0%	1	2.3%	1	2.3%	1	2.3%	Guilt proneness, apprehensive	**O+**
Q2-	Group-dependency	0	0%	3	7.0%	1	2.3%	6	14.0%	7	16.3%	**15**	**34.9%**	3	7.0%	5	11.6%	2	4.7%	1	2.3%	Self-sufficiency	**Q2+**
Q3-	Weak self-sentiment integration, lax	5	11.6%	1	2.3%	8	18.6%	0	0%	**12**	**27.9%**	6	14.0%	5	11.6%	6	14.0%	0	0%	0	0%	High strength of self-sentiment, controlled	**Q3+**
Q4-	Relaxed, composed	4	9.3%	2	4.7%	5	11.6%	7	16.3%	6	14.0%	**10**	**23.3%**	4	9.3%	3	7.0%	0	0%	2	4.7%	Tense, driven, irritable	**Q4+**

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Tables 4.8 and 4.9 illustrate the discrepancies between the HSPQ profiles of male and female bully victims (S_2):

Table 4.8: HSPQ personality profile – S_2 (N=19 males)

Factors Low score description		1		2		3		4		5		6		7		8		9		10		Factors High score description	
A-	Reserved	1	5.3%	2	10.5%	0	0%	2	10.5%	2	10.5%	4	21.1%	2	10.5%	4	21.1%	2	10.5%	0	0%	Outgoing	**A+**
B-	Less intelligent	1	5.3%	1	5.3%	2	10.5%	3	15.8%	0	0%	**5**	**26.3%**	0	0%	3	15.8%	0	0%	4	21.1%	More intelligent	**B+**
C-	Affected by feelings	0	0%	2	10.5%	2	10.5%	3	15.8%	2	10.5%	4	21.1%	0	0%	3	15.8%	2	10.5%	1	5.3%	Emotional stable	**C+**
D-	Phlegmatic temperament	1	5.3%	0	0%	4	21.1%	**5**	**26.3%**	2	10.5%	1	5.3%	4	21.1%	1	5.3%	1	5.3%	0	0%	Excitable	**D+**
E-	Submissive	1	5.3%	1	5.3%	0	0%	1	5.3%	3	15.8%	**8**	**42.1%**	2	10.5%	0	0%	1	5.3%	2	10.5%	Dominance	**E+**
F-	Desurgency (sober)	1	5.3%	1	5.3%	1	5.3%	3	15.8%	3	15.8%	**6**	**31.6%**	2	10.5%	2	10.5%	0	0%	0	0%	Surgency	**F+**
G-	Superego weakness	2	10.5%	2	10.5%	2	10.5%	3	15.8%	2	10.5%	3	15.8%	2	10.5%	1	5.3%	2	10.5%	0	0%	Superego strength	**G+**
H-	Shy	1	5.3%	1	5.3%	2	10.5%	2	10.5%	2	10.5%	2	10.5%	5	26.3%	2	10.5%	2	10.5%	0	0%	Adventurous	**H+**
I-	Tough-minded	0	0%	2	10.5%	0	0%	1	5.3%	1	5.3%	4	21.1%	**8**	**42.1%**	2	10.5%	1	5.3%	0	0%	Tender-minded	**I+**
J-	Zestfulness	0	0%	0	0%	1	5.3%	1	5.3%	5	26.3%	2	10.5%	3	15.8%	3	15.8%	2	10.5%	2	10.5%	Individualism	**J+**
O-	Self-assured, placid	0	0%	1	5.3%	3	15.8%	5	26.3%	5	26.3%	1	5.3%	2	10.5%	0	0%	1	5.3%	1	5.3%	Guilt proneness, apprehensive	**O+**
Q2-	Group-dependency	0	0%	2	10.5%	1	5.3%	2	10.5%	2	10.5%	**8**	**42.1%**	0	0%	3	15.8%	1	5.3%	0	0%	Self-sufficiency	**Q2+**
Q3-	Weak self-sentiment integration, lax	2	10.5%	1	5.3%	**5**	**26.3%**	0	0%	5	26.3%	3	15.8%	2	10.5%	1	5.3%	0	0%	0	0%	High strength of self-sentiment, controlled	**Q3+**
Q4-	Relaxed, composed	1	5.3%	2	10.5%	2	10.5%	3	15.8%	1	5.3%	**5**	**26.3%**	3	15.8%	1	5.3%	0	0%	1	5.3%	Tense, driven, irritable	**Q4+**

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Table 4.9: HSPQ-personality profile – S_2 (N=24 females)

Factors	Low score description	1		2		3		4		5		6		7		8		9		10		High score description	
A-	Reserved	1	4.2%	4	16.7%	2	8.3%	4	16.7%	2	8.3%	2	8.3%	3	12.5%	1	4.2%	3	12.5%	2	8.3%	Outgoing	**A+**
B-	Less intelligent	0	0%	1	4.2%	2	8.3%	**6**	**25.0%**	1	4.2%	4	16.7%	0	0%	**6**	**25.0%**	0	0%	4	16.7%	More intelligent	**B+**
C-	Affected by feelings	1	4.2%	1	4.2%	1	4.2%	**7**	**29.2%**	2	8.3%	4	16.7%	2	8.3%	1	4.2%	2	8.3%	3	12.5%	Emotional stable	**C+**
D-	Phlegmatic temperament	2	8.3%	2	8.3%	0	0%	**10**	**41.7%**	1	4.2%	2	8.3%	3	12.5%	2	8.3%	2	8.3%	0	0%	Excitable	**D+**
E-	Submissive	0	0%	1	4.2%	5	20.8%	2	8.3%	1	4.2%	3	12.5%	**7**	**29.2%**	2	8.3%	2	8.3%	1	4.2%	Dominance	**E+**
F-	Desurgency (sober)	2	8.3%	0	0%	4	16.7%	2	8.3%	4	16.7%	3	12.5%	**6**	**25.0%**	0	0%	2	8.3%	1	4.2%	Surgency	**F+**
G-	Superego weakness	0	0%	2	8.3%	3	12.5%	1	4.2%	0	0%	2	8.3%	**8**	**33.3%**	5	20.8%	3	12.5%	0	0%	Superego strength	**G+**
H-	Shy	1	4.2%	3	12.5%	3	12.5%	2	8.3%	4	16.7%	4	16.7%	3	12.5%	3	12.5%	1	4.2%	0	0%	Adventurous	**H+**
I-	Tough-minded	1	4.2%	1	4.2%	1	4.2%	6	25.0%	**7**	**29.2%**	1	4.2%	4	16.7%	1	4.2%	0	0%	2	8.3%	Tender-minded	**I+**
J-	Zestfulness	0	0%	0	0%	2	8.3%	2	8.3%	**6**	**25.0%**	3	12.5%	3	12.5%	5	20.8%	2	8.3%	1	4.2%	Individualism	**J+**
O-	Self-assured, placid	1	4.2%	2	8.3%	2	8.3%	3	12.5%	4	16.7%	**7**	**29.2%**	4	16.7%	1	4.2%	0	0%	0	0%	Guilt proneness, apprehensive	**O+**
Q2-	Group-dependency	0	0%	1	4.2%	0	0%	5	20.8%	5	20.8%	**7**	**29.2%**	3	12.5%	2	8.3%	1	4.2%	1	4.2%	Self-sufficiency	**Q2+**
Q3-	Weak self-sentiment integration, lax	3	12.5%	0	0%	3	12.5%	0	0%	**7**	**29.2%**	3	12.5%	3	12.5%	5	20.8%	0	0%	0	0%	High strength of self-sentiment, controlled	**Q3+**
Q4-	Relaxed, composed	3	12.5%	0	0%	3	12.5%	5	20.8%	4	16.7%	5	20.8%	1	4.2%	2	8.3%	0	0%	1	4.2%	Tense, driven, irritable	**Q4+**

Table 4.10 below illustrates the findings regarding the profiles of S_2 that were arrived at by using the Spann-Fisher Co-dependency Scale. These findings will be discussed in more detail in Chapter 5:

Table 4.10: Spann-Fisher Co-dependency Scale – S_2 (N= 43)

	Questions	1		2		3		4		5		6	
1.	It is hard for me to make decisions.	8	18.6%	**13**	**30.2%**	3	7.0%	3	7.0%	12	27.9%	4	9.3%
2.	It is hard for me to say 'no.'	9	20.9%	6	14.0%	5	11.6%	**10**	**23.3%**	8	18.6%	5	11.6%
3.	It is hard for me to accept compliments graciously.	6	14.0%	**13**	**30.2%**	5	11.6%	8	18.6%	7	16.3%	4	9.3%
4.	Sometimes I almost feel bored or empty if I don't have problems to focus on.	**23**	**53.5%**	6	14.0%	3	7.0%	2	4.7%	3	7.0%	6	14.0%
5.	1 usually *do not* do things for other people that they are capable of doing for themselves.	6	14.0%	9	20.9%	8	18.6%	6	14.0%	**10**	**23.3%**	4	9.3%
6.	When I do something nice for myself I usually feel guilty.	**24**	**55.8%**	7	16.3%	7	16.3%	2	4.7%	3	7.0%	0	0%
7.	1 *do not* worry very much.	11	25.6%	11	25.6%	6	14.0%	6	14.0%	5	11.6%	4	9.3%
8.	I tell myself that things will get better when the people in my life change what they are doing.	8	18.6%	5	11.6%	4	9.3%	10	23.3%	10	23.3%	6	14.0%
9.	I seem to have relationships where I am always there for them but they are rarely there for me.	7	16.3%	8	18.6%	0	0%	8	18.6%	6	14.0%	**14**	**32.6%**
10.	Sometimes I get focused on one person to the extent of neglecting other relationships and responsibilities.	10	23.3%	6	14.0%	3	7.0%	11	25.6%	11	25.6%	2	4.7%
11.	I seem to get into relationships that are painful for me.	**13**	**30.2%**	10	23.3%	3	7.0%	8	18.6%	4	9.3%	5	11.6%
12.	I don't usually let others see the 'real' me.	9	20.9%	**13**	**30.2%**	1	2.3%	6	14.0%	6	14.0%	8	18.6%
13.	When someone upsets me I will hold it in for a long time, but once in a while I explode.	2	4.7%	**10**	**23.3%**	6	14.0%	8	18.6%	8	18.6%	9	20.9%
14.	I will usually go to any lengths to avoid open conflict.	3	7.0%	5	11.6%	5	11.6%	**13**	**30.2%**	8	18.6%	9	20.9%
15.	I often have a sense of dread or impending doom.	**17**	**39.5%**	5	11.6%	5	11.6%	10	23.3%	4	9.3%	2	4.7%
16.	I often put the needs of others ahead of my own.	0	0%	7	16.3%	5	11.6%	12	27.9%	**14**	**32.6%**	5	11.6%

Tables 4.11 and 4.12 illustrate the discrepancies between male and female profiles of S_2 on the Spann-Fisher Co-dependency Scale:

Table 4.11: Spann-Fisher Co-dependency Scale – S_2 (N=19 males)

	Questions	1		2		3		4		5		6	
1.	It is hard for me to make decisions.	3	15.8%	**7**	**36.8%**	1	5.3%	1	5.3%	5	26.3%	2	10.5%
2.	It is hard for me to say 'no.'	3	15.8%	3	15.8%	1	5.3%	3	15.8%	**6**	31.6%	3	15.8%
3.	It is hard for me to accept compliments graciously.	2	10.5%	**8**	**42.1%**	2	10.5%	3	15.8%	2	10.5%	2	10.5%
4.	Sometimes I almost feel bored or empty if I don't have problems to focus on.	**8**	**42.1%**	1	5.3%	2	10.5%	2	10.5%	3	15.8%	3	15.8%
5.	1 usually *do not* do things for other people that they are capable of doing for themselves.	0	0%	4	21.1%	**5**	**26.3%**	3	15.8%	4	21.1%	3	15.8%
6.	When I do something nice for myself I usually feel guilty.	**11**	57.9%	2	10.5%	3	15.8%	2	10.5%	1	5.3%	0	0%
7.	1 *do not* worry very much.	1	5.3%	**5**	**26.3%**	3	15.8%	2	10.5%	4	21.1%	4	21.1%
8.	I tell myself that things will get better when the people in my life change what they are doing.	4	21.1%	0	**0%**	2	10.5%	**7**	36.8%	4	21.1%	2	10.5%
9.	I seem to have relationships where I am always there for them but they are rarely there for me.	4	21.1%	4	21.1%	0	0%	4	21.1%	4	21.1%	3	15.8%
10.	Sometimes I get focused on one person to the extent of neglecting other relationships and responsibilities.	3	15.8%	1	5.3%	1	5.3%	5	26.3%	**7**	36.8%	2	10.5%
11.	I seem to get into relationships that are painful for me.	5	26.3%	3	15.8%	2	10.5%	5	26.3%	4	21.1%	0	0%
12.	I don't usually let others see the 'real' me.	2	10.5%	**6**	**31.6%**	1	5.3%	5	26.3%	1	5.3%	4	21.1%
13.	When someone upsets me I will hold it in for a long time, but once in a while I explode.	1	5.3%	3	15.8%	3	15.8%	4	21.1%	4	21.1%	4	21.1%
14.	I will usually go to any lengths to avoid open conflict.	1	5.3%	2	10.5%	2	10.5%	**6**	**31.6%**	4	21.1%	4	21.1%
15.	I often have a sense of dread or impending doom.	**8**	**42.1%**	2	10.5%	1	5.3%	5	26.3%	3	15.8%	0	0%
16.	I often put the needs of others ahead of my own.	0	0%	4	21.1%	2	10.5%	5	26.3%	**7**	**36.8%**	1	5.3%

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Table 4.12: Spann-Fisher Co-dependency Scale – S_2 (N=24 females)

	Questions	1		2		3		4		5		6	
1.	It is hard for me to make decisions.	5	20.8%	6	25.0%	2	8.3%	2	8.3%	**7**	**29.2%**	2	8.3%
2.	It is hard for me to say 'no.'	6	25.0%	3	12.5%	4	16.7%	**7**	**29.2%**	2	8.3%	2	8.3%
3.	It is hard for me to accept compliments graciously.	4	16.7%	5	20.8%	3	12.5%	5	20.8%	5	20.8%	2	8.3%
4.	Sometimes I almost feel bored or empty if I don't have problems to focus on.	**15**	**62.5%**	5	20.8%	1	4.2%	0	0%	0	0%	3	12.5%
5.	1 usually *do not* do things for other people that they are capable of doing for themselves.	6	25.0%	5	20.8%	3	12.5%	3	12.5%	6	25.0%	1	4.2%
6.	When I do something nice for myself I usually feel guilty.	**13**	**54.2%**	5	20.8%	4	16.7%	0	0%	2	8.3%	0	0%
7.	1 *do not* worry very much.	**10**	**41.7%**	6	25.0%	3	12.5%	4	16.7%	1	4.2%	0	0%
8.	I tell myself that things will get better when the people in my life change what they are doing.	4	16.7%	5	20.8%	2	8.3%	3	12.5%	**6**	**25.0%**	4	16.7%
9.	I seem to have relationships where I am always there for them but they are rarely there for me.	3	12.5%	4	16.7%	0	0%	4	16.7%	2	8.3%	**11**	**45.8%**
10.	Sometimes I get focused on one person to the extent of neglecting other relationships and responsibilities.	**7**	**29.2%**	5	20.8%	2	8.3%	6	25.0%	4	16.7%	0	0%
11.	I seem to get into relationships that are painful for me.	**8**	**33.3%**	7	29.2%	1	4.2%	3	12.5%	0	0%	5	20.8%
12.	I don't usually let others see the 'real' me.	7	29.2%	7	29.2%	0	0%	1	4.2%	5	20.8%	4	16.7%
13.	When someone upsets me I will hold it in for a long time, but once in a while I explode.	1	4.2%	**7**	**29.2%**	3	12.5%	4	16.7%	4	16.7%	5	20.8%
14.	I will usually go to any lengths to avoid open conflict.	2	8.3%	3	12.5%	3	12.5%	**7**	**29.2%**	4	16.7%	5	20.8%
15.	I often have a sense of dread or impending doom.	**9**	**37.5%**	3	12.5%	4	16.7%	5	20.8%	1	4.2%	2	8.3%
16.	I often put the needs of others ahead of my own.	0	0%	3	12.5%	3	12.5%	7	29.2%	7	29.2%	4	16.7%

4.3   PHASE TWO – QUALITATIVE DATA

During Phase Two of the research process, data was captured by means of an instrumental case study through the use of semi-unstructured interviews conducted with bully perpetrators and bully victims. Transactional Analysis was used to analyse the data.   The findings will be discussed in more detail in Chapter 5.

Figure 4.1 Main and subthemes uncovered during the data-analysis process
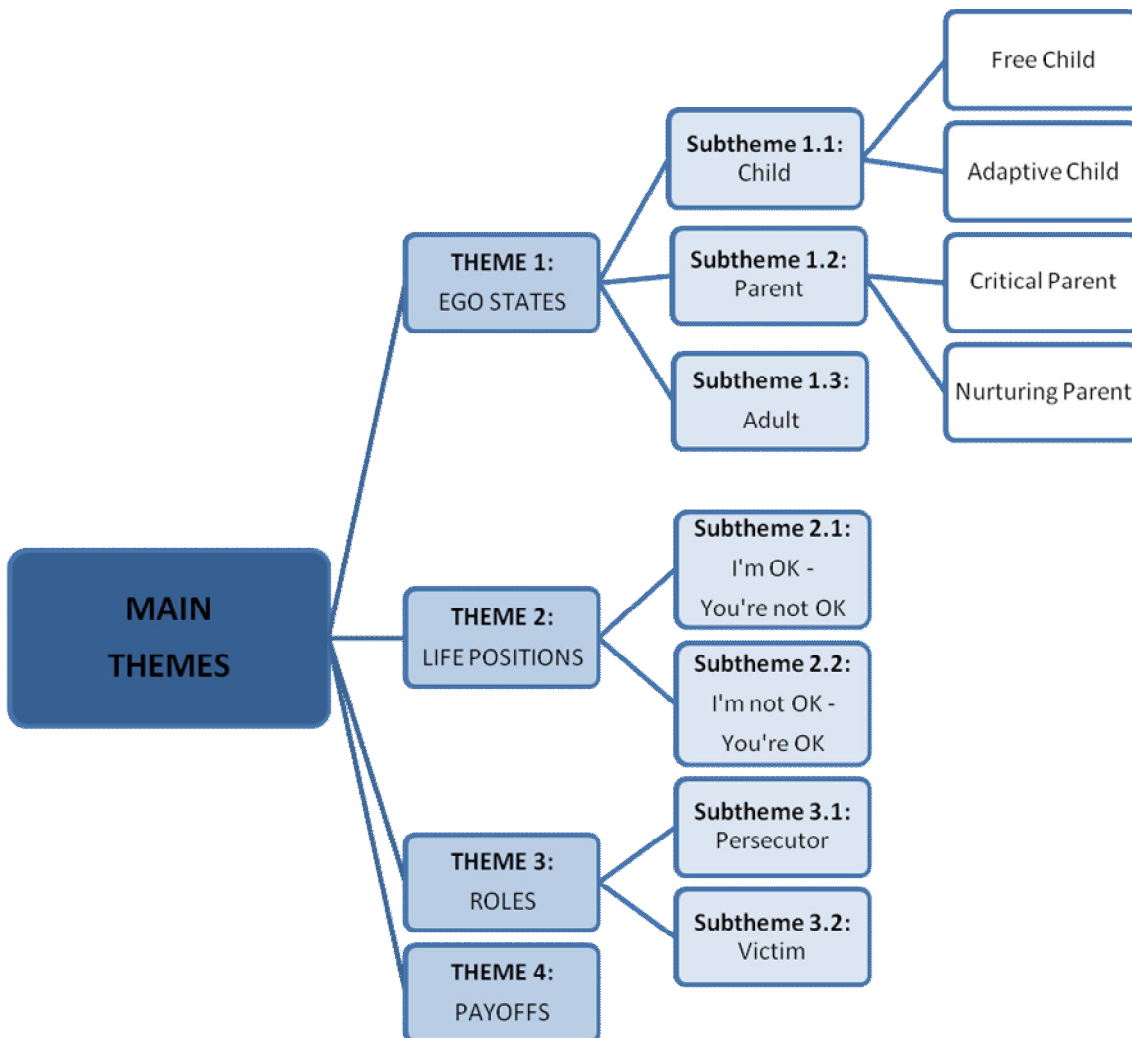
4.3.1 Theme 1: Ego states

The main theme indicates the ego states from which the various participants tend to transact. The ego states described in this theme relate to three subthemes, namely Child, Parent and Adult, which can be described as the particular ways in which bully perpetrators and bully victims interact with each other. One could say that because there are interactions between them, certain social transactions occur when bully perpetrators interact with bully victims. The subthemes will follow below.

Figure 4.2: Theme 1: Ego States
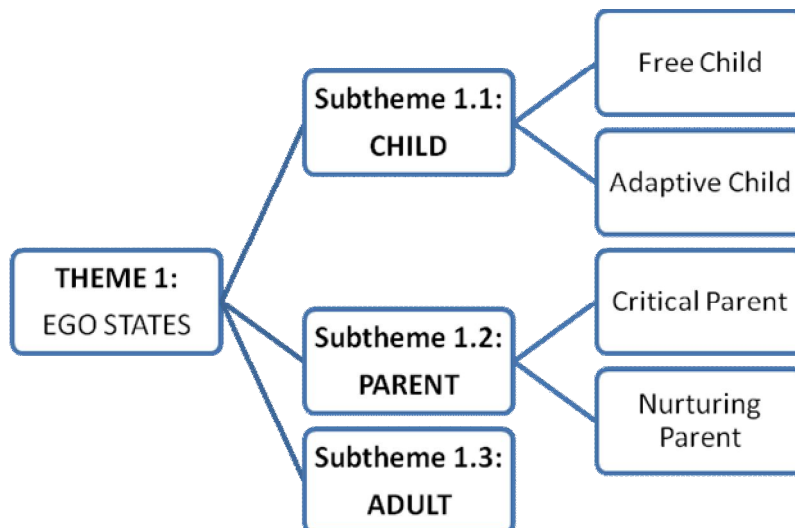
4.3.1.1 Subtheme 1.1: Child

This is an ego state in which individuals revert to behaving, feeling and thinking as they did during their childhood. Themes of the Child in this study are divided into two subtypes, the Free Child and the Adaptive Child.

4.3.1.1.1 Subtheme 1.1.1: Free Child

The Free (or Natural) Child acts impulsively and is self-loving and pleasure seeking. The following statements recorded during the interviews conducted with female and male bully perpetrators reveal information on how they use or transact from their Free Child:

i. Female bully perpetrator ([1]**Fb):**

[2]P1-L4: '… *I'm very talkative …*'

P1-L5: '*… I can be bossy and at times I have to be bossy …*'

P1-L7: '*… I'm a very nice person …*'

P1-L18: '*… I follow my dreams and goals with determination …*'

P3-L15: *'I take action, always.'*

P5-L9: '*… I've always been bossy …*'

P5-L24: '*… I always had to be in front … if you don't move back I'm going to hit you.*'

P7-L7: '*… you want that control …*'

P7-L13: '*… you always want things to go your way …*'

P7-L27: '*… you can do whatever you want …*'

P8-L5: '*… for me it's funny now …*'

P8-L10: '*… in the moment you feel nice, because you're the boss and you're in control …*'

ii. Male bully perpetrator ([3]**Mb):**

P1-L7: '*… I'm always enthusiastic …*'

P1-L8: '*… pretty much a fun-loving person, I'm quite the clown.*'

P4-L7: '*… you gain enjoyment from someone else's downfall …*'

P4-L12: '*… I have laughed at someone out loud before, everyone does it …*'

P5-L3: '*… everyone else would turn and laugh at him …*'

P5-L20: *'and then we all laugh at him … with everybody else.'*

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[1] Throughout the rest of the document **F** refers to female as outlined in transcripts document (See Appendix F).
[2] Throughout the rest of the document **P** refers to page number and **L** to the line on the page (see Appendix F).

P6-L7:   *'... like everything I've done is not really serious ...'*

4.3.1.1.2 Subtheme 1.1.2: Adaptive Child

The Adaptive Child is characterised by passivity and compliance to authority. The Adaptive Child reacts to the world around him by either changing himself to fit in, or by rebelling against the forces he feels. The Adaptive Child is the one who modifies his behaviour under Parental influence. He behaves as his parents want him to behave, compliantly or precociously, even adapting to the extent of withdrawing or whining. The following was ascertained from the interviews with the female and male bully victims:

i. Female bully victim (Fv)**:**

P1-L4:   *'... I'm very sensitive to other people's emotions ... I'm very aware of everyone else around me and what they think of me.'*

P1-L7:   *'I'm quite worried ...'*

P1-L11:   *'... I am very aware of how people see me.'*

P1-L24: *'... describe me as very whimsical; I'm quite flighty ... I'm quite reserved at the same time. They don't know too much about me and I keep my things quite secret.'*

P3-L23:   *'... I cry by myself, I'll never show my emotions ...'*

P3-L25:   *'... I feel very sorry for myself ...'*

P4-L9:   *'... I'll try fix it or if it hurt anyone, then I'll tell them I'm sorry ...'*

P5-L3:   *'... I often feel like people are laughing at me ...'*

P5-L19:   *'... maybe I've done something to them, but I don't know actually ...'*

P6-L16:   *'... I just keep quiet, I don't want to cause any bigger thing ...'*

ii. Male bully victim (Mv)**:**

P1-L10:   *'... I try do everything right ... I try to be nice to everybody I can ...'*

P3-L12:   *'Normally I feel like it wasn't my fault, I did what I could.'*

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[3] Throughout the rest of the document **M** will be used to indicate a male participant (see Appendix F).

P3-L17: *'People overlook me sometimes ... I take a backseat ...'*

P4-L9: *'I just keep quiet, I don't say anything.'*

P8-L20: *'... I would have to hide, and I would like have to try get away from all this ...'*

P8-L25: *'... but just not being academically strong always held me back.'*

4.3.1.2 Subtheme 1.2: Parent

The Parent ego state is characterised by instructions, attitudes and behaviours that have been handed down by parents and significant authority figures. Thus, a person is said to be in the same state of mind as a parent used to be, and the response is likely to be similar in posture, gestures, vocabulary and feelings. The Parent takes on two different attitudes: the Critical Parent and the Nurturing Parent.

4.3.1.2.1 Subtheme 1.2.1: Critical Parent

The Controlling or Critical Parent is the part of the personality that criticises or finds fault and controls. This parent might also have a negative intent, using the child as a whipping boy. The Critical Parent admonishes using phrases like 'You should' or 'You should not'; he wants to be right and in control, and therefore acts with superiority and authority. The following was ascertained from the interviews with the male and female bully perpetrators:

i. Female bully perpetrator (Fb)**:**

P1-L5: *'... I just love taking the lead ...'*

P1-L6: *'... I have to be bossy and I'm very confident, I never let anybody stand in my way ...'*

P1-L13: *'... I'm a control freak.'*

P1-L15: *'... I just like taking the lead ...'*

P1-L17: *'... they'll say you like controlling us ...'*

P3-L25: *'... forcing people to do things they do not want to do ...'*

P3-L27: *'... not giving anybody a chance to ... um ... voice themselves ...'*

P4-L4: *'....you can actually boss that one around cause she's more weak ...'*

P4-L12: *'...basically force them to do something they don't want to do'.*

P4-L28: *'... I am not going to allow anyone to step on my head ...'*

P4-L16: *'...I used to be like the ring leader... You don't do nothing if its not my way...'*

P5-L28: *'... not wanting anybody to come and step over my head ...'*

P7-L13: *'... since I was a kid they wanted to say, you know what, you always controlling other children ...'*

ii. Male bully perpetrator (Mb)**:**

P1-L13: *'... I'm very very ... competitive.'*

P5-L7: *'They easy. It's just easy targets. You know, he can't retort, he can't say something back ...'*

P5-L8: *'... if you bully someone else you just have a bag of things, you can fight back ...'*

4.3.1.2.2 Subtheme 1.2.2: Nurturing Parent

The Nurturing Parent is caring and concerned and may often appear as a mother figure who wants to nurture and promote growth, and who seeks to keep the Child safe, calming him when he is troubled. The Nurturing Parent is thus characterised mainly by helping behaviour and is affectionate, considerate, understanding and tolerant. The following became apparent during the in-depth interviews with the female and male bully victims respectively:

i. Female bully victim (Fv)**:**

P1-L3: *'... I think I'm very loyal ...'*

P2-L4: *'I can't imagine talking behind my friends' backs or anything like that.'*

P4-L9: *'... I try fix it, if it's something fixable ...'*

P4-L10: *'... I almost sometimes try come closer to the person that I've hurt ...'*

P4-L11: *'... so that we can work at it together.'*

P6-L11: *'... I feel almost that is maybe just their personality that's just how they are ...'*

P6-L13: *'... quite timid like me ...'*

ii. Male bully victim (Mv)**:**

P1-L10: *'... I'm calm, trustworthy, um, I don't hold grudges ...'*

P1-L11: *'... I try to be nice to everybody I can ...'*

P6-L13: *'... Just say, dude, you being silly, he actually realizes and he just stops.'*

P7-L12: *'... I asked him that time why are you so, why you letting them kid with you, and waste your energy ...'*

P9-L14: *'... now we are like close friends, because he had to realise I was always going to be his friend, that when he became the nice guy, I became his friend.'*

4.3.1.2.3 Subtheme 1.2.3: Adult

The Adult is the part of the personality that expresses free knowledge and rational thought, trying to neither control nor react. The Adult also prefers to express logic and reasoning. While an individual is in the Adult ego state, he is focussed towards an objective of appraisal of reality, as becomes apparent when both the perpetrators' and the victims' responses were analysed during the interview phase.

i. Female bully perpetrator (Fb)**:**

P1-L19: *'... I never allow anyone to take advantage of other people, if you doing something which is wrong and you hurting others I will ... show you this is wrong.'*

P3-L13: *'... try find solutions to these problems ...'*

P3-L17: *'... let me rather see what I can do about it and keep moving.'*

P8-L27: *'... I think they should have people in schools who can actually talk to them [bullies] and find out why they doing what they doing, and try to solve the problem, and see what they can actually do to help them to stop.'*

ii. Male bully perpetrator (Mb)**:**

P1-L7: *'... I like to set goals ...'*

P2-L26: *'I just figured what I did wrong and just took my punishment; it just took it and didn't do it again.'*

P3-L10: *'I will just get over it and I would think how I can improve on what has happened.'*

P3-L12: *'... try and work towards making it better.'*

iii. Female bully victim (Fv)**:**

P2-L27: *'... we discuss it.'*

P4-L9: *'I try fix it ...'*

P4-L11: *'... so that we can work at it together ...'*

P7-L1: *'... now they break me down to make themselves feel better ...'*

iv. Male bully victim (Mv)**:**

P5-L8: *'... I think about things longer and think things over ...'*

P5-L19: *'So I just take it as a joke and move on.'*

P6-L5: *'I would ask but why are you saying that and ask to explain why are you doing that and say I can it's fun, but not for me, so please stop.'*

P9-L8: *'Cause why do I want to .. um... associate myself with somebody that messes with people, with myself rather being around people that want to be friendly ...'*

4.3.2 Theme 2: Life Positions

People develop life positions (also known as the existential position, according to TA) that summarise their concepts of self-worth and the worth of others on the basis of transactions and scripts (pre-conscious life plans that direct the way life is lived out). Thus, the OK-Corral is used to establish and reinforce the position that recognizes the value and worth of every person.

Figure 4.3: Theme 2: Life positions
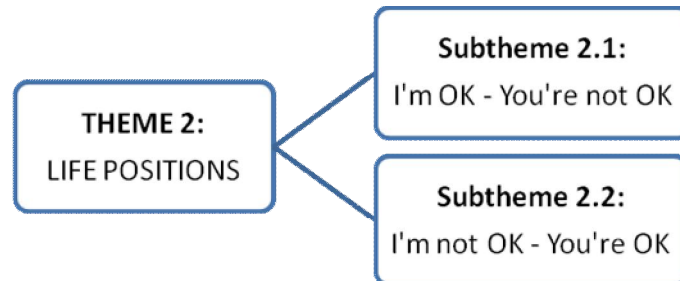
From the qualitative data the following was observed:

4.3.2.1 Subtheme 2.1: I'm OK, you're not OK

According to Woollams and Brown (1979), this position is essentially a defence against a more basic feeling of not being OK and is often called the paranoid position. Individuals in this position are often extremely distrusting and/or blaming.

i. Female bully perpetrator (Fb)**:**
L4-P4: *'... you can actually boss that one around cause she's more weak ...'*
P4-L27: *'... I'm going to be the one at the top and I'm going to show you that I can be a boss and I am not going to allow anyone to step on my head, so I'd rather hurt people than them hurt me.'*
P5-L6: *'It's like they [bully victims] are weak.'*
P5-L17: *'... It's my way or the high way, so my peeps would buy me sweets and if you don't like buy those chips you're not my friend any more ...'*
P6-L3: *'People have tried, but they've never gotten away with it, because I never let anybody.'*
P6-L17: *'... they [bully victims] are one of those people who are just, maybe coward in a way?'*
P7-L15: *'... they actually listen to what I say, so it's easier to pick on other people cause they not going to do anything.'*

P9-L4: *'... I don't care if you are a boy, the tallest guy or the toughest man in the world, I never allow anyone to stand in my way, never, they know it.'*

ii. Male bully perpetrator (Mb)**:**

P4-L11: *'... Well, based on what I think, I've decided that everyone else thinks on that same wavelength that I'm thinking ...'*

P4-L26: *'Usually it is the weird guy. The guy who does dumb things.'*

P5-L8: *'... because he's the clown, it's all on him ...'*

P5-L21: *'... then we all laugh at him and then I would consider myself as a bully with everybody else.'*

P6-L15: *'... you would be high above your friends in your friend group ...'*

P7-L23: *'... 'cause our friends, we not really that kind of friend group, 'cause we're all in the same hockey side and all of that, so if that happened between one of our friends I think we'd single out ...'*

4.3.2.2 Subtheme 2.2: I'm not OK – You're OK

This position is referred to as the depressive position and is the most familiar position amongst individuals in society (Woollams & Brown, 1979). If a young person's needs are not met, the young person more often than not decides that it is his fault and that he is inferior, ugly, or inadequate. Depression, guilt, fear and distrust of others typically accompany this position. Such individuals generally find it difficult to accept compliments.

i. Female bully victim (Fv)**:**

P1-L7: *'I'm quite worried ...'*

P4-L2: *'Not hide it from myself, but I don't like crying in front of people and things, 'cause obviously like they also have issues ... I'll never cry in front of them.'*

P4-L20: *'... they giggle when you walk past, or you know when you feel like people are talking about you behind your back ...'*

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P5-L3: *'... at school I often feel like people are laughing at me or they ... um ... you know, they are talking behind my back about something ...'*

P6-L9: *'... And all the time you know I get stuff like that, or get teased about my hair or something like that ...'*

P6-L25: *'... maybe I did something to them they need to break me down ...'*

P7-L4: *'... some of them are actually quite clever girls ...'*

P7-L15: *'I try keep it quite, just, you know I'm friendly, cause I don't want them to hate me ...'*

P7-L23: *'... they see themselves bigger and more powerful ...'*

ii. Male bully victim (Mv)**:**

P3-L22: *'People have got things faster than I have, and they could see that that boy has gone a lot faster but had to work harder to get where he was, they don't see that I've done the things, that it took me a lot longer, but I've done it anyways.'*

P3-L5: *'I would smile, but not showing it. I wouldn't show them ...'*

P4-L9: *'I just keep quiet, I don't say anything, I'm just reserved for quite a while until I get over it.'*

P6-L8: *'Because when you are younger, you can't just say stop, because they would just bully you more. Because you show your insecurity, you know.'*

4.3.3 Theme 3: Roles

Another term relevant to TA games includes Roles. A role is something what Jung calls 'persona', except that it is less opportunistic and more deeply rooted in the individual's fantasies. Sometimes a player's ego state corresponds to his Role, and sometimes not. Roles form part of what Karpman (1968) describes as the Drama Triangle, which implies a shift of the representations of the self and another person between the roles of rescuer, persecutor and victim. He states that, like the heroes in fairy tales and the theatre, in real life all individuals start off in the role of rescuer, victim or persecutor while the other principal figure (or antagonist) take

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one of the two complementary roles. When a crisis occurs, the 'players' switch roles (Liotti, 1999).

Figure 4.4: Theme 3: Roles
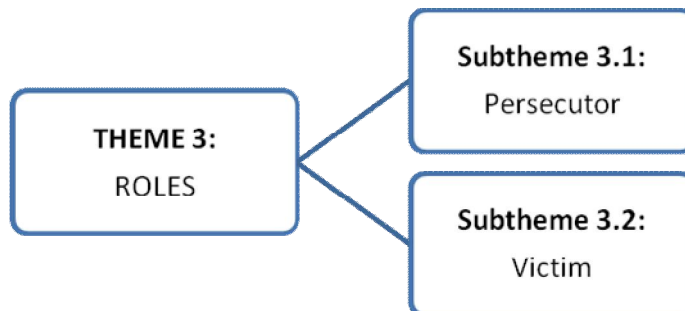
4.3.3.1 Subtheme 3.1: Persecutor

The Persecutor operates from the psychologically and emotionally competitive dysfunctional power position of 'I am OK, you are NOT OK'. Characteristics include finding fault or being critical, frequent feelings of inadequacy and leadership by threats. A Persecutor abuses power over another by knowing better. The following was gathered from the interviews with the bully perpetrators:

i. Female bully perpetrator (Fb)**:**
P1-L4: *'... great leadership skills and I can communicate very well ...'*
P1-L6: *'... I have to be bossy and I'm very confident. I never let anybody stand in my way ...'*
P1-L16: *'... being the leader at all times, I don't like being led by others.'*
P3-L24: *'... forcing people to do things they do not want to do ...'*
P4-L7: *'... they don't really know how to say no to something ...'*
P4-L11: *'Threatening them ...'*
P5-L21: *'If I was not in the team, you guys are not playing anymore.'*
P5-L24: *'So if I wasn't in front, there was a big problem (laughs), I was like move back ...'*

P6-L8: *'I never allow anybody to do that.'*

P6-L15: *'Controlling, they're bossy, um, bullies are not confident in most cases, and they are usually scared ...'*

P7-L14: *'... as you grow, you start bossing people around ...'*

P9-L3: *'... you should not mess with me ...'*

ii. Male bully perpetrator (Mb)**:**

P1-L13: *'... I'm very ... competitive ...'*

P4-L5: *'... pretty much everyone is a bully, at one stage in my life that's how I thought of it ...'*

P4-L7: *'... you gain enjoyment from someone else's downfall.'*

P4-L15: *'... everyone laughs at everybody else, and I've done that more than once ...'*

P4-L22: *'... everyone follows him [me] ...'*

P6-L5: *'It's mainly verbal; there's no physical contact with the victim ...'*

P7-L13: *'... has to make himself [myself] look powerful over other people to boost his [my] own confidence ...'*

4.3.3.2 Subtheme 3.2: Victim

Individuals who assume victim roles act as if they are incompetent and tend to be overly sensitive. They claim to be powerless, not accountable or responsible, and do not make decisions from the strength of their Adult ego state.

i. Female bully victim (Fv)**:**

P1-L4: *'... actually I'm not sure what kind of person I am ...'*

P2-L11: *'I would go hide in my bedroom ...'*

P3-L21: *'... I kind of feel why do things have to go wrong for me, you know when it doesn't go wrong for other people, why do they have life so easy.'*

P4-L6: *'You [I] don't want to bother them ...'*

P4-L19: *'... when you feel like a victim in the sense that they giggle when you walk past, or you know when you feel like people are talking about you behind your back ...'*

P4-L4: *'... you know they are talking behind my back about something ...'*

P5-L17: *'I actually don't know what I have done or anything like that ...'*

P5-L16: *'... so I don't know if I did anything then that made her not like me, or I don't know ...'*

P6-L10: *'... you [I] feel very strongly that it's directly aimed at [me] you ...'*

P6-L17: *'... I just don't do anything at all ...'*

P6-L25: *'... maybe I did something to them they need to break me down ...'*

P8-L17: *'... I think what drives especially me not to say anything is that they don't want to get hurt more or make it worse than what it actually really was.'*

ii. Male bully victim (Mv)**:**

P1-L16: *'... I'm confused most of the time, forgetful ...'*

P1-L21: *'I'm very slow as well, I get things after the fact that they've said. They'll laugh, and I'll be 'oh', and they would laugh at me.'*

P2-L20: *'I will try get out of it, but I wouldn't be able to.'*

P3-L13: *'... I believe I've got bad luck.'*

P3-L16: *'I've never won anything and ja, misfortune just happens to me you know. People overlook me sometimes, which I refer to my luck and maybe I take a backseat.'*

P3-L20: *'I think I get things slower ... all my life I've been different.'*

P3-L24: *'... don't see that I've done the things, that it took me a lot longer ...'*

P4-L21: *'... I've been called stupid, I've been called all types of things, and it does affect you, because you're growing up and you try to find yourself, and when they're knocking you down until you not getting up, it doesn't help.'*

P5-L2: *'... remember sitting underneath the table crying because I just couldn't take any more. I find it hard to make nice friends because it's almost like ... um ... they don't understand me, they don't try to understand me.'*

P5-L8: *'They don't understand why I'm like that ...'*

P5-L17: *'... I just don't care anymore ...'*

P7-L15: *'... I just don't want to be victimized in that way because that's not attention I want ...'*

P7-L22: *'... they know they better than me ...'*

P9-L21: *'But from my case I couldn't really do anything. It was me, that was who I am ...'*

4.3.4 Theme 4: Payoffs

The term payoffs refers to what participants gain from being either a bully perpetrator or a bully victim. Strokes (the recognition that one person gives to another) are the motivation for and the payoffs of playing games. Even when games end badly, players get a considerable number of strokes, both positive and negative, from playing them. Therefore, the payoff is a hidden advantage that motivates the players to participate.

i. Female bully perpetrator (Fb)**:**

P3-L25: *'... they are like scared of you, and taking things away from them because, you know that they are not going to take action because they're scared of you ...'*

P4-L1: *'... want to be at the top of your game, and ... um ... sometimes people actually do it because of their friends and this kind of stuff ...'*

P4-L27: *'... to be the one at the top ...'*

P5-L1: *'... vanity, and some children are just like scared of talking, so they know if I'm going to bully that one, she's not going to tell anyone about it, she's going to be scared ...'*

P5-L10: *'... to belong in a group ...'*

P5-L19: *'They were scared ...'*

P6-L22: *'... they were always scared ...'*

P7-L15: *'... they actually listen to what I say, so it's easier to pick on other people 'cause they're not going to do anything.'*

P7-L21: *'I'm very persuasive, so I can kind of like twist words and you would actually believe me and I'll be like ha, got you ...'*

P8-L1: *'... you are untouchable ...'*

P8-L9: *'... in the moment it feels nice ...'*

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ii. Male bully perpetrator (Mb)**:**

P4-L21: '*... be seen as the popular guy in [my] his friend group and everyone else looks up to [me] him ...*'

P6-L3: '*... it felt good.*'

P6-L12: '*... be seen as the cool guy amongst your friends ...*'

P6-L15: '*... you would be high above your friends in your friend group.*'

P6-L19: '*... like all [my] his friends look up to [me] him ...*'

P7-L9: '*... to feel better about [my]self ...*

P7-L13: '*He has to make himself look powerful over other people to boost his own confidence. If he doesn't get that he feels terrible, like a bully victim.*'

iii. Female bully victim (Fv)**:**

P6-L26: '*... maybe I got something they wanted like first team hockey you know and actually they wanted my position ...*'

P7-L12: '*... I think jealousy is the thing they have against those girls and some of them are also over-achievers that's where I get the thing that they want what that's why they break them down.*'

P7-L15: '*... I don't want them to hate me you know ... I don't want to get hurt ...*'

iv. Male bully victim (Mv)**:**

P7-L11: '*... just to get attention from the big guys ...*'

P7-L14: '*... I get recognized, I get something ...*'

P8-L4: '*... you have to be always different to everybody else ...*'

P9-L14: '*... what he was doing wasn't nice, and now we are like close friends ...*'

P9-L23: '*... if you are looking for attention, if you are looking to be bullied ...*'

P10-L10: '*... I've got different beliefs and a different way of thinking about things ...*'

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4.4 CONCLUSION

This chapter dealt with the raw data as obtained through the <u>quantitative</u> (*QUAN*), and the <u>qualitative</u> (*qual*) phases of this research project. The data revealed the personality profiles of both bully perpetrators and bully victims, as obtained through the self-report questionnaire, the High School Personality Questionnaire (HSPQ) and the Spann-Fisher Co-dependency Scale. In analysing the interviews by way of Transactional Analysis, the data furthermore revealed the various themes that assist in identifying the unique relationship dynamic that occurs between a bully perpetrator and a bully victim in order to recognize the various transactional games they play, as will be discussed in more detail in Chapter 5.

CHAPTER 5 – INTERPRETATION OF RESEARCH FINDINGS

5.1   INTRODUCTION

This chapter consists of a discussion of the interpretation of the results of the research, as analysed in Chapter 4, and aims to answer the research questions, as stipulated in Chapter 1.

5.2   PERSONALITY PROFILES: GROUP COMPARISONS

The sections below illustrate that there are similarities in the respective personality profiles of bully perpetrators and bully victims. However, certain interesting discrepancies were found in these personality profiles when a distinction was drawn between male and female participants in S_1 and S_2. Since my discussion of the profiles will be guided by the instrument manuals, I will be interpreting group profiles (S_1 and S_2), and not the profiles of any individuals in the group of participants. The results of the HSPQ are also explained according to the manual compiled by Cattell (1989). Refer to Appendix C for detailed descriptions on the various Factors of the HSPQ. The results are discussed in more detail in the sections below.

5.2.1   Are there similarities in the personality profiles of bully perpetrators?

The statistical analysis of the HSPQ of the total group of bully perpetrators (S_1) reveals clear trends within the personality profiles, as shown in Chapter 4 (refer to Table 4.1). It appears that, in their group, both male and female bully perpetrators (S_1) (compared to S_2) are mainly dominant (E+) in their interactions with other individuals (with a high average sten score of 7). This implies that they might (as a group) show a preference for acting more independently. They seem to be more inclined to excel at sports and tend to be headstrong and competitive, as is explained in the HSPQ manual (Cattell, 1989). In support of this trait, the statistics revealed that

68% of bully perpetrators listed themselves as holding one or more leadership position in Primary School, and 62% of bully perpetrators holding a leadership position in Secondary School, with the most common position held being that of sports captain. Together with being dominant, bully perpetrators tend towards *social boldness* (H+) in that they are eager to try new things. This fits in with their spontaneity in group situations. They especially enjoy being in the limelight and tend to frequently take the lead during social activities and parties. Bully perpetrators with an H+ factor could be careless of detail, ignore danger signals and also talk a great deal. Their possible tendency towards pleasure seeking and their high levels of daring and impulsiveness could lead to an assumption that they might show a disregard for social rules and conventions, which over time could result in impulsive decisions or poor judgments. The combination H+/E+ confirms that bully perpetrators may tend to be more stubborn and competitive. Bully perpetrators are furthermore inclined to *being carefree and enthusiastic* (F+), and if this is combined with characteristics such as cheerfulness, they could be frank at times and tend to imitate the behaviour of the peer group. In being carefree, perpetrators are more impulsive, and therefore tend to react to situations without thinking. Even though bully perpetrators tend towards independency in their actions, they are very dependent on the social approval and admiration of their peers. Therefore, since the largest scoring category (36.2%) of S_1 show a tendency towards *group dependency* (Q2-), this may become the norm among bully perpetrators (with a low average group sten score of 4 on Q2), as will be discussed below.

Even though perpetrators seem to be more group dependent regarding their need for recognition, overall they appear to be more *individualistic* (J+) and seem to prefer doing things on their own, and to ponder their mistakes and consider how they can be avoided. Bully perpetrators may behave individualistically, but they possibly need the group for reasons such as validation. Thus, although perpetrators want to make their own decisions, they might need and/or want their peer group's appreciation for the decisions they have made, which implies a possible need for an audience. Perpetrators scored low on Factor O (O-), which implies *self-assurance*, and appear to be more enthusiastic, opportunistic, self-complacent, indifferent and fearless.

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However, there are some discrepancies regarding Factors J and Q3 in terms of gender (refer to Tables 4.2 and 4.3), with factor J looking at *Zestfulness* (J-) versus *Individualism* (J+), and Factor Q3 looking at *Low Self-Sentiment Integration* (Q3-) versus *High-Self Sentiment Integration* (Q3+). Thus 27.8% of females who engage in bullying behaviour score a high average with a sten score of 7 on J+, and the scores of males who engage in bullying behaviour range from J- to J+. This may be significant, as it possibly indicates that overall females who bully tend to be more individualistic than male bully perpetrators. It appears that males tend to be more group dependent, and might thus bully to get a 'payoff' in the form of their friends' approval (also see TA interpretation below), which might make them feel more accepted. On the other hand, 22.2 % of females who bully scored lower than males on Factor Q3, with the males retaining an average sten score on Factor Q3 (refer to Table 4.3). This implies that 22.2% of female bully perpetrators show low self-sentiment integration, as a result of which they disregard social rules and follow their own urges.

The Spann-Fisher Co-dependency Scale indicates that bully perpetrators have an external locus of control, and therefore a possible lack of self-awareness (refer to Table 4.5). Male bullies (27.6%) in particular seem to be more dependent on peer-group approval. This could possibly explain the (J-) tendency in Male bully perpetrators. More male bullies (31.0%) than female bullies (11.1%) (Table 4.6) appear to have a tendency to suppress their anger towards others for upsetting them, which eventually leads to an unexpected outburst. An interesting finding is that 31.0% of bully perpetrators report going to great lengths to avoid open conflict, which possibly links with male perpetrators being mainly J+. This could imply that bully perpetrators want to do things their own way and might get frustrated if this is not possible because they lack the necessary constructive problem-solving skills. This is when passive aggressive behaviour could be destructive, causing victimisation of another person (bully victim), with the audience giving the needed approval.

5.2.2 Are there similarities in the personality profiles of bully victims?

The statistical analysis of the HSPQ of the total group of bully victims (Table 4.7) show clear similarities between their personality profiles, as discussed in Chapter 4. A total of 23.3% of bully victims (S_2) are predisposed to a higher level of emotional immaturity and instability (C-), which indicates an ego weakness, as explained in the HSPQ manual. This implies low frustration tolerance and a tendency to be fretful, emotional and easily annoyed. Symptoms of neuroses could also come into play, for instance sleep disturbances and psychosomatic complaints. As many as 34.9% of all bully victims (S_2) score low averages on Factor D, *Phlegmatic Temperament* (D-), which indicates that they could be more phlegmatic and less active. S_2s also seem to share a super ego strength (G+), suggesting that victims of bullying might be more persevering and conscientious than their counterparts, the bully perpetrators. S_2 male participants share an H+ factor with S_1 and may thus at times be careless of detail, ignore danger signals and spend much time talking. Especially S_2 male participants could therefore possibly be more impulsive at times, which could result in poor judgment. The high average scored on Factor I *Tender-mindedness* (I+) by 27.9% of S_2 indicates a tendency to daydream, to be fastidious, and to sometimes demand attention and help. Individuals who score high on Factor I are said to find it difficult to adapt to change and tend to overreact and make an unnecessary fuss about things. They find it hard to fit into groups. I+ also suggests that bully victims could possibly be dependent and at times impractical.

In terms of gender, inconsistencies among S_2 were found with regard to the following factors: 16.7% of female bully victims scored A– (Table 4.9) and 21.1% of males scored A+ (Table 4.8), with Factor A being *Reserved (A–)* versus *Outgoing (A+)*. This is significant, since female victims might be more reserved than male victims, which possibly makes them more serious and prone to spending time in isolation or with a small number of friends. Another interesting discrepancy appears on Factor C, *Emotional Instability (C–)* versus *Emotional Stability (C+)*, with males predominantly achieving average scores on Factor C and 29.2% of females scoring low averages on C–. This implies that 29.2% of female victims are likely to show lower ego

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strength than males. Female victims are thus prone to be more easily influenced by their emotions, tend to worry more and are also more likely than male victims to become emotional when faced with a frustrating option. Male victims scored lower than female victims on Factor O, *Self-assurance (O-)* versus *Proneness to Guilt Feelings (O+)*, with females scoring within an average range, This indicates that 23.6% of male bully victims are seemingly more self-assured and placid, which could cause them to be less sensitive to others or to real threats. Male victims with a C– also tend to be less dependent on other people's approval or disapproval and prefer uncomplicated conduct.

The Spann-Fisher Co-dependency Scale indicates that overall, bully victims tend to put the needs of others ahead of their own but feel neglected in their relationships. This is also illustrated by 32.5% of victims responding that they *strongly agree* with Question 9 on the Spann-Fisher Co-dependency Scale, which states: *'I seem to have relationships where I am always there for them but they are rarely there for me.'* Female bully victims thus appear to have lower self-esteem and a higher external locus of control, while male bully victims are more dependent on the approval of others.

5.2.3   Can vulnerability to bullying be identified in the personality profiles of bully victims and perpetrators?

From the literature review done in Chapter 2, in conjunction with the data revealed through the research, it is evident that vulnerability to bullying can be identified by using personality profiling. As mentioned in Chapter 2 (refer to 2.3), some of the recent research on personality and adolescents has focused on the association between personality and criminal behavioural patterns, whereas other research has focused on the link between personality traits in adolescents and depression or suicide risk. Many researchers have also attempted to explain adolescent behaviour by focusing on biologically based personality theories. However, in the course of this study, certain personality traits were found that illustrated participants' vulnerability to bully behaviour, either as perpetrators or victims.

Literature (De Wet, 2005; Lyznicki, McCaffree, & Robinowitz, 2004; Maree, 2005; Smit, 2003a; Smit, 2003b) furthermore suggests that children who resort to bullying behaviour might feel insecure, inadequate, humiliated and stupid, in which case their behaviour is most likely driven by low self-esteem (Andreou, 2000; De Wet, 2005; De Wet, 2003; Maree, 2005; O'Moore & Kirkham, 2001). Some sources go as far as to describe bully perpetrators as 'aggressive' (Guerin & Hennessy, 2002; Graig, Pepler, & Atlas, 2000; Smith, 2004). The results of the HSPQ, applied for the purpose of this research study, reveal that the profile of a bully perpetrator suggests higher levels of impulsiveness and a preference for dominance, possibly inclining them to come across as being more aggressive by nature. Statements made by the bully perpetrators during the interview phase of the study (see 4.3.3) revealed that they felt a need to be in control, and resented being controlled. Furthermore, individuals who seem more prone to being bully perpetrators display a heightened need for social approval and tend to be group dependent (H+ and Q2-), possibly illustrating what was referred to above as 'feeling insecure and inadequate'. These needs are probably satisfied by participating in bullying behaviour. By definition then bully perpetrators, rather than their victims, are possibly inclined to view their aggression and bullying behaviour as positive, and as a means to achieve power and influence in their peer environment (Olweus, as cited in Smith, 2004).

Alternatively, literature (Zins, Elias, & Maher, 2007) maintains that a bully victim's personality shows a tendency to be submissive in relationships and to use passive coping techniques. There is also a tendency to repeat behaviours that result in victimisation. In essence, it is especially bullied children who suffer from health conditions such as sleeping problems, headache, stomach ache, bedwetting and depression, and who, more often than not, experience suicidal thoughts (Carney, 2000; Fekkes, Pijpers, & Verloove-Vanhorick, 2005; Rigby, 2001). The research findings revealed that individuals who are more vulnerable or prone to becoming victims of bullying behaviour show a high score on ego weakness (C-) in their personality profiles. However, it appears that it is especially female victims of bullying who have lower ego strength than males (see Chapter 4, 4.2.2). Furthermore, individuals who show a vulnerability to being

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victims of bullying are more likely to display psychosomatic problems and neurotic symptoms such as sleep disturbances, and are more phlegmatic and inactive.

Having shown how vulnerability to being either a bully perpetrator or a bully victim can be established through personality profiling, I am now able apply Transactional Analysis Theory to describe and explain the specific dynamics between bully perpetrators and bully victims.

5.3   TRANSACTIONAL ANALYSIS: PERSONALITY PROFILES

The sections below include descriptions of how TA can be used in explaining the interaction at a psychological level between a bully perpetrator and a bully victim.   The research questions regarding the link between TA and personality profiling is also clarified.

5.3.1   Can the specific dynamics of the bullying relationship be described using TA?

As discussed in Chapter 2 of this research study, it is evident that bully perpetrators and bully victims interact with each other in specific ways. This interaction takes place in the form of an unspoken flow of communication, referred to as a transaction. This unspoken form of communication that is exchanged between individuals' ego states is a mixture of behaviours, thoughts and feelings that they experience and manifest in their personalities at any given time. In the sections above, the similarities in the profiles of bully perpetrators and bully victims were identified, and the following sections will illustrate how TA can be used to describe the dynamics within the bullying relationship.

5.3.1.1 How does a bully perpetrator succeed in hooking a victim?

In Chapter 1, the concept hooking was clarified as referring to a situation in which that which is referred to as the mark (in this study the bully victim) has a weakness that the game-player (in this study the bully perpetrator) uses to 'catch' or 'hold onto' in order to confuse the mark (this is

also referred to as the cross up). This causes the mark to feel inferior, as a result of which he looks for replacement strokes, or rather racket feelings, in which he also assumes a specific life position. Possible factors (causes and influences) that play a role in why and how bully perpetrators succeed in hooking their victims are explained below:

- **Personality**

The personality profiles on the HSPQ show that as groups both bully perpetrators (27.7%) and bully victims (18.6%) score higher on Factor H, *Social Boldness* (H+). This is an interesting finding, as there are limited differences on individual profiles and the entire combined group (S_1 and S_2) presents with H+, which suggests that both groups may be inclined to risk-taking behaviour and possibly are not attuned to the subtlety of the feelings of others. It thus alludes to neither the bully perpetrator nor the bully victim being in touch with the other's feelings. Emotions or feelings are measures of our psychological needs and help us gather, organise, prioritise, recall and process information that is essential to both health and happiness. Thus, emotional sensitivity and emotional awareness are needed for individuals to be attuned to the feelings of others. The individual who is more emotionally sensitive and aware will be the most aware of the other's need and is more likely to take helpful action. It appears that this quality is lacking in both perpetrators and victims of bullying behaviour. The score of H+ also indicates that such individuals are often considered long-winded, thus not necessarily getting to the point and annoying each other on different emotional levels, which then leads to incidents of bullying. Furthermore, a higher score on Factor H might indicate an immunity or imperviousness to threat, referring to their tendency to risk- taking behaviour (as mentioned above), which leads to their being singled out for attention, especially negative attention. The last-mentioned also possibly facilitates the 'hooking' of a bully victim by the bully, as the former does not see the interaction as potentially threatening to him. With 23.3% of bully victims scoring C– (*Emotional Instability*) and 27.9% scoring I+ (*Tender-mindedness*), one could say that, because of their need for approval and acceptance, they might be prone to be more emotionally sensitive by nature and need reassurance, and that the fuss they make might also draw more attention to them, as is their preference. The score of C– obtained by bully victims implies that they might be more fretful,

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and with 29.8% of bullies scoring E+ (*Dominance*), this could also cause victims to become trapped in a cycle of being 'hooked' onto having someone else 'solving' their problems for them, i.e. finding a Rescuer who will serve as a source to perpetuate their negative or racket feelings.

Although bully perpetrators obtained a score of H+ (*Social Boldness*), 32.2% scored low average on Factor Q2, *Group Dependency* (Q2–), which implies that they might be both socially driven and group dependent. Bully perpetrators are therefore reliant on social approval and the admiration of their peers. Alternatively, bully perpetrators may not realise that they pose a threat, since their focus is on attaining peer attention and approval. Furthermore, bully perpetrators seem concerned only about satisfying their own urges (interacting from their Free Child), as discussed earlier, making them more prone to discrediting any rational consideration of behaviour before interaction with the bully victim takes place.

- **Roles**

The various Roles are distinguished by the Drama Triangle, as explained in detail in Chapter 2. Role analysis forms an important part of game and script analysis, and is especially useful in understanding (for the purpose of this research study) how bully victims are 'hooked' into the bullying dynamics by the bully perpetrator. Individuals assuming a Victim role, as is defined by the Drama Triangle, act incompetently and tend to be overly sensitive. Victims claim to be powerless, not accountable or responsible. They therefore maybe displaying a need to 'help' the bullies, but by doing that they get drawn into their games. The Spann-Fisher Co-dependency Scale also indicates that bully victims generally tend to put the needs of others ahead of their own, and as a result might feel neglected in their own relationships.Statements made during the interviews that verify the above-mentioned include: *'I would go hide in my bedroom...'; '...I kind of feel why do things have to go wrong for me, you know when it doesn't go wrong for other people, why do they have life so easy.'; '...I just don't do anything at all...'; '...maybe I did something to them they need to break me down...'; '...I believe I've got back luck.'; 'They don't understand why I'm like that...'.* From the statements made by the bully victims (also refer to Chapter 4 for more in-depth information), it becomes clear that they comfortably assume the

victim role, claiming to be powerless, and therefore discount by believing that 'I can't solve this'.

- **Payoffs**

The data (as presented in Chapter 4) clearly show that there are certain payoffs to both bully perpetrators and bully victims (which will be discussed in more detail below). However, the interviews illustrate that it is especially the bully victims that 'latch' or 'hook' on to the bully, or rather the bully's behaviour, and as a result fall into a recurring cycle of being bullied. In this instance we refer to *strokes* as a payoff to the bully victims. Statements such as:*'...I get recognised, I get something...; '...just to get attention from the big guys...'*and *'...I think jealousy is the thing they have against those girls and some of them are also over-achievers ,that's where I get the thing that they want what that's why they break them down.'* Such statements made by the bully victims substantiate the fact that bully victims are hooked onto being bullied for the payoff of being recognised and noticed by the very individuals who bully them. From the above it also becomes apparent that female bully victims in particular appear to have lower self-esteem and a higher external locus of control, whereas male bully victims are more dependent on the approval of others. Thus it appears that female bully victims, more so than their male counterparts, hook onto the bully for attention and to feel accepted.

5.3.1.2 Can the decision-making capacity of the bully victim be identified and described?

Through the results of the research it becomes apparent that the decision-making capacity of the bully victim can indeed be identified and described.

The results show that 20.9% of bully victims do indeed have the intellectual ability to make sound decisions, as indicated by their high scores on Factor B, *Abstract Thinking* (B+). This implies that 20.9% of bully victims tend to be intellectually adaptable, thus having the ability to think abstractly and logically, as well being astute under favourable conditions. However, a situation of a bullying nature is not a favourable situation. Consequently, it appears that even

though bully victims have the capacity to make sound decisions, this capability can be influenced negatively by certain factors. A review of the results from the Spann Fisher Co-dependency Scale shows that 30% of bully victims *moderately disagree* in response to Question 1:'*It is hard for me to make decisions'*, with 27% *moderately agreeing.* It thus seems that even though the majority of bully victims feel that they are able to make decisions, the factors discussed below may come into play in 27% of cases, making it more difficult for them to make decisions:

As discussed above in 5.3.1.1 under the heading Roles, the bully victim tends to take on a victim role. This implies that bully victims might tend to not take responsibility for their decisions. Very few decisions are therefore made from the Adult ego state, which is needed for sound judgement (as will be discussed in more detail below). However, although bully victims, more so than bully perpetrators, have the capacity to transact from their Adult ego state (as determined only through the interviews and not through the personality profiles on the HSPQ, and as discussed in more detail in section 5.4.1.1 below), they tend not to make use of their Adult ego state and allow other factors to influence this ability. In taking on the victim role then, they discount (refer back to Chapter 2, 2.4.3) by believing that they are not able to solve their own problems and make decisions by themselves. Transacting from an Adapted Child ego state also implies that bully victims are more dependent, nervous and anxious, which interferes with sound decision-making and creates a need for recognition when a decision is made. Another factor that comes into play is that bully victims scored C– (*Emotional Instability*) on their personality profiles, which indicates lower ego-strength. Bully victims are therefore more likely to become easily confused and influenced than bully perpetrators, which has a direct effect on their decision-making capacity.

5.4 IDENTIFYING TRANSACTIONAL ANALYSIS GAMES

5.4.1 Can personality profiles of bully perpetrators and bully victims be useful as a basis for identifying social transactional games of a potentially bullying nature?

From the research it has become apparent that the personality profiles of bully perpetrators and bully victims *can* be a useful basis for identifying social transactional games of a potentially bullying nature. The sections below explain the link between the personality profile and the TA ego states. The semi-structured interviews are used as supplementary to the identification and verification of these links. These descriptions and explanations then lead to the identification of the preferred transactional games that we can identify as 'played' by and between bully perpetrators and bully victims.

5.4.1.1 Linking the Factors of the HSPQ and semi-structured interviews to TA ego states

- o **Bully perpetrators:**

Free Child: It becomes apparent from the HSPQ and the interviews that bully perpetrators interact mainly from their Free Child ego state. The Free Child is characterised by the fact that he acts impulsively, expresses precisely what is on his mind and is innately pleasure seeking. Individuals interacting from their Free Child are said to be spontaneous, adventurous and energetic. The statistics revealed that bully perpetrators have in common the following Factors on the HSPQ: H+, and F+ (Refer to Appendix C for descriptions of Factors on the HSPQ). The aforementioned implies that bully perpetrators tend be pleasure seeking, eager and bold (Factor H+), and that they are carefree, enthusiastic and cheerful (Factor F+). These factors are substantiated by statements made by the bully perpetrators, for example, '...*I'm always enthusiastic...*'; '...*you always want things to go your way...*'; and '...*pretty much a fun-loving person, I'm quite the clown*', to mention but a few. Also see 4.3.1 for other statements reiterated by bully perpetrators marking their interaction from a Free Child stance. Another interesting fact

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assumed from the statistics is that 22.2% of female bully perpetrators score lower on Factor Q3 (Q3−) than males, with the male bully perpetrators retaining an average sten score on Factor Q3. This implies that 22.2% of female bully perpetrators show low self-sentiment integration, resulting in them disregarding social rules and following their own urges (more so than male perpetrators).

Critical Parent: The research also reveals that bully perpetrators furthermore interact predominantly from a Critical Parent ego state. On the HSPQ they scored E+, O− and J+ (Refer to Appendix C for descriptions of Factors on the HSPQ), which implies that they are dominating, opportunistic and prone to passive resistance. These HSPQ factors compare agreeably with the Critical Parent ego state, which is that part of the personality that criticises, bosses, controls or finds fault. Statements made by the participating bully perpetrators that concur with these characteristics include:'...*forcing people to do things they do not want to do...'; '...you can actually boss that one around cause she's more weak...'; '...I'm a control freak', and '...I'm very, very...competitive'.* Also see 4.3.1 for other statements reiterated by bully perpetrators marking their interaction from a Critical Parent stance.

   o ***Bully victims:***

Adapted Child: Alternatively we have bully victims who are prone to interact from an Adapted Child ego state. The Adapted Child functions as an individual who is marked by passivity and compliance to authority (the Adaptive Child reacts to the world around him by either changing himself to fit in, or rebelling against the forces he feels). He thus behaves as his parents want him to behave, compliantly or precociously, even adapting to the extent of withdrawing or whining. Characteristics of an Adaptive Child ego state include being overly anxious, apathetic and complaining, as well as confused, dependent and moody. From the statistics on the HSPQ it becomes apparent that bully victims score comparable on the following factors: C−, D− and I+ (Refer to Appendix C for descriptions of Factors on the HSPQ). This finding implies that 23.3% of bully victims tend to be fretful and have lower ego strength (Factor C−), 34.9% of victims are

mainly apathetic and phlegmatic (Factor D–), and 27.9% of victims are overly sensitive and dependent (Factor I+). These factors correlate with statements made by the bully victims themselves during the interview phase of this research study. Statements (as depicted in 4.3.1) include: *'...I'm very sensitive to other people's emotions...I'm very aware of everyone else around me and what they think of me'; '...I feel very sorry for myself...', and 'Normally I feel like it wasn't my fault, I did what I could.'.*

<u>Nurturing Parent</u>: Bully victims (as a group) furthermore interact predominantly from their Nurturing Parent, as is illustrated by their higher Factor G, *Conscientious* (G+) score. They tend to be more conscientious, thus assenting with the characteristics of a Nurturing Parent as set out by TA theory. A Nurturing Parent is affectionate, considerate and forgiving. As individuals they tend towards being gentle, understanding and sympathetic. Statements from the semi-structured interviews that support this include: *'...I try fix it, if it's something fixable...'; '...so that we can work at it together.'; '...I'm calm, trustworthy... um ... I don't hold grudges...', and '...now we are like close friends, because he had to realise I was always going to be his friend, that when he became the nice guy, I became his friend'*. Also see 4.3.1 for other statements reiterated by bully victims marking their interaction from a Nurturing Parent stance.

<u>Adult</u>: The data also revealed that both bully perpetrators and bully victims are able to transact and communicate from their Adult ego states. However, this only became apparent through the semi-structured interviews. It appears, from the statistical analysis of the HSPQ, that bully victims, more so than bully perpetrators, interact from their Adult. 20.9 % of bully victims scored high on Factor B, *Abstract Thinking* (B+), which implies that they are more intellectually adaptable, in other words, that they have a keen sense of abstract and logical thinking. Bully victims are then likely to be more insightful and to learn faster under favourable conditions. Bully victims also share a higher super ego strength (G+) (23.3%), which suggests that victims of bullying might be more persevering and conscientious than their counterparts, the bully perpetrators. Statements made by the bully victims that confirm this fact include: *'...so that we can work at it together...'; '...we discuss it.'; '...I think about things longer and think things*

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over...'; and *'I would ask but why are you saying that and ask to explain why are you doing that and say I can it's fun, but not for me, so please stop.'* Adult statements made by bully perpetrators include:*'...try find solutions to these problems...';* *'...try and work towards making it better.';* and *'...I think they should have people in schools who can actually talk to them [bullies] and find out why they doing what they're doing, and try to solve the problem, and see what they can actually do to help them to stop.'*

5.4.1.2 Interpersonal patterns of communication

Berne (1964) used the ego state model to illustrate interpersonal communication patterns through the use of vectors across the spaces between two sets of stacked circles. In this way one is able to visually grasp the 'transactions' as they occur between individuals. These transactions can be described as a stimulus/response exchange of interpersonal, verbal or non-verbal communication.

This research study shows that bully perpetrators and bully victims (as discussed above) do not communicate through complementary transactions, but tend to fall into the habit of using crossed and/or ulterior transactions, resulting in games and/or racket feelings. The following diagrams illustrate some of the various probable patterns of communication between bully perpetrators and bully victims:

Bully perpetrators (S$_1$)   **Bully victims (S$_2$)**
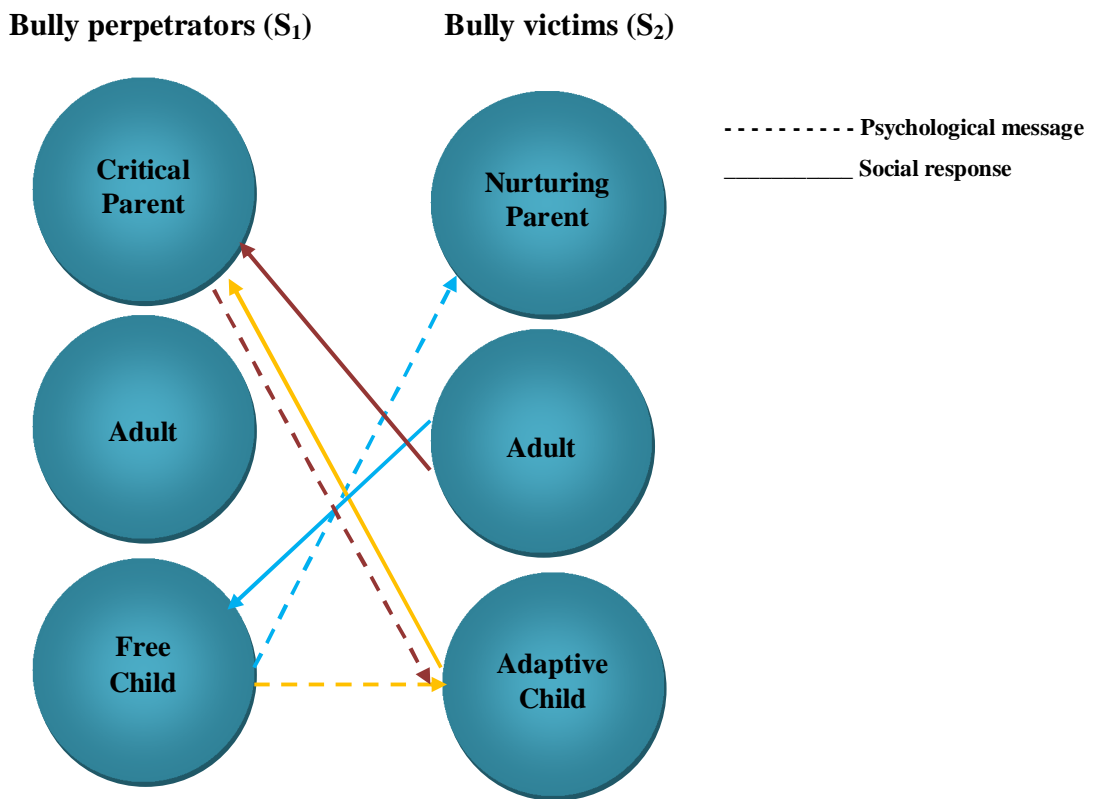
Figure 5.1: An illustration of crossed/ulterior transactions between bully perpetrators and bully victims

5.4.1.3 Identifying games bully perpetrators and bully victims play

Even though bully perpetrators and bully victims are in interaction and various crossed or ulterior transactions occur (as was illustrated in the section above), it seems that they irrespectively prefer to play certain TA games of their own.

5.4.1.3.1   Games bully perpetrators play

The above sections, in which the ego states, roles and other forms of interaction with the bully victims was depicted, show that bully perpetrators might be prone to the following TA games:

- Now I've Got You, You Son of a Bitch (NIGYSOB)
- Cops and Robbers/Hide and Seek
- See What You Made Me Do? (SWYMD)

Explanations of how these games are played by the bully perpetrator follow below:

- *Now I've Got You, You Son Of a Bitch (NIGYSOB):*

In the game, NIGYSOB, the game player, or in this instance the bully perpetrator, tends to interact from a Critical Parent and Free Child ego state while being in the Persecutor role. This is apparent from the results of the HSPQ and the interviews as discussed under 5.4.1.1 above. The player (bully perpetrator) hooks the mark (the bully victim) by having the mark believe that he will remain a nobody unless he is acknowledged by the player (gimmick).

The bully perpetrator's payoff for playing this game is the existential position (or life position) of 'I'm OK, You're NOT OK'. Statements made by bully perpetrators during the interviews that substantiate this include: *'...you can actually boss that one around cause she's more weak...'; 'It's like they [bully victims] are weak.'; '...they [bully victims] are one of those people who are just, maybe coward in a way?'; '...because he's the clown, it's all on him...'* and *'...you would be high above your friends in your friend group...'; '...I have to be bossy and I'm very confident; I never let anybody stand in my way...'; '...being the leader at all times, I don't like being led by others';* and*'...you should not mess with me...'.* In playing this game, the player (bully perpetrator) is avoiding personal issues by rather focussing on the mark (bully victim). The bully perpetrator also finds him in a consistent behavioural pattern to create intense stimulation and

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increase negative stroking/racket feelings. By playing this game, the bully perpetrator then finds the bully victim in a *Kick me* game, as is discussed in detail in section 5.4.1.3.2 below.

- *Cops and Robbers/Hide and Seek:*

The goal in playing this game is to help the player (bully perpetrator) to gain strokes when he/she cannot get them at home or school. The player gets caught while doing something that might be against the rules, in this case bullying others. In getting caught the bully perpetrator's need for excitement is satisfied (as is true to the Free Child) and therefore stroking takes place. Thus the way to get strokes as a payoff when playing this game is to act in a way that seems acceptable, but is in fact intended to get negative strokes. If the player wins or pulls it off, some positive strokes are gained from the peer or friend circle, but if he loses (or gets caught out), the player could start another game of 'If it weren't for you', blaming the bully victim.

This game, played from the Child ego state, is indulged in for the thrill of the chase, the getaway and the cool-off (Berne, 1964). More specifically, the Free Child's need for adventure is satisfied in this game. The role of persecutor is also taken on, especially when the bully perpetrator is losing the game, therefore discounting that 'I can't be okay, unless you get punished'. Examples of payoffs from the interviews include: *'I'm very persuasive, so I can kind of like twist words and you would actually believe me and I'll be like ha, got you...';'...vanity, and some children are just like scared of talking, so they know if I'm going to bully that one, she's not going to tell anyone about it, she's going to be scared...'*and *'...has to make himself [myself] look powerful over other people to boost his [my] own confidence...'.*

- *See What You Made Me Do? (SWYMD):*

This game is played from a Child to Child ego state, assuming a persecutor (but also at times a victim) role. The possible payoff for playing this game includes the existential position of 'I'm OK, you are NOT OK'. The bully perpetrator might blame the bully victim for his mistakes, thus

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producing an external locus of control with the bully perpetrator. This in turn might cause a lack of self-awareness in that the bully perpetrator does not take responsibility for his actions. From the Spann-Fisher Co-dependency Scale, it is also evident that bully perpetrators have an external locus of control, which indicates a possible lack of self-awareness. Male bullies in particular (27.6%) seem to be more dependent on peer approval. Male bullies (31.0%), more than female bullies (11.1%), appear to have a tendency to suppress their anger towards others for upsetting them, which eventually leads to an unexpected outburst. Evidence from the interviews include: *'He has to make himself look powerful over other people to boost his own confidence. If he doesn't get that he feels terrible, like a bully victim.'; 'People have tried, but they've never gotten away with it, because I never let anybody.'; '...you always want things to go your way...'*and *'...I have laughed at someone out loud before, everyone does it...'*.

5.4.1.3.2 The games that bully victims play

From the above sections, which depict the ego states, roles and other forms of interaction with the bully perpetrators, it becomes apparent that bully perpetrators might be prone to playing the following TA games:

- Kick Me
- Wooden Leg
- Poor Me
- If It Weren't For You (IWFY)
- Stupid
- Why Don't You, Yes But (YDYB)

The way in which bully victims play these games will now be explained:

- *Kick Me:*

Within the 'Kick Me' game, the interaction is from an Adapted Child to a Parent ego state, with a subconscious knowledge of what annoys the bully perpetrator. The payoff for the bully victim seems to be the confirmation of the existential position (or life position) of 'I'm NOT OK, you're OK'. By playing this game, bully victims assume a victim role as discussed in 5.3.1.1. The game is played by the bully victim whose social manner might be, as Berne (1964) points out, equivalent to wearing a sign that reads 'Please don't kick me'. This naturally tempts the bully perpetrator to do exactly the opposite, and the bully victim piteously responds: 'But the sign says 'Don't kick me'!'. The payoff could for the bully victim could include racket feelings through familiar emotional childhood themes of possible shame, and may even initiate another game called '*Why does this always happen to me?*'. Evidence from statements made during the interviews include: '*...I often feel like people are laughing at me...'; '...I would have to hide, and I would like have to try get away from all this...'; '...they giggle when you walk past, or you know when you feel like people are talking about you behind your back...*'and '*Because when you are younger, you can't just say stop, because they would just bully you more. Because you show your insecurity you know*'.

- *Wooden Leg:*

The Wooden Leg game entails that bully victims assume a constant victim role, thus acting as if they lack the necessary resources to solve their own problems and becoming more sensitive and dependent on others. This also concurs with the results from the HSPQ, according to which bully victims score I+ on their personality profiles. However, the thesis of a 'Wooden Leg' is, 'What do you expect of a person with a wooden leg?' In this case the thesis might then be: 'What do you expect from someone who gets bullied?' and the answer would be that no one would expect anything of a person with a wooden leg or of someone who allows himself to be bullied. From

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the interviews with the bully victims it is clear that they tend to slip into the anxiety-driven and apathetic Adapted Child ego state and tend to discount the belief that they are able to change the situation, accepting that being bullied is their fate. Examples of statements made during the interviews concurrent with this game include: *'I've never won anything, and ja, misfortune just happens to me, you know. People overlook me sometimes, which I refer to my luck and maybe I take a backseat.'* and *'They don't understand why I'm like that...'*. The *payoff* then is the confirmation of the existential position (or life position) of 'You're OK, I'm NOT OK'. They are then constantly playing a Wooden Leg game when being bullied, thus using this 'excuse' for their lack of competence or motivation to take the full responsibility for what happens in their lives. The result is that they become trapped in the 'Poor me' game, as discussed below.

- *Poor Me:*

The Poor Me game allows bully victims to believe that they are helpless. This attitude is enabled by their personality, which is characterised by a tendency to be more fretful (C-) and prone to sulking (A-), as shown by the HSPQ results. In playing this game, bully victims are still assuming their victim role. Symptoms of neuroses, such as sleep disturbances and psychosomatic complaints also come into play, as discussed in 5.2.2. Bully victims playing Poor Me thus also assume the existential position (or life position) of 'You're OK, I'm NOT OK'. Examples of statements made during the interviews that relate to the Poor Me game include: *'...I kind of feel why do things have to go wrong for me, you know when it doesn't go wrong for other people, why do they have life so easy.'* and *'I will try get out of it, but I wouldn't be able to.'* The payoff for playing games is also the perpetual racket feelings of helplessness.

- *If it Weren't For You (IWFY):*

This game usually involves an insecure or passive person (bully victim) who subconsciously chooses a domineering 'partner' (bully perpetrator) who restricts his activities. In this game then, the bully victim might view the bully perpetrator as an obstacle to his happiness and/or to

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achieving his goals. Bully victims might choose to play this game with the bully perpetrator because they are averse to taking risks and trying new things. Berne (1964) suggested that an individual who plays IFWY blames the other person for issues that they usually struggle to come to grips with within themselves. By playing IWFY, bully victims are able to avoid facing their fears or shortcomings. Bully victims thus possibly 'choose' bully perpetrators because they want certain limitations placed upon themselves so that they can later blame the bully perpetrator for their failure to achieve their goals or attain happiness. By doing so, they might find a way out of having to take risks. In this game they again take on the role of victim and interact from an Adaptive Child to Critical Parent ego state. The payoff is possibly the racket feelings of fear of failure, or even fear of success, which confirms their existential or life position of 'You're OK, I'm NOT OK'. Examples of concurring statements made during the interviews include: *'...I would have to hide, and I would like have to try get away from all this...';'I just keep quiet, I don't say anything,'* and*'...I don't want them to hate me you know... I don't want to get hurt...'*

- *Stupid*:

The thesis of Stupid is: 'I laugh with you at my own clumsiness and stupidity' (Berne, 1964, p.139), and this game is played from a depressive position. According to Berne, the critical transaction in 'Stupid' is for Black (in this case the bully perpetrator) to make White (the bully victim) call him stupid or respond as though he were stupid. The essence of the game lies in the fact that the mark knows that 'everyone' will approve of him as long as he is stupid, despite any expressions to the contrary. If Black (bully perpetrator) does nothing, it is because he feels helpless, and if he does something, it is because he is exasperated. As a result the players are also prone to play a game of YDYB (discussed in the section below), from which they can get the same satisfaction in a milder form. This game is played from an Adapted Child – Critical Parent ego state, and the payoff is possibly the satisfaction of the mark assuming the comfortable life position of 'I'm OK, you're NOT OK'. The bully victim also continues to perpetuate racket feelings of inferiority and helplessness. Statements made during the interviews include: *'...I'm confused most of the time, forgetful...'; 'I'm very slow as well, I get things after the fact that*

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they've said. They'll laugh, and I'll be 'oh', and they would laugh at me.'; '...I've been called stupid, I've been called all types of things, and it does affect you, because you're growing up and you try to find yourself, and when they knocking you down until you not getting up, it doesn't help,' and *'So I just take it as a joke and move on.'*

- *Why Don't You, Yes But (YDYB):*

This game has a distinct place in game analysis, as it was the original stimulus for the concept of games. YDYB, the game that is most commonly played, was the first game to be dissected out of its social context, and since it is the oldest subject of game analysis, it is also one of the best understood. YDYB is not played for its ostensible purpose (an Adult quest for information or solutions), but to reassure and gratify the Child. YDYB represents a social solution to a conflict about surrender. Even more specifically, this game is common among people who have a fear of being embarrassed (Berne, 1964). The thesis of YDYB is 'to see if you can present a solution I can't find fault with' (Berne, 1964). In this game, the bully victim diminishes all efforts of outside help to unhook himself from being victimised by the bully perpetrator. He is in a continuously helpless role, needing reassurance, yet constantly avoiding surrender. This game is played by interacting from the Parent-Child ego states. Examples collected during the interviews that agree with this include: *'But from my case I couldn't really do anything. It was me, that was who I am...',* and*'...but I don't like crying in front of people and things, cause obviously like they also have issues...'.* The possible payoff for playing this game might be that they allow themselves to remain the victim, in addition to always getting the recognition they want: *'...I get recognized, I get something...'* and *'...just to get attention from the big guys...'.*

5.5   SUMMARY

The main aim of this study was to use transactional analysis, accessed via personal profiling, to demonstrate the unique relationship dynamic that occurs between a bully perpetrator and a bully victim in order to identify the various TA games they engage in. This was done by applying the

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High School Personality Questionnaire (HSPQ) and the Spann-Fisher Co-dependency Scale to identify the personality profiles of both children who have displayed bullying behaviour (bully perpetrators) and children who have been victims of bullying (bully victims). The identified profiles were then used to describe, from a TA perspective, the social transactions that occur between bully perpetrators and bully victims. The link between the personality profiles and social transactions thus lay within the notion that the personality profiles influence the way bully perpetrators and bully victims interact with or behave towards each other. Particular attention was given to the identification of crossed and ulterior transactions. These occur in dysfunctional communication dynamics between people who have different ego states, and when communication takes place simultaneously at both the overt and the covert levels (also see Chapter 2 for an in-depth description). It therefore became evident that both bully perpetrators and bully victims interact from their various ego states, take on certain roles and obtain specific strokes or racket feelings, resulting in them participating in TA games of their own.

5.6   CONCLUSION

From the above explanations, it becomes clear that the interactions between bully perpetrators and bully victims can be established by using personality profiling and linking it to TA ego states, after which one is then able to analyse the findings in order to identify the various games that the bully perpetrators and bully victims engage in.

The final conclusions, based on the results of the research, will be presented in Chapter 6. An overview of the preceding chapters will also be given and the purpose of the research study and the research questions will be briefly discussed. Possible limitations of the study and recommendations for future research will also be addressed.

CHAPTER 6 - CONCLUSIONS, LIMITATIONS AND RECOMMENDATIONS

6.1   INTRODUCTION

This chapter presents the final conclusions made on the basis of the research. I shall briefly review the preceding chapters and revisit the purpose of the research study and the research questions that as set out in Chapter 1. Possible limitations of the research study are considered, and recommendations for future research are made.

6.2   OVERVIEW OF CHAPTERS

Let us consider the preceding chapters: Chapter 1 served as an introduction and explained the rationale and purpose of the study. Reference was made to the main research question that guided the research study, the secondary research questions of the study, the selected research design for the purpose of this study, and the research process related to the various research questions. Data-gathering methods and reliability and validity were also briefly referred to. Furthermore, reference was made to the informed theoretical framework, and the main concepts that relate to the study were clarified.

Chapter 2 comprised of a literature review, and some of the most recent and authoritative theorising about the topics pertaining to the research study was explored. This included literature on personality and personality profiling, as well as the relevant information about Transactional Analysis and the link between personality and the ego states. Special attention was given to how social interaction may lead to individuals engaging in transactional analysis games.

In Chapter 3, the research process as a whole was considered and in-depth descriptions were given of the process and methods that were utilised during the execution of the research project. Ethical considerations were also discussed and the validity of the research was confirmed.

Chapter 4 described the context within which the results were obtained, as well as the resulting themes and the analysis of the raw data.

Chapter 5 consisted of a discussion of the interpretation of the results as analysed in the preceding chapter. Chapter 5 also aimed at answering the research questions as stipulated in the first chapter. Chapter 5 therefore showed that the interactions between bully perpetrators and bully victims can be established by linking personality profiling to TA ego states, after which one is then able to analysis the findings in order to identify the various games that the bully perpetrators and bully victims engage in.

6.3   PURPOSE AND RESEARCH QUESTIONS

Taking into account the research questions introduced in Chapter 1, it was established that the results of the research done had provided answers to those questions. The research question that guided this study was: *Can personality profiles of bully perpetrators and bully victims be useful as a basis for identifying social transactional games of a potentially bullying nature?* In answering the main research question, the critical research questions were also considered. These were:

- *Are there similarities in the personality profiles of bully perpetrators?*
- *Are there similarities in the personality profiles of bully victims?*
- *Can vulnerability to bullying be identified in the personality profiles of bully victims and perpetrators?*
- *Can the specific dynamics of the bullying relationship be described using TA? For example:*
  - *How does a bully perpetrator succeed in hooking a victim? and*
  - *Can the decision-making capacity of the bully victim be identified and described?*

The purpose of this study was to use TA theory to demonstrate the unique relationship dynamic that occurs between the participants in order to identify the TA games they engage in. In

identifying their personality profiles I was able to describe, from a TA perspective, the social transactions that occur between bully perpetrators and bully victims. As explained in Chapter 5, the link between personality profiles and social transactions thus lie within the notion that personality profiles influence the way bully perpetrators and bully victims interact with or behave towards each other. More specifically, an attempt was made to identify the crossed and/or ulterior transactions as they occur between bully perpetrators and bully victims. These occur in dysfunctional communication dynamics between individuals who have different ego states and when communication takes place simultaneously at both the overt and the covert levels (also see Chapter 2 for an in-depth description). It therefore became evident that both bully perpetrators and bully victims interact from their various ego states, take on certain roles and obtain specific strokes or racket feelings, resulting in them participating in TA games of their own (as discussed in rich detail in Chapter 5).

6.4 FINDINGS

In considering the research questions as set out above and addressed by the way the research was conducted (refer to previous chapters), I have arrived at the following conclusions:

Firstly, that there are similarities in the personality profiles of both bully perpetrators (see 5.2.1) *and* bully victims (see 5.2.2).

Secondly, it became apparent that vulnerability to being either a bully perpetrator or a bully victim can be identified by using personality profiling (see 5.2.3).

Thirdly, it was established that the specific dynamics of the bullying relationship can be described by using TA, and that the bully perpetrator succeeds in hooking the bully victim to the bullying situation (see 6.3.1.1). The decision-making capacity of the bully victim was also identified and described (see 6.3.1.2).

Fourthly, it became apparent that the personality profiles of bully perpetrators and bully victims *can* be a useful basis for identifying social transactional games of a potentially bullying nature (see 6.4.1).

Lastly, it was determined that bully perpetrators and bully victims engage in various TA games of their own (see 6.4.1.3).

These findings add to theory since the existing literature has thus far not yet focused on the link between TA and personality profiling. Furthermore, a link has yet to be established between bullying behaviour, personality profiling, and TA.

6.5   LIMITATIONS OF THE STUDY

Under this heading, aspects that were experienced as barriers to the research study are taken into account. Even though barriers might be seen as negative influences in a research study, they could contribute to a better understanding of the research that has already been executed. Aspects that possibly influenced the research study are discussed below.

6.5.1   Limited scale of participants

The study involved a total of 148 respondents, which included 47 self-identified bully perpetrators and 43 self-identified bully victims. A higher number of self-identified bully perpetrators and self-identified bully victims could have contributed to higher statistical validity.

6.5.2   Limited generalizability (instrumental case study)

The most commonly heard objection to case study research and the random selection of participants is low generalizability since only one or two cases are studied (Cohen et al., 2000; Marczyk, DeMatteo, & Festinger, 2005; Verschuren, 2003). However, some researchers disagree. Berg (2001), for example, states that when case studies are properly undertaken, they should not only fit the specific individual, group, or event studied, but should generally provide understanding about similar individuals, groups or events. In undertaking research related to personality profiling and TA, one could therefore say that this study is generalizable to

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theoretical propositions, even though the research conducted would not be generalizable to populations or universes. It is believed that in using an instrumental case study in this research study, there was an opportunity to do an in-depth and comprehensive investigation of the bully perpetrator and the bully victim, and gain insight into how each one experiences his interaction with the other party.

6.6   RECOMMENDATIONS

This study revealed that the personality profiles of bully perpetrators and bully victims can be useful as a basis for identifying social transactional games of a potentially bullying nature. The results therefore suggest that certain social transactions take place between the bully perpetrator and the victim, resulting in TA games.

6.6.1   Recommendations for practice

If we consider the findings, as explained above (5.4), one could suggest that educators be trained in TA and foster an awareness of the roles in which bully perpetrators and bully victims find themselves. This could open up the possibility of effectively dealing with the bullying phenomenon at the ground level, such as in the classroom.

6.6.2   Recommendations for training

On the basis of the results obtained, I recommend that more individuals, for instance health professionals such as school counsellors and psychologists, and educators be trained in TA and the significance thereof in understanding the bully/victim dyad. Interventions in schools, more specifically in Life Orientation classes, may provide learners with an opportunity to identify for themselves which behaviours they are prone to. Once learners are armed with this self-knowledge, educators could facilitate the interaction between bully perpetrators and bully

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victims at the ground-level, thus helping learners to identify the games they engage and the corrective measures that can be taken to learn to respond appropriately.

6.6.3   Recommendations for future research

This study describes the interactions and transactions that occur between the bully perpetrator and the bully victim to explain the TA games they engage in. Future research could possibly focus on the impact of other factors on the interactions between bully perpetrators and bully victims, and not only on the interactions between them. Other research could include questions such as the following:

➢ What is the effect of the family on the TA games that bully perpetrators/bully victims engage in?

➢ How could using personality profiling as a tool benefit school counsellors in helping schools to deal with and/or manage bullying?

➢ How could bully perpetrators/bully victims benefit from understanding TA in their own lives in order to appropriately identify and deal with their own behaviour?

➢ How can a bully victim 'unhook' himself from the bully perpetrator's bullying behaviour?

It is also recommended that more participants be involved in future quantitative research. Only 148 learners, of whom 47 were self-identified bully perpetrators and 43 self- identified bully victims participated in this study. Future research involving a greater number of participants could enrich the findings of that potential study and also increase generalizability.

6.7 QUALITY CRITERIA

6.7.1 Validity and reliability

Specific measures were taken to ensure the validity and reliably of the research study. As explained in Chapter 3 of the study, validity refers to the extent to which the empirical measure sufficiently reflects the real meaning of the concept under consideration, and to the appropriateness, meaningfulness and usefulness of specific inferences made on the basis of the results. Reliability, on the other hand, indicates whether a particular technique, applied repeatedly to the same object, would yield the same result each time (Babbie & Mouton, 1998), or examining stability or consistency of responses (Creswell, 2009). Therefore, to enhance validity and reliability, I made use of standardised measuring instruments, i.e. tests and questionnaires that have been standardized for a certain norm population where the test results are expressed in terms of a norm score (as explained in Chapter 3).

6.7.2 Triangulation

To validate the research, I also made use of triangulation, thus using mixed methods to gain scientific data (through Phase One of the research process), as well as rich and thick descriptions (through Phase Two of the research process). Therefore, rather than using triangulation solely as a technique for validation, I used it to enrich the data and to ensure a comprehensive and deeper understanding of the case, thus cutting across the quantitative-qualitative divide.

6.8 CONCLUSION

One of my working assumptions throughout this research study was that although bullying occurs within the 'relationship' between a bully perpetrator and the bully victim, it somehow starts within a possible predisposition to be potentially either a perpetrator, or a victim of bullying behaviour. My aim therefore was to identify the personality profiles of both learners

who have displayed bullying behaviour (bully perpetrators) and learners who have been victims of bullying (bully victims) by using the High School Personality Questionnaire (HSPQ) and the Spann-Fisher Co-dependency Scale together with semi-structured interviews. I then used the identified profiles and described, from a TA perspective, the social transactions that occur between bully perpetrators and bully victims. I linked the personality profiles and social transactions that influence the way bully perpetrators and bully victims interact with or behave towards each other. I also paid close attention to explaining the crossed and ulterior transactions between bully perpetrators and bully victims, as these occur within their dysfunctional communication dynamics. As a result I was then able to identify and describe the games that the bully perpetrator and the bully victim play. This research study thus fosters a better understanding of the dynamics between individuals who engage in bullying behaviour.

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7.   LIST OF REFERENCES

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APPENDIX A

ETHICAL PRINCIPLES

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FACULTY OF HUMANITIES
RESEARCH PROPOSAL AND ETHICS COMMITTEE

APPLICATION FOR ETHICAL CLEARANCE

PLEASE NOTE:
1. Researchers using **HUMAN** respondents as sources of information for data capturing, must complete **ALL** the sections
2. Researchers using **OTHER** sources of information for data capturing do not have to complete sections 4.1 and 5 to 9
3. An application is only considered once approval is granted by the Departmental Research Committee and all required documentation is provided
4. An electronic copy of this form is available from http://www.up.ac.za/academic/humanities/eng/research/research.html or http://www.up.ac.za/academic/humanities/afr/research/research.html

Please TYPE or print legibly with black pen

1. PROJECT INFORMATION			
NAME	Ancois Opper		
STUDENT NO.			
STAFF NO.			
DEPARTMENT	Psychology		
FACULTY	Humanities		
Telephone			
Fax			
E-mail			
Professional status (if not a student)			
TITLE OF STUDY	"Personality profiles of bully perpetrators and bully victims as a basis for identifying social transactional games"		
SUPERVISOR	Dr. Linda Blokland		
SUPERVISOR E-MAIL			
PURPOSE OF THE RESEARCH		ESTIMATED DURATION	
Honours	☐	From	
Masters	☐	To	
Doctoral	■		
Non-degree purposes	☐		
Degree (e.g. MA(Anthropology)	PhD (Psychology)		
ANTICIPATED FUNDING SOURCE (If any)	N/A		
FIRST APPLICATION	Yes ■	No ☐	
RESUBMISSION	Yes ☐	No ■	

2.   OBJECTIVES OF THE RESEARCH - *Please list.*

The aim of the research is to explain and to describe the social transactions that occur between bully perpetrators and bully victims in order to identify any transactional games that they play. Based upon the rationale of this research project and the conceptualisation of the topic of interest, the research problem is formulated as follows: "*Can personality profiles of bully perpetrators and bully victims be useful as a basis for identifying social transactional games of a potentially bullying nature?*

Critical questions include the following:

*Are there similarities in the personality profiles of bully perpetrators?

*Are there similarities in the personality profiles of bully victims?

*Can vulnerability to bullying be identified in the personality profiles of bully victims and
 perpetrators?

*Can the specific dynamics of the bullying relationship be described using TA?
 In particular, for example

> *-How does a bully perpetrator succeed in "hooking" a bully victim?*
> *And*

-Can the decision-making capacity of the bully victim be identified and described?

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3.   SUMMARY OF THE RESEARCH
        Please provide a brief overview of the planned research (maximum 250 - 300 words)

The purpose of my research study is three fold. Firstly the aim is to identify personality profiles of both the bully perpetrators and the bully victims through using the High School Personality Questionnaire (HSPQ), and the Spann-Fisher Co-dependency Scale. These instruments all measure various aspects of the personality. Thereafter, through identification of personality profiles, I would be able to explain and describe the social transactions that occur between bully perpetrators and bully victims. The link between personality profile and social transactions might possibly lie within the notion that our personality profiles influence the way we interact with other individuals or behave towards them in a particular way. Lastly, through doing this I will attempt to exemplify the unique relationship that defines a bully perpetrator and bully victim in order to better understand (through means of transactional analysis) the games they play. In turn this could also provide a substantial framework to foster a better understanding with educators and other health professionals on the phenomenon of bullying behaviour from a transactional analysis point of view.

4. SOURCES OF INFORMATION AND/OR DATA

4.1 HUMAN PARTICIPANTS

4.1.1 Where and how are participants selected?

Participants are purposefully selected from two private schools in Gauteng.

4.1.2 If participants are asked to volunteer, who are being asked to volunteer and how are they selected?

All Grade twelve learners from two private schools in Gauteng will be asked to volunteer for this research study. They are selected based on their age, as well as accessibility.

4.1.3 Will any incentives be offered to persuade the subject to participate?
Yes ☐   No ■
If Yes, please specify.

4.1.4 If records of participants are to be used, specify the nature of these records and indicate how they will be selected.

No records will be used

4.1.5 Has permission been obtained to study and report on these records?
Yes ☐   No ☐   Not applicable ■
If Yes*, letters must be attached.*

4.1.6 Characteristics of participants:
Number: **± 200 participants**

Gender: Female ■   Male ■

Age range: **17 – 18 years of age**

4.1.7 Has permission of the relevant authorities (e.g. school, hospital, clinic) been obtained to conduct research within that organization/ institution?
Yes ■   No ☐   Not applicable ☐

*If **Yes**, letters must be attached.*

4.1.8 Indicate data collection methods to be carried out with participants to obtain data required by marking the applicable box(es):

☐ Record review
☐ Interview schedule (*Attach if available. If not, submit at a later stage, together with initial approval of Ethics Committee.*)
■ Questionnaire (*Attach if available. If not, submit at a later stage, together with initial approval of Ethics Committee.*)
■ Clinical assessment (e.g. tests)
☐ Procedures (e.g. therapy). *Please describe.*

☐   Other   *Please specify.*

4.1.9   If professional evaluation/assessment and treatment procedures are to be used, is the researcher registered to carry out such procedures? *Please specify*

Yes. Testing requires a Masters Degree in Educational Psychology which the researcher already obtained in 2005, together with registration at the HPCSA.

4.1.10   If the researcher will not personally carry out the procedure, state name and position of person who will.

N/A

4.1.11   Is a life history used as information source?
Yes ☐   No ∎

Is permission required for the disclosure of the source?
Yes ☐   No ☐   Not applicable ∎

*If **Yes**, has permission been obtained? (Attach proof)*

*If **No**, explain*

4.1.12   Are the opinions of experts obtained?
Yes ☐   No ∎

Is permission required for the disclosure of the source?
Yes ☐   No ☐   Not applicable ∎

*If **Yes**, has permission been obtained? (Attach proof.)*

*If **No**, explain.*

4.2   OTHER SOURCES OF INFORMATION AND/OR DATA

4.2.1   Document Analysis
Yes ☐   No ☐   Not applicable ∎

4.2.2   Are the documents in the public domain?
Yes ☐   No ☐   Not applicable ∎

*If **Yes**, please disclose.*

*If **No**, has permission been obtained to study the documents?*

Yes ☐   No ☐   Not applicable ∎

*If **Yes**, attach approval.*

5.   INFORMED CONSENT

5.1   Attach copy of consent form(s) printed on the **official letterhead of the Department** within which the research resides.

See attached

5.2   If participants are under 18, or mentally and/or legally incompetent to consent to participation, how is their assent obtained and from whom is proxy consent obtained? *Please specify*.

Informed consent or informed assent will be given by the participants themselves, as well as their parents (see letters attached).

5.3   If participants are under 18, or mentally or legally incompetent, how will it be made clear to the participants that they may withdraw from the study at any time?   *Please specify.*

With the letter, as well as introduction to the study, voluntary participation will be set out clearly.

5.4   If the researcher is not competent in the mother tongue of the participants, how will you ensure the participant's full comprehension of the content of the consent form? *Please specify*.

N/A

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6.   RISKS AND POSSIBLE DISADVANTAGES TO THE   PARTICIPANTS

6.1   Do participants risk any potential harm (e.g. physical, psychological, legal, social) by participating in the research?
Yes ■   No ☐   *If* **Yes***, answer 6.2.*

Risks include that participating in the research might elicit uncomfortable feelings from participants. Benefits include participants gaining some more self-awareness in terms of their own status as either a bully perpetrator or a bully victim.

6.2   What safeguards will be taken to reduce the risks? Please specify

Debriefing will thus also form an imperative part of the research process. Debriefing, in terms of interviews, will be provided on request to deal with and discuss any feelings that might have arisen during the completion of the various questionnaires.

6.3   Will participation or non-participation disadvantage the participants in any way?
Yes ☐   No ■   *If* **Yes***, explain.*

7.	DECEPTION OF PARTICIPANTS

Are there any aspects of the research about which the participants are not to be informed?

Yes ☐   No ■
If **Yes**, please j*ustify.*

8.	BENEFITS TO THE PARTICIPANTS

Will participation benefit the participants?

Yes ■   No ☐
If **Yes**, *please describe briefly.*

During the process participants may gain more self-awareness in terms of their own status as either a bully perpetrator or a bully victim. They will also be granted the opportunity to receive feedback on their results should they request it.

9.	CONFIDENTIALITY/ ANONYMITY

9.1   Will anonymity of participant(s) be protected?
Yes ■   No ☐   Not applicable ☐

If **Yes**, *describe how.*

The participants will give their own personal code on the questionnaires completed, which protects their identities.

9.2   How will the confidentiality of information be assured?   *Please describe.*

All information obtained through the assessments will be dealt with and viewed by me as the primary researcher, as well the supervisor to this study. No names will be published at completion of this study.

10.	DISSEMINATION OF RESEARCH RESULTS

10.1   To whom will results be made available?

The two schools involved will have access to the results from the research. They will both receive a copy of the doctoral thesis on completion of the study.

10.2   In which format do you expect results to be made available?

Please mark those applicable:

■ Doctoral thesis   ☐ Masters Dissertation ☐ Honours Research Report
☐ scientific article   ☐ Conference papers ☐ book
☐ lay article   ☐ TV   ☐ radio
☐ other   *Please describe.*

11. STORAGE OF RESEARCH DATA

11.1 **Please note that** according to the University of Pretoria policy, data must be securely stored for a minimum of 15 years. Where and in what format will the data be stored?
Please specify

The data will be stored for the required period of 15 years in hard copy, as well as electronically.

11.2 For what uses will data be stored? Please mark those applicable:
- ☐ research
- ☐ teaching
- ☐ public performance
- ■ archiving

11.3 If data is to be used for further research, how will participants' permission be obtained?

- ☐ Informed consent form
- ☐ Other *Please specify.*

N/A

11.4 Have the above issues been addressed in the letter of informed consent?

☐ Yes   ☐ No

N/A

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12. OTHER INFORMATION

Please describe any other information that may be of value to the Committee when reviewing your application.

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13. CHECKLIST OF ATTACHMENTS

COMPULSORY:
- ■ Research Proposal

If appropriate:
- ■ Letter(s) of Informed Consent **(on University of Pretoria Letterhead)** with an explanation of the intent of the research
- ■ Permission from relevant authorities (on the institution's letterhead and/or with their stamp) for study to be conducted

(Not on electronic copy – hard copy as will be presented at meeting).
- ■ Questionnaire
- ■ Interview Schedule

14. SUBMISSION DETAILS

RESEARCHER / APPLICANT

Name in capital letters: MS ANCOIS OPPER

Signature: ………………………………. **DATE:** ……………………………

STUDY SUPERVISOR
I am of the opinion that the proposed research project is ethically acceptable

Ethical Implications ☐ **No ethical implications** ■

Name in capital letters: DR. LINDA BLOKLAND

Signature: ………………………………. **DATE:** ……………………………

CHAIR: DEPARTMENTAL RESEARCH COMMITTEE

Name in capital letters: ………………………………………………………......

Signature: ………………………………. **DATE:** ……………………………

HEAD OF DEPARTMENT

Name in capital letters: ………………………………………………………......

Signature: ………………………………. **DATE:** ……………………………

CHAIR: FACULTY RESEARCH PROPOSAL AND ETHICS COMMITTEE

Name in capital letters: PROFESSOR BRENDA LOUW

Signature: ………………………………… **DATE:** ……………………………

With acknowledgement to Harvard University 1999-2000, and the University of the Witwatersrand 1992

APPENDIX B

SELF REPORT QUESTIONNAIRE

SELF-REPORTING QUESTIONNAIRE

Please refer back to the following definition on bullying when answering the questions below

Bullying behaviour is _intentional, repeated hurtful acts, words or other behaviours_, which include:

• _Direct physical actions_ like kicking, hitting, pushing, taking or damaging belongings;

• _Verbal actions_ like name calling, insults, threats, teasing and racist remarks;

• _Indirect actions_ like gossip, excluding someone from a group, manipulation of friendships, mean e-mails or text messages.

**Instructions:** Please answer to the following statements. Honesty is a prerequisite.

1. Do you think of yourself as a bully? ……………… **YES** / **NO**

2. When was it? (if both, please check both)………… **PRIMARY SCHOOL** / **HIGH SCHOOL**

3. Do other people think of you as a bully? ………….. **YES** / **NO**

4. When was it? (if both, please check both)………… **PRIMARY SCHOOL** / **HIGH SCHOOL**

5. Do you think of yourself as a bully victim? .... **YES** / **NO**

6. When was it? (if both, please check both)………… **PRIMARY SCHOOL** / **HIGH SCHOOL**

7. Do other people think of you as a bully victim? .... **YES** / **NO**

8. When was it? (if both, please check both)………… **PRIMARY SCHOOL** / **HIGH SCHOOL**

9. During your _Primary School career_, did you hold any leadership position, e.g., class captain, team captain, school prefect? Please list all positions:

   …………………………………………………………………………………...

10. During your _High School career_, did you hold any leadership position, e.g., class captain, team captain, school prefect? Please list all positions:

   …………………………………………………………………………………...

**PARTICIPANT
PERSONAL CODE:**

…………………

APPENDIX C

HIGH SCHOOL PERSONALITY QUESTIONNAIRE – DESCRIPTION OF TRAITS

A description of the traits that are measured by the HSPQ

Factor	Low sten score		High sten score
Factor A *reflecting social orientation*	**Reserved;** The cool social orientation called Sizothymia.	**vs.**	**Outgoing;** The warm social orientation called Affectothymia.
Factor B *reflecting capacity to discern social relations*	Discernment of social relations at practical **concrete** levels.	**vs.**	Discernment of social relations at **abstract** logical levels.
Factor C *reflecting adaptation to the social environment*	**Emotional intability;** Low capacity to deal with frustrations; below par adaptation to new circumstances; moody and changeable; ego weakness.	**vs.**	**Emotional stability;** High-quality emotional control; sound adaptation to new circumstances, emotionally stable; sound self-regulation and problem solving skill; ego strength;.
Factor E *reflecting interpersonal control*	**Submissiveness**; phobic avoidance of anger responses in others; many unmet wants and needs; acute need to feel accepted.	**vs.**	**Dominance**; Prefers to play a dominant (controlling) role in interpersonal relationships, dominance mostly expressed in an aggressive style; control often masked as "only trying to help" attempts.
Factor F *reflecting level of interaction with social environment*	**Soberness;** Deep thinking; careful speech and behaviour; consistency and regularity (predictability); preserving a cautious life orientation, i.e., anticipating difficulties, avoiding making mistakes; hesitant to take risks; dislikes change; security and predictability seeking in all aspects of life.	**vs.**	**Carefreeness;** Celebrates life without consideration for accompanying risks; excitement seeking; active participation to satisfy ego-centric needs; immediate (here-and-now) needs gratification; sensually expressive; a long trail of unfinished projects; a series of ever-changing, all-consuming interests; divergent thinking style.
Factor G *reflects content and action of moral values*	**Opportunistic;** Super-ego weakness; indecisive; gives up easily; difficulty making decisions and following through on planning; frivolous; light-hearted; disregards rules and obligations to other people.	**vs.**	**Conscientious;** Super-ego strength; conscientious; considers what is socially acceptable and morally right; values respectability and etiquette; emotionally disciplined; might be moralistic; often viewed as some

			parent figure; thoughtful; considerate of others.
Factor H *reflects level of social courage*	<u>**Shyness;**</u> Lacking social courage; "living in a shell"; prefers to camouflage the self; minimize stress by avoiding risks, competition, and new experiences; prefers not to be singled out for attention, especially negative attention.	**vs.**	<u>**Social boldness;**</u> Prefers excitement; use thrilling & challenging activities as a release from routine & a passport to adventure; tendency to "overdo"; lives on nerves too much; risk taking; exceptionally strong nerves; seen as friendly; kinaesthetic learner; not attuned to the subtlety of others' feelings.
Factor I *reflects modes of evaluating social experience*	<u>**Tough-mindedness;**</u> Use thinking to evaluate; copes well with stressful situations; excludes emotions during evaluation & decision-making; has utilitarian and practical rather than aesthetic values; repress or restrict the range of emotional experiences; out of touch with tender or vulnerable kinds of feelings such as fear, pity, or dependency; accompanying this way of processing information is an orientation that emphasizes survival and security concerns.	**vs.**	<u>**Tender mindedness;**</u> Use feeling to evaluate; excludes reasoning during evaluation and decision-making; might be emotional, changeable and indecisive; experiences difficulty to communicate impressions to others; emotional sensitivity causes agony over harsh decisions; needs more than average amounts of reassurance and support; might frustrate more self-reliant peers.
Factor J *reflects interaction in a group situation*	<u>**Zestfulness;**</u> Likes group activities; likes attention; vigorous; accepts common standards; fits in easily with the group; adapt to circumstances; uncritical acceptance of the group and an excessive co-operation (at the cost of their own individuality).		<u>**Individualism;**</u> Acts individualistically; guarded and wrapped up in self; does not become involved; prefer to do things on their own; prefer to avoid arguments and remains in background; stubbornness, passive resistance.
Factor O *reflects guilt proneness versus self-confidence and resilience*	<u>**Self Assurance;**</u> Placid; positive self-judgement; feels worthwhile and competent; extreme low scores might indicate excessively strong and rigid defence mechanisms due to social anxiety; self-esteem might be based on reality distortion; lacks self-awareness; might employ behavioural strategies to preserve	**vs.**	<u>**Proneness to guilt feelings;**</u> Apprehensive; guilt proneness; reflects emotional self-attitude; inner life might be dominated by subjective suffering; staying awake at night worrying; becomes dejected when criticized; might act in self-depreciating ways; vulnerable to feelings of worthlessness; might be easy to "put a guilt trip" on this

	self-esteem, e.g. avoiding situations that cast doubt on own adequacy or that might cause self to fail; might persistently fail to make emotional contact; might lack empathetic understanding; might persistently fail to make appeasement responses.		person; vulnerability to feelings of worthlessness and inadequacy may leave person susceptible to manipulation and exploitation.
Factor Q_2 *reflects self-sufficiency (reliance on self) versus group dependency (reliance on others)*	**Group-dependency;** Wanting to get attention; seeking praise and approval; resisting separation; support seeking; wishes to maintain contact or proximity with others – thus proximity-seeking behaviour; shows strong herding instinct or "safety in numbers".	**vs.**	**Self-sufficiency;** Prefers own decisions; prefers to work alone and travel alone; withdraws when stressed; able to hold fast to unpopular positions; reveals a form of introverted thinking; a demonstrate a touch of stubbornness.
Factor Q_3 *reflects the socially approved self-image*	**Low self sentiment integration;** Casual; a big difference between the wished-for self-concept and the subjectively perceived self-concept; failing to live up to personal ideals; psychological discomfort; either partially or fully blocking recognition of the incongruence between the wished-for self-concept and the perceived self-concept from awareness; blocked observation of reality becomes a mechanism of defense; uses rationalisation, denial, repression, or other forms of self-deception (self-delusion) to get relief from inner discomfort and cognitive dissonance.	**vs.**	**High self sentiment integration;** Controlled; strong sense of self-sentiment; sense of pride because he/she is able to live up personal self-ideals; might constantly monitor the correctness of his/her behaviour; overly concerned about social appearance; might be depriving himself/herself from joyful spontaneity, because the person's standards for maintaining self-approval and respect might often be too high to allow for spontaneity.
Factor Q_4 *reflects tense versus relaxed temperaments*	**Low ergic tension** Relaxed; autonomic arousal and nervous tension; may be lethargic; under reactive; lacking in vigour and drive.	**vs.**	**High ergic tension** Tense; autonomic arousal and nervous tension; *free floating anxiety*; trouble relaxing or even just sitting still for extended periods; might be impatient or accident prone and irritable.

As adapted from Taylor (2004, p. 50) and Cattell (1989)

APPENDIX D

EXAMPLES OF CONSENT FORM AND ASSENT FORM

PARENT REQUEST FOR INFORMED CONSENT

For research titled: *"Personality profiles of bully perpetrators and bully victims as a basis for identifying social transactional games."*

Department of Psychology
Faculty of Humanities
University of Pretoria
Lynnwood Road
Pretoria

Researcher: Ancois Opper
Contact details: ███████ / ██████████████

Dear Parent(s)

Your son/daughter is invited to participate in a research study. The following information regarding the study is provided to help you decide if you would like him/her to take part. Note that his participation is voluntary and that he/she may withdraw from the study at any time.

Description and research purpose:
I am an Educational Psychologist who is currently busy with my PhD in Psychology at the Faculty of Humanities, at the University of Pretoria. As part of my thesis, I am expected to conduct a comprehensive research study. The focus of my research project is a case study into bullying behaviour. I aim to describe the type of interaction that occurs between bully perpetrators and bully victims through means of Transactional Analysis (TA) theory. The purpose of my research study is to look at the type of hidden communication that occurs between bully perpetrators and bully victims. This could provide information on the unique relationship that defines a bully perpetrator and bully victim in order to better understand the psychological "games" that they play.

Procedures:
Data collection will comprise of a psychometric test battery, which includes administration of a personality test (*High School Personality Questionnaire*), identification of bully status (*Self Reporting Questionnaire*), and assessment of the learners' co-dependency (*Spann-Fischer Co-dependency Scale*). These psychological tests give an indication of personality profiles, as well as various personality characteristics. Interviews will follow the test battery at a time suitable to those participants selected for the interviews based on the information from their completed questionnaires.

1

Risks and benefits:

This research study might elicit uncomfortable feelings. Debriefing, in terms of interviews, will be provided on request to deal with and discuss any feelings that might have arisen during the completion of the various questionnaires. Your son/daughter may however benefit by gaining more self-awareness in terms of their own status as either a bully perpetrator or a bully victim.

Voluntary participation:

Your son/daughter is free to refuse participation in this study, or to withdraw from this study at any time. Their decision not to participate, or to withdraw from participation, will have no negative consequences.

Confidentiality:

All information will be recorded anonymously and your son/daughter's responses will be confidential as a result. Data obtained from this study may be published but will not identify your son/daughter individually. As a participant they will also give a personal code, filled in at the end of their document, as well as on the various questionnaires they will complete to ensure confidentiality at all times

Thus, the following ethical principles apply:
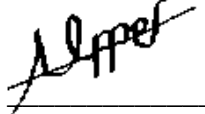
- *Participation is voluntary.*
- *There are no costs involved for you.*
- *Your son/daughter is free to withdraw from the project at any stage if he/she wishes to do so.*
- *All information provided by your son/daughter will be treated confidentially and anonymously.*
- *Participants will not receive any monetary compensation.*
- *Ethical guidelines have been followed to ensure that no participating party will be harmed or placed at risk of any kind.*
- *No reference will be made to any information that may convey any particular personal or identifiable information.*
- *You and your son/daughter reserve the right to access any information that has been collected throughout the research process at any time.*
- *You and your son/daughter reserve the right to withdraw any information or data that you wish not to be released for publication.*
- *The research findings might be published in an accredited research journal, but confidentiality and anonymity will be honoured.*

Informed Consent:

I have read the description, including the nature and purpose of this study, the procedures used, and the potential risks, as well as the option to withdraw from the study at any time. I believe I understand what is involved. I hereby give permission to publish or present to professional meetings the data that my son/daughter provide by their participation. By completing the various tests included in the psychometric battery, I thus give consent to my son/daughter participating in the research study.

If you have any queries before or during the study, or after its completion, you are welcome to contact myself (█████████).

Yours sincerely,

_____
Ancois Opper
Researcher

Informed consent

Having read the attached request for informed consent, I declare that I am fully aware of the nature and purpose of the study conducted by Ancois Opper. I understand that all information will be treated anonymously and as strictly confidential. I further understand that all ethical considerations, as outlined in the request for consent, will be adhered to.

I hereby agree to allow my son/daughter to: (a) participate in assessment of personality measured by the *High School Personality Questionnaire,* bully status measured by a *Self reporting questionnaire,* and co-dependency as measured by the *Spann-Fisher Co-Dependency Scale,* and (b) make him-/herself available for the interviews if required. I also consent to the publication of the research findings, subject to anonymity and confidentiality.

Participant's name:…………………………………………………………..

Parent(s) name:……………………………………………………………

Signature(s): ……………………………………………………………

Date: ..……………………………………………………………………

4

FACULTY OF HUMANITIES
RESEARCH PROPOSAL AND ETHICS COMMITTEE

REQUEST FOR INFORMED ASSENT

For research titled: *"Personality profiles of bully perpetrators and bully victims as a basis for identifying social transactional games."*

Department of Psychology
Faculty of Humanities
University of Pretoria
Lynnwood Road
Pretoria

Researcher: Ancois Opper
Contact details: ███████████ / █████████████████

Dear Participant

You are invited to participate in a research study. The following information regarding the study is provided to help you decide if you would like to take part. Note that your participation is voluntary and that you may withdraw from the study at any time.

Description and research purpose:
I am an Educational Psychologist who is currently busy with my PhD in Psychology at the Faculty of Humanities, at the University of Pretoria. As part of my thesis, I am expected to conduct a comprehensive research study. The focus of my research project is a case study into bulling behaviour. I aim to describe the type of interaction that occurs between bully perpetrators and bully victims through means of Transactional Analysis (TA) theory. The purpose of my research study is to look at the type of hidden communication that occurs between bully perpetrators and bully victims. This could provide information on the unique relationship that defines a bully perpetrator and bully victim in order to better understand the psychological "games" that they play.

Procedures:
Data collection will comprise of a psychometric test battery, which includes administration of a personality test (*High School Personality Questionnaire)*, identification of bully status (*Self Reporting Questionnaire)*, and assessment of the learners' co-dependency (*Spann-Fischer Co-dependency Scale)*. These psychological tests give an indication of personality profiles, as well as various personality characteristics. Interviews will follow the test battery at a time suitable to those participants selected for the interviews based on the information from their completed questionnaires.

Risks and benefits:
This research study might elicit uncomfortable feelings. Debriefing, in terms of interviews, will be provided on request to deal with and discuss any feelings that might have arisen during the completion of the various questionnaires. You may however benefit by gaining more self-awareness in terms of your own status as either a bully perpetrator or a bully victim.

1

Voluntary participation:

You are free to refuse participation in this study, or to withdraw from this study at any time. Your decision not to participate, or to withdraw from participation, will have no negative consequences.

Confidentiality:

All information will be recorded anonymously and your responses will be confidential as a result. Data obtained from this study may be published but will not identify you individually. As a participant you will also give a personal code, filled in at the end of this document, as well as on the various questionnaires you will complete to ensure confidentiality at all times.

Thus, the following ethical principles apply:

- *Participation is voluntary.*
- *There are no costs involved for you.*
- *You are free to withdraw from the project at any stage if you wish to do so.*
- *All information provided by you will be treated confidentially and anonymously.*
- *Participants will not receive any monetary compensation.*
- *Ethical guidelines have been followed to ensure that no participating party will be harmed or placed at risk of any kind.*
- *No reference will be made to any information that may convey any particular personal or identifiable information.*
- *You reserve the right to access any information that has been collected throughout the research process at any time.*
- *You reserve the right to withdraw any information or data that you wish not to be released for publication.*
- *The research findings might be published in an accredited research journal, but confidentiality and anonymity will be honoured.*

Informed Consent:

I have read the description, including the nature and purpose of this study, the procedures used, and the potential risks, as well as the option to withdraw from the study at any time. I believe I understand what is involved. I hereby give permission to publish or present to professional meetings the data that I provide by my participation. By completing the various tests included in the psychometric battery, I consent to participating in the research study.

If you have any queries before or during the study, or after its completion, you are welcome to contact me (███████████).

Yours sincerely,

_____

Ancois Opper
Researcher

2

Informed Assent

Having read the attached request for informed assent, I declare that I am fully aware of the nature and purpose of the study conducted by Ancois Opper. I understand that all information will be treated anonymously and as strictly confidential. I further understand that all ethical considerations, as outlined in the request for consent, will be adhered to.

I hereby agree to: (a) participating in assessment of personality measured by the *High School Personality Questionnaire,* bully status measured by a *Self reporting questionnaire,* and co-dependency as measured by the *Spann-Fisher Co-Dependency Scale,* and (b) make myself available for the interviews if required. I also consent to the publication of the research findings, subject to anonymity and confidentiality.

Participant's name: …………………………

Signature: ……………………………………

Date: …………………………………………

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PARTICIPANT
PERSONAL CODE:

   ……………………
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![University of Pretoria logo]

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

FACULTY OF HUMANITIES
RESEARCH PROPOSAL AND ETHICS COMMITTEE

REQUEST FOR INFORMED CONSENT

For research titled: *"Personality profiles of bully perpetrators and bully victims as a basis for identifying social transactional games."*

Department of Psychology
Faculty of Humanities
University of Pretoria
Lynnwood Road
Pretoria

Researcher: Ancois Opper
Contact details: ████████████ / ██████████████████████

Dear Participant

You are invited to participate in a research study. The following information regarding the study is provided to help you decide if you would like to take part. Note that your participation is voluntary and that you may withdraw from the study at any time.

Description and research purpose:
I am an Educational Psychologist who is currently busy with my PhD in Psychology at the Faculty of Humanities, at the University of Pretoria. As part of my thesis, I am expected to conduct a comprehensive research study. The focus of my research project is a case study into bulling behaviour. I aim to describe the type of interaction that occurs between bully perpetrators and bully victims through means of Transactional Analysis (TA) theory. The purpose of my research study is to look at the type of hidden communication that occurs between bully perpetrators and bully victims. This could provide information on the unique relationship that defines a bully perpetrator and bully victim in order to better understand the psychological "games" that they play.

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This research study might elicit uncomfortable feelings. Debriefing, in terms of interviews, will be provided on request to deal with and discuss any feelings that might have arisen during the completion of the various questionnaires. You may however benefit by gaining more self-awareness in terms of your own status as either a bully perpetrator or a bully victim.

Voluntary participation:
You are free to refuse participation in this study, or to withdraw from this study at any time. Your decision not to participate, or to withdraw from participation, will have no negative consequences.

Confidentiality:
All information will be recorded anonymously and your responses will be confidential as a result. Data obtained from this study may be published but will not identify you individually. As a participant you will also give a personal code, filled in at the end of this document, as well as on the various questionnaires you will complete to ensure confidentiality at all times.

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Informed Consent:
I have read the description, including the nature and purpose of this study, the procedures used, and the potential risks, as well as the option to withdraw from the study at any time. I believe I understand what is involved. I hereby give permission to publish or present to professional meetings the data that I provide by my participation. By completing the various tests included in the psychometric battery, I consent to participating in the research study.

If you have any queries before or during the study, or after its completion, you are welcome to contact me (███████████).

Yours sincerely,

_____
Ancois Opper
Researcher

Informed Consent

Having read the attached request for informed consent, I declare that I am fully aware of the nature and purpose of the study conducted by Ancois Opper. I understand that all information will be treated anonymously and as strictly confidential. I further understand that all ethical considerations, as outlined in the request for consent, will be adhered to.

I hereby agree to: (a) participating in assessment of personality measured by the *High School Personality Questionnaire,* bully status measured by a *Self reporting questionnaire,* and co-dependency as measured by the *Spann-Fisher Co-Dependency Scale,* and (b) make myself available for the interviews if required. I also consent to the publication of the research findings, subject to anonymity and confidentiality.

Participant's name: …………………………

Signature: …………………………………

Date: …………………………………………

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┌─────────────────────────┐
│    PARTICIPANT          │
│  PERSONAL CODE:         │
│                         │
│    …………………          │
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APPENDIX E

SPANN-FISHER CO-DEPENDENCY SCALE

THE SPANN-FISCHER CODEPENDENCY SCALE

Read the following statements and place the number in the spaces provided that <u>best describes you according to the following list</u>:

1……… Strongly Disagree;

2……… Moderately Disagree;

3……… Slightly Disagree;

4……… Slightly Agree;

5……… Moderately Agree;

6……… Strongly Agree.

QUESTION	ANSWER
1. It is hard for me to make decisions.	
2. It is hard for me to say "no."	
3. It is hard for me to accept compliments graciously.	
4. Sometimes I almost feel bored or empty if I don't have problems to focus on.	
5. 1 usually *do not* do things for other people that they are capable of doing for themselves.	
6. When I do something nice for myself I usually feel guilty.	
7. 1 *do not* worry very much.	
8. I tell myself that things will get better when the people in my life change what they are doing.	
9. I seem to have relationships where I am always there for them but they are rarely there for me.	
10. Sometimes I get focused on one person to the extent of neglecting other relationships and responsibilities.	
11. I seem to get into relationships that are painful for me.	
12. I don't usually let others see the "real" me.	
13. When someone upsets me I will hold it in for a long time, but once in a while I explode.	
14. I will usually go to any lengths to avoid open conflict.	
15. I often have a sense of dread or impending doom.	
16. I often put the needs of others ahead of my own.	

PARTICIPANT PERSONAL CODE:

……………………

APPENDIX F

SEMI STRUCTURED INTERVIEWS

INTERVIEW WITH BULLY PERPETRATOR (FEMALE) - FB

1   *Researcher: Basically I am going to ask you a few questions, and if the*
2   *question is not relevant, we'll move on (explain the process). How would*
3   *you describe yourself as a person?*

4   **Female bully:** Sho, okay, um, I'm very talkative with great leadership skills
5   and I can communicate very well and um I just love taking the lead and I can
6   be bossy and at times I have to be bossy and I'm very confident, **I never let**
7   **anybody stand in my way**, and I'm a very nice person, ja, I'm very friendly.

8   *Researcher: I can see you come across as very confident, and you know*
9   *what you want from life, and you will do anything to get what you want. So*
10 *that is how you see yourself, but how do you think other people see you? How*
11 *would they describe you?*

12 **Female bully:** Many people will describe me as a very talkative person.
13 They'd say I'm a control freak (laughs).

14 *Researcher: In what sense?*

15 **Female bully:** Um, as I said, I just like taking the lead you know, and
16 always like being there, being the leader at all times, I don't like being led by
17 others. So they'll say you like controlling us and stuff like that, and
18 confident, they would say that I'm confident, that I follow my dreams and
19 goals with determination, and I never let anything stand in my way and I
20 never allow anyone to take advantage of other people, if you doing
21 something which is wrong and you hurting others I will stand up to you and
22 show you this is wrong and, so yea.

23 *Researcher: So you like taking the lead. Now, when you were younger, a*
24 *child, how did your mother and father show that they were angry at you?*

25 **Female bully:** Sjoe, if my mother was angry at me, she wouldn't, um, allow
26 me to go out like I'd stay at home for my punishment and sometimes my
27 mom usually give me tuck money and I wouldn't get tuck money at all and in
28 the morning she's the one that prepares all the stuff for us, and then she

1

1   didn't. She would just leave me there and my aunt would prepare everything

2   for me. And then my dad, um, what would he do? He used to buy me sweets

3   and stuff, and I wouldn't get any when he was mad at me, cause every

4   evening he would like, when he got back from work I would get something

5   from him and if I did something wrong or he was mad at me, he didn't buy

6   me anything, I wouldn't get anything from him, and my aunt had to do

7   something about it, cause they wouldn't just care.

8   **Researcher:** *So that was when they were angry at you, what would they do*

9   *when they were pleased with you? Or even now?*

10   **Female bully:** When my dad is pleased with me now, um, he does say it,

11   you know, like I'm very proud of you, and all that kind of stuff, and he

12   usually asks me what do you want, and then what ever I want he would buy it

13   for me or give it to me. And with my mom, what does she do? Jo, mom's are

14   very strict, and it takes time to impress them. Um, let me think now. Um,

15   oh, whenever she's pleased with me, um, I usually do the house chores and

16   stuff, my mom doesn't do anything, so whenever she's pleased with me she

17   helps out a lot and I get to choose whatever I want to do and I don't get a lot

18   of work on that day, hey.

19   **Researcher:** *It sounds like they both actually reward you. Your dad rewards*

20   *you with things, and your mom rewards you by helping you. And, um, when*

21   *things go wrong for you, how do you feel?*

22   **Female bully:** I feel like a loser or a failure at times. And with me its like

23   everybody is expecting me to be always there at the top of my game, so if

24   things don't go right I'm like Oh my goodness, I've failed myself and other

25   people too.

26   **Researcher:** *So you feel like the expectations are very high for you?*

27   **Female bully:** Hmmm. Yes.

28   **Researcher:** *And when things go wrong for you, how do you react?*

2

1   **Female bully:** First of all I don't show it, I don't show that things aren't

2   going my way and I I'm feeling terrible, and I sort of like try to find ways of

3   dealing with that situation or um solving the problem that is um preventing

4   me from getting to where I want to get to and um I always, ok, I never tell

5   anyone, you know, that this is happening, I just change the whole story and

6   pretend that it is somebody else and try to get advise from other people but

7   not say, you know, that I need advise, "you know my friend is kind of

8   struggling with this or, she wants to do this, and she's failing and things are

9   just going wrong" and then ask what would you do if you were in a situation

10 like this, I would do this and that and so. And I usually read inspirational

11 books, and I listen to music. Do you know that song 'The Climb' by Miley

12 Cirus? You know I always listen to the song cause it just keeps me going, so

13 ja. So I listen to music, read and try find solutions to these problems.

14 *Researcher: So you don't step back, you take action?*

15 **Female bully:** I take action, always. I'll be down for a few minutes, but

16 afterwards I'll go like, you know what, I'm just wasting time here, and

17 crying, and doing all sorts of stuff, let me rather see what I can do about it

18 and keep moving.

19 *Researcher: It almost sounds like you feel ashamed or something like that.*

20 **Female bully:** I do a little bit, not really (laughs).

21 *Researcher: Okay, how would you define bullying? What do you think is a*

22 *definition for bullying?*

23 **Female bully:** Definition for bullying, um, like um, I wouldn't say bossing

24 people around, I would say um, forcing people to do things they do not want

25 to do because they are like scared of you, and taking things away from them

26 because, you know that they are not going to take action because they scared

27 of you and not giving anybody a chance to um voice themselves, because you

3

1   always want to be at the top of your game, and um sometimes people actually
2   do it because of their friends and this kind of stuff, ja.

3   *Researcher: And what kind of things does a bully do?*

4   **Female bully:**   A bully, they would ?????? you can actually boss that one
5   around cause she's more weak and, I don't want to say weak, but you know

6   we have different personalities as people, and some are scared and um they
7   don't really, and they shy, they don't really know how to say no to
8   something, so I would say you, let me say you don't have your lunchbox, and
9   I would have a nice lunchbox and you want it, you would actually come, take
10   it by force, without me saying ja you can have it or just threaten me if you
11   don't give me your lunchbox I going to do this, you know. Threatening them
12   and um, sometimes hit them, basically force them to do something they don't
13   want to do.

14   *Researcher: And what do you think contributes to being a bully? Or a bully*
15   *victim.*

16   **Female bully:**   What contributes to being a bully in the first place is um I
17   think, let me see…you know children don't get enough attention at home so
18   they come here and they, you know, sometimes when you are hurt, and you
19   want to hurt others as well at times, so basically that might be a factor and
20   um not getting what I get at home, um, we all come from different family
21   backgrounds, so probably at your house you're rich and I'm not, so as I said,
22   you want that lunchbox, I mean, you want it and I have it, so, you want
23   things that you don't have and other people have, and um, some children are
24   just naughty, you know, they just want to be bullies and always want to take
25   the lead and some of them are scared actually, you know, like if I'm sweet
26   and all that kind of stuff, people are going to take advantage of me and so
27   you know what, I'm going to be the one at the top and I'm going to show you
28   that I can be a boss and I am not going to allow anyone to step on my head,
29   so I'd rather hurt people than them hurt me. And factors which contribute to

4

being a victim of being bullied, so it's like I said, it's vanity, and some children are just like scared of talking, so they know if I'm going to bully that one, she's not going to tell anyone about it, she's going to be scared, and sometimes not being confident enough. And um, not having that good self-esteem, because to me it's like being bullied is they are taking control of you, ja, it's like that. It's like they are weak, and um, let me think now (nervous laugh). Sometimes, you know when I've mentioned being scared, not wanting to lose your friends, I know that my friend is being a bully, but you know because I don't want to lose her, you know I'm not going to tell her I don't like what you are doing, you know, it's like you want to belong in a group sometimes, and ja, that can also be a factor.

Researcher: *Now what incident stands out for you when you maybe were a bully in a situation? Even since you've been in Grade one.*

Female bully: Like I said, I've always been bossy. So back when I was in primary, I'm still bossy, but I'm not that bossy as before, so in primary I used to be like the ring leader, you know. You don't do nothing if its not my way you know. It's my way or the high way, so my peeps would buy me sweets and if you don't like buy those chips you're not my friend anymore. You know, you are not a part of our group. They were scared like I said, like some of them wanted to belong in a group. We used to play netball and I had to be in the team, or else no one else was playing. If I was not in the team, you guys are not playing anymore. Ja, and sometimes, you know in primary you had to go to assembly first before had to go to your classes and stuff, and I always had to be in front. So if I wasn't in front, there was a big problem (laughs), I was like move back, if you don't move back I'm going to hit you.

Researcher: *And that was mainly primary school, not so much high school?*

Female bully: No, in high school I don't recall ever bullying somebody, except for not wanting anybody to come and step over my head.

5

1   *Researcher:*   *And have you ever been bullied?*   *Sounds like you are so*
2   *confident.*

3   **Female bully:** People have tried, but they've never gotten away with it,
4   because I never let anybody.

5   *Researcher:* *Because you have such a strong personality?*

6   **Female bully:** You get the matrics and they come and try get their way with
7   the Grade eights, but with me, it's always do not mess with that one, because
8   I'm telling you, you are going to get into trouble. I never allow anybody to
9   do that.

10   *Researcher:* *So you would rather be the bully than be bullied?*

11   **Female bully***:*   Ja, I would actually bully all the people, but I remember
12   standing up to Grade sevens, and they would say are you crazy, how can you
13   talk back to that person, you are so little, and like, no ways, no ways.

14   *Researcher:* *Just in a nutshell, what are the characteristics of a bully?*

15   **Female bully***:* Controlling, they're bossy, um, bullies are not confident in
16   most cases, and they are usually scared, they are one of those people who are
17   just, maybe coward in a way?

18   *Researcher:* *Let's go back to when you were in primary school, how would*
19   *you describe your interaction with the bully victim?*

20   **Female bully:** Well, it wasn't good, but I saw it as good, but then I thought
21   they saw it as a good thing, you know. Because they never said anything,
22   they were always scared you know, and whenever they had something to say,
23   they would never tell me, I would always hear it from other people. My
24   friends was also bullied but then she wasn't part of our group. So they would
25   always tell her and she would come to me she would tell me this and this and
26   this, I don't like what you doing and I'm going to hit you and I wouldn't
27   describe it as a very good interaction. So when people are scared of me its

6

1 not really good. Even if you make mistakes they won't be able to tell you
2 because they are scared of you. And sometimes you know if you feel like
3 you can't cope with the situation, that's what they always say and you should
4 always sit down and allow other people to actually deal with the situation,
5 but then you're being the bully, uh uh.

6 *Researcher: You want that control?*

7 **Female bully:** Ja, you want that control. It feels like I'm going to loose that
8 respect if now I step down, so ja, sometimes it wasn't…uh uh.

9 *Researcher: What do think causes you to want to control others or boss*
10 *them, to bully them?*

11 **Female bully:** You know, being bossy is one of my characteristics, I think
12 it's one of the things that I was born with, cause since I was a kid they
13 wanted to say, you know what, you always controlling other children, you
14 always want things to go your way and stuff like that, but I think as you
15 grow, you start bossing people around, cause you can actually see, okay, they
16 actually listen to what I say, so its easier to pick on other people cause they
17 not going to do anything.

18 *Researcher: So you actually see that there's a weakness there, and it's like*
19 *you are saying you are almost taking advantage of that weakness.*

20 **Female bully:** Ja, they are going to do what I say, and obviously they know,
21 she's very bossy, and I'm very persuasive, so I can kind of like twist words
22 and you would actually believe me and I'll be like ha, got you.

23 *Researcher: And then there is just one last question that I'm wondering*
24 *about, I want to know what is the pay-off for being a bully? What does a*
25 *bully get from bullying others?*

26 **Female bully:** Okay, you know, at first it's nice, because you get everything
27 that you want from others and um, and you can do whatever you want and

1 you are untouchable, but then at the end of the day if you look at it its not
2 nice, because nobody wants to be your friend anymore, and you can get into
3 big trouble, and at the end of the day you also feel bad as a person for
4 actually treating other people so badly, and you know, you can actually live
5 with the guilt for the rest of your life. Okay, for me it's funny now, I used to
6 bully in primary, but can you imagine if somebody's doing it in high school
7 or in varsity they already grown now and you know, thinking of it one day,
8 yo, I was a horrible person, it doesn't pay off, the results are not good at all.

9 *Researcher:* *But in the moment it feels nice?*

10 **Female bully:** Ja, in the moment you feel nice, because you're the boss and
11 you're in control. You might think that you have their respect, but actually
12 it's not respect.

13 *Researcher:* *What do you think is the pay-off for a target or a bully victim?*
14 *Do you think there's a pay-off for them? Cause why does a victim allow*
15 *someone to bully them?*

16 **Female bully:** Cause they scared, like you know, wanting to belong in a
17 group, so if your friend is bullying him and stuff, you can see, oh my word,
18 I'm not going to have friends anymore, and they seem to be cool, so you'd
19 rather have them to bully you than actually standing your ground saying you
20 what, I'm putting a stop to this.

21 *Researcher:* *And do you think there's anything else that can help me with*
22 *my research that you think you can mention?*

23 **Female bully:** Um, you know I think it's important that bullies are not
24 judged and that kind of stuff, it's important to understand and learn why they
25 are doing this. Sometimes it might be, like I said, somebody's being hurt at
26 home and just because they are hurting inside they want to hurt others as
27 well. So they should be, um, I think they should have people in schools who
28 can actually talk to them and find out why they doing what they doing, and

8

1   try to solve the problem, and see what they can actually do to help them to

2   stop. And as for the victims, yo, they shouldn't keep quiet. I wouldn't allow

3   anyone to bully me, never. I would tell them, you know what, you should

4   not mess with me, I don't care if you are a boy, the tallest guy or the toughest

5   man in the world, I never allow anyone to stand in my way, never, they know

6   it.

                                                  Comment [U8]: Im ok, you're not ok

7   *Researcher: Thank you very much, I appreciate this.*

9

INTERVIEW WITH BULLY PERPETRATOR (MALE) - MB

1   *Researcher: Basically I saw that you identified yourself on this form, that*
2   *you identify yourself as a bully and that others might think of you as a bully.*
3   *This all forms part of my research, so don't be shy about being honest and*
4   *don't hide anything, everything is confidential. So, first question, how do you*
5   *describe yourself as a person?*

6   **Male bully:** Let me think, what is the word I'm looking for, um, enthusiastic
7   is always the things I like to set goals and I'm always enthusiastic towards
8   reaching those goals committed in what I like to do, and ja, pretty much a fun
9   loving person, I'm quite the clown.

10   *Researcher: Okay, so that's how you would describe yourself, how do you*
11   *think your friends would describe you, or other people when you are not in*
12   *the room?*

13   **Male bully:** What a nice guy he is, because I'm very sporting so I'm very
14   very, what do you call it, um, boys will be boys thing, competitive, ja,
15   competitive.

16   *Researcher: And what kind of sport do you do?*

17   **Male bully:** Hockey, water polo and swimming.

18   *Researcher: And what kind of positions do you have?*

19   **Male bully:** Um, first team hockey, first team water polo and first team
20   swimming.

21   *Researcher: So you're a first teamer.*

22   **Male bully:** Ja.

23   *Researcher: Would you describe yourself as a popular kid in school at the*
24   *moment?*

25   **Male bully:** Not necessarily, because the popular kids in school at the
26   moment are the first team rugby players.

1

1 *Researcher: Are they the only kids that are popular?*

2 **Male bully:** Ja, pretty much, because they make themselves known. Mainly
3 boarders are popular, cause they are here all the time.

4 *Researcher: That's interesting, cause usually it is the other way around?*

5 **Male bully:** Not necessarily.

6 *Researcher: Okay, when you were small, how did your mother and your*
7 *father show you that he or she was angry at you? What would they do or say*
8 *or react?*

9 **Male bully:** Um, past seven, was past the learning stage, was when I
10 stopped learning so my mom said, so all the spankings and stuff stopped and
11 I got older and they like started taking away my pocket money or not let me
12 go out, stuff like that, but they usually talked to me, at this stage in my life
13 they talked to me if they weren't happy with me, they wouldn't do any
14 physical.

15 *Researcher: But you would get a hiding before then and from seven*
16 *onwards it was verbally? And what were they saying to you if they were*
17 *angry with you.*

18 **Male bully:** My mom would tell me she's angry with me, she wouldn't wait
19 for me to pick up the signs she would like say, okay, you have done wrong.

20 *Researcher: And your dad?*

21 **Male bully:** He wouldn't.

22 *Researcher: And how did you react when they were angry at you and your*
23 *mom scold and your dad spanked you, how did you react back?*

24 **Male bully:** I didn't react back, I just kept it in. It wasn't one of those like I
25 was scared of my parents' kind of thing, it was like you just don't react, it
26 was what my mom told me, you just can't speak to your parents in that way. I

2

1   just figured what I did wrong and just took my punishment; it just took it and

2   didn't do it again.

3   *Researcher: And how did they show you they were pleased with you?*

4   **Male bully:** Usually by spoken word, but if I've done something really well,

5   I'd get something, I would just get like a reward or a chocolate or something

6   at night.

7   *Researcher: And how would you react? What would you do?*

8   **Male bully:** I would be happy. I would say thank you and eat the chocolate.

9   *Researcher: If things go wrong for you, how do you usually feel?*

10   **Male bully:** Um, like in the first stages I would feel depressed, and then I

11   will just get over it and I would think how I can improve on what has

12   happened. So the main thing is like depressed you know, sad, and I'll get

13   over it, and try and work towards making it better.

14   *Researcher: So you would act in order to feel better?*

15   **Male bully:** Ja.

16   *Researcher: Initially you'll feel depressed and down, and then you'll do*

17   *something to make it better?*

18   **Male bully:** Ja.

19   *Researcher: And how would you react if things go wrong for you, what*

20   *kinds of things would you do to feel better?*

21   **Male bully*:* Well, I would surround myself in friends and family, help them

22   uplift my mood, cause if I can't do it myself then I'll just let them do it for

23   me.

24   *Researcher: It sounds like you are dependent on other people to lift your*

25   *mood a bit?*

3

1   **Male bully***:* Ja, or to help me in the situation if I can't do it myself.

2   *Researcher:* *How do you define bullying behaviour? What is a bully in your*

3   *eyes?*

4   **Male bully:** Anyone who gains pleasure out of another person's downfall.

5   So pretty much everyone is a bully, at one stage in my life that's how I

6   thought of it. So if you laugh at someone because they did something or

7   something happened to them I would consider it bullying, because you gain

8   enjoyment from someone else's downfall.

9   *Researcher:* *And you identified yourself as a bully, what made you decide*

10   *that, and that others sees you as a bully as well?*

11   **Male bully:** Well, based on what I think, I've decided that everyone else

12   thinks on that same wavelength that I'm thinking and I have laughed at

13   someone out loud before, everyone does it, and that's why I consider myself

14   a bully I haven't actually made it a point to pick on one guy from form one to

15   matric, but everyone laughs at everybody else, and I've done that more than

16   once and that's why I consider myself as a bully.

17   *Researcher:* *And what do you think are the characteristics of a bully?*

18   **Male bully:** Physical traits, or…?

19   *Researcher:* *How would you describe a bully or what kind of person would*

20   *a bully be?*

21   **Male bully:** I guess even around his friends he would be seen as the popular

22   guy in his friend group and everyone else looks up to him, everyone follows

23   him pretty much, he will surround himself in his friends who usually fights

24   for other people he's bullying, that's how I would describe him.

25   *Researcher:* *And the opposite side, who do you think is the bully victim?*

26   **Male bully:** Usually it is the weird guy. The guy who does dumb things.

Comment [U1]: Im ok, you're not ok

4

1 *Researcher:* *Like? Give me examples.*

2 **Male bully:** Let me think, gosh. Let's say you are in a group and some guy

3 says something really stupid, everyone else would turn around and laugh at

4 him, so you know, the guy who doesn't watch what he says, the guy who is

5 always tripping on himself. That guy.

6 *Researcher:* *And why do you think people tend to bully those kind of guys?*

7 **Male bully:** They easy. It's just easy targets. You know, he can't retort, he

8 can't say something back, because he's the clown, it's all on him. Whereas if

9 you bully someone else you just have a bag of things, you can fight back, and

10 keep it back in front of your friends.

11 *Researcher:* *That is why you target those that react back? The weird kids.*

12 **Male bully:** Ja, exactly.

13 *Researcher:* *What incident stands out for you when you took part in*

14 *bullying? Is there a specific incident maybe in the past?*

15 **Male bully:** No, not really anything, I can't think about one specific

16 incident.

17 *Researcher:* *Okay, in general if you can't think of one specific incident.*

18 **Male bully:** Well me personally I don't one on one attack someone and

19 bully them, it's like in a friend group. It's not a specific thing that happened

20 over years, it's just like in a friend group. If some guy says something, and

21 then we all laugh at him and then I would consider myself as a bully with

22 everybody else.

23 *Researcher:* *And how do you think it affects that person?*

24 **Male bully:** Well, it's happened to me, when my friends laugh at me, it feels

25 terrible, I feel all depressed and like all my friends are turning against me, but

26 then I'll say something and then it's all right.

5

1   *Researcher:* *And then when you were the one laughing at your friends, how*

2   *did that feel?*

3   **Male bully:** I don't know, it felt good.

4   *Researcher:* *How would you describe your interaction with a victim?*

5   **Male bully:** It's mainly verbal, there's no physical contact with the victim.

6   That sounds so bad. Ja, it's mainly verbal cause right now it's not a serious

7   thing, like everything that I've done is not really serious, like physical

8   contact, it's just verbal.

9   *Researcher:* *And what do you think is the "hook" on to bullying someone?*

10   *What do you think is the pay-off in the end?*

11   **Male bully:** Um, I think bullying mainly happens in groups of people, so to

12   be seen as the cool guy amongst your friends because you've said that to him

13   and, ye.

14   *Researcher:* *Like in some way they would look up to you basically?*

15   **Male bully:** Ja, you would be high above your friends in your friend group.

> **Comment [U3]:** Im ok, you're not ok

16   *Researcher:* *You also maybe feel that there is a hierarchy when it comes to*

17   *bullying and bully victims? That the bully is maybe more high up in the*

18   *hierarchy?*

19   **Male bully:** Ja, like all his friends look up to him.

20   *Researcher:* *What do you think, if there's a bully victim, do you think they*

21   *sometimes get a pay-off for being bullied? Do you think there is something*

22   *for them in that?*

23   **Male bully:** No, I don't think someone would choose to be a bully victim,

24   it's terrible. So no, I don't think so.

6

1   *Researcher:* *What do you think what causes a bully to actually victimize*

2   *someone? Where do you think it comes from?*

3   **Male bully:** Well there's always like the stereotypes used in everyday life

4   where he's got problems at home with the family or something just isn't

5   going for him or he's lost something in his past that just made him that kind

6   of person his personal experiences. I think personal experiences is a big one.

7   *Researcher:* *What kind of personal experiences? What do you think?*

8   **Male bully:** Within his family. Like if his father did that to him, he had to

9   do that to feel better about himself. Ja, that kind of family affair.

10   *Researcher:* *So you would relate it to confidence as well?*

11   **Male bully:** Ja, self-confidence, how you perceive yourself.

12   *Researcher:* *And what do you think is the confidence level of a bully?*

13   **Male bully:** Very low. He has to make himself look powerful over other

14   people to boost his own confidence. If he doesn't get that he feels terrible,

15   like a bully victim.

16   *Researcher:* *Okay, it looks like we've done all of the questions. So basically*

17   *when you identified yourself as a bully you were thinking more in general*

18   *amongst friends.*

19   **Male bully:** I wasn't thinking one on one person goes attack another one in

20   a corner.

21   *Researcher:* *Do you know of someone that does that?*

22   **Male bully:** No, cause that's quite serious within the school, and if that ever

23   happens, that bully would be…cause our friends, we not really that kind of

24   friend group, cause we're all in the same hockey side and all of that, so if that

25   happened between one of our friends I think we'd single out the bully more

26   than bully victim if it was one of those serious contact moments.

7

1 *Researcher: So you would stand up for the victim and not for the bully?*

2 **Male bully:** Ja.

3 *Researcher: The other thing that I'm curious about is that you've*
4 *mentioned is that the victim is not the popular guy, do you find that the*
5 *popular guys tend more to be bullies than the not popular guys? And why do*
6 *you think that?*

7 **Male bully:** Well there was in form two a serious incident who if you came
8 out of lunch, or after lunch then you, then the jocks, the jock group (the
9 rugby players are called that), in our year we were known as the worst year in
10 form two, because of this whole jock thing, and if you came out of lunch,
11 they would like push you, and they did it to one guy, and he reacted, and said
12 stop it and one of the jocks grabbed his finger and broke it in two places. So
13 then we had Mr. Opper come talk to us in groups of ten, so that was quite a
14 serious incident, and that's how I kind of see them, I just stay away, I don't
15 like them.

16 *Researcher: Cool, thanks so much for your time, I really appreciate it.*

INTERVIEW WITH BULLY VICTIM (FEMALE) - FV

1 *Researcher: I want you to describe yourself for me as a person.*

2 **Female victim:** I don't know, I think I'm a very outgoing person, as you can see, and I love to

3 socialize and I'm very friendly, and I think I'm very loyal you know, and I'm very sensitive to

4 other people's emotions, um, actually I'm not sure what kind of person I am, I could say that I'm

5 very aware of everyone else around me and what they think of me.

6 *Researcher: Aware or worried?*

7 **Female victim**: I'm quite worried, ja.

8 *Researcher: What would worry about what other people think of you?*

9 **Female victim**: Well in the past with the bullying actually I had rumors made up about me and

10 um photo's taken of me in compromising situations and things and they were leaked on the

11 internet and shown to my parents, so I am very aware of how people see me.

12 *Researcher: When was that, how long ago?*

13 **Female victim**: End of Grade 10.

14 *Researcher: So two years ago, and compromising pictures?*

15 **Female victim:** Yes, kissing a boy, but then actually I wasn't kissing him, and also I was passing

16 hubbly to a friend and it looked like I was making out with a girl and all things like that.

17 *Researcher: Was it girl friends or guy friends?*

18 **Female victim:** No, actually it was girls and me, and actually it got shown to um, the head of

19 boarding, because her daughter's in my grade, and ja it was quite a big thing for me.

20 *Researcher: So that was two years ago. Okay, we'll get back to that. How do you think other*

21 *people would describe you? For example your friends, if they had to write something about you*

22 *how would they describe you?*

23 **Female victim:** I remember we once had to actually describe our friends, and my friends all

24 describe me as very whimsical, I'm quite flighty, but I'm, they say I'm very talkative, but I'm

Comment [U1]: Im not ok, you're ok

1

1 quite reserved at the same time, they don't know too much about me, and I keep my things quite

2 secret.

3 **Researcher:** *And you mentioned you are quite loyal person.*

4 **Female victim:** I can't imagine talking behind my friends' backs or anything like that.

5 **Researcher**: *So you don't "skinder".*

6 **Female victim:** No, I try not to.

7 **Researcher:** *When you were little, even now, how did your mother and father show that they*

8 *were angry with you?*

9 **Female victim:** Okay, my father, never really actually got very angry with me, you know, my

10 mom was more strict with me, you know, person in the family. So, but with my father he's

11 actually just too much of ? to say I rubbed him up the wrong way. I would go hide in my

12 bedroom and my dad would call for me, but never actually come find me, and I know he's angry

13 by the tone of his voice, and but then he'd get over it in like half an hour and actually would

14 forget what happened. But with my mother, how I know that she's angry with me is she actually

15 addresses the situation straight, she never goes around it or something like that, she calls me by

16 my full name. Everyone calls me Julie or Jules, but if it's Juliana, then I know that I'm in

17 trouble, so ja, then she will address the situation. She's a very liberal person, so she'll listen to

18 understand it.

19 **Researcher:** *How would you react back if your parents were upset with you? So you know your*

20 *dad was through his voice, how would you react if he was upset with you?*

21 **Female victim:** My father, um, I don't know. Me and my dad we are both like the same okay,

22 so I actually don't take him very seriously when he's angry with me (laughs), I actually finds it

23 quite humorous. With my mom I always try see from her perspective why she would be angry at

24 the situation and things and there's a whole understanding to it. But when I was younger

25 obviously in a different way I would start crying, but now I know that usually when she's angry

26 with me there's definitely a reason behind it. So now, I usually understand why she's angry with

27 me and we discuss it.

2

1   *Researcher:* *Again, when you were small, how would they show that they were pleased with*

2   *you? What kind of things would they do or say when they were pleased with you, even now?*

3   **Female victim:** Oh, it's a bit hard to remember when I was young, but um with my mother

4   she's always telling us how much she loves us, my mom smothers us a lot, so um even now if

5   she's pleased with me, she'll either, she'll buy me something or she'll do something nice like

6   take me for a facial or, she'll spoil me rotten, but that's her usual thing, just more, um, ja, they'll

7   always show me that they are pleased with me, and in different ways everytime.

8   *Researcher:* *What do you think you do to please them?*

9   **Female victim:** With my mom its my music, if I do well in something musical or a cultural

10   thing, she's very pleased with me, also if I get a boyfriend she is so pleased and things like that.

11   With my dad it's very, um, he's very into his sports so if I get into first team or if I win a race or

12   something like that he is very pleased with me, so ja.

13   *Researcher:* *What kind of sports do you do?*

14   **Female victim:** I do a music instrument, I do swimming, um, musical guitar, and more cultural

15   aspects I do mostly drama and I act and things like that. Sports I do athletics and hockey, my dad

16   wants a rugby player so I can't play rugby (laughs).

17   *Researcher:* *And what teams are you in with hockey?*

18   **Female victim:** With hockey I was in first team in junior school, then now I was in second team

19   last year, and this year I had to stop cause it's matric and with all my cultural things.

20   *Researcher:* *When things go wrong for you how do you usually feel?*

21   **Female victim:** Sho, you know, I kind of feel why do things have to go wrong for me, you

22   know when it doesn't go wrong for other people, why do they have life so easy. So you know, I

23   cry by myself, I'll never show my emotions.

24   *Researcher: So you tend to feel a bit sorry for yourself?*

25   **Female victim:** Yes, I feel very sorry for myself.

3

1   *Researcher: Do you feel you need to hide that kind of emotions from other people?*

2   **Female victim:** Not hide it from myself, but I don't like crying in front of people and things,

3   cause obviously like they also have issues, and especially with my mother she's actually got her

4   things to worry about, I'll cry and I'll speak to my friends and my mother about it, but I'll never

5   cry in front of them.

6   *Researcher: You don't want to bother them?*

7   **Female victim:** Ja, ja.

8   *Researcher: And if things go wrong for you, how do you react? What do you do?*

9   **Female victim:** I try fix it, if it's something fixable, then I'll try fix it or if it hurt anyone, then

10 I'll tell them I'm sorry, um, I almost sometimes try come closer to the person that I've hurt, or

11 something's gone wrong with, so that we almost have a common ground now **so that we can**

12 **work at it together.**

13 *Researcher: Especially when it comes to people you don't want anyone to be upset with you or*

14 *not like you, you do something to change that?*

15 **Female victim:** Yes, ja.

16 *Researcher: How would you define bullying? What to you what in your mind is bullying?*

17 **Female victim:** Well, lets see, there's different kinds of bullying, there's emotional bullying,

18 physical bullying. Physical bullying is obviously you know, they hurt you physically, you know,

19 punching and things like that. Um and then emotional bullying is more when you feel like a

20 victim in the sense that they giggle when you walk past, or you know when you feel like people

21 are talking about you behind your back, or something, um you're actually not sure about it, um,

22 you know, they'll say something but you don't know…that's more verbal bullying, they'll

23 actually just say something, but more kidding, but you actually don't take it that way, that's how

24 I see bullying.

25 *Researcher: So even though some girls will be joking, you will take it seriously?*

26 **Female victim:** I take it quite seriously, to heart, ja.

Comment [U2]: Im not ok, you're ok

4

1 *Researcher: This question asks, how would you define your bully status, and in your*

2 *questionnaire you mentioned that you see yourself as a bully victim, why is that?*

3 **Female victim:** Um, when now at school <mark>I often feel like people are laughing at me</mark> or they um,

4 <mark>you know they are talking behind my back about</mark> something, even now those girls that did that

5 thing to me in grade 10 actually they were here, and I could see them looking at me, you know,

6 they like always keep an eye on me, so yes, that's how.

7 *Researcher: So since Grade 10 you feel that they have been victimizing you?*

8 **Female victim:** Watching me, to see if I'm doing anything wrong, if I'm going to or something

9 like that.

10 *Researcher: And have they ever acted on…?*

11 **Female victim:** Only in Grade 10, and beginning of Grade 11, but then it settled down, but we

12 not friends at all, we haven't spoken since then.

13 *Researcher: But you always feel aware of them watching you, and having you underneath a*

14 *magnifying glass?*

15 **Female victim:** Ja.

16 *Researcher: What do you think contributes to you being a bully victim?*

17 **Female victim:** <mark>I actually don't know what I have done or anything like that</mark> or…the one girl I

18 know we were best friends when we were in primary school, <mark>so I don't know if I did anything</mark>

19 <mark>then that made her not like me, or I don't know,</mark> <mark>maybe I've done something to them, but I don't</mark>

20 <mark>know actually</mark>.

21 *Researcher: So you just feel victimized, and you can't pin point why they are victimizing you?*

22 **Female victim:** Ja.

23 *Researcher: Okay, this one you've actually answered, but what incident stands out for you when*

24 *you were bullied. Was it just the grade 10 incident?*

5

1   **Female victim:** Ja, you know like I said, what I see as bullying is also when girls say you know

2   something mean or something like that and actually don't mean it that way, but there must be

3   something that actually driven them to say that, you know.

4   *Researcher: And what kind of things do they say?*

5   **Female victim:** You know we were talking the other day in class and the girls were looking at

6   my baby pictures and stuff and I just said I don't think I was a very good looking baby and the

7   girls were like, well we still don't think you are good looking now. And all the time you know I

8   get stuff like that, or get teased about my hair or something like that, so you know, teasing is

9   quite a big thing, so ja.

Comment [U4]: Im not ok, you're ok

10 *Researcher: And you feel very strongly that it's directly aimed at you.*

11 **Female victim:** I feel almost that is maybe just their personality that's just how they are, and

12 they do it to other people I'm not sure, I've seen them do it to one or two other people but they

13 quite timid like me you know.

14 *Researcher: And if, there's that example now of they say you not good looking, that kind of*

15 *remark, what do you say back, or how do you react, what do you do?*

16 **Female victim:** I just keep quiet, I don't want to cause any bigger thing, just incase they were

17 just kidding you know, but I just don't do anything at all, I'll speak to my mom about it though.

18 *Researcher: How do you view a bully perpetrator? What kind of characteristics do you think a*

19 *bully perpetrator has?*

20 **Female victim:** I think that a bully is usually quite, um, they don't have much self confidence,

21 they are a quite insecure person themselves and they fear maybe you know that they are insecure

22 of the characteristics that a bully actually has that they want to have, they feel they want to break

23 that person down to make themselves feel better.

24 *Researcher: What do you think…it that youre…*

25 **Female victim:** I still don't know, I just feel like when something happened to them or maybe I

26 did something to them they need to break me down, maybe I got something they wanted like first

Comment [U5]: Im not ok, you're ok

, you know, now they break me
down to make themselves feel better.

Researcher: *What kind of activities do they do, and what kind of girls are they?*

Female victim: Um, some of them are actually quite clever girls, you know, they, one girl is
actually one of our top 30 and um I think she, but that's all she does, she doesn't do any
extramural activities or I don't think she does any sport or anything like that, and some of the
others, they don't actually do much themselves, they work very hard to get the marks they want,
so ja.

Researcher: *And what kind of girls do you think are the bully victims? What kind of girls are*
victimized?

Female victim: A lot of them, cause I've seen girls getting bullied and a lot of them are very
pretty and I think jealousy is the thing they have against those girls and some of them are also
over achievers that's where I get the thing that they want what that's why they break them down.

Researcher: *How would you describe your interaction with the bullies?*

Female victim: I try keep it quite, just, you know I'm friendly, cause I don't want them to hate
me you know, cause it can just make things worse, but it try focus ??? because I've decided I
don't want to get hurt, and I know they have a tendency to do that, I'm also very reserved when
I'm around them because they always trying to find something they can attack you on, so if I
don't say too much or, then they have nothing to bully me about.

Researcher: *What do you think is the pay off for a bully? What do they get from bullying other*
people?

Female victim: I think it's the satisfaction to almost see that person they want to hurt, actually
to get hurt, because then they feel a better person and they see themselves bigger and more
powerful because they have that effect on a person.

Researcher: *And do you think that sometimes bully victims also get a pay off from being*
bullied?

7

1 **Female victim:** Um, actually I don't think so, I kind of feel maybe if they see it as oh, that
2 person is just jealous of me, then they kind of feel I'm actually more special, you know, but
3 otherwise I don't think so, they just make the person feel worst about themselves.

4 *Researcher: And what do you think hooks a bully to a victim? What is the one thing that gets*
5 *that bully to go at the victim?*

6 **Female victim:** I think its probably the satisfaction of, they like got the outcome that they
7 wanted, so they are going to keep doing cause they like the satisfaction that they got from that.

8 *Researcher: And do you think there is something like that for the victim? That they get hooked*
9 *onto a bully?*

10 **Female victim:** Ja, maybe its like I said the jealousy thing and its actually building on them, the
11 more they get bullied the more they just telling themselves that they are jealous of them they just
12 keep wanting to get bullied they feel better about themselves.

13 *Researcher: And why do you think some girls react and do something, and why some girls*
14 *don't? when they are being victimized.*

15 **Female victim:** I think they girls who react to it is either their personalities, they'll stand up for
16 themselves and generally I think that the bully actually wont again go for that person, bully that
17 person, because they got attacked as well, and that's what they want I think. I think what drives
18 especially me not to say anything is that they don't want to get hurt more or make it worse than
19 what it actually really was.

20 *Researcher: What do you think is the characteristics of a victim? What kind of a person would*
21 *a victim be?*

22 **Female victim:** Victim. I think the victim would be quite a timid person, because the bully
23 wouldn't then attack themselves? Ug, I don't actually, ja you know, um the characteristics of a
24 victim. Sho, actually a very sensitive person, a person that is also quite loyal and ja, they not
25 very judgmental of that person.

26 *Researcher: And what do you think is the main kind of bully behaviour at this school?*

1 **Female victim:** It's definitely more verbal bullying. I don't think it's ever been physical like

2 hitting or that sort of thing. I think it's very emotional and verbal bullying.

3 *Researcher: What else would you like to add about bullies and victims?*

4 **Female victim:** I don't know, I find that the whole bullying thing only came into play around

5 Grade 10. In Grade 8 and 9 no one really attacked anyone, everyone was just friends, and then

6 Grade 10 comes, maybe it's also the boys' thing, everyone starts dating and stuff, then jealousy

7 might come in there.

8 *Researcher: You weren't bullied or anything at primary school?*

9 **Female victim:** No, not at all. I was quite okay.

10 *Researcher: There were go, that was it.*

11 **Female victim:** Okay, was that okay.

12 *Researcher: Ja.*

9

INTERVIEW WITH BULLY VICTIM (MALE) - MV

1   *Researcher: First I'm going to ask you some questions, then we can chat*
2   *about the results, because I don't want that to influence the way you answer*
3   *your questions. Basically, you also forgot to fill in the one side of this form.*

4   **Male victim:** Actually I'm like that.

5   *Researcher: That's fine, I thought I'm seeing you anyways today, so we can*
6   *just complete this. Basically on the back of this form, you identified yourself*
7   *as a bully victim. While you answer the questions I want you to keep that in*
8   *mind. I would like you to describe yourself as a person. If someone had to*
9   *write an autobiography about you, how would they describe you?*

10 **Male victim:** I would say I'm calm, trustworthy, um, I don't hold grudges, I
11 try do everything right, um, I try to be nice to everybody I can. I would say
12 very calm.

13 *Researcher: Calm, following the rules, just taking each day as it comes?*

14 **Male victim:** Basically I guess.

15 *Researcher: How do you think your friends would describe you?*

16 **Male victim:** They would say I'm confused most of the time, forgetful,
17 quite random at times.

18 *Researcher: What do you mean by that?*

19 **Male victim:** I'll do funny things, joke with other people at times. I'm very
20 slow as well, I get things after the fact that they've said. They'll laugh, and
21 I'll be "oh", and they would laugh at me.

> **Comment [U1]:** PLEASE YOU

22 *Researcher: So that is how they would describe you. When you were small,*
23 *let's say like in primary school, how did your mother and your father show*
24 *that they were angry at you. What would they do when they were angry at*
25 *you?*

26 **Male victim:** sho.

1 *Researcher:* *Even now.*

2 **Male victim:** I have a very strong relationship with my father so, for me to
3 know he's angry at me, he just has to look at me and say something or just
4 say, I'm disappointed, and that he's angry basically. My mom would
5 probably give me a lecture, which wouldn't make sense, but anyway I would
6 listen and try and make sense of it. So ja, they shouted but then you wouldn't
7 get through to me, so you'd have to do it another way, and they figured out
8 that, because I've have got such a great relationship with them that being
9 disappointed in me.

10 *Researcher:* *How would you feel if your father was disappointed in you, how*
11 *would you react first of all?*

12 **Male victim:** Very quiet.

13 *Researcher:* *You would just keep quiet? Withdraw?*

14 **Male victim:** Yes.

15 *Researcher:* *You wouldn't say anything?*

16 **Male victim:** No, I wouldn't dare. It wouldn't go anywhere.

17 *Researcher:* *And with your mom?*

18 **Male victim:** With my mom probably I would say a little bit more, cause
19 she's my mom, and I feel a little less scared of my mom, I feel a bit more
20 scared of my dad. How do I say this? I will try get out of it, but I wouldn't
21 be able to.

22 *Researcher:* *And just the opposite, how would they show you they were*
23 *pleased with you? What would they do or say?*

24 **Male victim:** My mom would always give me a hug. I'm like any other
25 boy, I still hug and kiss my mom, so that's what she would do. And my

2

1 father all I needed was a "proud of you son", and that was all he needed to

2 say.

3 **Researcher:** *And how would you feel and react if they were pleased with*

4 *you?*

5 **Male victim:** I would smile, but not showing it. I wouldn't show them that I

6 was very excited, but deep down I would be very excited.

7 **Researcher:** *What made you keep that bit back?*

8 **Male victim:** Because I knew I did well myself. All I needed was

9 acknowledgement, so if I show them too much excitement, maybe they

10 would want me to show them more excitement.

11 **Researcher:** *When things go wrong for you, how do you usually feel?*

12 **Male victim:** Normally I feel like it wasn't my fault, I did what I could. But

13 sometimes if things go wrong for me, depending on my luck, because I

14 believe I've got back luck.

15 **Researcher:** *You believe you've got bad luck? How so?*

16 **Male victim:** Ja, I've never won anything, and ja, misfortune just happens to

17 me you know. People overlook me sometimes, which I refer to my luck and

18 maybe I take a backseat. And ja so that's normally what happens.

19 **Researcher:** *Why do you feel that people overlook you?*

20 **Male victim:** Cause I'm different than anybody else, I think I get things

21 slower, I don't know how to say this, um, it's like um, all my life I've been

22 different. People have got things faster than I have, and they could see that

23 that boy has gone a lot faster but had to work harder to get where he was,

24 they don't see that I've done the things, that it took me a lot longer, but I've

25 done it anyways.

3

1 *Researcher: Are you talking about generally when people say things, or are*

2 *you talking about studying?*

3 **Male victim:** Everything ja.

4 *Researcher: So that's the experience of yourself. Do you really think you*

5 *take longer, or do you maybe want to think about it more than other people?*

6 **Male victim:** Take longer, because I process things a lot slower, so ja.

7 *Researcher: So now we've spoken about how you feel, but how do you react*

8 *when people overlook you?*

9 **Male victim:** I just keep quiet, I don't say anything, I'm just reserved for

10 quite a while until I get over it.

11 *Researcher: So you withdraw within yourself, so you inside your mind and*

12 *think about these things or..?*

13 **Male victim:** I think hard, and them um, normally I just say next time.

14 *Researcher: Next time?*

15 **Male victim:** Well normally that thing in my head says next time, so next

16 will happen, so that's when I go through a long quiet stage.

17 *Researcher: So you just let it go and don't hold any grudges, so you are a*

18 *very calm person. How would you define bullying? What is your definition*

19 *of bullying?*

20 **Male victim:** I've got a more mental bullying, cause I'm ADD, I failed

21 grade 2, my marks were way to low, from then on I've been called stupid,

22 I've been called all types of things, and it does affect you, because you're

23 growing up and you try to find yourself, and when they knocking you down

24 until you not getting up, it doesn't help. Especially by boys that you know

25 are better and that because they normally quite popular. If they feel like they

26 need to downgrade you to upgrade them, um, which is, it's really not nice.

4

1   And I remember in grade 2 I used to be bullied so much, verbally, mentally

2   and all that type of stuff and remember sitting underneath the table crying

3   because I just couldn't take anymore.   I find it hard to make nice friends

4   because it's almost like um, they don't understand me, they don't try to

5   understand me.

6   *Researcher: So your experience it that they don't want to get to know who*

7   *you really are.*

8   **Male victim:** They don't understand why I'm like that, why I think about

9   things longer and think things over if they just reacting on the spot.

10   *Researcher: How would you classify it at the moment, because you said that*

11   *it's almost as if you classify the boys that bullies are the more popular boys.*

12   **Male victim:** In matric, or high school, and I find boys that are not like me

13   but, I have a best friend, or I consider my best friend, we've been through

14   everything together and he just understands the way I think and it helps me,

15   and ja, I've got friends all around and I've found if I just ignore the ones that

16   are…cause I don't really concentrate on the guys that did what they did to me

17   and think why did that to me, I just don't care anymore, ja.

18   *Researcher: So you feel that it's just not worth it?*

19   **Male victim:** So I just take it as a joke and move on.

20   *Researcher: And do you see yourself as a one friend person?*

21   **Male victim:** I would like to be, but I've always liked a group of friends and

22   go out as a group of friends. Instead of having to report back to one friend all

23   the time you know. I've never had that group friend, I don't know, I don't fit

24   into big spaces with lots of people I feel tense and not very safe but um, in a

25   group of five I feel really safe, so I would say I'm a one person, ja.

26   *Researcher: What we've established is that you do experience yourself more*

27   *of a victim of bullying. But the other thing that I was just thinking now, was*

5

1 *if there was a situation of someone would bully you how would you react in*

2 *that situation? Say for example in class or you guys are having break or*

3 *whatever and there's this group of guys and they're chatting, and um, how*

4 *would you react?*

5 **Male victim:** I would ask but why are you saying that and ask to explain

6 why are you doing that. And say I can its fun, but not for me, so please stop.

7 And normally when you forward with them, they stop, especially in this age

8 they get it. Because when you are younger, you can't just say stop, because

9 they would just bully you more. Because you show your insecurity you

10 know.

11 *Researcher:* *So you feel from primary school to high school it's better to just*

12 *verbalise.*

13 **Male victim:** Just say, dude, you being silly, he actually realizes and he just

14 stops.

15 *Researcher:* *What do you think is the pay-off for the bully? What do you*

16 *think he gets from bullying others?*

17 **Male victim:** Well, the laughs, the giggles, um and when people giggle it

18 makes him feel better, a lot better, ja. You can see him smile after he said

19 something stupid about you. And you look back and think but why did he

20 actually say that? It didn't make sense.

21 *Researcher:* *And if you look back, do you see like a trail of victimization for*

22 *you? From grade 2 where that was the starting moment, that's where it*

23 *stands out for you. Right up to this point, what do you think has had, or was*

24 *the hook for being bullied? Because it's been a constant thing for you.*

25 **Male victim:** Ja it has, the hook, are you saying why, why I'm "hooked".

1 *Researcher: Basically, what I also trying to do from my research, is that*
2 *sometimes there's a payoff for the victims as well, or would you disagree,*
3 *that's what I mean.*

4 **Male victim:** I would say so, they could see that I was uh, jeez, I'm just
5 trying to get the question.

6 *Researcher: Okay let me try explain better, the bully gets a payoff and he*
7 *gets hooked onto bullying, but sometimes one might also get hooked onto*
8 *being bullied, and is there a payoff for you?*

9 **Male victim:** Oh! No, its not like…I remember a guy that all he wanted to do
10 was, he put himself out there to be bullied. He'd do stupid things, he would
11 say stupid things just to get attention from the big guys to bully him, and
12 while doing so he actually knocked himself out, it was like, I asked him that
13 time why are you so, why you letting them kid with you, and waste your
14 energy, and like he said, I get recognized, I get something, but it just makes
15 no sense. I don't want to be hooked like that, I just don't want to be
16 victimized in that way because that's not attention I want, so I don't know if
17 that actually answers you question.

18 *Researcher: That's the perfect answer. What do you believe contributes to*
19 *being either a bully perpetrator or a bully victim? Why do you think we have*
20 *bullies and why do you think we have victims.*

21 **Male victim:** We always have a hierarchy don't we? There's always
22 somebody that has to be better than somebody else. And they know they
23 better than me, and I think they become conscious that they like that, they
24 anal like that too.

25 *Researcher: What kind of person becomes a bully from your experience?*

26 **Male victim:** They always know what they want but don't know what they
27 are, they don't understand people, they don't usually stop, when something's

1 funny and it's not, um, you have to be confident in yourself to actually hurt

2 somebody else like that.

Researcher: *And what kind of characteristics makes you a victim of bullies?*

4 **Male victim:** A victim? Um, <mark style="background:red">you have to be always different to everybody

5 else</mark>. You have to be not the norm, you have to either be slower, or not be

6 clever you have to be bigger or not the physical size of everybody else, and

7 looks maybe, cause anything like that anybody can come to, um also the

8 weaker side of yourself, to actually let them bully you.

Researcher: *So you saying the bully is the more confident person and the*

victim might be a less confident person.

11 **Male victim:** All bullies I've seen like that, always been more confident

12 within himself and with himself.

Researcher: *What incident stands out for you when you were bullied, and*

what happened.

15 **Male victim:** It was in grade 2 and I've just come back from holiday and

16 um, and I'm waiting in the class cause we had to come back in, this girl and

17 I, um, and it was just two of us and uh, and she also stayed behind in grade

18 two and not go to grade 3, and all these boys came in and saw me sitting

19 there and said aren't you supposed to be in grade 3, why are you here and

20 that started it, and every break they tried to find me, and <mark style="background:#00ff00">I would have to

21 hide, and I would like have to try get away from all this</mark>, really that's what

22 stands out the most.

Researcher: *Could that be your life script, since grade 2, hiding?*

24 **Male victim:** Ja, it got better obviously once I got bigger and find myself in

25 sports, I made A team, and then it got better, <mark style="background:#00ff00">but just not being academically

26 strong always held me back</mark>, ja.

8

1 *Researcher:* *That has been the one thing that made you less confident in*
2 *yourself?*

3 **Male victim:** Ja.

4 *Researcher:*   *How would you describe your interaction with a bully*
5 *perpetrator? How do you interact with the bullies?*

6 **Male victim:** While they are bullying?

7 *Researcher:* *Ja, or even when they're not bullying.*

8 **Male victim:** I try not to. Cause why do I want to, um associate myself with
9 somebody that messes with people with myself rather being around people
10 that want to be friendly, it's like a amateur soccer player, if he carries on
11 playing with boys that are 5 years old, he's not going to get any better in
12 anyway, so he has to play with the older boys just to get better. I know a guy
13 and he used to be a tiny bit of a bully to me, and now we in high school, and
14 now he realized what I was doing, what he was doing wasn't nice, and now
15 we are like close friends, because he had to realise I was always going to be
16 his friend, that when he became the nice guy, I became his friend. So it's
17 they the guys that needs to change, not the one that are being bullied.

18 *Researcher:*   *What do you think the bully victim can do to change the*
19 *bullying or stop the bullying?*

20 **Male victim:** You are being bullied for a reason aren't you? So, nobody gets
21 bullied for no reason. But from my case I couldn't really do anything. It was
22 me, that was who I am.   But if you are getting bullied because you are
23 overweight, that also you, but if you are looking for attention, if you are
24 looking to be bullied, then you just have to stop.

25 *Researcher:* *We've touched on this, but what do you think causes you to be*
26 *bullied by others? Like you mentioned in the beginning because you're*
27 *different, you more calm, withdrawn, or slow to get what the other boys are*

9

1 *saying. And you also feels that causes you to be bullied by others. What else*

2 *do you think?*

3 **Male victim:** Um.......maybe my interests.

4 *Researcher: What are your interests?*

5 **Male victim:** My interests are I love old music, I love the olden days stuff

6 and I don't like this new and improved way of thinking with all these hip hop

7 bands, and normally I ???? because I believe that things that are going on

8 with all this vulgar music and the language the sixties are so much better and

9 the fifties are so much better and I wish I can just go back into that time, um,

10 seventies, because I believe that the music was so much better then. So I've

11 got different beliefs and different way of thinking about things.

12 *Researcher: Thank you so much.*

<u>Keys for colour coding (Themes) from interviews:</u>

<u>Ego states:</u>

- Parent

- Adult

- Child

Pay-offs

Roles

Life positions

APPENDIX G

SEMI STRUCTURED INTERVIEW SCHEDULE

SEMI STRUCTURED INTERVIEW QUESTIONS:

- How would you describe yourself as a person?

- How do you think others would describe you as a person?

- When you were a child, how did you mother/father show that she/he was angry at you?

- When you were a child, how did you mother/father show that she/he was pleased with you?

- When things go wrong for you, how do you usually feel?

- When things go wrong for you, how do you usually react?

- How would you define bullying?

- How would you define your bully status?

- What do you believe contributes to you being either a bully perpetrator or a bully victim?

- What incident stands out for you where you took part in bullying / where you were bullied? Describe what happened.

- How do you view a bully perpetrator / bully victim?

- How would you describe your interaction with a bully perpetrator / bully victim?

- What do you think cause you to bully others? / What do you think cause you to be bullied by others?

- What do you see as the payoff for bullying others, if any? / What do you think is the payoff for being bullied, if any?

APPENDIX H

Cronbach's Alpha

Scale: S-F

Reliability Statistics Overall

Cronbach's Alpha	N of Items
.710	16

Reliability Statistics per Group

Group	Cronbach's Alpha	N of Items
Bullies	.721	16
Undecided	.591	16
Victims	.750	16

Item-Total Statistics

Group		Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Bullies	It is hard for me to make decisions	45.45	114.253	.495	.690
	It is hard for me to say "no"	45.17	112.492	.519	.686
	It is hard for me to accept compliments graciously	45.40	118.985	.323	.707
	Sometimes I almost feel bored or empty if I don't have problems to focus on	45.89	117.228	.381	.701
	I usually do not do things for other people that they are capable of doing for themselves	44.79	121.432	.275	.712
	When I do something nice for myself I usually feel guilty	45.89	119.532	.318	.707
	I do not worry very much	45.32	124.048	.148	.726
	I tell myself that things will get better when the people in my life change what they are doing	44.28	127.900	.036	.739
	I seem to have relationships where I am always there for them but they are rarely there for me	45.28	120.422	.330	.707
	Sometimes I get focused on one person to the extent of neglecting other relationships and responsibilities	44.45	112.122	.502	.687
	I seem to get into relationships that are painful for me	45.43	108.902	.534	.681
	I don't usually let others see the "real " me	44.94	124.974	.101	.732
	When someone upsets me I will hold it in for a long time, but once in a while I explode	44.79	115.258	.330	.706
	I will usually go to any lengths to avoid open conflict	44.60	122.290	.258	.713
	I often have a sense of dread or impending doom	45.77	119.922	.266	.713
	I often put the needs of others ahead of my own	44.81	119.723	.322	.707

Undecided	It is hard for me to make decisions	42.13	75.566	.355	.552
	It is hard for me to say "no"	41.95	72.233	.464	.531
	It is hard for me to accept compliments graciously	42.38	78.530	.234	.573
	Sometimes I almost feel bored or empty if I don't have problems to focus on	42.29	83.699	.028	.610
	I usually do not do things for other people that they are capable of doing for themselves	41.23	79.163	.187	.581
	When I do something nice for myself I usually feel guilty	42.89	82.825	.116	.590
	I do not worry very much	41.27	87.472	-.083	.625
	I tell myself that things will get better when the people in my life change what they are doing	41.20	80.197	.147	.589
	I seem to have relationships where I am always there for them but they are rarely there for me	42.30	74.870	.432	.542
	Sometimes I get focused on one person to the extent of neglecting other relationships and responsibilities	41.79	82.426	.075	.601
	I seem to get into relationships that are painful for me	42.48	82.218	.090	.597
	I don't usually let others see the "real " me	42.02	74.200	.437	.540
	When someone upsets me I will hold it in for a long time, but once in a while I explode	41.57	73.195	.410	.540
	I will usually go to any lengths to avoid open conflict	41.05	78.197	.245	.571
	I often have a sense of dread or impending doom	42.71	79.953	.233	.574
	I often put the needs of others ahead of my own	41.20	79.615	.253	.571
Victims	It is hard for me to make decisions	48.86	125.409	.516	.720
	It is hard for me to say "no"	48.70	128.978	.436	.729
	It is hard for me to accept compliments graciously	48.88	136.629	.258	.745
	Sometimes I almost feel bored or empty if I don't have problems to focus on	49.70	127.454	.416	.730
	I usually do not do things for other people that they are capable of doing for themselves	48.70	144.645	.041	.763
	When I do something nice for myself I usually feel guilty	50.19	136.250	.377	.736
	I do not worry very much	49.21	144.027	.050	.763
	I tell myself that things will get better when the people in my life change what they are doing	48.47	130.540	.390	.733
	I seem to have relationships where I am always there for them but they are rarely there for me	48.16	129.997	.342	.738
	Sometimes I get focused on one person to the extent of neglecting other relationships and responsibilities	48.79	130.503	.411	.731
	I seem to get into relationships that are painful for me	49.21	125.598	.509	.721
	I don't usually let others see the "real " me	48.84	123.330	.526	.718
	When someone upsets me I will hold it in for a long time, but once in a while I explode	48.23	133.373	.349	.737
	I will usually go to any lengths to avoid open conflict	48.05	136.283	.290	.742
	I often have a sense of dread or impending doom	49.44	133.729	.329	.739
	I often put the needs of others ahead of my own	47.98	140.642	.221	.747

Reliability Statistics per Group by Gender

Group	Gender	Cronbach's Alpha	N of Items
Bullies	G	.559	16
	M	.759	16
Undecided	G	.424	16
	M	.641	16
Victims	G	.729	16
	M	.773	16

Item-Total Statistics

Group	Gender		Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Bullies	G	It is hard for me to make decisions	42.11	69.046	.677	.458
		It is hard for me to say "no"	41.78	69.477	.673	.460
		It is hard for me to accept compliments graciously	41.39	81.663	.086	.565
		Sometimes I almost feel bored or empty if I don't have problems to focus on	42.78	85.359	.088	.558
		I usually do not do things for other people that they are capable of doing for themselves	41.00	85.529	-.027	.584
		When I do something nice for myself I usually feel guilty	41.94	78.173	.238	.536
		I do not worry very much	41.33	84.706	.007	.577
		I tell myself that things will get better when the people in my life change what they are doing	40.11	81.046	.082	.569
		I seem to have relationships where I am always there for them but they are rarely there for me	41.39	78.840	.238	.536
		Sometimes I get focused on one person to the extent of neglecting other relationships and responsibilities	40.89	72.928	.334	.513
		I seem to get into relationships that are painful for me	41.83	73.206	.396	.503
		I don't usually let others see the "real " me	41.33	85.882	-.053	.594
		When someone upsets me I will hold it in for a long time, but once in a while I explode	41.39	71.546	.398	.499
		I will usually go to any lengths to avoid open conflict	41.17	72.265	.609	.479
		I often have a sense of dread or impending doom	41.83	88.500	-.121	.600
		I often put the needs of others ahead of my own	41.06	88.173	-.103	.591

M	It is hard for me to make decisions	47.52	134.187	.365	.746
	It is hard for me to say "no"	47.28	130.635	.414	.741
	It is hard for me to accept compliments graciously	47.90	129.096	.513	.734
	Sometimes I almost feel bored or empty if I don't have problems to focus on	47.83	130.648	.388	.743
	I usually do not do things for other people that they are capable of doing for themselves	47.14	132.623	.446	.740
	When I do something nice for myself I usually feel guilty	48.34	132.663	.389	.744
	I do not worry very much	47.79	135.813	.229	.758
	I tell myself that things will get better when the people in my life change what they are doing	46.86	142.837	.066	.772
	I seem to have relationships where I am always there for them but they are rarely there for me	47.69	134.222	.396	.744
	Sometimes I get focused on one person to the extent of neglecting other relationships and responsibilities	46.66	126.734	.590	.727
	I seem to get into relationships that are painful for me	47.66	121.020	.572	.724
	I don't usually let others see the "real " me	47.17	139.648	.127	.769
	When someone upsets me I will hold it in for a long time, but once in a while I explode	46.90	133.882	.248	.758
	I will usually go to any lengths to avoid open conflict	46.72	144.778	.051	.770
	I often have a sense of dread or impending doom	48.21	127.170	.471	.735
	I often put the needs of others ahead of my own	47.14	128.480	.507	.734

Undecided G	It is hard for me to make decisions	43.08	53.538	.308	.349
	It is hard for me to say "no"	43.58	55.538	.380	.344
	It is hard for me to accept compliments graciously	42.42	47.174	.590	.246
	Sometimes I almost feel bored or empty if I don't have problems to focus on	45.00	64.182	.321	.406
	I usually do not do things for other people that they are capable of doing for themselves	42.08	67.356	-.152	.497
	When I do something nice for myself I usually feel guilty	44.42	60.811	.158	.403
	I do not worry very much	42.17	67.788	-.152	.480
	I tell myself that things will get better when the people in my life change what they are doing	42.08	59.902	.118	.413
	I seem to have relationships where I am always there for them but they are rarely there for me	43.92	63.174	.073	.421
	Sometimes I get focused on one person to the extent of neglecting other relationships and responsibilities	43.67	62.242	.066	.425
	I seem to get into relationships that are painful for me	44.75	62.932	.181	.404
	I don't usually let others see the "real " me	43.33	61.152	.119	.412
	When someone upsets me I will hold it in for a long time, but once in a while I explode	43.00	55.273	.308	.356
	I will usually go to any lengths to avoid open conflict	42.42	69.538	-.215	.503
	I often have a sense of dread or impending doom	44.17	63.606	.042	.429
	I often put the needs of others ahead of my own	42.42	54.447	.337	.346

M	It is hard for me to make decisions	41.86	82.632	.376	.609
	It is hard for me to say "no"	41.50	77.233	.491	.588
	It is hard for me to accept compliments graciously	42.36	88.376	.188	.634
	Sometimes I almost feel bored or empty if I don't have problems to focus on	41.55	88.021	.091	.652
	I usually do not do things for other people that they are capable of doing for themselves	41.00	83.767	.279	.622
	When I do something nice for myself I usually feel guilty	42.48	89.558	.111	.643
	I do not worry very much	41.02	94.255	-.083	.672
	I tell myself that things will get better when the people in my life change what they are doing	40.95	86.975	.146	.642
	I seem to have relationships where I am always there for them but they are rarely there for me	41.86	78.679	.513	.589
	Sometimes I get focused on one person to the extent of neglecting other relationships and responsibilities	41.27	88.249	.095	.650
	I seem to get into relationships that are painful for me	41.86	87.237	.126	.646
	I don't usually let others see the "real " me	41.66	78.649	.509	.589
	When someone upsets me I will hold it in for a long time, but once in a while I explode	41.18	78.757	.436	.597
	I will usually go to any lengths to avoid open conflict	40.68	81.571	.368	.609
	I often have a sense of dread or impending doom	42.32	85.245	.274	.623
	I often put the needs of others ahead of my own	40.86	87.376	.232	.629

Victims	G	It is hard for me to make decisions	46.58	119.297	.409	.706
		It is hard for me to say "no"	46.75	116.804	.542	.693
		It is hard for me to accept compliments graciously	46.50	122.348	.368	.711
		Sometimes I almost feel bored or empty if I don't have problems to focus on	47.92	123.384	.329	.715
		I usually do not do things for other people that they are capable of doing for themselves	46.79	135.042	.012	.746
		When I do something nice for myself I usually feel guilty	47.96	132.824	.141	.730
		I do not worry very much	47.67	142.406	-.188	.754
		I tell myself that things will get better when the people in my life change what they are doing	46.25	121.326	.342	.713
		I seem to have relationships where I am always there for them but they are rarely there for me	45.54	114.172	.490	.696
		Sometimes I get focused on one person to the extent of neglecting other relationships and responsibilities	47.04	123.259	.374	.711
		I seem to get into relationships that are painful for me	47.04	115.607	.456	.700
		I don't usually let others see the "real " me	46.75	102.457	.788	.655
		When someone upsets me I will hold it in for a long time, but once in a while I explode	46.08	121.384	.391	.708
		I will usually go to any lengths to avoid open conflict	45.88	128.201	.214	.726
		I often have a sense of dread or impending doom	47.17	127.362	.219	.726
		I often put the needs of others ahead of my own	45.58	134.428	.079	.735

M	It is hard for me to make decisions	51.74	124.538	.687	.732
	It is hard for me to say "no"	51.16	140.251	.275	.770
	It is hard for me to accept compliments graciously	51.89	145.322	.190	.775
	Sometimes I almost feel bored or empty if I don't have problems to focus on	51.95	130.164	.449	.754
	I usually do not do things for other people that they are capable of doing for themselves	51.11	153.988	-.027	.789
	When I do something nice for myself I usually feel guilty	53.00	133.222	.664	.742
	I do not worry very much	51.16	146.918	.129	.781
	I tell myself that things will get better when the people in my life change what they are doing	51.26	134.760	.464	.753
	I seem to have relationships where I am always there for them but they are rarely there for me	51.47	136.708	.340	.764
	Sometimes I get focused on one person to the extent of neglecting other relationships and responsibilities	51.00	137.778	.387	.760
	I seem to get into relationships that are painful for me	51.95	131.164	.599	.743
	I don't usually let others see the "real " me	51.47	143.708	.199	.776
	When someone upsets me I will hold it in for a long time, but once in a while I explode	50.95	142.164	.280	.768
	I will usually go to any lengths to avoid open conflict	50.79	139.953	.374	.761
	I often have a sense of dread or impending doom	52.32	133.673	.493	.751
	I often put the needs of others ahead of my own	51.00	139.111	.479	.755