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Parent and Teacher Attitudes Toward Bullying in School

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Lidwina Wijtenburg

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Walden University
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MA, Walden University, 2008

BS, Florida Atlantic, 2005

Dissertation Submitted in Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

School Psychology

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March 2015

Abstract

Bullying is a problem in elementary schools and has been shown to negatively affect a student's academic performance, friendships, and attitudes towards bullying. Previous research has indicated that parents' and teachers' attitudes toward bullying and victimization can influence elementary children's views of bullying, yet little research has compared parents' and teachers' attitudes toward these bullying behaviors of children in elementary school. The purpose of the quantitative study was to compare parent and teacher attitudes toward physical and verbal bullying and victimization of these behaviors. Guided by the social cognitive theory, the current study used the Reynolds Bullying Victimization Scales and the seriousness of 6 bullying vignettes to measure the participants' attitudes toward bullying in school. The between subjects design included parents with children in kindergarten through 5th grade ($n = 30$) and teachers teaching students in these grades ($n = 30$). Data were analyzed using independent sample 2-tailed t tests and descriptive statistics. Results indicated that teachers rated physical and verbal bullying and victimization from these behaviors more seriously than did parents, but the difference was not statistically significant. Social change initiatives may occur when parents and teachers are aware of each other's attitudes toward bullying and victimization in elementary school, which may facilitate collaborative relationships between the groups, provide a safe environment, and improve children's academic performance and overall well-being

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I would like to thank my husband, Anthony, for his love and support for following my dreams to become a school psychologist. My four children and their spouses always gave me their love and support for the pursuit to obtain my doctoral degree as well.

I also like to thank parents and teachers who voluntarily participated in the study for purpose to contribute to the scientific community because they were concerned about bullying in school.

In God I trust.

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Chapter 1: Introduction to the Study

Bullying in Schools

Bullying has become a significant problem in American schools and can have fatal consequences later in life (Hilton, 2011). Bullying negatively affects a student's academic performance, friendships, and attitude (Gendron, Guerra, & Williams, 2011; Low, Brockman, & Frey, 2010; Schoen & Schoen, 2010).) Bullying is defined as an aggressive act characterized by a power imbalance between the bully and the victim, where the bully is stronger and purposefully intends to harm the victim (Blake, Lund, Zhou, Kwok, & Benz 2012). The most common forms of bullying are physical bullying (e.g., hitting) and verbal bullying (e.g., name calling) (Schoen & Schoen, 2010). Bullying has a negative effect on individual development because the daily aggressive interactions between the bully and the victim of bullying can elicit future behavioral problems such as disruptive behavior, depression, and illicit drug use. (Martins & Wilson, 2012; Raskauskas, Cordón, & Goodman, 2011; Sturaro, Pol, van Lier, Cuijpers, & Koot, 2011; Weissbourd & Jones, 2012).

President Obama initiated a 2011 conference on bullying prevention at the White House in response to a teenager who committed suicide after being targeted and bullied by his peers because of his same-sex orientation (Hilton, 2011). President Obama stated that he wanted to place the emphasis on the individual who engaged in bullying, as well as finding solutions to bullying (Hilton, 2011). An outcome of the conference was the launching of the governmental anti-bullying website StopBullying.gov, where different types of bullying are explained and information is provided about several anti-bullying programs (Hilton, 2011).

According to Schoen and Schoen (2010), 160,000 children in the United States fear for their safety in school because they are bullied daily. Weissbourd and Jones (2012) added that 30% of school-aged students are bullied at school and suffer from emotional distress. In addition, Card (2011) stated that between 10% and 20% of elementary school students are bullied yearly by a peer at school.

Victimization of bullying in school also was a problem among 55% of victims teased by peers who perceived teasing as aggressive behavior (Nishioka, Burke, Coe, Hanita, & Sprague, 2011). Over a 6-12 month period, 15% to 23% of children were victimized in US elementary schools (Blake et al., 2012). In addition, victims of bullying are often anxious, have low self-esteem, and experience problems with academic subjects (Weissbourd & Jones, 2012). Although schools try to decrease bullying incidents, bullying remained a (Weissbourd & Jones, 2012).

A school's enclosed environmental structure can provide an opportunity for bullying to occur repeatedly on a daily basis (Gendron et al., 2011). Additionally, teachers have problems identifying bullying incidents such as teasing and are often not present when incidents occur (Harwood & Copfer, 2011; Kennedy, Kevorkian, & Russom, 2012). When teachers do not witness bullying, they may underestimate the seriousness of the incident or hold a dismissive attitude (James, 2012; Smith et al., 2010; Yoon & Kerber, 2003). Consequently, the teacher does not address the bullying problem with the bully or the victim (James, 2012; Smith et al., 2010).

A review of the literature has shown a gap in the extant research addressing a teacher's perception of school bullying and victimization and the student's perception of

teacher intervention (James, 2012; Marshall, Graybill, Meyer, Skoczylas, Varjas, 2009). Siddiqui (2011) found that 25% of teachers ignore bullying in school and 66.6% of students do not report bullying incidents to an adult.

Additionally, there is lack of communication between parents and teachers when bullying occurs in school (James, 2012; Waasdorp, Bradshaw, & Duong, 2011). In the absence of a collaborative relationship between parents and teachers, parents feel powerless when a bullying incident occurs and the school policy is often not properly implemented by teachers or school staff (James, 2012).

Parents often talk to their children when a bullying incident occurs and believe their child's school provides a safe environment for their child to learn and grow (Waasdorp et al., 2011). However, Gendron, Guerra, and Williams (2010) argued the school environment provides an opportunity for bullying to take place repeatedly. Because parents believe their children are safe in school, they may dismiss their child's story about a bullying incident (Waasdorp et al., 2011). Instead, 73.7% of parents whose children were involved in a bullying incident at their elementary school choose to talk to their child, while 31.5% of parents contacted their child's teacher to discuss the bullying incident at school (Waasdorp et al., 2011).

Although parents and teachers are concerned about the well-being and safety of their children in school, a collaborative relationship between parents and teachers is limited, especially when bullying incidents occur in school (James, 2012; Kennedy et al., 2012; Waasdorp et al., 2011). Currently, limited literature is available on the topic to compare parent and teacher attitudes toward physical and verbal bullying and

victimization of physical and verbal bullying (Bauman & Del Rio, 2006; Blake et al., 2012; James; Kennedy et al. 2012; Marshall et al., 2009; Waasdorp et al., 2011; Waasdorp et al., 2013; Yoon & Kerber, 2003). In addition, limited literature was available comparing the differences of parent and teacher attitudes toward physical and verbal bullying and victimization of these bullying behaviors (Blake et al., 2012; Kennedy et al.,2012; Marshall et al., 2009; Waasdorp et al., 2011; Waasdorp et al., 2013). Therefore, the study filled this gap in the literature and contributed to the scientific community.

In sum, parents and teachers do not communicate well when bullying occurs in school (Blake et al., 2012; James, 2012; Kennedy et al., 2012; Smith et al., 2010; Waasdorp et al., 2011; Waasdorp et al., 2013). Teachers often do not observe the bullying incident first hand (Raskauskas, 2010). For that reason, the teachers hold a dismissive attitude toward the bully and victim and often do not address the incident (Bauman & Del Rio, 2006; James, 2012; Marshall et al., 2009; Yoon & Kerber, 2003). Concurrently, parents talk more often to their children about bullying rather than contacting the child's teacher (Waasdorp et al., 2011).

Because there was limited research presently available comparing parent and teacher attitudes toward physical and verbal bullying and victimization of these behaviors in school and differences of attitudes between each group toward these behaviors, this study filled a gap in the scientific literature, and may contribute to positive social change (Bauman & Del Rio, 2006; Blake et al., 2012; James, 2012; Kennedy et al., 2012; Marshall et al., 2009; Waasdorp et al., 2011; Waasdorp et al., 2013; Yoon & Kerber,

2003). The study may contribute to positive change by bringing awareness to parents and teachers and attitudes each group holds toward physical and verbal bullying and victimization of physical and verbal bullying (Vasquez, 2012). Parent and teacher awareness about bullying behaviors may contribute to a mutual understanding of each groups' attitude toward these behaviors and may facilitate in a collaborative relationship between parents and teachers when bullying behavior occurs in school for the well-being of the child in grades K-5 (Blake et al., 2012; Kennedy et al., 2012; Smith et al., 2010; Waasdorp et al., 2011; Waasdorp et al., 2013).

In Chapter 1 I present a background of school bullying and a problem statement about why bullying behavior remains a problem. I also address the purpose of the study, research questions, and hypotheses. A theoretical framework follows that guides the study, the nature of the study, and the problem statement. Finally, I address key terms, followed by assumptions, scope, delimitations, limitations of the study, as well as potential social significance.

Background

Bullying is an aggressive act, where a person intentionally and repeatedly harms another person for the purpose of seeking power and control over the other person or to socially exclude the other person from a group (Blake et al. 2012; Gendron et al., 2011; Low et al., 2010; Olweus, 1994; Schoen & Schoen, 2010). Bullying has been extensively researched by Norwegian researcher, Daniel Olweus, who, in 1982, initiated bullying research in Norwegian schools after three adolescents who had been bullied by their peers committed suicide (Espelage & Swearer, 2003). When supported by peers, Olweus

stated that bullies felt emboldened to engage in the aggressive acts toward another peer. In turn, the supportive peers may join the bully and engage in the aggressive act toward the peer (Olweus, 1994). The support for bullying in school is further evidence that a victim can be teased, harassed, or frequently provoked by peers who engaged in bullying (Harwood & Copfer, 2011). Bullying in schools can occur in several forms such as physical bullying that involves pinching, pushing around, and kicking, or verbal bullying that includes name calling, social exclusion, and teasing (Harwood & Copfer, 2011; Low et al., 2010; Schoen & Schoen, 2010).

Bullying occurs in American schools, either on the playground or in the classroom (Low et al., 2010; Schoen & Schoen, 2010). Consequently, the victim of bullying does not feel safe at school because they perceive that the teacher is not supportive due to dismissal of the seriousness of the bullying incident (Kennedy et al., 2012; Smith et al., 2010; Waasdorp et al., 2011). The teacher often dismisses the seriousness of the bullying incident because the teacher does not observe the incident on the playground (Kennedy et al., 2012; Raskauskas, 2010; Smith et al.; Waasdorp et al. 2011). Lastly, the teacher's inaction to address the bullying incident contributes to an unsafe school environment (Askell-Williams, Lawson, & Skrzypiec, 2012; Kennedy et al., 2012; Smith et al., 2010; Waasdorp et al., 2011).

Lack of communication between parents and teachers is another reason bullying continues to be a particular concern in school (James, 2012). For example, James (2012) found teachers protect their status and are unwilling to discuss a bullying incident with the parent. Also, some teachers may use their status in the classroom and penalize

students in their academic performance because the teacher has a disagreement with the child's parent about a bullying incident that happened at school (James, 2012).

According to Waasdorp et al. (2011), two-thirds of parents with elementary-school aged children discussed a school bullying incident with their child. In so doing, the parents' modeled behavior transfers their values and beliefs toward physical and verbal bullying to their child (Blake et al., 2012; Dodge, 2011; Waasdorp et al., 2011; Werner & Hill, 2010). Parents' normative beliefs toward bullying determine the child's future attitudes and influence belief systems (Blake et al., 2012; Dodge, 2011; Waasdorp et al., 2011; Werner & Hill, 2011). Only one-third of parents contacted the teacher at school about the bullying incident (Waasdorp et al., 2011).

Most parents perceive their child's school to be a safe environment (Waasdorp et al., 2011). For that reason, parents may dismiss their child's story about a bullying incident in school and talked to the child about the bullying incident rather than contacting the child's teacher (Waasdorp et al., 2011). Parents of children in elementary school contact the teacher more often than parents of children in middle school age children, suggesting parents believed older children must fend for themselves when bullying occurs in school (Waasdorp et al., 2011).

Researchers have focused on teacher responsibility and attitudes with regard to bullying and victimization of bullying (Wiessbourd & Jones, 2012). For example, Yoon and Kerber (2003) measured teachers' attitude toward bullying and victimization of bullying by presenting six vignettes of possible school bullying incidents. Bauman and Del Rio (2006) replicated the study of Yoon and Kerber (2003) by measuring the

attitudes of bullying and victimization of bullying among teachers and teachers in training. Yoon and Kerber and Bauman and Del Rio agreed teachers do not readily interfere in bullying incidents because they often underestimate the seriousness of the bullying incident and intervention takes time away from teaching academic subjects.

Similarly, previous research focused on parents' attitudes toward bullying and victimization of bullying in relation to children in elementary school and their teachers (Bauman & Del Rio, 2006; James, 2012, Yoon & Kerber, 2003). For example, James (2012) measured parents' attitudes toward bullying and victimization of bullying in an elementary school and found a hostile parent-teacher relationship is present when bullying occurs at school. When comparing the parent and teacher attitudes toward physical and verbal bullying and victimization of physical and verbal bullying, I build upon the idea that a hostile parent-teacher relationship exists and adversely affects students in school. To the best of my understanding, only Løhe, Lydersen, Paulsen, Maehle, and Vatten (2011) comparatively measured parent and teacher perceptions of victimization of physical bullying and verbal bullying in school.

Hence, a gap exists in the literature regarding comparing the attitudes of physical and verbal bullying and victimization of physical and verbal bullying between parents and teachers and differences of attitudes between these two groups (Bauman & Del Rio, 2006; Blake et al., 2012; James, 2012; Kennedy et al., 2012; Marshall et al., 2009; Waasdorp et al., 2011; Waasdorp et al., 2013; Yoon & Kerber, 2003). In Chapter 2 I present an in-depth literature review regarding these variables.

Problem Statement

Because teachers do not always witness classroom or playground bullying incidents, aggressive behavior remains a problem in grades K-5 (Gendron et al., 2011; Low et al.; 2010; Schoen & Schoen, 2010. Consequently, when teachers do not personally observe bullying, they may dismiss the seriousness of the incident (Raskauskas, 2010; Kennedy et al., 2012; Smith et al., 2010). However, parents believe their child's teacher looks out for the child's well-being in school and therefore may dismiss involvement in a bullying incident (Waasdorp et al., 2011). Therefore, parents choose to discuss the bullying incident with their child rather than contacting their child's teacher (Waasdorp et al., 2011).

Limited research examined parent and teacher attitudes toward physical and verbal bullying, victimization of physical and verbal bullying in school, and possible differences of attitudes of these behaviors between parents and teachers (Bauman & Del Rio, 2006; Blake et al., 2012; James, 2012; Kennedy et al., 2012; Marshall et al., 2009; Waasdorp et al., 2011; Waasdorp et al., 2013; Yoon & Kerber, 2003). The absence of research currently available on the topic provided an opportunity to compare parent and teacher attitudes toward physical and verbal bullying and victimization of physical and verbal bullying. Study participants included parents with children in grades K-5 and teachers with students in grades K-5 with a valid teaching certificate. The findings of the study may foster a collaborative relationship between parents and teachers when a bullying incident occurs in school (Bauman & Del Rio, 2006; James, 2012; Kennedy et al., 2012; Waasdorp et al., 2011).

Purpose of the Study

The purpose of the study was to compare parent and teacher attitudes toward physical bullying, verbal bullying and victimization of physical and verbal bullying. Data were once obtained from the RBVS and twice obtained from the six vignettes that present six bullying scenarios in school to compare the parent and teacher attitudes toward bullying toward physical and verbal (Reynolds, 2003; Yoon & Kerber, 2004). Based on the RBVS Questionnaire instructions, each participant responded to questions on a 4-point Likert scale (Reynolds, 2003). The bullying scenarios in school were described in the six vignettes and participants responded to questions on a 5-point Likert scale (Reynolds, 2003; Yoon & Kerber, 2004).

The study was made up of the following variables: parent attitudes toward physical and verbal bullying, and victims of physical and verbal bullying. In this study, I also include the measurement of teacher attitudes toward verbal and physical bullying and victims of physical bullying and verbal bullying. .

Research Questions and Hypotheses

The following research questions and hypotheses will be examined:

1. Is there a difference in attitudes toward physical and verbal bullying between parents and teachers of children in kindergarten through fifth grade as measured by the Reynolds Bully Victimization Scales for Schools?

H_0: There will not be a difference in attitudes toward physical and verbal bullying between parents and teachers of children in kindergarten through fifth grade as measured by the Reynolds Bully Victimization Scales for Schools.

H_1: There will be a difference in attitudes toward physical and verbal bullying between

parents and teachers of children in kindergarten through fifth grade as measured by

the Reynolds Bully Victimization Scales for Schools.

2. Is there a difference in attitudes between parents and teachers of children in

Kindergarten through fifth grade toward victims of physical and verbal bullying as

measured by the Reynolds Bully Victimization Scales for Schools?

H_0: There will not be a difference in attitudes toward victims of physical and verbal

bullying between parents and teachers of children in kindergarten through fifth grade

as measured by the Reynolds Bully Victimization Scales for Schools.

H_1: There will be a difference in attitudes toward victims of physical and verbal

bullying between parents and teachers of children in kindergarten through fifth grade

as measured by the Reynolds Bully Victimization Scales for Schools.

3. Is there a difference in attitudes between parents and teachers of children in

kindergarten through fifth grade toward physical bullying as measured by six

vignettes which present six bullying scenarios in school?

H_0: There will not be a difference in attitudes toward physical bullying between parents

and teachers of children in kindergarten through fifth grade as measured by six

vignettes which present bullying scenarios in school.

H_1: There will be a difference in attitudes toward physical bullying between parents and

teachers of children in kindergarten through fifth grade as measured by six vignettes

which present bullying scenarios in school.

4. Is there a difference in attitudes toward verbal bullying between parents and teachers

of children in kindergarten through fifth grade as measured by six vignettes which present bullying scenarios in school?

H_0: There will not be a difference in attitudes toward verbal bullying between parents and teachers of children in kindergarten through fifth grade as measured by six vignettes which present bullying scenarios in school.

H_1: There will be a difference in attitudes toward verbal bullying between parents and teachers of children in kindergarten through fifth grade and 5 as measured by six vignettes which present bullying scenarios in school.

5. Is there a difference in attitudes toward victims of physical bullying between parents and teachers of children in Kindergarten through fifth grade as measured by six vignettes which present bullying scenarios in school?

H_0: There will not be a difference in attitudes toward victims of physical bullying between parents and teachers of children in kindergarten through fifth grade as measured by six vignettes which present bullying scenarios in school.

H_1: There will be a difference in attitudes toward victims of physical bullying between parents and teachers of children in kindergarten through fifth grade as measured by six vignettes which present bullying scenarios in school.

6. Is there a difference in attitudes toward victims of verbal bullying between parents and teachers of children in kindergarten through fifth grade as measured by six vignettes which present bullying scenarios in school?

H_0: There will not be a difference in attitudes between parents and teachers toward victims of verbal bullying in kindergarten through fifth grade as measured by six

vignettes which present bullying scenarios in school.

H_1: There will be a difference in attitudes between parents and teachers toward victims

of verbal bullying of children in kindergarten through fifth grade as measured by six

vignettes which present bullying scenarios in school.

Theoretical Framework

Social Cognitive Theory

The theoretical base of the study is social cognitive theory (SCT), developed by

Bandura (1962), which posits that an individual's behavior is influenced through self-

monitoring, evaluation of one's environmental social norm, and expected positive or

negative outcomes (Bandura, Adams, & Beyer, 1977; Baranowski, Perry, & Parcel,

2002). Moreover, in Bandura (1986) suggested that a person's behavior (e.g., motivation

and goal) and responses to occurrences in the environment are determined through

reciprocal interaction between at least two people in one's environment (Bandura, 1989;

Low & Espelage, 2013; Martins & Wilson, 2012; Sela-Shayovitz, 2011). Vicarious

learning plays a pivotal role in a child's learning process by observing other people's

behavior (Yang, 2012).

Social cognitive theory was appropriate for the study because children in grades

K-5 observed parent and teacher attitudes toward physical and verbal bullying and

victimization of physical or verbal bullying (Bandura, 1977; Martins & Wilson, 2012).

These children also observed how their parents and teachers interacted with bullies and

victims of bullying when these incidents occurred in school (Bandura et al., 1977;

Martins & Wilson, 2012). Bandura (1989), Low and Espelage (2013), and Martins and

Wilson suggested that bullying is a learned social behavior that is repeated by an individual when bullying behavior is not corrected by another person. Therefore, bullying behavior is embedded in an individual's cognitive schema and motivates aggressive action to obtain a goal for self-gratification (Bandura, 1989; Low & Espelage, 2013; Martins & Wilson, 2012). Therefore, parents and teachers should be aware of their attitudes toward physical and verbal bullying and victimization of physical and verbal bullying because they model appropriate social behavior to their children and students respectively in grades K-5 (Bandura, 1989). Finally, the awareness of parent and teacher attitudes toward these behaviors was important because these adults influence the children's cognitive schema concerning these behaviors when modeling appropriate social behavior (Bandura, 1989).

The SCT theory was also appropriate for the study because a comparison between the parents' attitude and teachers' attitudes toward physical and verbal bullying and victimization of physical and verbal bullying potentially showed a difference in attitudes on the topic between these two groups, which may affect the child's well-being (Smith et al., 2010; Waasdorp, 2011). A more detailed explanation about the SCT and its role in the study is explained in Chapter 2.

Nature of the Study

In this quantitative study I focused on parents'- and-teachers' attitudes of bullying and victimization of bullying in grades K-5. The quantitative study examined parent and teacher toward physical and verbal bullying and victimization of physical and verbal bullying. The rationale for selecting a quantitative study with a between-subjects design

was to provide a comparison between parents and teachers by measuring each groups' attitudes toward physical and verbal bullying, victimization of these behaviors, and possible differences of attitudes that may exist (Mitchell & Jolley, 2010).

The sample consisted of parents with children in grades K-5 whose children attended a small private school in Fort Lauderdale (School A). The teachers who taught students in those grades with a valid teaching certificate and parents who attended weekly parenting-and-childbirth classes at a local nonprofit organization, and through the snowball technique method where these individuals told a friend about the study (VandenBos, 2007). The sample size was made up of 60 participants, which was equally distributed between parents and teachers. The study took place in the eastern part of the U.S. Data for the study was collected from one questionnaire and two surveys.

The participants responded to two measures, the RBVS and two surveys, which consisted of six possible bullying scenarios presented in six vignettes (Reynolds, 2003; Yoon & Kerber, 2004). Each measure required participants to respond to questions on the RBVS, a 4-point Likert scale and vignettes, a 5-point Likert scale (Reynolds, 2003; Yoon & Kerber, 2004). The participant responded to the six bullying scenarios (modified) twice. Each time the participant rated the seriousness of the bullying incident from a different perspective (Reynolds, 2003; Yoon & Kerber, 2004). The first time, the participants' attitudes toward physical and verbal bullying was measured, while the second time the participants' attitudes was measured toward the victimization of physical and verbal bullying (Reynolds, 2003; Yoon & Kerber, 2004).

The variables for the study included parents' attitude toward physical bullying, parents' attitude toward verbal bullying, parents' attitude toward victimization of physical bullying, and parents' attitude toward victimization of verbal bullying. Additional variables for the study included, teachers' attitude toward physical bullying, teachers' attitude toward verbal bullying, teachers' attitude toward victimization of physical bullying, and teachers' attitude toward verbal bullying.

The quantitative study was logically derived from the problem statement because the analysis utilized one questionnaire, the RBVS (Reynolds, 2003). Also, the study utilized a survey which presented six bullying scenarios (modified) at school in the form of vignettes, twice (Bauman & Del Rio, 2006; James, 2012; Yoon & Kerber, 2003).

The available research examining parent and teacher attitudes toward physical and verbal bullying and victims of these aggressive behaviors was limited in the literature (Bauman & Del Rio, 2006; James, 2012). Likewise, limited research was available in the literature about differences between parent and teacher attitudes toward physical and verbal bullying and victims of these aggressive behaviors (Bauman & Del Rio, 2006; James, 2012). For statistical analysis, six independent two-tailed *t tests* were utilized to demonstrate whether a mean difference of parent and teacher attitudes toward physical and verbal bullying and victimization of these behaviors (George & Mallery, 2011).

Definitions of Terms

Bullying: is an intentional aggressive act, which is repeatedly used by one person upon another person for purpose to harm the victim (Card, 2011; Olweus, 1994; Rivers & Noret, 2010; Paul, Smith, & Blumberg, 2013).

Physical Bullying: is an intentional aggressive act where the bully physically threatens a peer through pushing, hitting, or pinching (Raskauskas et al., 2011; Schoen & Schoen, 2010).

Verbal Bullying: is an intentional aggressive act where the bully intends to use name calling, verbal assaults, and gossiping separate the victim from a group of friends (Low et al., 2010; Bender & Lösel, 2011).

Parent: a father or a mother who is primarily responsible for the well-being of their child or offspring and who shares an emotional bond with their child (Waasdorp et al., 2011).

Parent's Attitude: a belief concerning a social norm a parent may hold toward bullying and victimization of bullying, which influences the child's perception toward these behaviors because the parent is primarily responsible for the child's well-being(Heiphetz et al., 2013; Waasdorp et al., 2011). The operational definition of parents' attitude toward physical and verbal bullying and victimization of physical and verbal bullying *are not serious, not so serious, somewhat serious, and serious* (Yoon & Kerber, 2003).

Teacher: a person who is a professional instructor who teaches academic subjects and skills to students in grades K-5grade (Merriam-Webster et al., 2010).

Teacher's attitude: a belief concerning a social norm a teacher may hold toward bullying and victimization of bullying, which may be influenced by personal childhood experiences of bullying or victimization of bullying and affects a student's academic achievements (Askell-Williams et al., 2012; Harwood & Copfer, 2011; Heiphetz et al.,

2013). The operational definition for a teachers' attitude toward physical and verbal

bullying and victimization of physical and verbal bullying are *not serious, not so serious,*

somewhat serious, and serious (Yoon & Kerber, 2003).

    Victim: a recipient of a peer who intentionally acts aggressively toward the peer

(Austin, Barnes & Reynolds, 2012).

Assumptions

    I assumed participants in the study responded truthfully to questions posed on the

RBVS questionnaire and the survey which presented six bullying scenarios (modified) in

school to the participant, twice (Reynolds, 2003; Bauman & Del Rio, 2006; James, 2012;

Yoon & Kerber, 2003). I assumed that the participant answered the questions truthfully

because he or she choose to voluntarily take part in the study and the researcher informed

the participant that the responses to questions on each instrument were kept confidential

(Bauman & Del Rio, 2006; James, 2012; Reynolds, 2003; Yoon & Kerber, 2003). This

assumption was necessary because the participants' information was confidential and

voluntary participation was important to the well-being of research participants (Fisher,

2012). This assumption may not hold true because the individual responses to each

question were not been checked for its truthfulness due to reasons of confidentiality

(Simon, 2011).

    I also assumed participants in the study read on a third grade level. This

assumption was necessary because the questions on the RBVS were geared to individuals

who read at a third grade level (Reynolds, 2003).

Scope and Delimitations

A specific aspect of the study was the focus of parent and teacher attitudes toward bullying and victimization of bullying. The specific focus was chosen because bullying remains a problem in school, affects a student's development, has a negative impact on academic performance, and occurs at all grade levels (Gendron et al., 2011; Schoen & Schoen, 2010; Waasdorp et al., 2011; Weissbourd & Jones, 2012).

The study required each participant to read at a third grade level (Reynolds, 2003). The study included one questionnaire, the RBVS, which measured the attitudes of parents and teachers of physical and verbal bullying and victimization of these behaviors (Reynolds, 2003). The study also included a survey where six bullying scenarios (modified) in school were presented to the participant in the form of six vignettes (Bauman & Del Rio, 2006; James, 2012; Yoon & Kerber, 2003). Each participant rated the seriousness of the bullying incident and a second time rated the seriousness of the bullying incident from a victim's perspective (Bauman & Del Rio, 2006; James, 2012; Yoon & Kerber, 2003). The instruments were administered to the participants over an 11-week period. The scope of the study involved parents of children in grades K-5 and teachers who taught students in grades K-5 with a valid teaching certificate.

The first delimitation of the study was the sample because only parents of children in kindergarten through fifth grade took part in the study while parents of children in Pre-K and Grades 6 through 12 were excluded from the study (Willig, 2013). The reason for the exclusion was parents of children in these grades did not exert a great influence over their children, and therefore their attitudes toward physical and verbal bullying and victimization of physical and verbal bullying influenced the child's attitude

toward these behaviors that were lifelong (Martins & Wilson, 2011; Waasdorp et al., 2011). The reason for choosing children of this age group was at this age these children were aware of their environment and may imitate behaviors that were modeled to them by parents, teachers, and peers (Bandura, 1989; Martins & Wilson, 2011; Waasdorp et al., 2011).

A second delimitation was the criteria set for the participation of teachers. Only teachers who had a valid teaching certificate were allowed to take part in the study, while teachers who did not have a valid teaching certificate were excluded from the study. The reason for the exclusion was to maintain a professional standard of teachers who were current on the problems surrounding bullying in school.

A third delimitation was the exclusion of social media in the study (Shein, 2014). According to Shein, in the school year of 2011-2012, a technology teacher shared materials with parents of his students from his Twitter account and integrated the technology into the school structure. Additionally, the technology teacher taught students in second grade how to tweet a message and a third grade student how to tweet a message about classroom activities (Shein, 2014). The act of name calling also took a new form by using the Internet, either by phone or by computer, to bully peers instead of verbally bullying a person face-to-face (Görzig & Frumkin, 2013; Holladay, 2011; Sherer & Nickerson, 2010). Although public sites such as Facebook, Twitter and the Internet were increasingly utilized by teachers and students in schools, parents were hesitant to use social media for school related incidents because they fear the increased risk of cyberbullying (Cassidy, Brown, & Jackson, 2012; Shein, 2014). Because the parent and

teacher use of social media was not focus for the study to measure these groups' attitudes toward physical and verbal bullying and victimization of these behaviors, it was excluded from the study (Cassidy et al., 2014; Shein, 2014). Although a communication between parents and teachers was advantageous, the ecological theory of human development developed by Bronfenbrenner (1976-1977) was not investigated (Hong & Garbarino, 2012; Perkins, 2012; Waasdorp et al., 2011). The ecological theory of human development was not investigated because the purpose of the study was to measure differences of attitudes between parents and teachers concerning bullying and victimization of bullying among parents with children in grades K-5 and teachers who taught in these grades, rather than examining how home and school collaborate together to solve a bullying incident (Hong & Garbarino, 2012; Perkins, 2012; Waasdorp et al., 2011). The researcher hoped that the findings of the study may contribute to a collaborative relationship between parents and teachers when bullying occurs in school. The researcher also hoped that the adults may have an understanding of each other's attitudes toward physical and verbal bullying and victimization of physical and verbal bullying which was based on scientific data.

The findings of the study possibly may be used to bring awareness to the attitudes of parents and teachers and bullying in elementary school because the measures utilized in the study measures parent and teacher attitudes toward physical and verbal bullying and victimization of these behaviors by utilizing the modified RBVS and six bullying scenarios in school, twice (modified; Bauman & Del Rio, 2006; James, 2012; Kennedy et al.; Reynolds, 2003; Waasdorp et al., 2011; Yoon & Kerber, 2003). Because the study

provided findings that are based on parent and teacher current attitudes toward physical and verbal bullying and victimization of these bullying behaviors in school, these findings may be applicable in other schools where bullying occurs as well (VandenBos, 2007).

Limitations

The study has a few limitations. The first limitation was only three surveys were utilized in the study to measure parent and teacher attitudes toward physical and verbal bullying and victimization of these aggressive behaviors which are represented in six bullying scenarios (modified), at school (Bauman & Del Rio, 2006; James, 2012; Yoon & Kerber, 2003). To address the limitation participants in the study rated the seriousness of each bullying incident twice (Bauman & Del Rio, 2006; James, 2012; Smith et al., 2010; Yoon & Kerber, 2003). A second limitation of the bullying scenarios was the construct validity because the six bullying scenario (modified) were a small set of measures that measured physical and verbal bullying and victimization of these bullying behaviors (Bauman & Del Rio, 2006; James, 2012; Yoon & Kerber, 2003). To address this limitation, each participant rated the seriousness of each bullying incident or scenario separately, first the bullying incident followed by the victims' perspective of the bullying incident (Bauman & Del Rio, 2006; James, 2012; Yoon & Kerber, 2003).

The third limitation of the study was the small sample size. To address the small sample size, the researcher utilized the snowball technique where parents and teachers of School A and parents of a local nonprofit organization tell friends about the study (VandenBos, 2007). A fourth limitation was the geographic area, the eastern part of the

U.S.A., where the study took place. To address this limitation, the researcher called for expanded research on the topic of parent and teacher attitudes toward bullying in school. A fifth limitation of the study was the internal validity of the study which included the mortality of participants taking part in the study (Mitchell & Jolley, 2010). To address the internal validity, the researcher intended to conduct the administration of the instruments to the participants over an 11-week period. An external validity limitation may be present as a sixth limitation but the participants are not yet recruited and therefore the diversity of ethnic backgrounds of participants cannot be addressed at this time.

Social Change Significance

The study was important because a better understanding between parents and teachers and their attitudes toward physical and verbal bullying and victimization of physical and verbal bullying may foster a collaborative relationship between these groups of adults that may benefit children in grades K-5 (James, 2012; Smith et al., 2010; Waasdorp et al., 2011). Knowledge obtained from the findings of each measure may facilitate a collaborative relationship between parents and teachers and their attitudes toward physical and verbal bullying and victimization of physical and verbal bullying, which may result in a mutual awareness of these types of bullying in these grades (James, 2012; Smith et al., 2010; Waasdorp et al., 2011).

Potential implications for positive social change was consistent with and bounded by the scope of the study suggested that when parents and teachers collaborated on the topic of physical and verbal bullying and victimization of physical and verbal bullying, they were cognizant of the influence they exert over the children in grades K-5, while

also being aware of the seriousness of bullying in school (Kennedy et al., 2012; Smith et al., 2010; Vasquez, 2012; Waasdorp et al., 2011). Gaining knowledge from the attitudes each group holds toward physical and verbal bullying and victimization of physical and verbal bullying in grades K-5, may foster a better understanding of each groups' attitudes toward physical and verbal bullying and victimization of these behaviors and may promote a collaborative relationship between the groups to address bullying incidents in school (James, 2012; Kennedy et al., 2012; Smith et al., 2010; Vazquez, 2012; Waasdorp et al., 2011). A collaboration between parents and teachers when bullying occurs in school may incur a social change because each group of adults demonstrated to others that parents and teachers can collaborate together to resolve a bullying incident, which may occur in school (Bandura, 2009). The collaborative relationship between parents and teachers to resolve the bullying incident may model to other parents and teachers that they can work together to resolve a bullying and which may benefit the child's well-being (Bandura, 2009; James, 2012; Kennedy et al.2012, Smith et al., 2010, Waasdorp et al., 2011).

Summary

The purpose of the proposed quantitative study was to compare parents' and teachers' attitudes toward physical and verbal bullying and victimization of physical and verbal bullying, while also examining whether differences may be present between these groups on the topic (Kennedy et al., 2012; Smith et al., 2010; Waasdorp et al., 2011). The sample of the study was made up of parents who have children in grades K-5 and teachers who taught these grades with a valid teaching certificate. The study utilized the

SCT, which suggested that a person's behavior, cognitive functioning, and personal issues (e.g., previous experiences) influenced his or her responses to stimuli in the environment (Martins & Wilson, 2012; Harwood & Copfer, 2011). In order to examine the parent and teacher attitudes toward bullying and victimization of bullying, the study utilized one questionnaire and two surveys (Bauman & Del Rio, 2006; James, 2012; Reynolds, 2003; Yoon & Kerber, 2003).

Because limited literature was available, finding differences between parents' attitude and teachers' attitude toward physical and verbal-bullying, and victimization of physical and verbal bullying, the study filled this gap in the literature and thereby contributed to the scientific community (Bauman & Del Rio, 2006; Blake et al., 2012; George & Mallery, 2011; James, 2012; Kennedy et al., 2012; Marshall et al., 2009; Waasdorp et al., 2011; Waasdorp et al., 2013; Yoon & Kerber, 2003). Moreover, limited research was available that compares parent and teacher attitudes toward physical and verbal bullying and victimization of physical and verbal bullying of children in grades K-5 (George & Mallery, 2011). The participants for the study were drawn from the eastern region of the U.S.

The findings of the study potentially may be meaningful because the comparison made between parent and teacher attitudes toward physical and verbal bullying and victimization of physical and verbal bullying were limited in the literature (Bauman & Del Rio, 2006; James, 2012; Kennedy et al., 2012; Smith et al., 2010; Waasdorp et al., 2011). The possible differences between parent and teacher attitudes toward these behaviors may foster a collaborative relationship between parents and teachers on the

topic of bullying and may benefit the child's well-being (James, 2012; Waasdorp et al., 2011; Waasdorp et al., 2013).   In Chapter 2, an in-depth discussion include a review of literature of previous studies involving the parents' attitude and teacher's attitude toward physical and verbal bullying and victimization physical and verbal bullying, victimization of physical and verbal bullying, as well as the social cognitive theory.

Chapter 2: Literature Review

Introduction

Bullying remained a problematic behavior among elementary school students in the U.S.A. (Blake et al., 2012; Brown, Haggerty, 2011; Low & Smith, 2011; Low et al., 2010; Raskauskas, 2010; Schoen & Schoen, 2010). Researchers do not know why aggressive behavior remained a problem for students in grades K-5, even though several in-depth research studies examined the behavior throughout the years (Brown et al., 2011; Low et al. 2010; Schoen & Schoen, 2010).

Bullying was defined by Olweus (1994) as an intentional aggressive act enacted by one person over another person who is less powerful than the aggressor, with the intention to harm the other person. Bullies felt empowered when they received support from peers in school, when they exerted power over younger victims or when their victim had a disability such Attention Hyperactivity Deficit Disorder (ADHD; Olweus, 1994; Paul et al., 2013; Taylor, Saylore, Twym an & Maycias, 2010).

Two primary types of bullying existed (a) physical bullying and (b) verbal bullying (Raskauskas et al., 2011). Physical bullying was defined as an overt aggressive act of one person toward another person with the intention of harming the other person repeatedly and is characterized as "hitting, pushing, shoving" (Waasdorp, Bradshaw, O'Brennan, & Pas, 2013, p. 839). Verbal bullying was defined as a relational aggressive act where one person intentionally harmed another person repeatedly by purposely spreading false rumors or gossiping, which results in in social exclusion from a group of friends and destroyed relationships such as friendship (Low et al., 2010; Raskauskas et al., 2011). According to Barnett, Barlett, Livengood, Murphy and Brewton (2010), a

bully's intention to harm a victim through verbal bullying (e.g., teasing), was subjective to the victims' subjective perception of the aggressive act.

Espelage (2012) and Webster-Stratton et al. (2011) suggested a school provided a structured setting where students learn academic subjects and school staff (e.g., teachers) provided a safe environment for its students (Espelage, 2012; Webster-Stratton et al., 2011). Because school provided a structured setting for its students, the school may also provide an environment where bullying takes place daily because the bully and victim of bullying interact with each other in a closed environment either in the classroom or on the school's playground (Card, 2011; Gendron et al., 2011; Rivers & Noret, 2010). Card (2011) argued that 10% to 20% of schoolchildren engaged in bullying at school and 5% to 10% were victims of bullying.

Bullying continued to occur in the school setting because bullies and victims socially interact with one another on the playground at school when teachers were not present to observe the bullying incident (Raskauskas, 2010). However, when peers reported the bullying incident on the playground to the teachers' attention after recess, the teachers' attitude toward the physical bullying or verbal bullying incident becomes important because the teachers' reaction models behavior to the students whether the aggressive behavior was acceptable or not (Harwood & Copfer, 2011; Low et al., 2010; Raskauskas, 2010). Similarly, the teachers' attitude toward the victim of physical bullying or the victim of verbal bullying indicated whether the teacher believed the bullying incident was serious or not by talking to the victim or ignoring the victim (Askell-Williams et al., 2012; Harwood & Copfer, 2011)

In addition to teachers, parents played an important role because they are responsible for the well-being of their children (Waasdorp et al., 2011). Parents who children in elementary school had believed their child's teacher were able to cope with social problems among his or her students (Waasdorp et al., 2011). For that reason, parents choose to talk to their child about the bullying incident in school rather than talking to the child's teacher; some parents may dismiss the child's story about a bullying incident in school (Smith et al., 2010; Waasdorp et al., 2011). Parents also did not contact the child's teacher because they believed their son needed to stand up for himself (Waasdorp et al., 2011). The parents' decision not to contact the school when their child was a victim of bullying was one reason why bullying remained a problem in school (Smith et al., 2010; Waasdorp et al., 2011).

The purpose of the quantitative study was to address the gap between parents'- and- teachers' attitudes toward physical bullying and verbal bullying and victimization toward these behaviors by comparing these two groups and possible differences that may be present between each group (Bauman & Del Rio, 2006; Blake et al., 2012; James, 2012; Kennedy et al., 2012; Marshall et al., 2009; Waasdorp et al., 2011; Waasdorp et al., 2013; Yoon & Kerber, 2003). The participants in the study were parents who had children in grades K-5 and teachers who taught students in these grades with a valid teaching certificate. A grandparent (65+), who had legal custody over their grandchild who was a student in grades K-5, also participated in the study, was included in the parents' group. In this chapter, a literature review provided an in-depth analysis about the topic. The study was grounded in the SCT (Bandura, 1989). Major sections of this

chapter include the theoretical foundation of the study and a general overview of physical and verbal bullying, and victims of physical and verbal bullying. The section is followed by an in-depth literature analysis of parents' attitude toward physical and verbal bullying and teachers' attitude toward physical and verbal bullying. Following these sections, studies that emphasize parents and teachers in regard to bullying and victimization of bullying are discussed, followed by the summary of the chapter.

Literature Search Strategies

The organization of the review included a review of parent and teacher attitudes toward physical bullying, verbal bullying, and victimization of physical and verbal bullying. The search for supporting literature on the topic of physical bullying, verbal bullying, attitude, victimization of physical bullying, and victimization of verbal bullying were conducted via electronic transmission by utilizing the digital library of Walden University assessing EBSCO databases including *Academic Search Premier database, Academic Search Complete database, Academic Search Alumni Edition, Business Source Complete database, CINAHL Plus with Full Text database, Communication and Mass Media Complete database, Education Research Complete database, Education Source database, ERIC database, the Medline Full Text database, PsycARTICLES, PsycINFO*, and the *SocINDEX* in Full Text database. Keywords that guided the research were attitude, parents, teachers, verbal bullying, physical bullying, elementary school, social media, and victims.   The scope of literature ranged from Bandura (1977) to Shein (2014).

Theoretical Foundation

The theoretical base for the proposed quantitative study was Bandura's SCT (Bandura, 1989). The theory was grounded in the person's cognitive schema's (e.g., previous experiences), perception of self (e.g., self-efficacy), and environmental factors (Martins & Wilson, 2012). When the SCT was applied to the parents' attitude and teachers' attitude toward physical bullying, verbal bullying, victimization of physical-and-verbal-bullying, Bandura (1989) posited that aggressive behavior (e.g., bullying) in children is learned behavior, which is repeated when the aggressive behavior is rewarded when an adult did not interfere when a bullying incident occurred in their presence (Askell-Williams et al., 2012; Harwood & Copfer, 2011; Marshall et al., 2009; Martins & Wilson, 2012). For example, when parents solve a conflict among each other aggressively at home, the child who observes the parents' fighting at home, associate the aggressive behavior as an appropriate method to resolve a conflict when he or she had a conflict with a peer at school (Card, 2011; Shetgiri, Avila, Flores, & Lin, 2012).

Because parents and teachers model behavior, the SCT was appropriate for the study because the theory suggests that children imitate behavior that is modeled to them by parents at home or by teachers at school, which influences the child's cognitive schema and lasts a lifetime (Bandura, 1989; Harwood & Copfer, 2011; Waasdorp et al., 2011). For that reason, parent and teacher attitudes toward physical bullying, verbal bullying, and victimization of these behaviors were important because each adult modeled behavior on the topic that influences the child's cognitive schema, which may last forever (Bandura, 1989; Harwood & Copfer, 2011; Waasdorp et al., 2011).

Bullying and Victims

Bullies

The research on bullying was initiated by Dan Olweus, in 1983-1985 when he conducted a study in Bergen, Norway that involved 2500 boys and girls in Grades 4-7, of which 50% of students reported having been bullied by older students when they were in Grades 2-3 (Olweus, 1994). Several researchers suggested a consensus exists bullying was an intentional aggressive act where the bully intended to harm the victim repeatedly because of a power imbalance (Olweus, 1994; Paul et al., 2013; Rodkin, 2011; Shetgiri et al., 2012; Taylor et al., 2010).

Bullying in the school setting continues to be a problem because the structured setting provides an opportunity for daily aggressive altercations between a bully and a victim to take place (Gendron et al., 2011). Moreover, the aggressive altercation between the bully and victim also is characterized by the bully's aggression and manipulation of peers, while victims of bullying suffer from anxiety and depression (Card, 2011; Olweus, 1994; Paul et al., 2013; Rodkin, 2011). Paul et al. suggested bullies feel empowered when peers supports the bully because the bully shows off one's strength when compared to the victim who feels helpless. Shetgiri et al. (2012) reported 30% of middle- and high-school students were affected by bullying yearly, 13% of these students were bullies, and 11% of these students were victims of bullying.

Olweus (1994) categorized a bully into two groups: 1) an active bully and 2) a passive bully. An active bully was characterized as a dominant, secure individual who seeks and exerts power over others, and who teachers may classify the bully as a

troublemaker, while the bully perceived one's environment as hostile (Olweus, 1994). A passive bully was categorized as a follower of an active bully, who is less secure than the active bully, more anxious, and who did not initiate a bullying act but rather supported an active bully's intention (Olweus, 1994).

A bully's social skill set also played a role in bullying (Rodkin, 2010). For example, bullies who were socially competent were described as being goal oriented, able to achieve their goal, and they had a variety of friends, which also included the bully's victim (Rodkin, 2010). According to Rodkin (2010), bullies begin manipulating their peers in day care and they manipulate their victim to remain friends with the bully by apologizing after the bullying incident occurs. Bullies in elementary school use their social networking skills to become friends with likeminded peers, they enjoy a prominent position in the group, and they were aware of the power he or she may exert power over the victim (Hixon, 2009). Bullies who were socially isolated, choose bullying because they believed they lost their status in their group of peers and therefore act impulsive and aggressively toward others to regain their status in the group (Rodkin, 2010).

Consistent with the SCT, the bully's home environment also played a role how a bully socially interacts with peers at school (Card, 2011). For example, when family father and mother model aggressive behavior at home to resolve a conflict among each other, the modeled behavior influences the child's behavior as well (Card, 2011). Card argued when a parent held a dismissive attitude toward bullying, the child may hold a dismissive attitude toward bullying. Likewise, when a parent holds negative attitude toward the school, the child may hold a negative attitude toward the school (Card, 2011).

Bullies experience long term negative effects such as antisocial behavior, depression, and delinquencies (Hixon, 2009; Shetgiri et al., 2012). Bullies performed poorly academically in school, they avoided school, and they were at risk to drop out of school (Card, 2011). Bullies were also involved in abusive adult relationships and engaged in suicidal ideation (Card, 2011).

Victims

According to Card (2011), Cross et al. (2011), Gendron et al. (2011), Low et al. (2010), Olweus (1994), Paul et al. (2013), Raskauskas, 2010; Rodkin (2011), Shetgiri et al. (2012), and Taylor et al. (2010), bullies engaged in a hostile relationship with another person who were less powerful than the bully, and therefore the bully was able intentionally afflict harm to the other person repeatedly over time. Therefore, a victim of bullying was defined as an individual who, over specific period of time, experienced a negative interaction with a bully who repeatedly targeted the victim through maltreatment or singling out the victim (Visconti, Sechler & Kochenderfer-Ladd, 2013). Targeting the victim by the bully was due to an imbalance of power between these two individuals (Visconti et al., 2013). The definition provided by Visconti et al. was consistent with Olweus' (1995) definition of bullying, however Olweus suggested characteristics of victim bullying may experience psychological problems such as anxiety depression, being quiet, had low self-esteem, and the victim was insecure. Card (2011) and Rivers and Noret (2010), agreed with Olweus (1995) and suggested that victims of bullying experience psychological distress and had low self-esteem because they suffered from an inferiority complex, internalized negative emotions, and they were unable to

communicate their thoughts and feelings to others. Austin, Barnes, & Reynolds (2012)

added victims with low self-esteem had limited coping skills to solve social problems and

limited peer support (Austin et al., 2012). A victim who was often targeted by a bully, he

or she was characterized by Austin et al. (2012) as a person who displayed passive

behavior and not fight back the bully. Victims of bullying had long term consequences

because they had difficulty to adjust socially and emotionally to their environment

(Shetgiri et al., 2012).

Consistent with Olweus (1994), Espelage (2012), Schwartz, Lansford, Dodge,

Pettit, and Bates (2013), and Visconti et al. (2013) suggested that a victim of bullying

also bullied peers, performed poorly in school, and skipped school. The reason for the

victim to skip school was fear to attend class because the victim perceived the school to

be an unsafe environment (Espelage, 2012; Schwartz et al., 2013, Visconti et al., 2013).

Victims who perceived their school to be an unsafe environment often suffered from

psychological distress such as anxiety, the victim had at high risk to harm oneself such as

suicide ideation, and they held a negative attitude toward bullies (Espelage; Raskauskas,

2010; Schwartz et al., 2013; Visconti et al., 2013). This was especially true among

students in grades 4 and 5 who held a negative attitude toward bullies (Espelage;

Raskauskas, 2010; Schwartz et al., 2013; Visconti et al., 2013). Hazel (2010) added that

it was essential for school staff to develop a safe school environment where rules, social

norms, and behavioral expectation are developed, which ensures a safe learning

environment for students. Raskauskas (2010) stated children bullied in elementary

school experienced long term effects such as poor academic performance, avoiding

school, and they perceive the school to be unsafe. Long term experiences also included

depression, posttraumatic stress disorder, and drug-and-alcohol abuse (Hixon, 2009).

Moreover, victims of bullying in school experience abusive relationships in the future

(Björkqvist, Bert, & Osterman, 2011).

According to Cook, Guerra, Kim, Sadek, & Williams (2010), 10% to 30% of boys

and girls engage in bullying. Blake et al. (2012) argued boys in special education were

2.4 times more at risk of being a victim of bullying than their male peers who were not in

special education. Male victims of bullying also are 3.2 times more likely to engage in

bullying peers as well (Blake et al., 2012). In addition, 38% of girls experienced verbal

bullying, including sexual harassment, during their elementary school years, while 60%

were bullied by boys (Rodkin, 2011). According to Card (2011), between 10% and 20%

of American school children were involved in school bullying. Shetgiri et al. (2012)

reported that about 30% of American students in middle school and high schools were

involved annually in bullying incidents. Shetgiri et al. (2012) reported 13% of American

middle school and high school students engage in bullying, 11% are victims of bullying,

and 6% engaged in bullying, while they also were victims of bullying.

In sum, bullies and victims avoided school, performed poorly in school, and they

were at risk to drop out of school (Card, 2011). Bullies and victims of bullying also may

experience psychological distress (Card, 2011; Hixon, 2009). For example, Hixon and

Card reported bullies were at risk of delinquency and abusive adult relationships, while

victims of bullying were at risk of drug additions and becoming addicted to drugs and

alcohol. Thus, further calls of research on the topic of bullying and victims of bullying is

needed to continue in order to assist parents and teachers to gain an understanding of each other's' attitudes toward physical and verbal bullying and victimization of these behaviors.

Parent's Attitude

Previous research suggested parents are the primary caregivers who are responsible for the well-being of their child (Waasdorp et al., 2011). Because parents are responsible for the well-being of their child, one way to decrease bullying among school age children is to make parents aware of the influence they exert over their child's behavior when modeling behavior (e.g., aggression) at home (Card, 2011; Hixon, 2009; Waasdorp et al.). Hixon (2009) conducted a review of literature analysis on the psychological process, which took place between bullies and victims of bullying. Hixon (2009) argued when parents neglect to model appropriate social behavior to their children, the children were at a high risk to use aggressive behavior when interacting with others, and solve social problems without aggression.

Consistent with Hixon's (2009) argument, Holt et al. (2009) remarked that parents' awareness and parents' attitude toward bullying in their child's school, their child's reporting to parents at home about bullying incidents in school, and family characteristics such as family aggression may contribute to the child's victimization of bullying in school. Participants in the study consisted of fifth grade students ($N = 205$) and their parents. The fifth grade students responded to three questionnaires measuring verbal bullying in school, peer victimization, and whether they were involved in physical or verbal bullying or whether they observed physical or verbal bullying in school over a

one year period (Holt et al., 2009). Parents filled out separately a questionnaire measuring parent's attitude toward bullying, the parent's awareness that their child is bullied or engages in bullying, and questions about family dynamics (e.g., knowing their child's whereabouts; Holt et al., 2009). The parents' responded on one questionnaire separately from the fifth grade students and they were compared to fifth grade students who filled out three questionnaires (Holt et al., 2009). Physical bullying was defined as pushing and hitting (Holt et al., 2009). Verbal bullying was defined as teasing, social exclusion, gossiping and name calling (Holt et al., 2009). Victimization of bullying was defined as bystander of home violence or child abuse (Holt et al., 2009).

The results of the study showed 88% of parents believed teasing was hurtful for children (Holt et al., 2009). A majority of parents were of the opinion that bullies who engaged in physical bullying should be punished but these parents reported to be mixed in their beliefs whether bullies engaged in verbal bullying should be punished (Holt et al., 2009). Just over half the parents talked to their child about bullying and did not contact the child's teacher (Holt et al., 2009). Most parents were divided how to advice their children who were victims of bullying how to cope with a bully (Holt et al., 2009). More than 37% of parents believed their children should fight back when bullied, while 30% of parents believed victims of bullying should ignore the bully and walk away (Holt et al., 2009). Most victims reported their involvement in a verbal bullying incident to their parents but not when they were victimized during a physical bullying incident (Holt et al., 2009). It was reported that the child's family background played a role in their behavior at school because 33% of bullies came from families where domestic violence occurred

in the home (Holt et al., 2009). Similarly, when the child was victimized by bullying at school, Holt et al. (2009) reported these children came from homes where rules were inconsistently enforced and family members blamed each other for the victimization of the child.

A discrepancy between parents and their children suggested 59% of children reported told their parents they were teased or bullied at school, while 41% of parents were aware their child was teased or bullied at school (Holt et al., 2009). Furthermore, 31% of bullies told their parents they bullied someone at school, 2% of parents were aware their child was a bully at school; while 11% of parents were unaware their child was a bully at school (Holt et al., 2009).

In sum, parents perceived bullying as a hurtful action and they preferred to talk to the child about bullying incident rather than contacting the child's teacher (Holt et al., 2009). A discrepancy was noted among parents and the approach their children should take when they were targeted by a bully (Holt et al., 2009). Bullies were punished at home for bullying in school (Holt et al., 2009).

The strength of the study was the insight it provided about parents' attitude toward bullying, their attitude toward victimization of bullying, and drawing a comparison of bullying behavior with their children because limited research was available on the topic (Holt et al., 2009). A weakness of the study was the small sample size in the study (Holt et al., 2009). Holt et al. (2009) suggested few studies measured parents' attitude toward physical and verbal bullying and victimization of these aggressive behaviors. Because few studies examined parents' attitude toward physical

and verbal bullying and victimization of these behaviors, it's necessary to examine this area further (Holt et al., 2009). To contribute to the scientific community, the study measures parents' attitude toward physical bullying, parents' attitude toward verbal bullying, parents' attitude toward victimization of physical bullying, and parents' attitude toward verbal bullying. The study of Holt et al. (2009) addressed all the research questions in the study.

An association between child characteristics, parent characteristics, and community characteristics and a child bullying peers exists (Shetgiri et al., 2012). To examine whether there was an association between child characteristics, parent-and-community characteristics and child a bullying peers Shetgiri et al. (2012) conducted a study among parents and children between 10 and 17 years old who lived below the poverty line. Participants ($N = 4484$) for the study were between 10 and 17 years old, and they were randomly selected by the National Center of Health Statistics and Bullying (NCHSB) who administered the 2007 National Survey of Children's Health (NSCH; Shetgiri et al.). Parents, mostly mothers ($N = 42798$), took part in an interview to measure these parents their perception about their child's emotional well-being, physical health, and behavior (Shetgiri et al., 2012)).

The participants answered questions by providing dichotomous answers on a 5-point Likert scale and measured child characteristics, family characteristics and community characteristics; one question measured bullying (Shetgiri et al., 2012). A child was classified as a bully when the response this question is "*sometimes*, *usually*, or *always*" (Shetgiri et al., 2012, p. 2281). If the child responded on the question "*never*,

rarely", the person was classified as a non bully (Shetgiri et al., 2012, p. 2281). Child

characteristics included "emotional, developmental, or behavioral (EDB) problem",

ethnicity, held back a grade, and being a member of club (Shetgiri et al., 2012, p. 2281).

Family characteristics included family's income level and education level (Shetgiri et al.,

2012). Community characteristics included neighborhood safety and reaching out to

others (Shetgiri et al., 2012). No amount of questionnaires utilized in the study was

reported in the peer review journal (Shetgiri et al., 2012).

Bullying was defined as ""cruel or mean to others"" (Shetgiri, et al., 2012, p.

2281). The purpose of the study was to examine whether there was an association

between child characteristics, parent characteristics, and community characteristics and

how these factors influence child bullying (Shetgiri et al., 2012).

Most parents of bullies talked to their children who bullied others, except when

the mother suffered from psychological distress such as depression, which adversely

affected their communication with the child (Shetgiri et al., 2012). Similarly, parents of

bullies reported they were frequently angry with their child because they believed their

child does something wrong (Shetgiri et al., 2012). Even though the parents think their

child did something wrong, they did not talk to their child because the child was deemed

difficult, which resulted in an aggressive altercation between the parent and the child

(Shetgiri et al., 2012). There was no evidence that fathers contributed their child's

bullying (Shetgiri et al., 2012). The results of the study also showed 14.9% were

identified as bullies and children who with EDB (24.3%) were more engaged in bullying

other than those children who did not suffer from these characteristics (Shetgiri et al.,

2012). Bullies who were a member of a club are 50% and 19.6% were held back one

year (Shetgiri et al., 2012). It was reported that bullies in the study came from

impoverished family backgrounds or minority ethnic backgrounds (Shetgiri et al., 2012).

A discrepancy was noted between the parents' perception of one's neighborhood and the

child's perception of one's neighborhood (Shetgiri et al., 2012). Results of the study

indicated parents believed the neighborhood was safe because other parents looked out

for their children in their absence while children felt less safe in their neighborhood

(Shetgiri et al., 2012).

Consistent with the study of Holt et al. (2009), Shetgiri et al. (2012) agreed that a

bully's family background adversely affected the parent-child-relationship and was a

contributing factor to a bully's motivation to bully others. The findings of the study were

consistent with the Card (2011) who stated that bullies imitated behavior modeled in the

home, which was evident when angry parents reacted aggressively toward their difficult

children in the home (Shetgiri et al., 2012). Consequently, the child bullied others in

ones' environment (Shetgiri et al., 2012).

In sum, Shetgiri et al. (2012) provided an insight to the characteristics of parents,

and how these characteristics affected their child's bullying behavior when interacting

with others. The strength of the study was the large sample size (Shetgiri et al., 2012).

The weakness of the study was an uneven distribution of mothers and fathers took part in

the study where mothers outnumbered fathers as participants (Shetgiri et al., 2012).

The rationale for utilizing the study of Shetgiri et al. (2012) study was the

findings of the study provided an insight why children choose bullying as a form of

solving social problems. Shetgiri et al. (2012) suggested parental characteristics such as specific skills should be further is examined in future studies. Suggested skills included measuring the parents' attitude toward physical and verbal bullying and parents' attitude toward victimization of these behaviors. The study addressed all the research questions of the study.

When mothers and children interacted with each other there may be a possibility that they influence each other's attitudes toward bullying and victimization of bullying (Raskauskas et al., 2011). To examine whether children and mothers influence each other's' attitudes toward bullying and victimization of bullying Raskauskas et al. conducted a study comparing these two groups on the topic. Participants of the study included mothers ($N = 46$) and their children were between the ages of 8 and 16 years old (Raskauskas et al., 2011). The quantitative study required mothers to rate 13 statements, which measures their attitudes toward physical and verbal bullying and victimization of these behaviors among children in their child's school, while also rating their child's behavior on the Child Behavior Checklist (CBCL) (Raskauskas et al., 2011). The children's' attitude toward physical and verbal bullying and victimization of these behaviors were measured by requiring children to rate six physical or verbal-bullying experiences and six victim of physical and verbal bullying statements they had experienced in the past (Raskauskas et al., 2011).

Mothers whose children bullied others believed it was their child's school to discipline the child for the bullying behavior and not the mother's responsibility (Raskauskas et al., 2011). These mothers also believed that the school should address the

victim of bullying, which was not the mothers' responsibility (Raskauskas et al., 2011).

The mothers' believed victimization of bullying among children of the same gender was

acceptable behavior (Raskauskas et al., 2011). Most children reported when they were

involved in bullying to an adult but they did not report the bullying incident to an adult

when they were a victim of a bullying (Raskauskas et al., 2011). Finally, it was reported

that bullies and victims internalized their emotional problems but bullies expressed their

emotional problems publically such as bullying others (Raskauskas et al., 2011).

In sum, mothers did not take responsibility for their child's bullying behavior and

relinquished all their responsibilities of the child behavior to their child's school

(Raskauskas et al., 2011). The findings of the study by Raskauskas et al. (2011) was

inconsistent with the findings of Holt et al. (2009) because parents suggested the school

was responsible when a child was a victim of bullying rather than providing a strategy

which children were able to apply when being targeted by a bully. This finding was

inconsistent with the study of Holt et al. (2009), who reported parents punish their

children who bullied others in school. The findings of the study by Raskauskas et al.

(2011) were consistent with the findings of Shetgiri et al. (2012) because both studies

drew their participant pool for low socioeconomic families where more children were

engaged in bullying.

The study by Raskauskas et al. (2011) was chosen for literature review because

few studies measure the mothers' attitude toward physical and verbal bullying and

victimization of these behaviors. The limited research on the topic was strength of the

study, while the weakness of the study was the small sample size (Raskauskas et al.,

2011). The study was appropriate for the study because the parents' attitude toward physical and verbal bullying behavior and victimization of these bullying behaviors are variables in the study (Raskauskas et al., 2011). Further research on this topic was suggested by Raskauskas et al. (2011) to foster awareness among parents and the role they play in their child's behavior which is dependent on the parents' attitude toward bullying behavior and victims of bullying. Therefore, the study examined the parents' attitudes toward physical and verbal bullying and victimization of these behaviors and the study of Raskauskas et al. (2011) addressed all research questions of the study.

In conclusion, the literature review presented here showed that parents' attitude toward physical bullying and verbal bullying among children in elementary school was very limited (Raskauskas et al., 2011). For that reason, the study measured the parents' attitudes toward physical and verbal bullying may contribute to the scientific literature. Research suggested that a low socioeconomic family background was a contributing factor to bullying among children because they imitated behavior they experienced at home, while some of these parents held the school responsible for children who were victims of bullying, while families also blamed each other because their child was a victim of bullying (Holt et al., 2009; Raskauskas et al., 2011). Although parents were aware their children were involved in bullying at school, only one-third of the parents contacted the child's teacher and chose to talk to their child instead about the bullying incident (Holt et al., 2009). Because there was limited research available on the topic of parents' attitude toward physical bullying and verbal bullying, additional research on the topic was warranted (Holt et al., 2009; Raskauskas et al., 2011; Shetgiri et al., 2012).

Parents and Victimization of Bullying

Victimization of bullying adversely affects the victims' parent and the victim of bullying child (Peters & Bain, 2011; Zablotsky, Anderson, Bradshaw, & Law, 2012). According to Zablotsky et al. (2012), when a child is a victim of bullying at school, the child's parent should have the opportunity to contact the school to discuss the bullying incident with school staff. Zablotsky et al. (2012) suggested that the relationship between parents and school determines whether parents contact the school when their child was a victim of bullying.

In order to examine victimization of bullying in school and the parents' attitude toward the school when bullying occurs, which involved their child, Zablotsky et al.(2012) conducted quantitative study among parents ($N = 1221$) whose children (e.g., ages under 18 years old) were diagnosed with Autism Spectrum Disorder (ASD). The purpose of the study was to measure how often the child reported to his or her parents to be bullied at school, the parents' attitude toward the school when their child was a victim of bullying, and the parents' involvement in the school.

The study was conducted to examine these factors which may attribute to a parents' attitude toward bullying in school and may provide an understanding how their involvement in school affects their child's victimization of bullying in school (Zablotsky et al., 2012). Parents filled out a demographic survey, the frequency of their child's victimization of bullying in the past month, their attitude toward the school, and their participation in school activities (Zablotsky et al., 2012). Bullying was defined an aggressive act which was purposely inflicted repeatedly by the bully to the victim

because a power imbalance was present in the relationship between bully and victim (Zablotsky et al., 2012).

Over one-third of children (38%) experienced bullying in the past month (Zablotsky et al., 2012). Children diagnosed with Asperger had the highest rate of reporting victimization of bullying at school to their parents (Zablotsky et al., 2012). There was a significant correlation between parents' negative attitude toward the child's school and when the child was victimized by bullying within the past month (Zablotsky et al.). However, there was also a significant positive correlation reported between the parents' involvement of children with ASD and the parents' positive attitude toward their child's school (Zablotsky et al., 2012). Finally, parents' involvement of children with ASD was the same as parents' involvement without ASD (Zablotsky et al., 2012).

In sum, time was a factor in the parents' attitude toward their child's school because they parents whose children were victims of bullying four weeks prior to the study hold negative attitudes toward the school (Zablotsky et al., 2012). In addition, parents with children diagnosed with Asperger's disorder also held negative attitude toward the school because these children mostly report to their parents they were victims of bullying, which Zablotsky et al. (2012) attributed to the child's better communications skills than children with other forms of ASD.

The study of Zablotsky et al. (2012) was relevant to the study because the study fits within this narrative of the study. The strength of the study was a large sample size (Zablotsky et al., 2012). A weakness of the study was parents' dependency on their child's report whether the child was victimized by a bully at school, which Zablotsky et

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al. suggested children often did not tell their parents they were victims of bullying.

Zablotsky et al. suggested that further research was necessary to understand parents'

attitude of children diagnosed with ASD toward victimization of physical and verbal

bullying, especially among those parents with children who are diagnosed with ASD.

Although the proposed study does not make a distinction between parents with children

diagnosed with ASD or not, the study included all parents who showed an interest on the

topic of bullying in school, who liked to reduce bullying in school, and who believed a

collaborative relationship between parents and teachers was valued. The study addressed

all research questions of the study.

Consistent with the findings of Zablotsky et al. (2012), the literature review

indicated that children with a disability often were a target for bullies to engage in an

aggressive altercation with the victim of bullying (Taylor et al., 2010). To examine

whether children with disabilities were more often targeted by bullies than children

without disabilities, Taylor et al. (2010) conducted a study examining whether children

diagnosed with ADHD engaged in bullying, were victims of bullying, or were bullies and

victims of bullying more compared to those children who were not diagnosed with

ADHD. Parents of these children were between 8 and 17 years old also took part in the

study (Taylor et al., 2010). In total, 238 children took part in the study where 144

children were diagnosed with ADHD and 94 children were not (Taylor et al., 2010). The

children filled out the RBVS questionnaire and a 10-item survey measuring behavior

which is consistent with depression among this age group (Taylor et al., 2010). The

parents of the children filled out the parent form of the CBCL and a demographic form (Taylor et al., 2010).

Children with ADHD more frequently were involved in bullying or were more frequently victimized by bullying, or these children sought more often retaliation toward the bully when compared to children without the diagnosis of ADHD (Taylor et al., 2010). Results also showed that a child with ADHD who reported a bullying incident to the parents had a greater influence over the parents' attitude toward bullying than those parents who did not have children with ADHD (Taylor et al., 2010). These parents reported internalizing their problems and displaying external behavioral problems as well (Taylor et al., 2010). Parents reported that physical bullying and cyberbullying were the most harmful forms of bullying (Taylor et al., 2010).

In sum, Taylor et al. (2010) suggested that a child's behavior among others in his or her environment influenced the parents' behavior toward these individuals in the child's environment. Taylor et al. argued that children with ADHD were more often involved in bullying incidents because they acted impulsively, while they did not think through the consequence of their actions. Consistency of targeting children with a disability such as Autism or ADHD was observed in the studies conducted by Zablotsky et al. (2012) and Taylor et al. (2010). In each study the findings showed that each group of children communicated the victimization of bullying to their parents and each group held negative attitudes toward the child's environment in which the bullying took place (Taylor et al., 2010; Zablotsky et al., 2012).

The strength of the study was the large sample size (Taylor et al., 2010). The

weakness of the study was teachers of the children were not involved in the study (Taylor

et al., 2010). The study of Taylor et al. was relevant for the study because the findings of

the study showed that parents' attitude toward bullying and victimization of bullying was

dependent on the narrative the child tells the parent. Taylor et al. suggested that teachers

should be aware of a child's perception of school, which may provide an insight to the

child's behavior at school. Although the study did not measure the child's perception of

school, the study intended to compare parent and teachers toward victimization of

physical and verbal bullying and possible differences in attitudes between these groups

on the topic. The study of Taylor et al utilized the children answered questions on the

RBVS questionnaire to measure bullying and victimization of bullying (Reynolds, 2003).

In the study, the parents of children in grades K-5 and teachers who taught children in

these grades answered questions on the RBVS questionnaire measuring bullying and

victimization of bullying as they perceived their child or student may have experienced in

the past month (Reynolds). The study of Taylor et al. addressed all the research

questions of the study.

Parents' childhood experience with bullying or being a victim of bullying may

contribute how they view their child's involvement in bullying compared to those parents

who did not have such a childhood experience with these behaviors (Cooper &

Nickerson, 2013). To examine parents' childhood experiences with bullying affected

their judgment as parents when their child was a bully or a victim of bullying, Cooper

and Nickerson (2013) conducted a study among parents ($N = 260$) who had children in

middle school. In the study, the parents were asked about strategies and interventions they believed were appropriate when bullying incidents occurred in the school (Cooper & Nickerson, 2013). Parents filled out the "Parent Personal Experience, Views, and Reactions Regarding Bullying Behavior" (Cooper & Nickerson, 2013, p. 528) survey, which required their perception of the school environment, and the "Parent Personal Experience, Vies, and Reactions Regarding Bullying Behavior" (Cooper & Nickerson, 2013, p. 530). Victimization of bullying was defined as recipients who experienced repeated aggressive attacks perpetrated by bullies who caused the victim psychological distress (e.g., depression), self-blame to be a victim of bullying, and poor academic performance in school (Cooper & Nickerson, 2013).

Less than one-third of parents (30%) remembered being victimized by bullies repeatedly during their childhood, while 15.1% were bystanders, and 17.6.5% revealed they were bullies as a child (Cooper & Nickerson, 2013). However, 90.3% remembered witnessing a bullying incident as a child (Cooper & Nickerson, 2013). Parents did not blame the victim of bullying and they disagreed with statements of others that victims' behavior was the reason children were targeted by bullies (Cooper & Nickerson, 2013). Parents (50%) reported they were actively involved bringing awareness of bullying problem in school to the forefront at school by distributing literature about bullying to other parents (Cooper & Nickerson, 2013). More than half (58.1%) of participants suggested parents should contact the child's teacher and discuss the bullying incident with the teacher (Cooper & Nickerson, 2013). Parents who experienced bullying as a child reported they were comfortable addressing the bullying incident their child was

involved in at school, while parents who did not have experience with childhood bullying felt overwhelmed with their child's involvement in bullying at school (Cooper & Nickerson, 2013). Finally these participants believed that parents and the child's school should work together to resolve a bullying incident in school (Cooper & Nickerson, 2013).

In sum, Cooper and Nickerson (2013) provided an insight in the attitude parents held toward bullying and victimization of bullying in school. The results showed that the childhood experiences parents had with bullying served as a coping skill for parents to aid their children when bullying occurred in their school (Cooper & Nickerson, 2013). These parents also favored communication with the school when their child was involved in bullying. The strength of the study was the large sample size (Cooper & Nickerson, 2013). The weakness of the study was the lack of diversity in the demographics of the participant's ethnic background, 94.3% Caucasian (Cooper & Nickerson, 2013). The study was relevant for the study because the parents were receptive to the problems bullying can cause in their child's life and they promoted a collaborative relationship with their child's school (Cooper & Nickerson, 2013). Cooper and Nickerson suggested additional research was needed to examine parents' attitude toward bullying behavior. The study examined the parents' attitude toward bullying behavior for purpose to foster a collaborative relationship between parents and teachers. The study of Cooper and Nickerson addressed all the research questions in the proposed study.

Waasdorp et al. (2011) held similar opinions as Cooper and Nickerson (2013) and Zablotsky et al. (2012) about victims of bullying and characteristics of victimization of

bullying. However, these authors suggested that the parents' response to their child's involvement in bullying lay in their perception of the child's school and whether the parents believed their child's teacher was able to solve bullying incidents in school.

In order to measure parents' perception of their child's school, victimization of bullying (physical and verbal), and a child's characteristics (e.g., male or female), Waasdorp et al. (2011) conducted a study that also measured how parents reacted to their child's stories about events that occurred at school. The participants for the study were made up of parents ($N = 773$), from 93 schools and who were drawn from elementary-middle-and-high schools (Waasdorp et al., 2011). Bullying was defined as an act of aggression that purposely and repeatedly was inflicted by one person upon another person to do harm by using physical force (e.g., hitting) or social exclusion, or calling the other person names (Waasdorp et al., 2011). Bullying could take place either individually or in a group setting (Waasdorp et al., 2011).

The parents filled out a demographic survey, a survey measuring the parent's perception of bullying and their child's perception of safety in the school (Waasdorp et al., 2011). Parents' perception of bullying measurement included six types of physical and verbal bullying and four types of victimization (e.g., gossiping or social exclusion). Bullying in the study was defined as physical bullying (e.g., hitting) and verbal bullying (e.g., teasing, threatening, name-calling, and social exclusion) (Waasdorp et al., 2011).

A majority of parents (73%) in elementary school talked to their child about the bullying incident at school and 31.5% of parents contacted the child's teacher (Waasdorp et al., 2011). Parents of children in elementary school trusted their child's teacher to

handle a bullying incident adequately (Waasdorp et al., 2011). Irrespective of parents'

perception how their child handles bullying incidents in their child's school, results of the

study showed few parents did contacted the teacher but rather spoke to their children

about the bullying incident that occurred at school (Waasdorp et al., 2011). Parents

perceived physical bullying or making verbal threats the most serious forms of bullying

because these acts were perceived to be harmful toward children (Waasdorp et al., 2011).

Parents from minority backgrounds contacted the school less when their child was a

victim of bullying compared to parents who came from a Caucasian ethnic background

(Waasdorp et al., 2011).

In sum, parents believed physical bullying and verbal threats were the most

serious forms of bullying (Waasdorp et al., 2011). Parents in the study of Cooper and

Nickerson (2013) also perceived physical bullying most harmful followed by

cyberbullying. Although Waasdorp et al. (2011) hypothesized that parents' perception of

their child's school would play a role, the results revealed that most parents mostly spoke

to their children about the bullying incident, irrespective their attitude they held toward

their child's school (Waasdorp et al., 2011). Although parents of elementary school

students were reportedly proactive by contacting their child's teacher when bullying

occurred, only one-third of parents contacted the school (Waasdorp et al., 2011).

The strength of the study was the measurement of the parents' perception of their

child's school and the relationship they may have with school staff when their child was a

victim of bullying (Waasdorp et al., 2011). A weakness of the study was that only

parents who perceived that their child was a victim of bullying were included in the

study, while excluding parents who did not believe their children were victims of bullying (Waasdorp et al., 2011). The parents' perception of their child's victimization of bullying will be variables in the proposed study because the parents' perception is measured in the attitudes they hold toward victimization of physical or verbal bullying. Waasdorp et al. suggested that future research should further examine teachers' perception of bullying and how children perceive a bullying incident in school, for purpose to validate parents' perception of bullying which is derived from the child's perception of the bullying incident that occurred in school. In order to begin this process, the study compared parent and teacher attitudes toward victimization of physical and verbal bullying and victimization and its findings of the study may contribute to the scientific literature. The study addressed all research questions of the study.

As the literature review has demonstrated that a child's bullying behavior was associated with the child's family background, so also research suggested that a child's socioeconomic family background plays a role when a child was a victim of bullying (Holt et al., 2009; Raskauskas et al., 2011; Shetgiri et al., 2012). Research suggested that children who experienced harsh home environments from an early age also were adversely affected academically (e.g., poor grades), emotional (e.g., depression or anxiety), and socially (Card, 2011; Paul et al., 2013; Schwartz et al., 2013). To examine whether the child's harsh home environment contributed to the child's victimization of bullying, emotional well-being, and poor academic performance at school Schwartz et al. (2013) conducted a 2-year longitudinal study among parents who had children in kindergarten through sixth grade. The parents took part in the Child Development

Project (CDP), was a project which examined the relationship between a young child's home environment (e.g., harsh), peer victimization of bullying, and long term academic performance (e.g., elementary school through middle school) (Schwartz et al., 2013). Within the context of the CDP data was collected from children ($N = 585$) yearly, while 75% of parents (e.g., mothers) took part in the study; no total number of parent participating in the study was reported by Schwartz et al. (2013).

At the beginning of the quantitative study, the mothers (75%) participated in a semi-structured interview by answering questions that were rated on a 5-point Likert scale and which focused on the child's development, social- and family-history (Schwartz et al., 2013). Moreover, the child's home conditions such as "harshness of discipline, stress, exposure to violence, parental aggression toward the child, and socioeconomic status (Schwartz et al., 2013, p. 308) were measured twice. The first time the child's home conditions measurement took place was over a period from a one year old to one year before the interview took place (Schwartz et al.). The second measure included the child's home environment one year before the interview took place with the mother (Schwartz et al., 2013). The averages of the two measures were used as the basis for interpreting the data obtained in the study (Schwartz et al., 2013). Maturation of children and mother's participation over this period were taken into account and no change in the requirements to participate in the study was made (Schwartz et al., 2013). The children in the study responded to questions about physical bullying (e.g., hitting, pushing) and-verbal bullying (e.g., social exclusion, teasing) on a peer nomination inventory (Schwartz

et al., 2013). Academic performance was measured by calculating each child's yearly (GPA) grade point average of all academic subjects (Schwartz et al., 2013).

Consistent with the SCT, a relationship existed between a violent, punitive home environment and the child's social maladjustments in the future (Martins & Wilson, 2012; Schwartz et al., 2013). Schwartz et al. argued that peer victimization was the main reason why victims of bullying performed poorly on academic subjects, which held increasingly true when these victims came from a violent, punitive home environment. These findings were not true when children were victims of bullying occasionally (Schwartz et al., 2013). As a result, children displayed aggressive behaviors, which were a result of their impulsivity, and their inability to handle their emotions in an acceptable manner (Schwartz et al., 2013). Cooper and Nickerson (2013) came to similar findings as Schwartz et al. and added that the children learn by observing parents who model aggressive behavior at home to resolve a conflict among each other, which is consistent with the SCT (Martins & Wilson, 2012). Likewise, Card (2011) suggested that children used the information of one's parents' aggressive behavior at home to resolve conflict in the child's environment because they associate conflicts in their environment with the conflicts at home.

In sum, Schwartz et al. (2013) demonstrated that a relationship existed between frequent victimization of physical bullying or verbal bullying and poor academic performance, lack of friends, and a child's harsh home environment. The findings did not hold true for those children who came from similar family backgrounds but were infrequently victims of bullying (Schwartz et al., 2013).

Strength of the study conducted by Schwartz et al. (2013) was a relationship between a child's home environment, peer victimization, and academic performance was shown which filled a gap in the scientific literature. It was reported, a weakness of the study was the one-time measurement of a parents' perception of their child's behavior and victimization of bullying in kindergarten (Schwartz et al., 2013). Another weakness of the study was the peer nomination inventory was administered in Grades 3 and 4 and did not include younger children in kindergarten through Grade 2, which comprised the results of the study (Schwartz et al., 2013). The rationale for choosing the study for review was the parental perception of a child's behavior and the relationship victimization of bullying had on a child's academic performance in school and peer victimization of bullying.

According to Schwartz et al. (2013), additional research was needed in the area of parents, home, peer victimization of bullying, and academic performance, the proposed study intends to measure the attitudes of parents toward physical and verbal bullying and victimization of physical and verbal bullying. By conducting additional research on the topic, the researcher hoped to provide additional information to the scientific literature by understanding how parents perceive these behaviors and experiences. The study addressed all research questions of the study (Schwartz et al., 2013).

In conclusion, parents attitude toward victimization of bullying was dependent on their perception they had about the school's ability to handle bullying situations at school (Schwartz et al., 2013; Waasdorp et al., 2011). However, parents' attitude toward victimization of bullying did not motivate parents to contact the school rather these

parents spoke to their child about the bullying incident at home (Waasdorp et al., 2011).

Parents held a negative attitude toward their children's bully because of their disabilities

such as Autism or ADHD; especially when the bullying incident occurred within a four

week period after reporting the incident in a study (Zablotsky et al., 2012). Finally,

victims of bullying came from families where victimization of bullying was addressed

with harsh discipline, which adversely affected the child's academic performance in

school and social-emotional development (Schwartz et al., 2013). Authors suggested that

additional research was necessary to examine parents' attitude toward victimization of

physical and verbal bullying for purpose to obtain a better understanding of their attitudes

toward this topic (Cooper & Nickerson, 2013; Schwartz et al., 2013; Zablotsky et al.,

2012).

The study intended to measure parents' attitude toward victimization of physical

and verbal bullying by presenting a survey that consisted of six bullying scenarios

(modified) in schools and the modified RBVS (Bauman & Del Rio, 2006; James, 2012;

Reynolds, 2003; Yoon & Kerber, 2004). The parents rated the seriousness of each

bullying scenario (e.g., physical or verbal) from a victims' perspective, while answering

23-questions on the RBVS measuring victimization of physical and verbal bullying

(Bauman & Del Rio, 2006; James, 2012; Reynolds, 2003; Yoon & Kerber, 2003; Yoon &

Kerber 2004).

Teacher's Attitude

In addition to reviewing the literature about parents' attitude toward physical and

verbal bullying, Espelage (2012), Kennedy et al. (2012), and Webster-Stratton et al.

(2011), noted that teachers play an important role in the formation of a child's academic success. Espelage, Kennedy et al., Webster-Stratton et al., argued school administrators (e.g., principals, teachers) have an obligation to provide a safe learning environment for its students where the students may learn, grow, and be academically successful. According to Webster-Stratton et al. (2011), 20% of new teachers leave the teaching profession within five years after entering the profession because of student's disruptive behavior in the classroom.

Because bullying occurred in 70% of American schools, Kennedy et al. (2012) conducted a study examining the differences between teachers and school administrators, perceptions of bullying in elementary school, and whether gender differences were observed in these areas of behavior. The participants ($N = 139$) were teachers and school administrators who attended a conference in the southeastern part of the U.S. and convenience sampling method was used to recruit participants (Kennedy et al., 2012).

The purpose of study was to examine the perception of teachers' and school administrators' and the perceived role they played in school to prevent bullying (Kennedy et al., 2012). Kennedy et al. posed the following research questions. Was anti-bullying policies part of the school's curriculum? Did the participants perceive they received sufficient training to deal with bullying incidents in school? Did the participants believe they were able to approach parents of bullies and parents of victims of bullying in a professional manner? (Kennedy et al., 2012).

A significant difference between the teachers' perception and school administrators' perception of bullying and the role each professional played to prevent

bullying was noted (Kennedy et al., 2012). Teachers believed that they played a greater role preventing bullying in school than school administrators but no gender differences were noted in this area (Kennedy et al., 2012). Over 90% of teachers and school administrators agreed that bullying prevention programs should be part of the school curriculum (Kennedy et al., 2012). Especially female participants favored a bullying prevention program in the school curriculum over male participants; the gender difference was significant (Kennedy et al., 2012).

A consensus was present between teachers and school administrators concerning additional training on bullying in elementary school (93%), prevention of bullying should be part of the school curriculum (93.4%), while 94.9% believed bullying prevention should be extended to middle school (Kennedy et al., 2012). Teachers reported they had trouble identifying bullying incidents, while male-and-female teachers perceived the seriousness of the bullying incident differently (Kennedy et al., 2012). Teachers believed they received insufficient training to address bullying incidents and wished to receive additional training to prevent bullying in school (Kennedy et al., 2012). These findings were consistent with Webster-Stratton et al. (2011), who reported that teachers believed they were unprepared to address bullying incidents and disruptive behavioral problems in the classroom because they did not follow a course on the topic during their teacher training in college.

School administrators felt more confident communicating with parents of bullies and parents of victims of bullying than teachers (Kennedy et al., 2012). A gender difference was noted between male- and female participants where male participants felt

more confident than female participants to communicate to parents of bullies and parents of victims of bullying (Kennedy et al., 2012). Therefore, female teachers wished to receive additional training to increase their confidence communicating with parents of bullies and parents of victims of bullying (Kennedy et al., 2012).

In sum, Kennedy et al. (2012) provided information about the professional differences between teachers' perception of bullying and school administrators' perception of bullying in school, and whether anti-bullying programs were warranted in the school curriculum, (Kennedy et al., 2012). The findings of the study showed that professional development was welcomed by all participants of the study to identify bullying (Kennedy et al., 2012). School administrators were unaware of the vital role teachers played when bullying takes place in a school setting (Kennedy et al., 2012). Female teachers welcomed more bullying prevention training than male teachers, who believed the bullying training should be in the school curriculum (Kennedy et al., 2012). School administrators were more confident talking to parents of bullies and victims of bullying than teachers (Kennedy et al., 2012). Male and female participants perceived the seriousness of bullying incidents differently (Kennedy et al., 2012).

Kennedy et al. (2012) showed strength by comparing school administrators' perception of bullying in school and teachers' perception of bullying in school (Kennedy et al., 2012). The measurement of gender difference male teachers and female teachers and their perception toward bullying in school was strength because limited research was available in this area. A weakness of the study was the convenience sampling of participants because no reliability procedures were applied (Kennedy et al., 2012).

Another weakness was the uneven distribution between school administrators and teachers who took part in the study, where the ratio was 3:1 favoring school administrators (Kennedy et al., 2012). The study was relevant to the study because no differentiation between physical bullying and verbal bullying was made in the study of Kennedy et al., it was weakness in the study. Kennedy et al. also suggested that further studies were necessary to measure the teachers' attitude toward bullying and victimization of bullying which was the reason why the teachers' attitude toward physical bullying, teachers' attitude toward verbal bullying, teachers' attitude toward victimization of physical bullying, and teachers' attitude toward victimization of verbal bullying were measured as variables in the study. The study of Kennedy et al. addressed all the research questions in the study.

Researchers provided an earlier study measuring teachers' attitude toward physical and verbal bullying among elementary school teachers (Yoon & Kerber, 2003). The study was conducted by Yoon and Kerber for purpose to measure the teacher's attitudes toward physical bullying, verbal bullying, and social exclusion, while also evaluating techniques the teachers applied to address physical bullying and verbal bullying in school (Yoon & Kerber, 2003). The participants consisted of teachers ($N =$ 94) who taught in elementary schools, situated in the Midwestern part of America (Yoon & Kerber, 2003).

The research questions addressed teacher's attitudes toward physical and verbal bullying, whether to apply strategies when bullying occurred in their environment, and are these strategies used in all bullying incidents (Yoon & Kerber, 2003). A series of six

vignettes were used presenting two scenarios about physical bullying, two scenarios about verbal bullying, and two scenarios about social exclusion. The vignettes were a modified version of the *Bullying Attitude Questionnaire* (BAQ) (Yoon & Kerber, 2003). The participants responded to each question by choosing whether the scenarios were serious, not serious at all, to very serious (Yoon & Kerber, 2003).

Yoon and Kerber (2003) reported that participants believed that social exclusion was not as serious as physical bullying or verbal bullying and therefore they had less empathy for victims of social exclusion. Physical bullying was perceived a more serious offense of bullying than verbal bullying (Yoon & Kerber, 2003). The teachers reported that their attitudes toward physical bullying and verbal bullying and victimization of bullying were formed during his or her previous experiences with these behaviors and possibly influenced one's attitude toward bullying (Yoon & Kerber, 2003). Similar results were found when teachers were asked about applying techniques to diffuse bullying incidents (Yoon & Kerber, 2003). The participant applied the techniques to diffuse a bullying incident more when bullying included physical bullying or verbal bullying, than social exclusion (Yoon & Kerber, 2003). A few participants (10%) punished the bully when he or she socially excluded a peer while 50% of participants punished the bully when he or she engaged in physical or verbal bullying (Yoon & Kerber, 2003).

In sum, teachers perceived physical bullying and verbal bullying a more serious aggressive offense than social exclusion (Yoon & Kerber, 2003). The study was the first time that measured teacher attitudes toward physical bullying, verbal bullying, and social

exclusion. The weakness of the study the six vignettes, which was the only measurement and additional measurements were suggested for future research (Yoon & Kerber, 2003). Another weakness was victimization of physical bullying and victimization of verbal bullying was not included in the study (Yoon & Kerber, 2003). Yoon and Kerber argued that teachers, who did not punish bully, underestimated the problem in school, which affected the victims of bullying because the teacher did not value the seriousness of the bullying incident. Teachers revealed their attitudes toward bullying behaviors were formed when a teacher in their past experiences did not punish bullying behavior (Yoon and Kerber, 2003).

The study of Yoon and Kerber (2003) was important to the study because teacher attitude toward physical bullying and teacher attitude toward verbal bullying were variables in the study. In the study, social exclusion was included in the operation definition of verbal bullying (Low et al., 2010; VandenBos, 2007). Yoon and Kerber (2003) also suggested that study may be replicated and additional dimensions to measure bullying behavior were encouraged by the authors. Although the study did not replicated the Yoon and Kerber study, the six vignettes were utilized in the study and were modified to compare parent and teacher attitudes toward physical and verbal bullying, victimization of these behaviors, and to observe whether possible differences between each group was observed in the measurement. By modifying the measure for allowing comparing parent attitude and teacher attitude toward physical and verbal bullying and victimization of these behaviors a gap in the scientific literature was addressed (Yoon & Kerber, 2003). The study the survey measured parent attitude and teacher attitude toward

physical and verbal bullying and victimization of these behaviors separately (Yoon &

Kerber). Therefore, each participant filled out the survey twice and focused first on the

seriousness of the bullying incident and the second time focus on the bullying incident

perceived from a victim's perspective (Yoon & Kerber, 2003).

Furthermore, Yoon and Kerber (2004) utilized only one measure to measure

physical and verbal bullying, which was a weakness. Therefore, the study will included a

modified RBVS questionnaire, a measuring physical bullying, verbal bullying, and

victimization of physical and verbal bullying on a 4-point Likert scale (Reynolds, 2003).

The study addressed the fifth through sixth research questions and with the modifications

the vignettes addressed the fifth, sixth, seventh, and eight research questions but the topic

of bullying and victimization of bullying in the study of Yoon and Kerber (2003)

addressed all research questions.

Another study which utilized the six vignettes used in the Yoon and Kerber

(2003) study was Bauman and Del Rio (2006). Bauman and Del Rio presented the six

vignettes to college students ($N = 82$), who were enrolled in a teaching program and who

followed a class in educational psychology. Two additional studies were conducted to

complement the findings of this study, which included two different sets of participants

(Bauman & Del Rio, 2006). The first set of participants ($N = 140$) were students of a

teacher's college (Bauman & Del Rio, 2006). The second set of participants was made

up professionals ($N = 36$) who were employed in the academic field, who came from

seven countries, and who had published a book or an article, or a chapter about school

bullying over the past 5 years (Bauman & Del Rio, 2006).

Bauman and Del Rio (2006) came to similar findings as Yoon and Kerber in their study. The purpose of the study was to replicate the study of Yoon and Kerber (2003). Two open-ended questions were added to evaluate what the participants deemed appropriate what they would do when a bullying incident occurred, how participants suggested addressing the bully and responding to the victim of bullying (Bauman & Del Rio, 2006).

Significant difference was noted between physical bullying and verbal bullying (Bauman & Del Rio, 2006). All participants agreed that physical bullying was unacceptable behavior, however, no significant difference were noted between verbal bullying and social exclusion (Bauman & Del Rio, 2006). For example, participants were reluctant to intervene when a child was socially excluded from the group, which they attributed to the child's lack of social skills or because the child's behavior contributed to the bully's targeting the individual (Bauman & Del Rio, 2006). When the participants were asked how the participants respond to a bullying incident, most participants stated they would intervene mostly when physical bullying took place but less when verbal bullying took place and they would interfere sometimes when social exclusion occurred (Bauman & Del Rio, 2006). All participants believed intervening in a bullying incident by a teacher was time consuming and took away from academic instruction (Bauman & Del Rio, 2006).

The college students perceived bullying in school a greater problem than experienced teachers in the study of Yoon and Kerber (2003), but they did not present additional solutions to solve the bullying problem in school (Bauman & Del Rio, 2006).

Although college students in teaching perceived bullying a more serious problem than professional teachers, they were unable to provide a solution to reduce bullying in (Bauman & Del Rio, 2006). When participants were asked about what disciplinary action the bully should receive, most participants referred to school policies for bullying, some suggested taking points away from a bully's classwork and some suggested to verbally reprimand the bully or show facial disapproval (Bauman & Del Rio, 2006). When presented with a case of social exclusion, the participants suggested they comfort the victim but dismissed the seriousness of social exclusion, or not to pay attention to the child who was socially excluded (Bauman & Del Rio, 2006).

In sum, Bauman and Del Rio (2006) revealed that participants perceived physical bullying was the most serious form of bullying, followed by verbal bullying, while social exclusion was not serious. When disciplining a bully, the participants referred to school policies about bullying (Bauman & Del Rio, 2006). Victims of social exclusion received less empathy than other forms of bullying because it was the victim's fault that he or she was a target of bullying (Bauman & Del Rio, 2006).

Bauman and Del Rio (2006) provided an insight about the attitude of teaching students and professional teachers and the attitudes they held toward physical bullying, verbal bullying, and victimization of these behaviors. By incorporating professional teachers with teachers in training, the study was strengthened because all participants revealed the weakness of preparing future teachers in school about bullying, especially verbal bullying (Bauman & Del Rio, 2006). A weakness of the study was the different

educational levels the participants held, which may have skewed the results because of the different expertise on the topic (Bauman & Del Rio, 2006).

The study will be appropriate for the proposed study because the same vignettes will be used in the proposed study to measure the differences between teachers' attitude and parents' attitude toward physical and verbal bullying and victimization of physical and verbal bullying (Bauman & Del Rio, 2006). The vignettes applied in the study of Bauman and Del Rio (2006) was modified to compare parent and teacher attitudes toward physical and verbal bullying. Similarly, the vignettes did not use the two open-ended questions to address the victimization of physical and verbal bullying, rather each participant will respond to each bullying scenarios an additional time and focus the second time how the bullying will affect the victim of physical or verbal bullying. By comparing parent and teacher attitudes toward physical bullying, verbal bullying, and victimization of these types of bullying; a gap in the scientific literature was addressed (Bauman & Del Rio, 2006). The study addressed all research questions (Bauman & Del Rio, 2006).

Teasing was another form of verbal bullying which was difficult to observe because words rather than hitting or pushing is involved in this form of bullying (Schoen & Schoen, 2010). One reason why teachers found it difficult to identify teasing was because teasing was not overt and teachers were unable determine the teasers' intent to harm another peer (Harwood & Copfer, 2011; Marshall et al., 2009; Schoen & Schoen, 2010; Smith et al., 2010). Barnett et al. (2010) defined teasing as verbal bullying where the recipient of the tease determines whether the tease was intentionally harmful to the

individual. For example, Smith et al. reported that students in third grade where asked about teasing, 18% of students indicated that teasing was good or bad. When students in fifth grade were asked whether teasing was good or bad, 31% of students stated teasing was good or bad (Smith et al., 2010). Bauman and Del Rio (2006) and Kennedy et al. (2012) argued that teachers lack training to address bullying incidents in a school setting, which was evident in the departure of 20% of new teachers within five years (Webster-Stratton et al., 2011). In order to evaluate whether the findings of Kennedy et al. (2012 were valid, the literature review evaluated the study of Smith et al. (2010) and Harwood and Copfer (2011).

Smith et al. (2010) conducted a study to examine the teachers' perception of teasing and bullying. Participants in the study consisted of 28 teachers who taught Grades 4 through 8 (Smith et al., 2010). In an interview, the teachers were presented with19 open-ended questions that focused on their perception of bullying and teasing (Smith et al., 2010). Only three of these questions were published in the peer review journal and were discussed below (Smith et al., 2010).

One question required the participants to define bullying and teasing (Smith et al., 2010). When there was a difference between bullying and teasing, the interviewer presented the participant with another question where the participant was presented with six choices that represented the teacher's motivation to make a distinction between bullying and teasing (Smith et al., 2010). The six choices were "perceived harm, intended harm, horseplay, relationship status, reciprocity, and repetition" (Smith et al., p. 11, 2010). In another question participants were asked to choose between several types

of intervention they perceived necessary when a bullying incident-or-teasing incident

occurred at the school (Smith et al., 2010). The types of interventions included "diffuse

the situation, conversation, and verbal reprimand" (Smith et al., 2010, p. 11). Additional

factors that contributed to the participants' decision-making process to intervene in a

bullying incident include "general, content, frequency, and location" (Smith et al., 2010,

p. 11).

  Most teachers perceived teasing not to be an intentional harmful act (Smith et al.,

2010). Most teachers found it difficult to make a distinction between bullying and

teasing because they perceived teasing to be friendly interaction where the peer did not

have intentions to harm another peer (Smith et al., 2010). Some teachers indicated

teasing to be bullying when peers made fun of another peer, the recipient had no support

from friends, or when the recipient of teasing was singled out for long periods of time

(Smith et al., 2010).

  The participants' responses to appropriate interventions when a bullying incident

or teasing incident occurred, the participants perceived a verbal reprimand to be an

appropriate response to the teasing situation (Smith et al., 2010). When the student

argued teasing was allowed at home, some teachers suggested talking privately to the

student and explaining teasing was not allowed in school (Smith et al., 2010). When the

teacher had to diffuse a situation, the teacher took an authoritative approach and

demanded an immediate stop to the act of teasing or bullying (Smith et al., 2010). A

consensus among teachers was noted concerning their judgment about teasing and factors

that contributed to the teasing incident or bullying incident (Smith et al., 2010). For

example, teachers agreed that at least one factor should be present in order to make a judgment to intervene in the aforementioned incidents (Smith et al., 2010).

In sum, teachers found it difficult to make a distinction between teasing and bullying and except for social exclusion, teasing was not an intentional aggressive act to harm the peer (Smith et al., 2010). All teachers agreed that at least one factor should be present to influence their decision making process to intervene in an incident (Smith et al., 2010). Finally, some teachers reprimanded students for bullying or teasing and used their assumption of acceptable behavior in a student's home in their verbal reprimand toward the student (Smith et al., 2010).

The study was relevant for the study because Smith et al. (2010) shed light on some teacher's perception of the seriousness of teasing, which was a measurement in the study. The strength of the study was the examination of the teachers' perception of teasing and bullying which were addressed the in the first second research question and the fifth research question (Smith et al., 2010). The weakness of the study was only three questions were published in the peer review journal (Smith et al., 2010).

Smith et al. (2010) reported there was limited research available on this topic of parent attitude and teacher attitude toward physical and verbal bullying and victimization of physical and verbal bullying, the study intended to compare each group's attitudes toward these behaviors and contribute to the scientific community (Smith et al., 2010). The study responded to the suggestions made by Smith et al. (2010) that future research should provide more structured responses to the open-questions on the vignettes (Smith et al., 2010). Therefore the study utilized the six vignettes, which required participants to

respond to bullying scenarios on a 5-point Likert scale (Bauman & Del Rio, 2006; James, 2012; Yoon & Kerber, 2003). The participants in the study responded to each vignette twice (Bauman & Del Rio, 2006; James, 2012; Yoon & Kerber, 2003). The study conducted by Smith et al. (2010), addressed all research questions in the study.

In conclusion, female teachers favored additional training for handling bullying in school because they were not confident to handle bullying in school or talk to parents of bullies or victims of bullying (Kennedy et al., 2012). The lack of training of the serious of bullying also was prevalent in the study of Yoon and Kerber (2003) who reported that a majority of teachers did not perceive social exclusion as bullying, and only half of the teachers punished bullies for their aggression displayed against peers. Finally, in the study of Smith et al. (2010), teachers found it difficult to perceive teasing as verbal bullying because he or she was not sure whether the intention of the bully was malicious or not. Kennedy et al. (2012), Smith et al. (2010), and Yoon and Kerber (2003) suggested that additional was necessary to study the teachers' attitude toward physical and verbal bullying. For those reasons, the study examined teacher attitude physical and verbal bullying.

Teacher's Attitude and Victims of Bullying

According to Raskauskas (2010), Schoen and Schoen (2010), and Webster-Stratton et al. (2011), a consensus exists among researchers that a child should feel safe in schools to grow, develop, and learn. Bradshaw, Gulemetova, O'Brennan and Waasdorp (2013), suggested an increased teachers' awareness of victimization of bullying among students who receive special education services. Hazel (2010) suggested

that school staff should to develop a safe school environment where rules, social norms, and behavioral expectation ensures a safe school environment. Austin et al. (2012) defined a victim of verbal bullying as a person who is targeted by a bully one time or more times. A victim of bullying did not feel safe in school when he or she was bullying in this setting (Zablotsky et al., 2012). Austin et al. argued two types of victims exists, the acute victim who was targeted by a bully once, and a chronic victim of bullying who was frequently targeted by a bully over a longer period of time, or who was always a target for bullies. According to Raskauskas (2010), as children entered Grades 4 and 5, they believe to be targeted more often than in previous years; therefore these children held negative attitudes toward school and skipped school because they did not feel safe at school.

To examine teachers' perception of bullying in school, victimization of bullying, and school safety Hazel (2010) conducted a study among teachers, fourth grade students, and school administrators (e.g., assistant principal). The purpose of the study was to obtain a better understanding between teachers and students about bullying events in school that may contribute to a students' behavior in the classroom (Hazel, 2010). The research questions emphasized school safety, whether bullying should be part of the curriculum, and whether students felt safe in school (Hazel, 2010). The open-ended research questions (19) were presented to four to five teachers who took part in a group discussion, while the principal, assistant principal, and the school psychologist were asked the same questions individually (Hazel, 2010). Students drew pictures about the questions, which was followed by a 1-hour classroom discussion with the students.

School administrators believed they had reduced bullying in school (Hazel, 2010). The principal, assistant principal, and teachers agreed that their main responsibility toward the student was to teach academic subjects and to meet the level the state required for each grade (Hazel, 2010). Therefore, teachers had limited time to address the social-emotional needs of students who bully or were victims of bullying. Only the school psychologist suggested that bullying could be incorporated in the reading-and-writing curriculum (Hazel, 2010). Students reported they felt safe in the classroom but not outside the classroom (Hazel, 2010). Some students reported they were unable to concentrate in the classroom because they were bullied on the playground (Hazel, 2010). Some students reported that older students targeted younger students when bullying peers, which consistent with the findings of Olweus (1994) (Hazel, 2010).

In sum, a discrepancy about the occurrences of bullying in a school setting was noted between teachers, school administrators, and students because students believed bullying occurred more often in school than teachers and school administrators (Hazel, 2010). Although students believed that bullying did not occur in the classroom, outside the classroom bullying occurred frequently, which interfered with the students' ability to learn or concentrate on academic subjects (Hazel, 2010). Teachers and most school administrators emphasized academic rigor and achievement over the social-emotional well-being of the student (Hazel, 2010).

Hazel (2010) provided an insight about teachers' and school administrators' perception of bullying and victims of bullying in school, while students also shared their perception of these behaviors. The inclusion of all three groups of people was strength

because these individuals provided a wide spectrum of experiences with bullying in

school (Hazel, 2010). Two weaknesses were present in the study of Hazel (2010), one

form of measurement of victimization of bullying and bullying was discussed in general

terms. Hazel (2010) suggested additional research was needed, which may assist in

developing a curriculum in school which emphasizes the social-emotional development

of the student, and enabled the school to provide a safe environment for its students. The

study examined teachers' attitude toward victimization of physical and verbal bullying

and compare these attitudes toward parent attitude toward these behaviors. It was the

researcher's intention to begin the process to bring awareness among parents and teachers

and their attitudes toward victimization of bullying, which may improve the social-

emotional development of the victims of bullying in grades K-5. The study by Hazel

addressed all research questions in the study.

Another study that measured teacher's perception of bullying and victimization of

bullying in school was the study of Marshall et al., who, in 2009 measured these

behaviors for purpose to find appropriate strategies teachers may apply in bullying

situations in school. Participants were teachers ($N = 30$) who taught grades 4-8 (Marshall

et al., 2009).

To measure the teachers' perception of bullying, victimization of bullying, and

strategies they applied when bullying occurred in school, each teacher was asked in a

semi-structured interview to define bullying, define bully and victim of bullying, and the

teachers' perception of harmful consequence of bullying (Marshall et al., 2009). The

participants responses were divided into "teachers intent" and "teacher involvement"

(Marshall et al., 2009, p. 143). The study defined "teacher intent" as the reason why the teacher responds to a bully or a victim of bullying (Marshall et al., 2009, p. 143). In the category of teacher intent the teacher had two types of responses 1) "constructive-direct response" and "punitive-direct response" (Marshall et al., 2009, pp. 143-144). This category required the teacher to provide a direct response to a bully or a victim by "talk to the bully or student; callout inappropriate behavior; protect the victim; make bully apologize; use personal experience with bullying" (Marshall et al., 2009, p. 144). The category of "teacher involvement" (Marshall et al., 2009, p. 143) emphasized a teachers' indirect responses to address the bullying incident (Marshall et al., 2009). For example, when the teacher choose to provide a "construct-indirect response" (Marshall et al., 2009, p. 144), the choices included "send, inform or refer student(s) to counselor; consult other educators, call victim's parents" (Marshall et al., 2009, p. 144). Another choice presented to the teacher was the "punitive-indirect response" (Marshall et al, 2009, p. 144), which included responses such as "call bully's parents and send, inform or refer bully to administrator" (Marshall et al., 2009, p. 144).

There was an inconsistency between the findings of Yoon and Kerber (2003) and Bauman and Del Rio (2006) because teachers perceived bullying as a serious behavior and the teachers did not perceive ignoring a bully or a victim of bullying an effective strategy (Marshall et al., 2009). Although the teachers perceived the students' teasing as harmful for the victim of teasing, the teachers believed that the teaser had no intention to harm the peer with teasing (Marshall et al., 2009).

Marshall et al. (2009) provided an insight about a teacher's attitude and victim's attitude toward bullying and victimization of bullying. Strength of the study was a new model of responses was utilized, which may support other teachers to respond to a bully or a victim of bullying (Marshall et al., 2009). A weakness of the study was the small group of teachers participating in the study (Marshall et al., 2009). Another weakness in the study was the measurement of bullying, which was discussed in general terms only (Marshall et al., 2009). The study was appropriate for the study because the variables were consistent with the variables of the proposed study. Marshall et al. indicated additional research on the topic of teachers' perception of bullying and teachers' victimization of bullying was necessary and should include parents' perception on the topic as well. The study compared parents' attitude and teachers' attitude toward victimization of physical and verbal bullying (Marshall et al., 2009). The study addressed all research questions of the study (Marshall et al., 2009).

Teasing also was classified by Smith et al. (2010) as verbal bullying. Smith et al. stated that teachers had difficulty recognizing whether the teaser had malicious intentions to harm the victim of teasing and therefore, the teachers often dismisses a teasing incident in school. However, Harwood and Copfer (2011) suggested that a teacher may hold a dismissive attitude toward a teasing because he or she had experiences with this behavior in childhood. Harwood and Copfer conducted a study examining whether a teacher's early childhood experiences attributed to the teachers' professionalism such as classroom management, decision-making, and teaching abilities. Participants for the study ($N = 5$) included three Catholic elementary school teachers, one principal, and one assistant

principal (Harwood & Copfer, 2011). The study was built upon the study of Smith et al. (2010) and Harwood & Copfer (2011). Bullying or teasing was defined as an intentional act of aggression for purpose to harm another person.

During a semi-structured interview, participants answered six open-ended questions about teasing, their experiences with bullying and teasing in their childhood, and victimization of these behaviors; these questions were not published in the peer review journal (Harwood & Copfer, 2011). During a semi-structured interview, participants were asked to classify bullying and teasing as a social-or-antisocial behavior (Harwood & Copfer, 2011). The classifications of these behaviors including factors uses in the Smith et al. (2010) study such as "intended harm, perceived harm reciprocity, relationship status, degree of repetition, and playful nature of teasing" (Harwood & Copfer, 2011, p. 83)

Harwood and Copfer (2011) reported that 80% of participants reported their childhood experiences with teasing influenced their decision-making process when they observed teasing in the classroom. These participants believed their experience with teasing during their childhood enabled them to make a good judgment whether the teaser had a malicious intent to harm the victim of teasing or not (Harwood & Copfer, 2011). One-third of teachers believed bullying was an intentional harmful act, while 24% of teachers believed that bullying were a relationship problem and 20% associated bullying with a repeated action. Teachers who believed bullying was intentional and harmful focused on the students' emotional well-being but they did not suggest punishing the

bully (Harwood & Copfer, 2011). Every teacher had problems envisioning emotional pain that teasing may affect the victim of teasing (Harwood & Copfer, 2011).

According to 40% of teachers, a proactive strategy (e.g., classroom rules, behavior expectations, and social skill instruction) was an effective strategy to cope with teasing in the classroom (Harwood & Copfer, 2011). Consistent with the findings in the study of Smith et al. (2010), all teachers used the reactive approach such as "consultation, diffuse situation, verbal reprimand, and conversation" (Harwood & Copfer, p. 85, 2011); 35% of teachers believed conversation was the most effective method to address bullying. Most teachers used a game to diffuse a bullying or teasing incident in the classroom, while in the study of Smith et al. the teacher applied an authoritative approach to do so (Harwood & Copfer, 2011).

In sum, teachers with childhood experiences of teasing believed they had a better understanding of the teaser's intent because they understood the context in which the teasing incident took place (Harwood & Copfer, 2011). No teacher believed teasing may hurt (e.g., emotionally) the victim of teasing (Harwood & Copfer, 2011). Over a third of teachers believed a proactive strategy was suffice to address the bullying problem in school while a third of teachers believed talking to a teaser or victim sufficed (Harwood & Copfer, 2011).

In conclusion, teachers and school staff believed that bullying and victimization of bullying did not often occur in school (Hazel, 2010). Teacher reported to have limited time to address the consequences of bullying incidents, which they did not observe on the playground, rather teachers focused more on teaching academic subjects than addressing

social-emotional needs of their students (Hazel, 2010). Teachers in the study of Marshall et al. (2009) did perceive teasing to be a serious aggressive offense, which was consistent with the study of Bauman and Del Rio (2006) who blamed the victim for being targeted by the bully (Hazel, 2010). Teachers reported to be bias in their judgment of the seriousness of bullying incidents because they encountered bullies in their childhood (Harwood & Copfer, 2011).

The strength of the study was teasing in relation to teachers' personal childhood experiences with teasing, and how this experience affected their professionalism in the classroom was not yet researched (Harwood & Copfer, 2011). Weaknesses of the study were the small sample size and the teachers taught at a Catholic school that did not represent the opinions of the population (Harwood & Copfer, 2011; Mitchell & Jolley, 2010). The omission of the research questions in the peer review journal also was a weakness because the study cannot be replicated.

The study was relevant for the study because 13% of teachers agreed parents' involvement when teasing occurred in school (Harwood & Copfer, 2011). In order to provide social support to victims of teasing, Harwood and Copfer suggested teachers should be aware about their perception of victims of teasing, by examining the teachers' attitude toward physical and verbal bullying in the proposed study and compared these attitudes to parent attitude toward these behaviors, the researcher hoped to provide information about this topic, which may benefit victims of verbal bullying. The study addressed all research questions of the study.

In conclusion, there was a consensus among Hazel (2010), Harwood and Copfer (2011). Marshall et al. (2009), and Smith et al. (2010) that verbal bullying (e.g., teasing) was difficult to judge because the teacher was unable to determine whether the teaser had malicious intentions when teasing a peer. Hazel (2010) added that as educators the school staff was responsible to meet the academic standards set out by the state rather than addressing the social-emotional needs of a student who may be involved in a bullying incident. On the other hand, the teachers in the study of Harwood and Copfer (2010) perceived bullying to be a serious problem and suggested that parents should be invited to take part in solving a bullying problem. There was a consensus among Hazel (2010), Harwood and Copfer (2011), Marshall et al. (2009) that further research is necessary to examine way in which teachers may be more supportive to the needs of the victim of verbal bullying. By examining teacher attitude toward victimization of verbal bullying, the researcher intended to begin this process of teacher awareness of their attitudes toward these victims, while also including the parent attitude as well on the topic. The findings of the study may contribute to the scientific literature and awareness is elicited between parent and teacher attitudes toward victimization of verbal bullying and may facilitate a mutual understanding of the consequences of bullying in school.

Parents and Teachers

School must provide a safe environment (Webster-Stratton et al., 2011). According to Zablotsky et al. (2012), when a child is bullied in school, the parents of those victims of bullying hold a negative attitude toward the school. In 2012, James (2012) conducted a study at the American International School in Thailand examining the

relationship between parents and teachers about bullying in school because students reported at home that bullying occurred in school. Parents ($N = 12$) took part in the study. The study included three open-ended questions and six vignettes which presented six bullying scenarios (modified) in school (Bauman & Del Rio, 2006; James, 2012; Yoon & Kerber, 2003). The three open-ended questions presented to the parents during an interview included (a) methodology used by teachers to bully parents, (b) how the existence of a possible aggressive relationship between parents and teachers affects other school staff or other students in the school, and (c) whether the school should address the hostile relationship between these two groups of adults by developing school policies that focused on the parent-teacher relationships (James, 2012). The purpose for the study was to examine parents' perception of bullying in school, teachers, and school principal (James, 2012).

The findings of the study were twofold (James, 2012). Participants reported about their children's reports bullying occurred in school and parents reported how they felt being bullied by school staff (James, 2012). According to the parents, their children reported at home that no physical bullying took place at school but verbal bullying such as making verbal threats and relational aggression took place on the playground and at the bus stop (James, 2012). Children suggested that their teacher gave children whose parents had a hostile relationship with the teacher about bullying in school a lower grade (James, 2012). Parents reported they did not feel safe at their child's school because parents bullied parents, and teachers did not listen to the needs of the parents and some teachers demanded that parents left the school office when a bullying incident was

discussed with the principal (James, 2012). Parents also reported that the principal of the school did not interfere in bullying incidents at school and anti-bullying policies were not enforced in the school (James, 2012).

In sum, James (2012) indicated that school became an unsafe environment when parents and teachers did not work together for the benefit of the child. The findings of the study were consistent with a statement Zablotsky et al. (2012) made that in a school that did not interfere when bullying took place, the bullying behavior continued. In addition, parents' of victims of bullying often held a negative perception of the child's school (Zablotsky et al., 2012). However, parents of these victims of bullying in school often choose not to contact the school because they believed the school staff did not listen to them (Zablotsky et al., 2012). Although in the study of James the parents did stand up for bullying incidents that occurred in school, the parents believed that the school staff did not listen to the needs of the parents (James, 2012).

The strength of the study was the bullying behavior among parents and teachers, which brought to light parents' perception about their safety in school, their child's academic achievement when a teacher bullied a parent and the consequences when anti-bullying policies were not implemented at school (James, 2012). The weakness of the study was that participants in the study were emotional about their experiences at school and therefore bias toward the issue (James, 2012).

The study of James (2012) was included in the literature review because parents' perception toward bullying and victimization of bullying and their perception of teacher's professionalism in their child's school. James (2012) suggested that more studies should

be conducted in this area and therefore this motivated me to conduct a comparative study to examine the teachers' and parents' attitudes toward physical and verbal bullying and victimization of physical and verbal bullying. The variables of the study were parents' attitude toward physical and verbal bullying and parents' attitude toward victimization of physical and verbal bullying, which were the same variables applied in the study (James, 2012). Likewise, the six bullying scenarios utilized in James' study were utilized in a modified version (e.g., parents were included in the measurement) in the study. The study of James (2012) addressed all the research questions in the study.

There was one peer reviewed journal article that compared parents and teachers and their perception of victims of bullying. The quantitative study was conducted by Løhe et al. (2011), who had as a purpose to examine the parent and teacher perception toward victims of physical and verbal bullying and the consequences these victims may experience because of the bullying incident (Løhe et al., 2011). The physical problems included a headache or stomach ache and the mental health problems included feelings of sadness or anxiety (Løhe et al., 2011). The participants were students ($N = 419$) in Grades 1 through 7, their parents and their teachers; no numerical number was provided about the participation of parents and teachers (Løhe et al., 2011). Children were asked in a series of three questions to indicate the frequency that a peer bullied another peer on the playground (e.g., hitting, pushing, social exclusion, and teasing; Løhe et al., 2011). The questions for the parents and teachers emphasized their knowledge about the frequency of their child or students' victimization of physical and verbal bullying such as social exclusion on the playground (Løhe et al., 2011).

Although physical and verbal bullying was measured, the peer review journal did not provide the type of bullying in the results (Løhe et al., 2011). The findings of the study indicated that most children (80%) were never victimized by bullying on the playground (Løhe et al., 2011). However, 14% to 20% reported they were sometimes a victim of bullying (e.g., social exclusion), while 2% - 4% of children reported they were victimized by bullying daily or weekly (Løhe et al., 2011). Children who reported they were victimized by bullying sometimes or more frequently also reported feeling sad, suffer from headaches and stomach aches, and more than half of this group were anxious as well (Løhe et al., 2011). There was no difference of perception reported between parents and teachers concerning the physical and mental problems their children or students experience when they were victims of bullying in school (Løhe et al., 2011). The correlations between these three groups about the physical and mental problems due to victimization of bullying were statistically significant (Løhe et al., 2011). For example, parents and teachers acknowledged children experienced sadness, headaches, or stomach aches but they did not frequently associated these physical and mental health problems with victimization of bullying (Løhe et al., 2011). Parents and teachers associated the victims' anxiety to the child's personality rather than the victimization of bullying (Løhe et al., 2011).

In sum, the study provided an insight about the parent's and teachers' perceptions on the topic of victimization of bullying which was significantly different from the child's of bullying (Løhe et al., 2011). The strength of the study was limited research on the topic was found in the literature (Løhe et al., 2011). Løhe et al. also demonstrated

that a dissonance exists between children and their parent and teacher perception about the consequences of physical and verbal bullying on the victim of bullying in the form of headaches, stomach aches, anxiety or depression. A weakness of the study was no numerical participation of parents and teachers was provided in the study (Løhe et al., 2011).

The study of Løhe et al. (2011) was chosen for literature review because it was the only study found within the past five years that measured parents' attitude and teachers' attitude toward victimization of bullying in school. For that reason the study by Løhe et al. was relevant to the proposed study and addressed the third, fourth, seventh and eighth research questions in the study.

In conclusion, James (2012) and Løhe et al. (2011) provided insights into how parents and teachers and children perceived bullying and victimization of bullying in school. For example, James provided an insight about a hostile relationship between parents and teachers who did not enforce the school's bullying policies, which distressed students and parents who did not feel safe at school (James, 2012)). Løhe et al. showed that parents and teachers perceived the seriousness of bullying differently than the students. Students, who reported to be bullied, experienced physical and mental health problems (Løhe et al., 2011).

Summary

Bullying remained a problem in school (Raskauskas, 2010; Low et al., 2010; Schoen & Schoen, 2010). The reason why bullying remained a problem in schools was the closed structure the school provided for its students, which enabled the bully to target the victim

daily (Gendron et al., 2011). Bullying included physical bullying and verbal bullying that occurred when a power imbalance is present between a bully and victim relationships. As a result, the bully intentionally harmed the victim repeatedly over time (Barlett et al., 2010; Blake et al., 2012; Card, 2011; Holt et al., 2009; Olweus, 1994; Paul et al., 2013; Raskauskas, 2010; Raskauskas et al., 2011; Rodkin, 2011; Shetgiri et al., 2012; Taylor et al., 2011; Waasdorp et al., 2011; Zablotsky et al., 2013).

Several researchers suggested that parents' attitude toward physical and verbal bullying contributed to the bullying problem in school because they model aggressive behavior in the home which the child imitates at school (Card, 2011; Holt et al., 2009). Several researchers addressed the victimization of physical-and-verbal-bullying agreed that the home environment play a vital role with the parents' attitude toward these situation (Cooper & Nickerson, 2013; Schwartz et al., 2013; Waasdorp et a., 2011; Zablotsky et al., 2012).

Several researchers suggested that teachers were not sufficiently trained in college to handle bullying in school (Kennedy et al., 2012). Teachers believed verbal bullying such as social exclusion or teasing was not as serious an aggressive act as physical bullying (Bauman & Del Rio, 2006; Harwood and Copfer. 20011; Hazel, 2010; Marshall et al., 2009; Smith et al., 2010; Yoon & Kerber, 2003). James (2012) evaluated the relationship between parents and teachers and their attitudes toward physical bullying and verbal bullying. Løhe et al. (2011) examined parent and teacher attitudes toward victimization of physical and verbal bullying.

Parents' attitude and teachers' attitude toward physical and verbal bullying and victimization of bullying were examined either separately or in conjunction with another variable. To the best of the researchers' knowledge no study had compared parent and teacher attitudes toward physical and verbal bullying and victimization of physical and verbal-bullying. Therefore, a gap was present in the scientific literature. It was the intention of the researcher to provide a comparison between parents' attitude and teachers' attitude toward physical and verbal bullying and victimization of physical and verbal bullying. The intention of the study was to address the gap in the literature on this topic and facilitate a dialogue between parents and teachers when bullying occurred in school. In Chapter 3, a review of the methods, materials, procedures, participants, and research design is presented.

Chapter 3: Methodology

Introduction

The purpose of the study was to compare parent and teacher attitudes toward physical bullying, verbal bullying and victimization of physical and verbal bullying. Data were once obtained from the RBVS and twice obtained from the six vignettes that present six bullying scenarios in school to compare the parent and teacher attitudes toward bullying toward physical and verbal (Reynolds, 2003; Yoon & Kerber, 2004). Based on the RBVS Questionnaire instructions, each participant responded to questions on a 4-point Likert scale (Reynolds, 2003). The bullying scenarios in school were described in the six vignettes and participants responded to questions on a 5-point Likert scale (Reynolds, 2003; Yoon & Kerber, 2004).

The study was made up of the following variables: parents' attitude toward physical bullying, parents' attitude toward verbal bullying, parents' attitude toward victims of physical bullying, and parents' attitude toward victims of verbal bullying. The study also included the measurement of teachers' attitude toward physical bullying, teachers' attitude toward verbal bullying, teachers' attitude toward victims of physical bullying, and teachers' attitude toward victims of verbal bullying.

To compare the attitudes between parent and teacher toward physical and verbal bullying and victimization of these behaviors, data was obtained from a modified RBVS questionnaire and six vignettes that presented six bullying scenarios (modified) in school (Reynolds, 2003; Yoon & Kerber, 2004). The RBVS questionnaire required participants to respond to questions on a 4-point Likert scale (Reynolds, 2003). The bullying

scenarios in school were described in the six vignettes and required each participant to respond to questions on a 5-point Likert scale (Reynolds, 2003; Yoon & Kerber, 2004).

This chapter provides a framework for examining parent and teacher attitudes toward physical bullying, verbal bullying, and victimization of physical and verbal bullying in school. The parents had children in grades K-5 while the teachers taught students these grades with a valid teaching certificate. In this chapter, the framework of the proposed study is discussed and includes the design, the justification for the design, and instrumentation used in the study. A description and rationale for the instrumentation was provided, the sample size, and a description of the characteristics of the sample. In addition, the procedures and ethical considerations are addressed. Finally, data collection and data analysis are addressed as well.

Research Design and Rationale

The variables for the study included parents' attitude toward physical bullying, parents' attitude toward verbal bullying, parents' attitude toward victims of physical bullying, and parents' attitude toward victims of verbal bullying. Additional variables for the study included teachers' attitude toward physical bullying, teachers' attitude toward verbal bullying, teachers' attitude toward victims of physical bullying, and teachers' attitude toward victims of verbal bullying.

In order to compare parents' attitudes and teachers' attitudes toward physical and verbal bullying and victimization of physical and verbal bullying and the possible differences of attitudes toward these behaviors were obtained in a quantitative study (George & Mallery, 2011; Mitchell & Jolley, 2010). The quantitative study used a

between-subject design (George & Mallery, 2011; Mitchell & Jolley, 2010). To compare parent and teacher attitudes toward bullying and victimization of bullying and the differences of attitudes between parents and teachers, one questionnaire and two surveys were presented to the participants (Bauman & Del Rio, 2006; James, 2012; Reynolds, 2003; Yoon & Kerber, 2004). An exclusionary criterion was applied in the design of the study because parents and teachers of students in Pre-K and Grades 6 through 12 were excluded from the study.

The quantitative research design was justified because the research questions provide a comparison of parent and teacher attitudes toward physical and verbal bullying and victimization of physical and verbal bullying and differences of these attitudes may be present between each group of participants (Mitchell & Jolley, 2010). Data for these variables were collected from one questionnaire and two surveys over an 11-week period. One questionnaire and the two surveys provided an objective result about parent and teacher attitudes of physical and verbal bullying and victimization of these behaviors. The participants' responses were kept confidential (Mitchell & Jolley, 2010).

Data for these variables were collected from one questionnaire and two surveys and were analyzed using six independent sample two-tailed *t tests* (Mitchell & Jolley, 2010). The rationale of data collection analysis was chosen because each measure provided a set of choices to questions which directed the participant in a response (Heiman, 2011). Therefore, the participants' responses may show a difference in a parents' attitude and teachers' attitude toward physical and verbal bullying and victimization of these behaviors (Heiman, 2011). After the completion of the data

collection, the interpretation of the results for each measure enabled the researcher to

compare the possible differences between parent and teacher attitudes toward bullying

and victimization of bullying and determine whether the null hypothesis was rejected,

indicating a statistical significance or not between each group of adults (Heiman, 2011).

Methodology

Population

Parents and teachers who voluntarily choose to take part in the proposed study

were recruited from a small private school (School A) located in Fort Lauderdale, FL. A

friend of the researcher introduced School A to the researcher. After a 3-month

deliberation among it's' school board members, School A agreed to participate in the

study. The researcher has not affiliation with School A.

According to School A's website (2013), the school employed 19 teachers, 8

teachers taught preschool, 5 teachers taught elementary school, and 6 teachers taught

enrichment course work (e.g., art, music). The demographic information included a

Multi-Racial category which meant that the students had multiple ancestors from

different ethnic backgrounds (P. Olsen, personal communication, March 13, 2014). The

racial makeup among teachers' showed 98% of teachers came from an African American

ethnic background, 1% of teachers came from a Caucasian ethnic background, and 1% of

teachers came from a Multi-Racial ethnic background (M. Knight, personal

communication, August 14, 2014). A review of school records indicated that School A

served 56 students in Preschool and 94 students in elementary school (M. Knight,

personal communication, August 14, 2014). I recruited teachers who taught students in

K-5 from School A; however, parents with children in grades K-5 were not recruited

from School A. The researcher had no conflict of interest because she had no affiliation

with School A.

There was no burden on the participants because participation in the study was

voluntary. When the teacher consented to participate in the study, the individual was

informed of the benefits of the study, his or her contribution to the scientific community,

and the limited information currently available about the comparison between parent and

teacher attitudes toward physical and verbal bullying and victimization of these

behaviors.

A local nonprofit organization also participated in the study. The local nonprofit

organization provided parenting- and childbirth-classes to women who had unplanned

pregnancies and who provided counseling services to mothers with children under the age

of two years old (J. Crown, personal communication, April 2, 2014). The women

attended weekly parenting and childbirth classes voluntarily (J. Crown, persona

communication, April 2, 2014). The local nonprofit organization was chosen because the

researcher volunteered four hours a week at the facility. She did not hold managerial

duties at the organization. Instead, she taught parenting and childbirth classes. The

parents were pregnant or they were not be pregnant (e.g., she is a new mother; J. Crown,

personal communication, April 2, 2014). The parents were dedicated to their children

and chose to participate in the study.

The local nonprofit organization served mothers who came from an African

American ethnic background (95%), Hispanic ethnic background (3%), and Caucasian

ethnic background (2%; J. Crown, personal communication, April, 2, 2014). The researcher did not receive any funds from the nonprofit organization. There was no burden on the participants because participation in the study was voluntary.

When the parent consented to participate in the study, the individual was informed that the benefits of their participation in the study important because limited information was currently available about the comparison between parent and teacher attitudes toward physical and verbal bullying and victimization of these behaviors.

The target populations for this study were parents who had children in grades K-5. Grandparents (65+), who had legal custody over their grandchild who was a student in grades K-5, also may participate in the study and he or she will be included in the parents' group. Teachers who taught students in grades K-5 with a valid teaching certificate also were participants in the study. Participants for the proposed study were recruited from School A and from a local nonprofit organization, and who told a friend about the researcher's study. The methodology was justified because School A and the local nonprofit organization had consented to participate in the study, while the snowball technique was not coercive because the individual only tells a friend about the study and he or she did not recruit the individual for the study.

The sample size consisted of 30 parents (e.g., mothers and fathers) who together have children in grades K-5. The sample size consisted of 30 teachers who taught students in grades K-5. The estimated sample size for the study was 60 participants in total.

Criteria were set for each participant to participate in the study (Cohen et al., 2012). For example, parents must have a child in grades K-5, while teachers must teach students in these grades with a valid teaching certificate (Cohen et al., 2012).

Sampling and Sampling Procedures

A snowball method was utilized for the study for purpose to make more parents and teachers aware about the study. In so doing, the parents and teachers of School A and parents from a local nonprofit organization told a friend that the researcher conducted a study on bullying (VandenBos, 2007). The sampling strategy was justified because parents and teachers told a friend about the study but they did not use coercion or recruit the friend, rather they only told the friend that the study occurred. They received this information from a flyer (Appendix C) the researcher developed, and they received at School A, or when they attend the weekly parenting-and-childbirth classes at the local nonprofit organization (Fisher, 2012).

The setting of the study took place in the eastern part of the U.S. The location for administering each instrument in the study was chosen by the participant and was dependent on the participants' convenience to complete each instrument. The setting for completing the surveys took place at the researchers' home or participants' home, the local nonprofit facility, or School A. School A and the local nonprofit organization agreed to take part in the study, and each organization submitted a letter of cooperation to the researcher, indicating their intentions; both letters of cooperation can be found in Appendix A.

The inclusion criteria for the sampling frame of the study were parents had

children in K-5 and teachers who taught students at these grade levels (Willig, 2013).

The exclusion criteria for the sampling frame of the study were parents of with children

in Pre-K and children in Grades 6 through 12 are excluded from the study and teachers

who teach these grades (Willig, 2013).

The sample size for the study was made up of 30 parents and 30 teachers. The

sample size for teachers and parents was justified because the statistical analysis required

30 participants for each group when Cohen $d = .80$, alpha level for each statistical

analysis was set for .05, and the p value was less than .05 (Mitchell & Jolley, 2010;

Walden University, n.d.). The acceptability of sample size was calculated by the table of

values of variance provided by Walden University (n.d.). The adequacy of the sample

size for parents and teachers was appropriate because it included 30 parents and 30

teachers for all included grades combined and met the criteria to measure the confidence

level, variability, and the differences of attitude toward bullying and victimization of

bullying between parents and teachers (Heiman, 2010).

Procedures for Recruitment, and Data Collection

Procedures for recruitment. Prior to the beginning of the study, the researcher

will receive permission from the Walden University Internal Review Board (IRB) to

conduct the study. There were two types of participants, parents and teachers who lived

in the Fort Lauderdale (FL) area.

The researcher recruited parents for the study from a parenting group, who

voluntarily met weekly parenting- and childbirth-classes at a local nonprofit organization,

and teachers from School A. The snowball technique was utilized because teachers from School A or parents of the local nonprofit organization told tell a friend that a bullying study was conducted by the researcher (VandenBos, 2007).

The researcher recognized that some participants possibly were vulnerable such as individuals who were not fluent in English, who were mentally disabled, or who were emotionally disabled or pregnant because she had no knowledge about the person's medical background. The researcher also has no knowledge whether her students who she taught one time per week at the nonprofit organization or other participants were economically disadvantaged. The researcher also had no knowledge whether all participants experienced a crisis during the study or whether the participants are in a treatment facility. The elderly populations (e.g., the grandparent 65+) were included in the study as well because the grandparents had legal custody over their grandchildren who are in grades K-5.

No coercive methods were used to recruit participants for the study. There were no known safety concerns for participants, the researcher kept their information confidential by not having identifying information, and she securely stored the data.

Rationale. According to the APA Ethics Code (Principle: E) it was unethical to exclude pregnant mothers who had children in K-5 or any other members of a possible vulnerable group who volunteered to participate in the study (Fisher, 2012). It was unethical because the researcher would show a lack of respect of people's rights and dignity toward the individual (Fisher, 2012). The researcher recognized that all participants in the study received the same justice for all participants (Fisher, 2012). All

participants were treated fairly and equally by the researcher (Fisher, 2012). The

researcher took steps to provide equal treatment and justice for all participants by

applying the same procedures for all participants in the study, which enhanced the

fidelity, integrity, and interpretation of the results of the study (Fisher, 2012). All

participants in the study may benefit from the results of the study because they had

children in grades K-5 or they taught this population in these grades (Fisher, 2012). The

participant may benefit from the results of the study because it was the first time a

comparison was made between parents and teachers and the attitudes they held toward

physical and verbal bullying and victimization of these behaviors (Fisher, 2012).

The researcher took steps to minimize the participants' risk of harm respect the

participants' privacy and safety of the participant. For example, the participants were not

coerced by the researcher to take part in the study; rather they voluntarily took part in the

study (Fisher, 2012). Each participant also received the researchers' contact information

for purpose to ask any questions about the study (Fisher, 2012). The researcher took

steps to respect the dignity and privacy of each participant by presenting a sealed

envelope to the participant who responded to the surveys at School A after school hours,

at the nonprofit organization, at the researchers' home, or in the convenience of

participants' home (Fisher, 2012). When the participants responded to the surveys in any

setting, their privacy and safety were maintained, while the researcher took steps to

minimize harm to the individual (Fisher, 2012).

Demographic Survey. All participants filled out a demographic survey

(Appendix B) which was developed by the researcher and was approved by Dr. Trimble.

The participants provided information about the role they served in the study (e.g., parent or teacher), grade of child or student, the participant's educational level for (e.g. mothers, fathers, legal guardian, and teachers), and their range of income. It was necessary for each participant to provide this information to validate the inclusion criteria set by the researcher for the study, maintain integrity of the study, and to provide the accurate version (e.g., parent or teacher) of each instrument utilized in the study (Fisher, 2012). When a grandparent had legal custody over a grandchild who was a student in grades K-5, he or she also participated in the study and filled out the survey as a legal guardian.

Parents and teachers were chosen to be representative of the study because they provided the comparison of the attitude they held toward bullying and victimization of bullying in school. The range of income was included in the study to understand the socioeconomic background of each participant, which the literature review showed played a role in the parent attitude toward bullying and victimization of bullying in school (Raskauskas, 2011).   The education level of each participant was requested to understand the participant attitude of each participant at any educational level, which Shetgiri et al. (2012) argued influenced the attitude of a parent toward bullying and victimization of bullying in school. It took five minutes to complete the form.

The participant filled out the demographic survey in the multi-purpose room of School A between 3:00 pm and 4:00 pm weekdays or at an appointed time in the classroom of the nonprofit organization during hours of operation. The researcher was respectful and she recognized that parents with children in grades K-5 and teachers, who taught students in grades K-5, live in the moment, and often favored to complete a task

before starting a new task. Thus, offering a time frame (e.g., 3:00 pm to 4:00 pm) after

school, allowed teachers in School A to complete the surveys. The parents of the

nonprofit organization made an appointment with the researcher to complete the surveys

at a scheduled time at the nonprofit organization in the classroom during hours of

operation.

By requesting the participants' role in the study and grade level of the child or

student the researcher validated that the participant met the criteria of the study, without

disclosing the participants' personal information (Fisher, 2012). Thus, the researcher did

not harm the participant and she was respectful of the participant's rights and dignity

(Fisher, 2012). When the researcher requested the participants' income range and the

participants' education level, the researcher minimized the participants' risk of harm and

she maintained privacy for a participants' data, participants' data was kept confidential,

and the information requested was based upon scientific literature (Fisher, 2012).

Administration and data collection of teachers at School A

The researcher contacted (by phone) School A and she discussed with the

principal of the School A (5 minutes) a convenient date and time to address the teachers

in the multi-purpose room for two minutes and talk about the study. The researcher had

no affiliation with School A; the researcher was grateful for the support School A. The

flyer (Appendix C) was distributed in the form of a hand-out for students to take home at

the end of the school day. No data was collected during the meeting

Initial contact. When the researcher attended the meeting at the appointed time

(5 minutes) in the multi-purpose at School A the researcher handed out a flyer to the

teachers during a 2-minute presentation to the audience. The researcher provided an overview of the study with the teachers of School A. Each teacher received a flyer that they used to distribute the students (K-5) in the form of a hand-out at the end of the day, or communicated to them that they may tell a friend about the study (snowball technique) (VandenBos, 2007).

In order to maintain integrity of the study, the researcher handed out a flyer that described the objective, purpose, and benefits of the study (Fisher, 2012). The flyer also indicated the criteria of volunteers who wished to participate in the study, contact information, and where to meet (e.g., multi-purpose room) at a certain time of the day (e.g., 3:00 pm – 4:00 weekdays) (Fisher, 2012).

When the teacher initially contacted the researcher (e.g., email or phone) about participating in the study, the researcher inquired whether she the teacher taught students in grades K-5 with a valid teaching certificate. When the teacher said 'yes', the researcher sets up a day, a convenient for the teacher to meet the researcher at the multi-purpose room in School A after school between 3:00 pm and 4:00 pm. If the teacher was unable to meet during this time period with the researcher, the researcher suggested meeting with the teacher at the nonprofit organization during operating hours.

Informed consent. Upon meeting at the appointed time in the multi-purpose room at School A or at the nonprofit organization, the researcher asked the teacher whether he or she consented to take part in the study (5 minutes). The consent form described the procedures of the study, the voluntary nature of the study, and the risk and benefits of being in the study. Also, privacy matters (e.g., confidentiality), contact

information of the researcher and information about the university supervisor were shared

with the teacher, while an opportunity to ask questions also was provided. The teacher

was invited to contact the researcher for the results of the study, when these results were

available. When the teacher voluntarily consented to participate in the study by circling

'yes' on the consent form (Appendix D), the researcher gave the teacher a copy of the

consent form which the participant kept the form for one's records.

     After consent was provided (5 minutes) the participant received the appropriate

package (e.g., large yellow envelope, with even number). By presenting the teacher with

the appropriate materials, the researcher to maintain integrity of the study, and he or she

was presented with the correct materials.   The researcher did not harm the participant

because no personal information was required on any of the surveys that the teacher filled

out, while the teacher contacted the researcher voluntarily.   There was no conflict of

interest because the researcher had no affiliation with School A.

     Package. Once consent was obtained, the researcher provided the teacher with a

large, yellow, sealed envelope that has an even number written on top of the envelope

(teacher). The package (Appendix E) contained the demographic survey, the modified

RBVS, and the modified vignettes for the teacher to complete, and debrief of the study.

The sealed envelope provided privacy to the participant and confidentiality (Fisher,

2012). The package included the guidelines to complete the study and the following

materials,

1. A pencil.
2. Demographic survey.

3. Bullying-and-victimization-of-bullying questionnaire.

4. Six vignettes presenting six bullying scenarios in school, labeled B.

5. Six vignettes presenting six bullying scenarios in school, labeled V.

6. Debrief.

Each envelope was coded with an even number indicating whether the content of the envelope contained materials appropriate for teachers. Envelopes for parents were coded with an odd number. Coding of each envelope indicates that the researcher takes steps to administer the accurate measures to each participant, while maintaining the integrity of the study and the results of the study (Fisher, 2012). It took approximately 40 minutes to complete the surveys.

The guidelines in the package informed the participant of the procedures of the instruments. The guidelines in the package also informed the participant of the modification of the instruments such as the RBVS and the bullying vignettes, the administration script for the RBVS, and debrief of the study. The administration of the study to the teachers was conducted individually.

Before the researcher handed out the sealed envelope to the teacher, the researcher informed the participant about the modification of the instruments because the modification allowed the researcher to make the comparison between parents and teachers attitudes toward physical and verbal bulling and victimization of these behaviors in school. The modification of the RBVS included a self-stick label indicating the modification of the instrument (e.g., my student). The researcher was permitted to place a self-stick label on each instrument, which read: For each question please read "I" or

"me" as my student. The modification of the instrument was made with permission from

pas.licensing@pearson.com. May 5, 2014. Duration: Approximately 5 to 10 minutes

(Reynolds, 2003). The modification of the RBVS included a self-stick label indicating

the modification of the instrument for parents read: For each question please read "I" or

"me" as my child. The modification of the instrument was made with permission from

pas.licensing@pearson.com. May 5, 2014. Administration of the instrument lasted

between 5-10 minutes (Reynolds, 2003). With regards to the vignettes, the vignettes that

included a (B) behind the title, indicated the seriousness of physical and verbal bullying

was measured, while when a (V) was behind the title, the seriousness of the physical-and-

verbal-bullying incident from a victims' perspective was measured.

The modification of the study was made in order for the results of the study to be

accurate, integrity of the study was maintained, and the purpose of the study was

examined (Fisher, 2012). It took approximately 40 minutes to complete materials in the

study. Confidentiality of the participants' data was maintained because the participant

did not need to provide his or her name on any of the surveys (Fisher, 2012). The

researcher maintained the privacy of each participant because each large, yellow

envelope was sealed. After the researcher handed the sealed envelope to the teacher, the

researcher remained in the multi-purpose room in case the participant had any questions

about the study (Fisher, 2012). Thus, the researcher remains respectful of the participant

(Fisher, 2012). The administration of the surveys was conducted individually.

Debrief. After the completion of the instruments, the teacher was informed about

the dissemination of the results of the study. The researcher provided her email address

and phone number, which allowed the teacher to use to contact the researcher and request the 1 to 2 page summation of the results of the study, when available (Fisher, 2012). Because debrief of participants was part of the package, it was included in the 40 minutes to complete the materials in the package.

Data collection. When the teacher had completed the material, the teacher placed the documentation back in the yellow, large envelope, and returned the envelope to the researcher (1 minute). In so doing, the researcher took steps to maintain the privacy of the teacher. The researcher reviewed the data for accuracy and whether all the questions were answered. The researcher entered the data in a password-sensitive computer which was protected by Trend Micro Antivirus Security System, version 2014. The researcher kept the paper copy in her fire proof filing cabinet at home behind lock and key. This procedure took 30 minutes to complete.

Contact information. The parent who received a flyer from the researcher after the weekly lesson at the nonprofit organization or the parent who heard about the study from a friend voluntarily contacted the researcher by phone or by email. The researcher provided her email address and phone number on the bottom of the flyer (5 minutes). Grandparents (65+) were included in the parenting group and participate in the study when they had legal custody over a grandchild who was in grades K-5. Some of the parents, who attended parenting-and-childbirth classes at the local nonprofit organization or who heard about the study from a friend, were pregnant (Fisher, 2012). Some parents had older children in grades K-5 or they were grandparents who were legal guardians (e.g., 65+) of their grandchildren who were in K-5 (Fisher, 2012). Since these

mothers met the criteria of the study, this vulnerable group was invited to voluntarily participate in the study because they had a child in grades K-5. It was unethical not to include this group of individuals because according to the APA Ethics Code, the researcher intended to respect the people's rights and dignity of all people, including women who possibly were pregnant (Fisher, 2012).

Initial contact. When the parent initially contacted the researcher about participating in the study, the researcher inquired whether the parent had a child in grades K-5 (5 minutes). When the parent said 'yes', the researcher sets up a day which was convenient for the teacher to meet the researcher at the multi-purpose room in School A between 3:00 pm and 4:00 pm after school or in the classroom of the nonprofit organization during operating hours. Upon meeting at the appointed time in the multi-purpose room at School A, or in the classroom at the nonprofit organization, the researcher provided the same 2-minute presentation she presented to the teachers in School A by giving the parent an overview of the study (5 minutes).

Informed consent. Before the parent of School A, or the parent at the nonprofit organization, or the parent who heard about the study from a friend, received the materials for the study, the researcher asked whether the parent consented to participate in the study (5 minutes). When the parent voluntarily provided consent, the parent circled the word 'yes' on the consent form. The researcher provided a copy of the consent form to the participant for one's own records.

After consent was obtained from the parent, the participant received the appropriate package (e.g., large yellow envelope, with odd number). By presenting the

parent with the appropriate materials, the researcher maintained integrity of the study and she presented the correct materials to the participant (Fisher, 2012). The researcher did not harm the participant because no personal information was required on any of the surveys that the parent filled out. Inclusion criterion was established and exclusion criterion was ruled out because the parent indicated to have a child in grades K-5.

There was no conflict of interest because the researcher had no affiliation with School A or parents who heard about the study from a friend. There was no conflict of interest for parents in the nonprofit organization because the researcher had only limited contact with the nonprofit organization (e.g., volunteer 4 hours a week) at the facility to teach parenting and childbirth classes to women who possibly were pregnant, who attend classes' voluntary weekly, and at their own convenience.

Package. Once consent was obtained, the researcher provided the parent who attended weekly parenting- and childbirth-classes voluntarily or the parent who heard about the study from a friend, with a large, yellow, sealed envelope that had an odd number written on top of the envelope (parent). The package contained the materials (e.g., demographic survey, the modified RBVS, and the modified vignettes) for the parent to complete, and debrief. The sealed envelope provided privacy to the participant and confidentiality (Fisher, 2012).

The package also contained guidelines for the study, the materials for the study, and debrief of the study. After the researcher handed the sealed envelope to the parent, the researcher remained in the classroom of the nonprofit organization in case the participant had any questions about the study (duration, approximately 40 minutes).

By providing the correct materials to the parent, the researcher maintained integrity in the study (Fisher, 2012). The results reflected the parents' attitude toward physical and verbal bullying and victimization of these behaviors, while results of the study were accurate (Fisher). The administration of the surveys to the parents was conducted individually.

The modified version of the RBVS had a self-stick label indicating it's a parents' version of the instrument and the modification of the instrument. The parents received the modified vignettes, twice. With regards to the vignettes that included a (B) behind the title, indicated seriousness of the physical-and-verbal-bullying was measured. When a (V) was behind the title, the seriousness of the physical-and-verbal-bullying incident was measured, taken from a victims' perspective. The guidelines and procedures were the same for the parents as for the teachers in the study (approximately 40 minutes to complete the package). The participant did not need to provide his or her name on any of the surveys so confidentiality of the participants' information was maintained.

Debrief. The participants also were informed about the dissemination of the results for the study and researchers' contact information. After the completion of the instruments, the teacher was informed about the dissemination of the results of the study. The researcher provided her email address and phone number, which allowed the parent to use to contact the researcher and request the 1 to 2 page summation of the results of the study when available (Fisher, 2012). Because debrief of participants was part of the package, this was included in the 40 minutes to complete the materials in the package.

Data Collection. When the parent has completed the material, the parent placed the documentation back in the yellow, large envelope, and returned the envelope to the researcher (1 minute). In so doing, the researcher took steps to maintain the privacy of the parent. The researcher reviewed the data for accuracy and whether all the questions were answered. The researcher entered the date in a password-sensitive computer which was protected by Trend Micro Antivirus Security System, version 2014. The researcher kept the paper copy in her fire proof filing cabinet at home behind lock and key. This procedure took 30 minutes to complete.

<div align="center">

Instrumentation and Operationalization of Constructs

</div>

Reynolds Bully Victimization Scales for Schools

The RBVS questionnaire was a norm-referenced test and was developed by Reynolds and published by the Pearson publishing company in 2003 (Reynolds, 2003). The measure was a pencil-and-paper measure and was used to gather quantitative data (Reynolds). Permission was obtained from Reynolds (2003) to utilize the RBVS to compare parent and teacher attitudes toward physical and verbal bullying and victimization of these behaviors. The request for permission to utilize the RBVS instrument and permission granted by Reynolds may be found in Appendix F.

The RBVS was appropriate for children in Grades 3 through 12 and no adaptations will be made for the propose study because only parents and teachers will respond to the questions on the RBVS (Reynolds, 2003). The RBVS was used as a screening tool in schools measuring the severity of bullying and victimization of bullying among victims of bullying who engaged bullying (Reynolds, 2003). The RBVS

identified bullying behaviors or reactions of victims of bullying that indicated behavioral problems or a victim's problems to cope with the bullying situation due to internalizing the bullying incident (Reynolds, 2003).

The instrument was consistent with the first hypothesis through the fourth hypotheses, which compared attitudes toward physical and verbal bullying and victimization of physical and verbal bullying and possible differences of attitudes between each group. The instrument was administered one time to each group of participants (Reynolds, 2003).

The RBVS was appropriate for the study because the 46-item instrument measured a person's perception of the seriousness of the bullying incident and victimization of bullying in school (Reynolds, 2003; Taylor et al., 2010). The 46-items questionnaire was made up of two scales. The Bullying Scale consisted of 23-items measuring physical bullying (e.g., hitting and physical fights) and verbal bullying (e.g., name calling and social exclusion) among peers (Reynolds, 2003). The 23-items on the Victimization Scale measured the victim who received the physical and verbal bullying from a peer (Reynolds, 2003). The scales were integrated, presented in one scale, and were administered to the participant in one setting (Reynolds, 2003).

The modified version of the RBVS was appropriate for the study because the modification of the instrument allowed for the comparison between parents and teachers with children in grades K-5 to take place and the attitudes they held toward physical and verbal bullying and victimization of these behaviors (Reynolds, 2003). The modification did not change the content of the instrument (Reynolds, 2003). For test security

purposes, the RBVS was not reproduced in the appendixes of this dissertation (Fisher, 2012). The modified version of the RBVS was not reproduced in the appendixes of the dissertation in order to maintain integrity of the instrument and to be in compliance with the APA Ethics Code 9.11 (Fisher, 2012, Reynolds, 2003).

The researcher had permission from Pearson's Publishing Company (Appendix F) to modify the instrument for purpose to compare parent and teacher attitudes toward physical and verbal bullying and victimization of these behaviors in this study. The modification did not alter the content of the instrument. Instead, the modification of the instrument included the change of pronouns "I" and "me" to my student in the teachers' version of the instrument and my child in the parent' version of the instrument. The researcher was permitted to place a self-stick label on each instrument, which read for the teachers: **For each question please read "I" or "me" as my student**. The modification of the instrument was made with permission from pas.licensing@pearson.com. May 5, 2014. Duration: Approximately 5 to 10 minutes. The self-stick label on each instrument which read for the parents: **For each question please read "I" or "me" as my child**. The modification of the instrument was made with permission from pas.licensing@pearson.com. May 5, 2014. Duration: Approximately 5 to 10 minutes.

The RBVS was a pencil- and paper-instrument (Reynolds, 2003). The administration of the instrument is conducted at School A, at a local nonprofit organization, at the participant's home or researcher's home. Before administering the RBVS, each participant received a print out of the questions of the RBVS, which integrates the Bully and Victimization Scales (Reynolds, 2003). The researcher

administered the instrument to the participants' face-to-face by reading the script of the instrument to the participants, individually (Reynolds, 2003). The script was written in the manual of the RBVS (Reynolds, 2003). The administration of the RBVS questionnaire lasted 5 to 10 minutes and required the participant to respond to each question based upon a bullying experience within a 1-month period (Reynolds, 2003). The questions on the RBVS required participants to answer each question about a possible bullying incident over a 1-month period, which met the inclusion criterion (Willig, 2013). The participant read each question and circled the answer (Reynolds). After completion of the RBVS questionnaire, the researcher collected the forms. There was no right or wrong answer (Reynolds, 2003).

Reliability and validity. The published reliability for the RBVS was $r = .93$ (Reynolds, 20003). According to the manual of the RBVS, the validity of the Bully Scale and the Victimization Scale were obtained during the development of the instrument, which included students ($N = 2,405$) in Grades 3 through 12 ((Reynolds, 2003). The total validity on the Bully Scale of students in Grades 3 through 6 was .54 when $p < .001$ and the total validity on the Bully Scale for teachers in Grades 3 through 6 was .46 when $p < .0001$ (Reynolds, 2003). The total validity on the Victimization Scale of students in Grades 3 through 6 was .37 when $p < .001$ and the total validity on the Victimization Scale for teachers in Grades 3 through 6 was .37 when $p < .0001$ (Reynolds, 2003).

According to Taylor et al. (2010), the RBVS was used in their comparative study, which consisted of participants ($N = 238$) who were between 8 and 17 years old, and who were diagnosed with ADHD or not. No reliability scores were reported (Taylor et al.,

2010). The comparative study took place in the southeastern region of America (Taylor et al., 2010). Taylor et al. reported that the validity of the RBVS questionnaire may minimize the intensity of a person's experience with a bullying incident and therefore other tests should be considered to diagnose a child with ADHD (Taylor et al., 2010).

The RBVS was an appropriate measure to measure parents and teachers' attitude toward physical and verbal bullying and victimization of these behaviors because the instrument measured these behaviors on two scales, which included 23 questions on each scale (Reynolds, 2003). The RBVS had a good validity and was used to answer the first four research questions of the study (Reynolds, 2003).

Bullying and Victimization of Bullying Vignettes (B)

The survey measured physical and verbal bullying and victimization of physical and verbal bullying in school (Yoon & Kerber, 2004). The survey which described six possible bullying scenarios that may occur in school and were presented to each participant in the form of vignettes (Yoon & Kerber, 2004). The participants responded to each bullying scenario on a 5-point Likert scale indicating the seriousness of the bullying incident (Yoon & Kerber, 2004). The participant responded to the six bullying scenarios (modified) twice because each time the focus of responding to the seriousness of the bullying incident was different (Yoon & Kerber, 2004). The first time, the participant rated the seriousness of the physical or verbal bullying scenarios (Appendix F) from a bullying perspective (Yoon & Kerber, 2004). The second time, the participant rated the seriousness of the physical or verbal bullying scenarios (Appendix G) from a

victim's perspective (Yoon & Kerber, 2004). The measure was consistent with the fifth

hypothesis through the eighth hypothesis of the study (Yoon & Kerber, 2004).

The possible bullying scenarios in school, which were presented in vignettes was

based on the BAQ and was developed by Craig, Pepler, and Atlas (2000). Yoon and

Kerber (2004) modified the possible bullying scenarios. The authors indicated that

bullying was an aggressive behavior that which took place repeatedly and was a one-time

occurrence. According to Yoon & Kerber (2004), the purpose of the modified vignettes

was to measure teachers' perceptions of the seriousness of physical and verbal bullying

and social exclusion, the teacher's empathy toward victims of bullying, and the

appropriate intervention technique that was warranted for each bullying incident in each

vignette (Yoon & Kerber, 2004). The study excluded the social exclusion variable as

described by Yoon and Kerber as an independent variable; instead social exclusion was

included the verbal bullying variable.

The study compared parents' and teacher's attitudes toward verbal bullying and

parent and teacher attitudes toward victimization of verbal bullying and examined

whether differences in attitudes were present between these two groups on the topic. For

that reason, the parent version of the bullying scenarios presented in the vignettes was

modified. Each participant filled out the survey twice.

The survey was a pencil and paper instrument (Yoon & Kerber, 2004). Each

participant received a two-page printout with possible six bullying scenarios (modified)

and a pencil at the beginning of the face-to-face administration of the instrument. No

guidelines or timeframe was provided to administer the survey; however, the researcher

believed that the administration of the survey took approximately 10 minutes each time

(Yoon & Kerber, 2004). The administration of the instrument was conducted at School

A, at local nonprofit organization, or at the researchers' home or participant's home.

Yoon and Kerber (2004) stated that the vignettes included additional three scales

measuring empathy toward the victim of bullying, the teacher's judgment to interfere in a

bullying incident, and strategies the teachers would use when bullying occurred. These

scales were excluded from the study because they did not meet the objective of the study.

Permission was obtained from Yoon and Kerber (2004) to modify the vignettes

(Appendix G). The vignettes that present six possible bullying scenarios in school were

appropriate for teachers because they identified with these situations in school. However,

in order to make a comparison between parents and teachers and their attitudes toward

physical-and-verbal-bullying, the vignettes are modified. Because of the modification of

the vignettes, parents rated the seriousness of each bullying incident the same way as the

teachers, which made the comparison between the two groups possible. A sample of the

original vignette may be found below,

Vignette 2: Your class is getting ready to go to lunch and the kids are in line at the door.

You hear a kid say to another child, 'Hey, give me your lunch money or I'll give you a

fat lip.' The child complies at once. It is not the first time this has happened (Yoon &

Kerber, 2004).

A sample of the modification of the vignette may be found below,

Vignette 2: The teacher's class is getting ready to go to lunch and the kids are in line at

the door. You hear a kid say to another child, 'Hey, give me your lunch money or I'll

give you a fat lip.' The child complies at once. It is not the first time this has happened (Yoon & Kerber, 2004).

Although the content of the vignette was the same for parents and teachers, the modification of the instrument took place when parents were included in the comparative study. Furthermore, the instrument was modified because the vignettes were originally designed for teachers. The vignettes presenting possible bullying scenarios in school were administered with permission of the developer of the instrument, Yoon & Kerber (2004), and can be found in Appendix G. The form had six vignettes that presented six possible bullying scenarios in school and were labeled as B for bullying. The first time, the parent or the teacher rated the seriousness of six possible bullying scenarios in school by circling one answer after each vignette (Yoon & Kerber, 2004).

The risk to harm participants was minimized because in a previous study Yoon and Kerber (2003), the reliability and validity of the instrument was established (Fisher, 2012). In order to make a comparison between parents and teachers and the attitudes they held toward physical and verbal bullying and victimization of these behaviors, this study intended to establish the reliability and validity of this instrument for parents as well (Fisher). Since the possible bullying scenarios in school were hypothesized, the risk that these bullying scenarios harmed a participant was minimized (Fisher, 2012; Yoon & Kerber, 2003). The vignettes were not reproduced in the appendixes of the dissertation in order to maintain integrity of the instrument and to be in compliance with the APA Ethics Code 9.11 (Fisher, 2012).

Bullying and Victimization of Bullying Vignettes (V)

The second time, the form contained the same six vignettes that presented six possible bullying scenarios in school and was labeled as V for Victim. The parent or the teacher were asked to rate the seriousness of each possible bullying scenarios but taken from a victim's perspective (Yoon & Kerber, 2004). The administration of the measure took approximately 10 minutes to complete. The participant rated the seriousness of the bullying incident taken from a victim's perspective. The administration of the instrument was conducted at School A, at local nonprofit organization, researcher's home, or participant's home.

The participants' risk of being harmed because of the instrument was the same as previously because it was the same instrument but the seriousness of the bullying scenario was rated from a victim's perspective (Yoon & Kerber, 2004). The same vignettes and procedures of administration were used when measuring the impact of physical and verbal bullying in schools on victims. In so doing, a comparison was made between parent and teacher attitudes toward victimization of physical and verbal bullying in school. In both administrations of the instrument, the procedures were the same, and the scoring of the instrument was the same as well (Fisher, 2012). The interpretation of the results provided a comparison of parent and teacher attitudes toward physical and verbal bullying and victimization of physical and verbal bullying in school, which was the purpose of the study. The vignettes were not reproduced in the appendixes of this dissertation because of test security concerns, integrity of the instrument was maintained, and the action was in compliance with the APA Ethics Code 9.11 (Fisher, 2012).

Reliability and validity. In a previous study, Yoon and Kerber (2004)
administered the six vignettes to elementary school teachers ($N = 94$), of whom 80%
were certified teachers and who attended graduate school level classes in education at a
state university in the Midwest of the U.S. The vignettes were appropriate for the study
because parents and teachers responded to the seriousness of physical and verbal bullying
and victimization of physical and verbal bullying in school (Yoon & Kerber, 2003).
Yoon and Kerber reported the validity for the six vignettes measuring the seriousness of
each vignette was measured with Cronbach alpha and had an internal consistency of .65.

The scale measuring the teacher's empathy toward victims of bullying was
measured with Cronbach alpha and had an intern consistency of .78 (Yoon & Kerber,
2003). No validity concerning context specific issues or culture specific issues unique to
the population while developing the instrument were discussed by Yoon and Kerber in
each scale.

The six bullying scenarios (modified) were appropriate for the study because
parents and teachers were asked to rate the seriousness of each bullying incident, while a
second time each participant rates the seriousness of each bullying incident from a
victim's perspective (Yoon & Kerber, 2004). Because participants rated the seriousness
of each bullying scenario, twice, the construct validity may be good and the six bullying
scenarios (modified) in school was used to answer research questions 5 through 8 (Yoon
& Kerber, 2004).

Scoring RBVS. The scoring on the Reynolds Bully Victimization Scales for
Schools makes a distinction between a bullying scale and a victimization scale

(Reynolds, 2003). The Bullying Scale makes a distinction between physical bullying (14 questions); verbal bullying (6 questions) and three questions are interpreted by the participant as physical and verbal bullying (Reynolds). The scoring on the Victim Scale makes a distinction between victims of physical bullying (14 questions); victims of verbal bullying (6 questions) and five questions are interpreted by the participant as a victim of physical bullying or verbal bullying (Reynolds, 2003). The questions on the RBVS focused on an individual's personal perception of bullies, feelings of being a target of bullies, and the victim's behavior in one's environment after they are bullied (Reynolds, 2003). The responses to the questions of the RBVS questionnaire were measured on a 4-point Likert scale (*0 = never; 1 = once or twice*; *2 = three or four times*; *3 = five or more times*) (Reynolds, 2003). Although the manual of the RBVS provides an explanation for the representation of the RBVS for Schools, no total score is provided in the manual (Reynolds, 2003). The total score of the Bully Scale represent bullying behavior that children engaged in at school. The total score of the Victimization Scale represent the degree to which the victim experiences bullying behavior of the peer (Reynolds, 2003).

The participant's responses on the RBVS were scored by hand by the researcher following the guidelines of scoring in the manual of the RBVS (Reynolds, 2003). The results were reported in *T* scores and percentages (Reynolds, 2003). According to the manual of the RBVS, the scores fall within four categories, normal, clinically significant, moderately severe, and severe, and are different for each scale.

According to the manual of the RBVS, the ranges of scores for the Bully Scale as follows: a *T* score that falls in the 57 to below range and 86% and below is determined in

the normal range (Reynolds, 2003). A *T* score that falls in the 58 to 65 ranges or 87% or 93% range is determined as clinically significant (Reynolds, 2003). Clinically significant on this scale means that physical and verbal occurred and an intervention is warranted to address the bully's behavior (Reynolds, 2003). A *T* score that falls in the ranges of 66 to 74 or 94% to 97% is determined as moderately severe (Reynolds, 2003). Moderately severe on this scale means physical and verbal bullying took place frequently (no time frame provided) and bullying occurred either on an individual level or conducted as a group (Reynolds, 2003). A *T* score that falls in the ranges of 75 or above or 97% or above was determined as severe (Reynolds). Severe on this scale meant children engaged in physical and verbal bullying one or more times per month. Individuals, who fell in the moderately severe and severe ranges were recommended in the manual for further evaluated for reason why the bully choose to bully the peer, specify the victim's behavior that may trigger the bully to act aggressively toward the victim, and addressed possible behavioral problems the bully may experience (Reynolds, 2003).

According to the manual of the RBVS, the ranges of scores for the Victimization Scale were as follows (Reynolds, 2003). A *T* score falling in the 55 or below range and 80% and below was determined in the normal range (Reynolds). A *T* score falling in the 56 to 63 range or 81% to 91% was determined as clinically significant (Reynolds, 2003). A clinically significant score on this scale means that verbal bullying occurs in conjunction with some physical bullying (Reynolds, 2003). A *T* score falling in the range of 64 to 68 or 90% to 94% was determined as moderately severe (Reynolds, 2003). A moderately severe score on this scale means that the victim experienced during the past

month on a regular basis; no time interval was provided (Reynolds). A *T* score falling in

the range of 69 or above or 95% or above was determined as severe (Reynolds). A

severe score on this scale means that the victims experienced physical and verbal

bullying weekly over the past month (Reynolds). The victims who fall in the category of

moderately severe and severe did not feel safe in school, they had problems concentrating

on academic subjects, and they were at risk of emotional problems because they

internalized the bullying incident rather than communicating the bullying incident to an

adult or experience behavioral problems (Matsunaga, 2009; Reynolds, 2003). Sample

questions were as follows (a) other kids pushed my student around (teacher's version) or

other kids pushed my child around (parent's version), (b) other kids teased my student or

called my student names in school (teacher's version) or other kids teased my child or

called my child names in school (parent's version) (Reynolds, 2003).

      Scoring of six bullying scenarios in school. The researcher hand-scored the

data obtained from the six bullying scenarios (modified), twice, in school (Yoon &

Kerber, 2004).   The scoring of the six vignettes was as follows. Vignette two and

vignette three measured physical bullying (Yoon & Kerber, 2004). Vignette 2 measured

verbal bullying (Yoon & Kerber, 2004). Vignette 3 measured victimization of physical

bullying, while vignettes 1, 5, and 6 measured victimization of verbal bullying (Yoon &

Kerber, 2004). The participants' responses to each bullying scenario was scored on a 5-

point Likert scale (1 = *not at all serious, 2 = not very serious, 3 = moderately serious*, 4

= *serious*, and 5 = *very serious*). Each score represented the participant's attitude toward

the seriousness of each bullying incident presented in each scenario or vignette. No total

score was reported (Yoon & Kerber, 2004). When scoring the vignettes, the data were grouped into two categories, where the grouping variable were placed according the role each participant played in the study (George & Mallery, 2011). The same statistical procedure was utilized for the statistical analysis when the impact of physical and verbal bullying on victims was measured.

A sample of the teacher's version and parent's version of the vignettes can be found below:

Vignette 1: At the writing center you hear a student chant to another child, 'Teacher's pet, browner, stuck-up, kiss-ass.' The child tries to ignore the remarks but sulks at his desk. You saw the same thing happened the other day.

Vignette 1: At the writing center the teacher hears a student chant to another child, 'Teacher's pet, browner, stuck-up, kiss-ass.' The child tries to ignore the remarks but sulks at his desk. You saw the same thing happened the other day.

Operationalization.

The operational definition of parents' attitude toward physical bullying was *not serious, not so serious, somewhat serious, and serious* (Yoon & Kerber, 2004). The operational definition of parents' attitude toward verbal bullying was *not serious, not so serious, somewhat serious, and serious* (Yoon & Kerber, 2004). The operational definition of parents' attitude toward victimization of physical bullying was *not serious, not so serious, somewhat serious, and serious* (Yoon & Kerber, 2004). The operational definition of parents' attitude toward victimization of verbal bullying was *not serious, not so serious, somewhat serious, and serious* (Yoon & Kerber, 2004).

The operational definition of teachers' attitude toward physical bullying was *not serious, not so serious, somewhat serious, and serious* (Yoon & Kerber, 2004). The operational definition of teachers' attitude toward verbal bullying was *not serious, not so serious, somewhat serious, and serious* (Yoon & Kerber, 2004). The operational definition of teachers' attitude toward victimization of physical bullying was *not serious, not so serious, somewhat serious, and serious* (Yoon & Kerber). The operational definition of teachers' attitude toward victimization of verbal bullying was *not serious, not so serious, somewhat serious, and serious* (Yoon & Kerber, 2004).

Data Analysis Plan

Upon receipt of the documentation, the data was entered in the SPSS 22.0 and analyzed using SPSS 22.0 software. The alpha level for each analysis was set at .05. The quantitative data was analyzed as follows. The independent sample *t tests* (two tailed) were utilized to analyze all hypotheses. The participants filled out the survey twice, and their responses on the survey were analyzed twice (Yoon & Kerber, 2004). Finally, descriptive statistical analyses were conducted on the RBVS and two surveys (Reynolds, 2003; Yoon & Kerber, 2004).

The first statistical procedure, the independent sample *t tests* (two tailed), analyzed the modified RBVS which was presented in the first and second hypotheses. The independent sample *t tests* also analyzed the modified six bullying scenarios (modified) in six vignettes addressed in the hypotheses 3-6. The independent samples *t-tests* (two tailed) was employed to examine the parent and teacher attitudes toward physical and verbal bullying and victimization of physical and verbal bullying in school

(George & Mallery, 2011). The analysis was conducted twice because the participants responded to the vignettes twice, once to rate the seriousness of the bullying incident and once to rate the seriousness of the bullying incident seen from the victims' perspective (Yoon & Kerber, 2004). The independent samples two-tailed *t tests* demonstrated whether a statistical difference was observed between the parent and teacher attitudes toward physical and verbal bullying and victimization of these behaviors (Yoon & Kerber, 2004).

The second statistical analysis was the descriptive statistical analysis was conducted in the modified RBVS and six bullying vignettes (modified) which included the mean, standard deviation, maximum and minimum, range, variance, and standard error and where the *p* value will be set at .05 (George & Mallery, 2011; Yoon & Kerber, 2004). The measure of central tendency was calculated the mean, the variance the variability of the mean, and the standard deviation (George & Mallery, 2011). The distribution of the scores was expressed in maximum and minimum, while the standard error of the mean measures the stability of the scores (George & Mallery, 2011).

The variables for the study were parents and teachers attitudes toward physical bullying and parents and teachers attitudes toward verbal bullying. Also, parents and teachers attitudes toward victimization of physical bullying and parent and teacher attitudes toward victimization of verbal bullying were variables in the study.

Research Questions

The following research questions and hypotheses will be examined:

1. Is there a difference in attitudes toward physical and verbal bullying between parents

and teachers of children in kindergarten through fifth grade as measured by the

Reynolds Bully Victimization Scales for Schools?

H_0: There will not be a difference in attitudes toward physical and verbal bullying

between parents and teachers of children in kindergarten through fifth grade

as measured by the Reynolds Bully Victimization Scales for Schools.

H_1: There will be a difference in attitudes toward physical and verbal bullying between

parents and teachers of children in kindergarten through fifth grade as measured by

the Reynolds Bully Victimization Scales for Schools.

2. Is there a difference in attitudes between parents and teachers of children in

kindergarten through fifth grade toward victims of physical and verbal bullying as

measured by the Reynolds Bully Victimization Scales for Schools?

H_0: There will not be a difference in attitudes toward victims of physical and verbal

bullying between parents and teachers of children in kindergarten through fifth grade

as measured by the Reynolds Bully Victimization Scales for Schools.

H_1: There will be a difference in attitudes toward victims of physical and verbal

bullying between parents and teachers of children in kindergarten through fifth grade

as measured by the Reynolds Bully Victimization Scales for Schools.

3. Is there a difference in attitudes between parents and teachers of children in

Kindergarten through fifth grade toward physical bullying as measured by six

vignettes which present six bullying scenarios in school?

H_0: There will not be a difference in attitudes toward physical bullying between parents

and teachers of children in kindergarten through fifth grade as measured by six

vignettes which present bullying scenarios in school.

H$_1$: There will be a difference in attitudes toward physical bullying between parents and teachers of children in kindergarten through fifth grade as measured by six vignettes which present bullying scenarios in school.

4. Is there a difference in attitudes toward verbal bullying between parents and teachers of children in kindergarten through fifth grade as measured by six vignettes which present bullying scenarios in school?

H$_0$: There will not be a difference in attitudes toward verbal bullying between parents and teachers of children in kindergarten through fifth grade as measured by six vignettes which present bullying scenarios in school.

H$_1$: There will be a difference in attitudes toward verbal bullying between parents and teachers of children in kindergarten through fifth grade as measured by six vignettes which present bullying scenarios in school.

5. Is there a difference in attitudes toward victims of physical bullying between parents and teachers of children in kindergarten through fifth grade and 5 as measured by six vignettes which present bullying scenarios in school?

H$_0$: There will not be a difference in attitudes toward victims of physical bullying between parents and teachers of children in kindergarten through fifth grade as measured by six vignettes which present bullying scenarios in school.

H$_1$: There will be a difference in attitudes toward victims of physical bullying between parents and teachers of children in kindergarten through fifth grade as measured by six vignettes which present bullying scenarios in school.

6. Is there a difference in attitudes toward victims of verbal bullying between parents

    and teachers of children in kindergarten through fifth grade as measured by six

    vignettes which present bullying scenarios in school?

H_0: There will not be a difference in attitudes between parents and teachers toward

    victims of verbal bullying in kindergarten through fifth grade as measured by six

    vignettes which present bullying scenarios in school.

H_1: There will be a difference in attitudes between parents and teachers toward victims

    of verbal bullying of children in kindergarten through fifth grade as measured by six

    vignettes which present bullying scenarios in school.

Threats to Validity

       A threat to external validity may be present because the administrations of the two

measures are conducted face-to-face to participants who lived in the Fort Lauderdale area

(Bridgmon & Martin, 2012; Mitchell & Jolley, 2010). In order to reduce the threat of

validity, the same procedures were enforced when these three instruments were

administered to the participants who lived in the Fort Lauderdale area. A threat to

internal validity may be present due to mortality issue because a parent or teacher

experienced response fatigue when providing one-time responses on the questionnaire

and surveys (Bridgmon & Martin, 2012; Mitchell & Jolley, 2010). It does not matter

whether the participant generated another response on the topic of bullying and

victimization of bullying in school in a week or a months' time (Mitchell & Jolley, 2010;

VandenBos, 2007). There was not being an adequate strategy to address the response

fatigue problem because the administrations of the two instruments utilized in the study

are a one-time occurrence (Bridgmon & Martin, 2012; Mitchell & Jolley, 2010). Another threat of internal validity that may be present is the selection maturation of participants in the study because parents and teachers played a different role in a child's life and therefore may perceive the seriousness of a bullying incident differently (Bridgmon & Martin, 2012; Mitchell & Jolley, 2010). To address this problem, the study compared parents and teacher attitudes toward physical and verbal bullying and victimization of these behaviors to bring awareness to the differences between these groups (Kennedy et al., 2012; Waasdorp et al., 2011). When comparing parents and teachers on this topic, the results of the study may contribute to a collaborative relationship between parents and teachers when bullying occurred in school (Kennedy et al., 2012; Waasdorp et al., 2011). The comparison of differences of attitudes toward physical and verbal bullying and victimization of physical and verbal bullying made between parent and teacher attitudes by statistically analyzing each measure individually. The researcher reported the statistical analysis for each measure individually and she drew a conclusion based on these analyses (Mitchell & Jolley, 2010).

Ethical Procedures

To gain access to the participants and data, the researcher begins the study only after the IRB approved the study. After receiving approval to conduct the study, the researcher adhered to the ethical codes as outlined by the APA and all participants signed the consent (Appendix F) form required by the Walden University IRB prior at the beginning of the study (Fisher, 2012).

Prior to the beginning of the study, the researcher explained to the participants why the IRB of Walden University required each participant to complete the consent form before the start of the study. The researcher also informed each participant the requirements how to fill out the questionnaire which measured physical-and-verbal-bullying and victimization of physical and verbal bullying (Reynolds, 2003; Yoon & Kerber, 2004). Similarly, the researcher explained to each participant that the measure of seriousness of each bullying incident presented in the vignettes was conducted twice, once to measure the seriousness of bullying incident and once to measure the victimization of the bullying incident from a victim's perspective (Yoon & Kerber, 2004). The researcher informed to the participant the confidentiality of the data and the voluntary participation in the study (Fisher, 2012). Because the participation in the study was voluntary, the researcher accepted a participants' early withdrawal from the study when necessary, and the action was reported by the researcher as a limitation in the findings of the study (Fisher, 2012). Participants were invited to ask any questions about the study as they wished to do so (Fisher, 2012).

Explanation of the benefits of the study and contacting the researcher were addressed as well. The data obtained during the study were electronically stored for 5 years on the researcher's home computer and were protected by Trend Micro Antivirus Security System, version 2014. Also, a paper copy is kept in the researcher's fireproof safe, under lock and key. Only the researcher has access to the data due to password access protection. After 5 years, the researcher destroys the data, by deleting the data from her home computer, while the paper copy of the data is shredded.

Summary

In sum, the study examined the parent and teacher toward physical bullying, verbal bullying, and victimization of physical and verbal bullying. The parents who participated in the study had children in grades K-5 and teachers who taught students in these grades with a valid teaching certificate. Parents and teachers responded to the statements posed on the RBVS questionnaire (Reynolds, 2003). The participants also responded to the surveys presenting six bullying scenarios in school twice, once rating the seriousness of the bullying incident and once rating the seriousness of the victims' perspective of the bullying incident (Reynolds, 2003; Yoon & Kerber, 2004). Each measure was administered individually to each participant.

The proposed quantitative study used a between-subject design and included one questionnaire, the modified RBVS, and two surveys where six bullying scenarios (modified) were described in six vignettes (Reynolds, 2003; Yoon & Kerber, 2004). Each instrument measured parent and teacher attitudes toward physical and verbal bullying and victimization of physical and verbal bullying (Reynolds, 2003; Yoon & Kerber, 2004). The modified RBVS measured the participant's perception of how bullying and victimization of bullying emotionally affected the participant, while the six bullying incidents (modified) also measured the participants' perception of physical and verbal bullying and victimization of these behaviors, twice (Reynolds, 2003; Yoon & Kerber, 2004). The researcher administered these measures over an 11-week period to the participants, while each participant also filled out a demographic survey. Chapter 4 presents a data analysis and results of the study.

Chapter 4: Results

Introduction

In the past 5 years, only one study included a comparison of parent and teacher attitudes toward bullying in school (Løhe et al., 2011). The study also included children in their study (Løhe et al.). The purpose of this study was to test differences between parent and teacher attitudes toward physical and verbal bullying and victimization behaviors among children in grades K-5. The first two research questions were developed to compare the attitudes of parent and teacher toward physical and verbal bullying perpetration and victimization, among children in grades K-5 as measured by the Bully Scale and Victimization Scale of the RBVS. Independent-sample two-tailed *t tests* were utilized to examine the differences. The third research question through the sixth research question were developed to examine the differences of parent and teacher attitudes toward physical and verbal bullying and victimization among children in grades K-5 as measured by six possible bullying vignettes which present bullying scenarios in school. Independent-sample two-tailed *t tests* were utilized to statistically analyze the differences.

Research Questions and Hypotheses

The study intended to examine the following research questions and hypotheses:

1. Is there a difference in attitudes toward physical and verbal bullying between parents and teachers of children in kindergarten through fifth grade as measured by the Reynolds Bully Victimization Scales for Schools?

H_0: There will not be a difference in attitudes toward physical and verbal bullying

between parents and teachers of children in kindergarten through fifth grade

as measured by the Reynolds Bully Victimization Scales for Schools.

H_1: There will be a difference in attitudes toward physical and verbal bullying between

parents and teachers of children in kindergarten through fifth grade as measured by

the Reynolds Bully Victimization Scales for Schools.

2. Is there a difference in attitudes between parents and teachers of children in

kindergarten through fifth grade toward victims of physical and verbal bullying as

measured by the Reynolds Bully Victimization Scales for Schools?

H_0: There will not be a difference in attitudes toward victims of physical and verbal

bullying between parents and teachers of children in kindergarten through fifth grade

as measured by the Reynolds Bully Victimization Scales for Schools.

H_1: There will be a difference in attitudes toward victims of physical and verbal

bullying between parents and teachers of children in kindergarten through fifth grade

as measured by the Reynolds Bully Victimization Scales for Schools.

3. Is there a difference in attitudes between parents and teachers of children in

kindergarten through fifth grade toward physical bullying as measured by six

vignettes which present six bullying scenarios in school?

H_0: There will not be a difference in attitudes toward physical bullying between parents

and teachers of children in kindergarten through fifth grade as measured by six

vignettes which present bullying scenarios in school.

H_1: There will be a difference in attitudes toward physical bullying between parents and

teachers of children in kindergarten through fifth grade as measured by six vignettes

which present bullying scenarios in school.

4. Is there a difference in attitudes toward verbal bullying between parents and teachers of children in kindergarten through fifth grade as measured by six vignettes which present bullying scenarios in school?

H_0: There will not be a difference in attitudes toward verbal bullying between parents and teachers of children in kindergarten through fifth grade as measured by six vignettes which present bullying scenarios in school.

H_1: There will be a difference in attitudes toward verbal bullying between parents and teachers of children in kindergarten through fifth grade as measured by six vignettes which present bullying scenarios in school.

5. Is there a difference in attitudes toward victims of physical bullying between parents and teachers of children in kindergarten through fifth grade as measured by six vignettes which present bullying scenarios in school?

H_0: There will not be a difference in attitudes toward victims of physical bullying between parents and teachers of children in kindergarten through fifth grade as measured by six vignettes which present bullying scenarios in school.

H_1: There will be a difference in attitudes toward victims of physical bullying between parents and teachers of children in kindergarten through fifth grade as measured by six vignettes which present bullying scenarios in school.

6. Is there a difference in attitudes toward victims of verbal bullying between parents and teachers of children in kindergarten through fifth grade as measured by six vignettes which present bullying scenarios in school?

H_0: There will not be a difference in attitudes between parents and teachers toward

victims of verbal bullying in kindergarten through fifth grade as measured by six

vignettes which present bullying scenarios in school.

H_1: There will be a difference in attitudes between parents and teachers toward victims

of verbal bullying of children in kindergarten through fifth grade as measured by six

vignettes which present bullying scenarios in school.

Chapter 4 provides a framework for the data collection of the study, recruitment,

and response rates. A discrepancy in data collection from the plan presented in Chapter 3

is discussed as well. Descriptive-and-demographic characteristics of the sample and the

representation of the sample follow the data collection section. The results section

reports a statistical analysis for each research question and hypothesis of the study, while

also providing tables to illustrate these results. Chapter 4 closes by summarizing the

findings on each research question and a transition to Chapter 5.

Data Collection

Over an 11-week period, 30 parents with children in grades K-5, and 30 teachers

teaching students in grades K-5 with a valid teaching certificate participated in the study.

I utilized the snowball technique to recruit participants. Also, after deliberating for 3

months, School A agreed to provide their cooperation to the current study and gave the

researcher permission to recruit parents and teachers of children in grades K-5. I

received cooperation from the director of a local non-profit organization to recruit parents

who had children in grades K-5 and who were not pregnant. All participants resided in

the eastern part of the U.S.A. The response rate to participating in the study was not

100% but the participation rate among teachers was 96%.

The data collection took place at the end of the 2013-2014 school years, during

the summer of 2014, and one week prior to the beginning of the 2014-2015 school year.

The principal of School A invited each teacher in grades K-5 to meet the researcher in the

multi-purpose room to hear a 2-minute presentation about bullying. Five teachers and the

assistant-principal were present at the meeting. One teacher who attended the meeting

agreed to participate in the study. The teacher agreed to participate in the study after she

evaluated the flyer and she provided consent to participate in the study. The remaining

teachers heard about the current study from a friend and who contacted the researcher to

participate in the bullying study. The teachers received the researchers' telephone

number or email address from the flyer the teacher shared with the friend.

I administered all surveys and collected all data in a controlled setting. No

discrepancies in data collection from the plan presented in Chapter 3 were present. No

parents of School A participated in the study because the researcher had 30 parents

participate from the local nonprofit organization. To reduce the threat to external

validity, I administrated both measures face-to-face to participants who took part in the

study (Bridgmon & Martin, 2012; Mitchell & Jolley, 2010).

Participants Demographics

The demographic survey requested demographic information from each

participant regarding the role they played in the study by indicating whether they were a

parent or a teacher. Parents indicated the grade level of their child, while the teacher

indicated which grade level he or she taught with a valid teaching certificate. The

questions on the survey addressed the participants' level of education and range of annual

income. The results of the parents' demographic information may be found in Table 1.

Table 1.

Demographic Information for Parents

Variables	Parents*	Number*	Percentage
Grade			
K		7	23.3
1		6	20.0
2		4	13.3
3		3	10.0
4		3	10.0
5		7	23.3
Level of Education			
High School Diploma		20	66.7
Associate Degree		2	6.7
Bachelor Degree		6	20.0
Master Degree		1	3.3
Doctoral Degree		1	3.3
Annual Income per Household			
$ 10,000.00 - $ 20,000.00		18	60.0
$ 30,000.00 - $ 40,000.00		5	16.7
$ 90,000.00 - $ 100,000.00		3	10.0
Above $ 100,000.00		4	13.3

*Note. Total number of parents was 30 ($N = 30$). *Denotes these participants responded to all questions on the surveys.*

The sample included 30 parents who voluntarily visited the local nonprofit organization weekly, and who had children in grades K-5. The population of parents was representative of the general population because all parents had children enrolled in public schools in Florida. The parents indicated that seven parents (23.3%) had children in kindergarten, six parents (20%) of parents had children in Grade 1, and four parents (13.3%) had children in Grade 2. Three parents (10%) had children enrolled in Grade 3, three parents (10%) had children enrolled in Grade 4, and five parents (23.3%) had children in Grade 5. The parents provided their highest level of education, which showed that 20 parents (66.7%) received a high school diploma, two parents (6.7%) held an associate degree, and six parents (20%) held a bachelor degree. One parent (3.3%) held a master degree and one parent or (3.3%) held a doctoral degree. Eighteen parents (60%) reported an annual income range of $10,000.00 to $20,000.00; five parents (16.7%) reported an annual income range of $ 30,000.00 and $40,000.00. No parents reported an annual income range of $50,000.000 and $60, 0000.00 or in the income range of $70,000.00 to $80,000.00. Three parents (10%) reported an annual income range of $ 90,000.00 and $100,000.00, and four parents (13.3%) reported an annual income range above $100,000.000.

In sum, parents with children in kindergarten and parents with children in Grade 5 were the most likely to participate in the study. Parents with children in Grade 1 were likely to participate in the study, while parents with children in grades 3 and 4 were the least likely to participate in the study.

Parents who held a high school diploma (67.7%) were most likely to participate in the current study, followed by parents who held a bachelor degree (20%). The least like parents to participate in the current study were those who held an associate degree (6.7%), a master degree (3.3%), or a doctoral degree (3.3%).

The annual household income for all parents participating in the current study indicated that parents' average annual household income had a mean range of 2.23. The most likely parents (60%) participating in the study recorded an annual household income range between $10,000.00 to $ 20,000.00 followed by the range of annual household income of $30,000.00 to $40,000.00 (16.7%), and parents who earned above $100,000.00 (13.3%). The least likely parents (10%) to participate in the study recorded an annual household income of $90,000.00 to $100,000.00 (10%), while the range of parents' annual household income $50,000.00 to $80,000.00 not presented in the current study.

Likewise, teachers participating in the current study also filled out a demographic survey which addressed questions about the participants' educational level and annual household income. The results of teachers' demographic information may be found in Table 2.

Table 2.

Demographic Information for Teachers

Variables	Teacher*	Number*	Percentage
Grade			
K		6	20.0
1		2	6.7
2		5	16.7
3		6	20.0
4		1	3.3
5		10	33.3
Level of Education			
Bachelor Degree		13	43.3
Master Degree		16	53.3
Doctoral Degree		1	3.3
Annual Income per Household			
$ 30,000.00 - $ 40,000.00		6	20.0
$ 50,000.00 - $ 60,000.00		11	36.7
$ 70,000.00 - $ 80,000.00		5	16.7
$ 90,000.00 - $ 100,000.00		4	13.3
Above $ 100,000.00		4	13.3

Note. Total number of teachers was 30 (*N* = 30). *Denotes these participants responded to all questions on the surveys*.

The sample included 30 teachers, who voluntarily choose to participate in the study after they heard about the current study about bullying from a flyer distributed in School A or the teacher heard it from a friend. The population of teachers was representative of the general population because all teachers taught with valid teaching certificate students in public schools or accredited private schools in Florida.

The results of the demographic surveys indicated that the largest group of teachers participating in the current study taught students were most likely teaching students in Grade 5 (33.3%), kindergarten (20%), and Grade 3 (20%). A few teachers (16.7%) participating in the study taught Grade 2. The smallest group of teachers and least likely to participate in the current study were teachers teaching students in Grade 1 (6.7%) and Grade 4 (3.3%).

The teachers also provided their highest level of education, which indicated that all teachers (100%) held a high school diploma and no teacher indicated he or she held an associate degree, and all teachers held a bachelor's degree or higher. The most likely teachers to participate in the current study held a master degree (53.3%) followed by teachers who held a bachelor degree (43.3%). Teachers who held a doctoral degree were least likely to participate in the current study (3.3%).

The most likely teachers (36.7%) to participate in the current study reported an annual household income ranging from $ 50,000.00 to $ 60,000.00, followed by teachers (20%) who recorded an annual household income ranging between $ 30,000.00 and $ 40,000.00. Some teachers (16.7%) participating in the current study reported an annual income range of $70,000.00 to $80,000.00. Teachers less likely to participate in the

current study reported (13.3%) reported an annual income range of $ 90,000.00 and $100,000.00 (13. 3% of teachers) and an annual income ranging above $100,000.000 (13.3%), while no teacher reported an annual income range between $10,000.00 to $20,000.00.

Teachers participating in the study mostly held a master degree (53.3%), followed by teachers with a bachelor degree (43.3%), and one teacher who held a doctoral degree (3.3%). Most teachers (53.3%) participating in the current study taught students in fifth grade and were the largest group in the current study followed by teachers who taught students in kindergarten (20%) and third grade (20%). Some teachers (16.7%) who participated in the currents study taught second grade. First grade teachers (6.7%) and fourth grade teachers (3.3%) were least likely to participate in the current study and they were the smallest group in the study.

In sum, most teachers held a master degree followed by a bachelor degree in teaching. The annual household income for most teachers (36.7%) ranged from $50,000.00 to $60,000.00.

Descriptive Information

The descriptive information provided in the results included the child's grade level, a parent's highest level of education, and parents' annual household income. Thirty parents who had children in grades K-5 took part in the study.

Table 3.

Descriptive Information for Parents.

Variables	*M*	*SEM*	*SD*	Variance
Grade Level				
	3.33	.35	1.94	1.38
Highest Level Education				
	1.70	.20	1.12	1.25
Annual Household Income				
	2.23	.35	1.94	3.70

Note. M = mean; *SD* = standard deviation; *SEM* = standard error of the mean; *Variance.*.

Most parents with children in grades K-5 participating in the study had children in fifth grade. There was a large variability of scores around the mean which suggested there was a large discrepancy among parents' highest level of education and annual household income. These results were not representative of the population because the results fell within the 13.59% under the Bell Curve (Humphrey, 2010). The large variance indicated that a large variability of grade levels was present among parents who had children in grades K-5. Most parents participating in the current study obtained a high school diploma.

Table 4.

Descriptive Information for Teachers.

Variables	*M*	*SEM*	*SD*	Variance
Grade Level	3.80	.35	1.91	3.68
Highest Level Education				
	3.60	.10	.56	.32
Annual Household Income				
	3.60	.25	1.35	1.83

Note. M = mean; *SD* = standard deviation; *SEM* = standard error of the mean; *Variance..*

Thirty teachers who taught students in grades K-5 took part in the current study. The descriptive information provided in the results included the child's grade level that they taught, a teachers' highest level of education, and teachers' annual household income. Most teachers taught students in fifth grade. The standard deviation around the mean on the grade level each teacher taught and the annual household income were large, indicated a large variability of scores. These results were not representative of the population because under the results fell within the 13.59% under the Bell Curve (Humphrey, 2010).   Most teachers held a master degree or a bachelor degree, which indicated a low variability of highest education levels among teachers.

In sum, a discrepancy of highest level of education was observed between parents and teachers, where most parents obtained a high school diploma while most teachers

obtained a bachelor degree or higher. Teachers' average annual household income also

ranged higher than parents, while a large variability was observed among parents.

Finally, a large variability of grade levels among all parents and children in grades K-5

and all teachers teaching children in grades K-5 were observed, where fifth grade was the

largest group of participants in each group followed by parents whose children attended

kindergarten and teachers who taught students in kindergarten and third grade.

The parents participating in the current study were generally representative of the

parents with children in grades K-5 living in Florida because these parents' children

attended these grades in public school in the Fort Lauderdale area. The teachers

participating in the current study were generally representative of teachers teaching

grades K-5 and teach in Florida because 99% of the teachers taught students in these

grades in a public school setting in the Fort Lauderdale, while one teacher taught at an

accredited private school in Fort Lauderdale.

<div align="center">**Results**</div>

Research Questions and Hypotheses

Results of the RBVS. The RBVS measures physical and verbal bullying and

victimization of these behaviors on a Bully Scale and the Victimization Scale

respectively (Reynolds, 2003). Over 23-item bullying questions on the Bully Scale the

parents answered each question on a 4-point Likert scale (*0 = never*; *1 = once or twice*; *2*

= three or four times; *3 = five or more times*), whether their child indicated to the parent

to be involved in bullying at school over a 1-month period. Likewise, parents answered

on the Victimization Scale, 23 questions, which focused on victimization of physical and

verbal bullying. Thirty parents and 30 teachers responded to the 46-item RBVS. The current study compared parent and teacher attitudes toward physical and verbal bullying and victimization behaviors. The first two research questions were not statistically analyzed because of a mismatch in the population sampled in the current study.

Hypothesis 1.

1. H_0: There will not be a difference in attitudes toward physical and verbal bullying between parents and teachers of children in kindergarten through fifth grade as measured by the Reynolds Bully Victimization Scales for Schools.

H_1: There will be a difference in attitudes toward physical and verbal bullying between parents and teachers of children in kindergarten through fifth grade as measured by the Reynolds Bully Victimization Scales for Schools.

I was unable to test Hypothesis #1 due to a mismatch in the populations sampled in the current study.

Hypothesis 2.

H_0: There will not be a difference in attitudes toward victims of physical and verbal bullying between parents and teachers of children in kindergarten through fifth grade as measured by the Reynolds Bully Victimization Scales for Schools.

H_1: There will be a difference in attitudes toward victims of physical and verbal bullying between parents and teachers of children in kindergarten through fifth grade as measured by the Reynolds Bully Victimization Scales for Schools.

I was unable to test Hypothesis #2 due to a mismatch in the populations sampled in the current study.

Seriousness of Bullying Incident

The parents and teachers rated the seriousness of six bullying incidents which may occur in school (Yoon & Kerber, 2004). The parents responded to the six possible bullying incidents in school by indicating on a 5-point Likert scale (*1 = not at all serious*, *2 = not very serious*, *3 = moderately serious*, *4 = serious*, and *5 = very serious*; Yoon & Kerber) the seriousness of the bullying act. At the beginning of reporting the results for each vignette, the null hypothesis, and the alternative hypothesis are reported. The results are reported a second time because parents and teachers took the victim's perspective into consideration the second time when rating the seriousness of the bullying act.

The independent-sample two-tailed *t-tests* examined whether a difference of attitudes toward physical and verbal bullying and victimization of these behaviors were noted between parents and teachers were taken from a victim's perspective or whether these differences of behaviors occurred by chance. The alpha level for the analysis was set at .05, the confidence interval was 95%, and also included the analysis of the mean for each group (George & Mallery, 2011). The alpha level for the analysis was set at .05 but to prevent a Type 1 error, the alpha level of .05 was divided by k which represented the number of comparisons (e.g., parent and teacher) made in the current study (George & Mallery, S. Little, personal communication February 5, 2015). To make the comparison between parents and teacher more stringent, the alpha level was placed at .025.

The degrees of freedom and *SD* were calculated measuring the stability of the sample mean, the equal-variance, and differences of distribution in the mean scores (George & Mallery). The sample size in the study was justified because there was

adequate power with 30 parents and 30 teachers an effect size was assumed at Cohen's
.80, which presents a possible difference between parents and teachers and the standard
deviations around the mean (Mitchell & Jolley, 2010; Bridgmon & Martin, 2012,
Pallant, 2013). The descriptive results obtained from parents and teachers follow these
results. A comparison of parents and teachers and the attitudes they held toward physical
and verbal bullying and victimization of these behaviors closed out the results for the
statistical analysis of these vignettes.

     Hypothesis 3.

H_0: There will not be a difference in attitudes toward physical bullying between

   parents and teachers of children in kindergarten through fifth grade as measured

   by six vignettes which present bullying scenarios in school.

H_1: There will be a difference in attitudes toward physical bullying between parents

  and teachers of children in kindergarten through fifth grade as measured by six

  vignettes which present bullying scenarios in school.

     Vignette 3. The third vignette presented a physical bullying incident were a child
proudly shows off an eraser he or she won at the arcade. A bully hits the peer, demanded
the eraser, and the child hands the eraser to the bully. An independent sample two-tailed
t-tests was conducted to compare parents and teachers of children in kindergarten through
fifth grade responses to this bullying vignette. The scores on the third vignette revealed
for parents ($M = 4.10$, $SD = 1.49$) and teachers ($M = 4.63$, $SD = .72$). The difference in
the means was small (the mean difference was .53, 95% *Cl*: -1.14 to .07, two-tailed), and
eta squared was large ($d = .43$). The independent sample *t tests* recorded a score $t(42) =$

-1.76, $p = .09$. These scores where participants rated the seriousness of hitting a peer on the third vignette were not significant. Although the difference between parents and teachers was small, teachers thought that physical bullying was more serious than the parents.

Parents and teachers rated the third vignette a second time and they took into consideration the victims' perspective. The scores on the third vignette taken from a victims' perspective revealed for parents ($M = 4.07$, $SD = 1.31$) and teachers ($M = 4.60$, $SD = .68$). The independent sample t $tests$ recorded a score t (58) = -1.98, $p = 0.05$. These scores where participants took into consideration the victims' perception of the seriousness of hitting were not significant. The difference in the means were small (the mean difference was .533, 95% Cl: -1.07 to .05, two-tailed), and eta squared was large (d = .48). The mean scores for parents on both measures fell within the 13.56% range under the Bell Curve, while the mean scores for teachers fell within the 34.13% range under the Bell Curve (Humphrey, 2010). The small mean differences between parents and teachers on both measures revealed parents were not unified about the seriousness of physical bullying among children in kindergarten through fifth grade, while teachers were unified on the topic (Humphrey, 2010). These scores on the third bullying vignette were not significant. The null hypothesis could not be rejected.

   Hypothesis 4.

H$_0$: There will not be a difference in attitudes toward verbal bullying between parents and teachers of children in kindergarten through fifth grade as measured by six vignettes which present bullying scenarios in school.

H_1: There will be a difference in attitudes toward verbal bullying between parents and

teachers of children in kindergarten through fifth grade as measured by six vignettes

which present bullying scenarios in school.

Vignette 2. The second vignette presented a verbal bullying incident were a peer

made a threatening violent remark to a peer who experienced such aggressive acts more

often. The peer threatened to physically hurt the victim of bullying and therefore the

victim complied with the bullies' request for preventing the aggression.

An independent sample two-tailed *t*-test was conducted to compare parents and

teachers of children in kindergarten through fifth grade and their attitudes they held

toward verbal bullying as measured by six bullying vignettes. The scores on the second

vignette revealed for parents ($M = 4.20$, $SD = 1.35$) and teachers ($M = 4.73$, $SD = .52$).

The mean scores for parents fell within the 13.56 % range under the Bell Curve and for

teachers the mean scores fell within the 34.14% range under the Bell Curve (Humphrey,

2010). The independent sample *t tests* recorded a score t (58) = -2.02 and $p = .05$. The

scores on the second vignette were not significant. The differences in the mean scores

was small (the mean difference was -.5333, 95% *Cl*: -1.06 to .005, two-tailed), and eta

squared was large ($d = .51$). These scores where participants rated the seriousness of

making a violent threatening remark toward a peer on the second vignette were not

significant. These scores revealed teachers indicated a bully's violent remark toward a

peer was more serious than the parents.

When rating the verbal bullying vignette a second time and thereby taking into

account the victims' perspective of the bully's threatening violent remarks, the results

were as follows. The scores on the second vignette revealed for parents ($M = 4.23$, $SD =$

1.31) and teachers ($M = 4.53$, $SD = .77$). The mean scores for parents fell within the

13.56 % range under the Bell Curve and for teachers the mean scores fell within the

34.14% range under the Bell Curve (Humphrey, 201). The independent sample *t tests*

recorded a score t (47) = -1.08 and $p = .29$. These scores where participants rated the

seriousness of making a violent threatening remark toward a peer on the second vignette

were not significant. The difference in the mean scores was small (the mean difference

was -.3000, 95% *Cl*: -.86 to .26, two-tailed), and eta squared was large ($d = .28$).

Although the difference between parents and teachers on both measures was

small, these results revealed parents were not unified about the seriousness of verbal

bullying among children in kindergarten through fifth grade, while teachers were unified

on the topic (Humphrey, 2010). These scores where participants took into consideration

the victims' perception of the seriousness of a peer making a violent threatening remark

toward a victim of verbal bullying were not significant. Therefore, I failed to reject the

null hypothesis.

Hypothesis 5.

H$_0$: There will not be a difference in attitudes toward victims of physical bullying

between parents and teachers of children in kindergarten through fifth grade as

measured by six vignettes which present bullying scenarios in school.

H$_1$: There will be a difference in attitudes toward victims of physical bullying between

parents and teachers of children in kindergarten through fifth grade as measured by six

vignettes which present bullying scenarios in school.

Vignette 4. The fourth vignette presented a bullying incident were a bully kicked a victim of physical bullying and a bruise on the victim was present. It was not the first time the bully kicked a peer. An independent sample two-tailed *t-tests* was conducted to compare parents and teachers of children in kindergarten through fifth grade and their attitudes they held toward victims of physical bullying as measured by six bullying vignettes. The scores on the fourth vignette revealed for parents (*M* = 4.43, *SD* = 1.17) and teachers (*M* = 4.63, *SD* = .62). The mean scores for parents fell within the 13.56 % range under the Bell Curve and for teachers the mean scores fell within the 34.14% range under the Bell Curve (Humphrey, 201). The independent sample two-tailed *t tests* recorded a score *t* (44) = -.83 and *p* = .42. These results were not significant. The difference in the mean scores was small (the mean difference was -.2000, 95% *Cl*: -.69 to .29, two-tailed), and eta squared was large (*d* = .55). Although these results were small, more teachers than parents indicated a bully's kicking a victim of physical bullying was serious.

When rating physical (e.g., kicking) bullying a victim of physical bullying a second time, the victims' perspective was taken into account by parents and teachers. The scores on the fourth vignette revealed for parents (*M* = 4.33, *SD* = 1.24) and teachers (*M* = 4.47, *SD* = .90). The independent sample two-tailed *t tests* recorded a score *t* (58) = .48, and *p* = .63. These scores were not significant. The differences in the mean scores was small (the mean difference was -.1333, 95% *Cl*: -.69 to .43, two-tailed), and eta squared was large (*d* =28). The mean scores for parents fell within the 13.56 % range under the Bell Curve and for teachers the mean scores fell within the 34.14% range under

the Bell Curve (Humphrey, 201). The small mean difference between parents and

teachers on both measures revealed parents were not unified about the seriousness of

kicking a victim of physical bullying among children in kindergarten through fifth grade,

while teachers were unified on the topic (Humphrey, 2010). Although these results were

small, more teachers than parents indicated a victim of physical bullying may perceive

the bully's kicking as a serious aggressive offense. These scores on the fourth bullying

vignette were not significant and therefore I failed to reject the null hypothesis.

     Hypothesis 6.

H_0: There will not be a difference in attitudes between parents and teachers toward

    victims of verbal bullying of children in kindergarten through fifth grade as measured

    by six vignettes which present bullying scenarios in school. .

H_1: There will be a difference in attitudes between parents and teachers toward victims

    of verbal bullying of children in kindergarten through fifth grade as measured by six

    vignettes which present bullying scenarios in school.

     Three vignettes addressed verbal bullying a victim of verbal bullying. The

vignettes addressed name calling, making threatening remarks (e.g., teasing), and social

exclusion). The first vignette presented a verbal bullying incident where a bully called a

victim of verbal bullying names.

     Vignette 1. In the first vignette a bully calls a victim of verbal bullying names.

An independent sample two-tailed *t*-test was conducted to compare parents and teachers

of children in kindergarten through fifth grade and their attitudes they held toward

victims of verbal bullying as measured by six bullying vignettes. The scores on the first

vignette revealed for parents ($M = 3.33$, $SD = 1.47$) and teachers ($M = 3.56$, $SD = .90$). The independent sample two-tailed *t tests* recorded a score $t(48) = .74$ and $p = .46$. The mean scores for parents fell within the 13.56 % range under the Bell Curve and for teachers the mean scores fell within the 34.14% range under the Bell Curve (Humphrey, 2010). The difference in the mean scores was small (the mean difference was -.2333, 95% *Cl*: -.87 to .40, two-tailed), and eta squared was large ($d = .24$). Although these results were not significant, more teachers indicated calling a victim of verbal bullying names was more serious than the parents.

When rating verbally bullying a victim of verbal bullying a second time, the victims' perspective was taken into account by parents and teachers. The scores for parents was ($M = 3.73$, $SD = 1.28$) and teachers ($M = 3.63$, $SD = .99$). The mean scores for parents fell within the 13.56 % range under the Bell Curve and for teachers the mean scores fell within the 34.14% range under the Bell Curve (Humphrey, 2010). The independent sample two-tailed *t tests* recorded a score $t(58) = .34$, and $p = .74$. These results were not significant. The differences in the mean scores was small (the mean difference was -.1000, 95% *Cl*: -.50 to .70, two-tailed), and eta squared was moderate ($d = .09$). The small mean difference between parents and teachers revealed parents were not unified about the seriousness of calling a victim of verbal bullying among children kindergarten through fifth grade names, while teachers were unified on the topic. Also, more parents than teachers indicated that a victim of verbal bullying perceived a bully's name calling as a serious aggressive offense. Although the scores on the first bullying vignette were not significant, these scores indicated parents were emotionally involved in

their child's life and therefore rated the seriousness of name calling of their child more

seriously than teachers (Waasdorp et al., 2011). I failed to reject the null hypothesis and I

rejected the alternative hypothesis.

      Vignette 5. The fifth vignette presented a bullying scenario where a bully who

makes a threatening remark toward a victim of verbal bullying such as demanding a

marker from the victim and if the peer does not receive the marker, the victim is

disinvited from a birthday party. The aggressive interaction between the bully and the

victim occurred in the past as well.

      When rating the seriousness of the bully making a threatening remark toward a

victim of verbal bullying, the scores for parents ($M = 2.90$, $SD = 1.18$) and teachers ($M =$

3.20, $SD = .96$). The scores for parents fell within the 13.59% range under the Bell Curve

and for teachers the scores fell within the 34.13% range under the Bell Curve (Humphrey,

2010). The independent sample two-tailed *t tests* recorded a score t (58) =.-1.08 and $p =$

.28. These results were not significant. The difference in the mean scores was small (the

mean difference was -.3000, 95% *Cl*: -.86 to .26, two-tailed), and eta squared was large

($d = .28$). Although these results were small, more teachers indicated a bully's

threatening remarks toward a victim of verbal bullying names was more serious than the

parents.

      When rating the seriousness of making threatening remarks to a victim of verbal

bullying a second time and taking the victim's perspective parents recorded a mean score

of 3.3 ($SD = 1.24$) and teachers recorded a mean score of 3.50 ($SD = 1.00$). The scores

for parents and teachers fell within the 13.59% range under the Bell Curve (Humphrey,

2010). The independent sample two-tailed *t tests* recorded a score $t(58) = -1.59$, $p = .12$.

These results were not significant. The difference in the mean score was small (the mean difference was -.1000, 95% *Cl*: -.1.05 to .12, two-tailed), and eta squared was moderate ($d = 44$). The small mean difference between parents and teachers on the second measure revealed parents and teachers were not unified how a victim of verbal bullying may perceive a bully's threatening remarks. Although these results were small, more teachers indicated a victim of verbal bullying perceived a bully's threatening remarks more serious than the parents. These results on the first bullying vignette were not significant and therefore I failed to reject the null hypothesis.

Vignette 6. The sixth vignette presented a verbal bullying incident were a bully socially excluded a victim of verbal bullying to join in their group to play on the playground. The victim experienced social exclusion more often in the past. When rating the seriousness of socially excluding a victim of verbal bullying, the scores for parents ($M = 3.73$, $SD = 1.31$) and teachers ($M = 3.83$, $SD = .91$). The scores for parents fell within the 13.59% range under the Bell Curve and for teachers the scores fell within the 34.13% range under the Bell Curve (Humphrey, 2010). The independent sample two-tailed *t tests* recorded a score $t(52) = .-.34$ and $p = .74$. These results were not significant. The difference in the mean scores was small (the mean difference was -.1000, 95% *Cl*: -.69 to .49, two-tailed), and eta squared was moderate ($d = .09$). Although these results were small, more teachers than parents indicated that a bully socially excluding a victim of verbal bullying was a serious offense.

When rating the seriousness of socially excluding a victim of verbal bullying a second time and taking the victim's perspective on social exclusion the scores for parents was ($M = 3.83$, $SD = 1.34$) and teachers recorded a mean score of ($M = 4.23$, $SD = .94$). The scores for parents fell within the 13.59% range under the Bell Curve and for teachers the scores fell within the 34.13% range under the Bell Curve (Humphrey, 2010). The independent sample two-tailed *t tests* recorded a score t (58) = -1.34, p =.19. The difference in the mean score was small (the mean difference was -.4000, 95% *Cl*: -1.00 to .20, two-tailed), and eta squared was moderate ($d = 44$). The small mean difference between parents and teachers on both measures revealed parents were not unified about the seriousness of socially excluding the victim of verbal bullying among children in kindergarten through fifth grade, while teachers were unified on the topic. Although these results were small, more teachers than parents indicated a victim of verbal bullying may perceive a bully's socially exclusion from a group as a serious offense. The scores on the sixth bullying vignette were not significant and therefore I failed to reject the null hypothesis.

Descriptive Information of a Bullying Incident for Parents and Teachers.

Vignette 1. The first vignette presented a verbal bullying scenario where the bully called the victim of verbal bullying names. Twenty percent of parents indicated calling a victim of verbal bullying names was not at all a serious offense, while teachers omitted this choice. A few parents (6.7%) and 10% of teachers indicated calling a victim of verbal bullying names was not a serious offense. One-fifth of parents and 40% of teachers indicated calling a victim of verbal bullying names was a moderately serious

offense. Over one-quarter of parents (26.7%) and 33.3% of teachers indicated calling a victim of verbal bullying names was a serious offense. Over a quarter of parents (26.7%) and 16.7% of teachers indicated the calling the victim of verbal bullying names was a very serious offense.

When rating verbal bullying a second time and taking a victims' perspective how serious the victim may perceive the bully's name calling , 10% of parents and one teacher (3.3%) indicated the victim may perceive the bully's name calling was not very serious. A few parents (16.73%) and some teachers (33.3%) believed a victim may perceive a bully's name calling was a moderately serious offense. Over one-third of parents (33.3%) and less than one-third of teachers (30%) indicated the victim may perceive the bully's name calling as a serious offense. Over one-third of parents (33.3%) and over one-fifth of teachers (23.3%) indicated the victim may perceive the bully's name calling as a very serious offense.

Vignette 2. The descriptive information for the second vignette revealed 20% of parents indicated the bully's violent threatening remarks toward a peer was not at all serious while teachers omitted the choice. Some parents (6.7%) of parents rated the bully's violent threatening remarks as not very serious while no teachers included the choice in their evaluation of the vignette. Twenty percent of parents and 20% of teachers indicated the bully's violent threatening remarks were moderately serious offense. Over a quarter of parents (26.7%) and 20% of teachers indicated the bully's violent threatening remarks toward a peer was serious. Over one-quarter of parents (26.7%) and a majority

of teachers (76.6%) indicated the bully's violent threatening remarks toward a peer were very serious.

When rating verbal bullying a second time and taking a victims' perspective how serious the victim may perceive the bully's violent threatening remarks toward a peer, 10% of parents and one teacher (3.3%) indicated the victim may perceive the bully's violent threatening remarks as not very serious. A few parents (13.3%) and a few teachers (6.7%) believed a victim may perceive a bully's violent threatening remarks as moderately serious. A few parents (10%) and a few teachers (23.3%) of teachers indicated the victim may perceive the bully's violent threatening remarks as a serious offense. A majority of parents (66.7%) and a majority of teachers (66.7%) indicated the victim may the bully's violent threatening remarks as very serious.

Vignette 3. The descriptive information for parents and teachers indicated the seriousness of physical bullying for the first time and 13.3% of parents rated hitting as not at all serious, while teachers omitted this choice. Some parents (6.7%) of parents rated hitting as not very serious while no teachers included the choice in their evaluation of the vignette. On parent (3.3%) rated hitting as moderately serious offense, while two teachers (6.7%) indicated hitting was moderately serious offense. A few parents (13.3%) indicated hitting was a serious offense, while 23.3% of teachers indicated hitting was a serious offense. A majority of parents (73.3%) and a majority of teachers (70%) indicated hitting was a very serious offense.

When rating physical bullying a second time and taking a victims' perspective how serious the victim may perceive hitting, 6.7% of parents but no teachers indicated

the victim may not perceive hitting at all serious. A few parents (6.7%) and a few teachers (6.7%) of teachers believed a victim may perceive hitting not as very serious. One parent (3.3%) and a few teachers (10%) indicated the victim may perceive hitting as a moderately serious offense. A few parents (13.3%) and a few teachers (16.7%) of teachers indicated the victim may perceive hitting as a serious offense. A majority of parents (70%) and a majority of teachers (66.7%) indicated the victim may perceive hitting as a very serious offense.

 Vignette 4. The descriptive information for parents and teachers on the fourth vignette revealed 13.3% of parents indicated the kicking a victim was not at all serious, while teachers omitted the choice. Some parents (6.7%) rated the kicking a victim of physical bullying was not very serious, while all teachers omitted the choice. One parent (3.3%) and less than one-quarter of teachers (23.3%) of teachers indicated kicking a victim was a moderately serious offense. Some parents (13.3%) and 23.3% of teachers indicated kicking was a serious offense. A majority of parents (73.3%) and a majority of teachers (70%) indicated kicking a victim of physical bullying was a very serious offense. When rating physical bullying a victim of physical bullying a second time and taking a victims' perspective how serious this person may perceive the bully's kicking, 10% of parents indicated the victim may perceive the bully's kicking as serious while all teachers omitted this choice. A few parents (6.7%) but no teachers believed a victim may perceive a bully's kicking as not very serious. Twenty percent of parents and 10% of teachers indicated the victim may perceive the bully's kicking as a moderately serious offense. Some parents (13.3%) and 20% of teachers indicated the victim of physical

bullying may perceive the bully's kicking as serious. A majority of parents (56.7%) and a majority of teachers (70%) indicated the victim may the bully's kicking as a very serious offense.

Vignette 5. The fifth vignette presented a verbal bullying scenario where the bully made threatening remarks to a victim of verbal bullying for purpose to obtain an object. The descriptive information for parents and teacher on the fifth vignette indicated that 16.7% of parents and 3.3% of teachers indicated the bully's threatening remarks toward the victim of verbal bullying was not at all serious. Some parents (13.3%) and 16.7% of teachers indicated that a bully's threatening remarks toward a victim of verbal bullying was not very serious. Over one-third of parents (43.3%) and less than half of teachers (46.7%) of teacher indicated the bully's threatening remarks toward a victim of verbal bullying was moderately serious. Less than one-fifth parents (16.7%) and 23.3% of teachers indicated the bully's threatening remarks toward a victim of verbal bullying was serious. Ten percent of parents and 10% of teachers indicated the bully's threatening remarks were very serious.

When rating verbally bullying a victim of verbal bullying a second time and taking a victims' perspective how serious this person may perceive the bully's threatening remarks a few parents (13.3%) indicated the victim may perceive the bully's threatening remarks not at all serious, while the teachers omitted this choice. One-fifth of parents and one-fifth of teachers indicated the victim of verbal bullying may perceive the bully's threatening remarks as not very serious. Less than one-third of parents (30%) and over one-fifth of teachers indicated the victim may perceive the bully's threatening

remarks as serious. A few parents (13.3%) and one-fifth of teachers indicated the victim may perceive the bully's threatening remarks as very serious.

Vignette 6. The sixth vignette presented a verbal bullying scenario where a victim of verbal bullying was socially excluded from a group by the bully. Ten percent of parents indicated socially excluding a victim of bullying from a group was not at all serious, while teachers omitted this choice. A few parents (10%) and a few teachers (6.7%) indicated socially excluding a victim of verbal bullying from a group was not a very serious offense. A few parents (6.7%) and 30% of teachers indicated socially excluding a victim of verbal bullying from a group was moderately serious. One-third of parents and over one-third of teachers (36.7%) indicated socially excluding a victim of verbal bullying from a group as serious. Less than half of parents (40%) and over one-quarter of teachers (24.7%) indicated socially excluding a victim of verbal bullying was a very serious offense.

When rating verbally bullying a victim of verbal bullying a second time and taking a victims' perspective how serious this person may perceive the bully's socially excluding the victim from the group, 10% of parents but no teachers indicated the victim may perceive the bully's action not at all serious. Ten percent of parents and 10% of teachers indicated the victim of verbal bullying may perceive socially being excluded by the bully was not very serious. A few parents (6.7%) and 10% of teachers indicated the victim of verbal bullying may perceive social exclusion from a group as moderately serious. One-third of parents and less than one-third of teachers indicated that the victim of verbal bullying may perceive social exclusion from a group as serious. Less than half

of parents (40%) and half of the teachers indicated that victim of verbal bullying may perceive social exclusion from the group as very serious.

Comparison of Bullying Vignettes

The comparison between parents and teachers and the attitudes each group held toward physical and verbal bullying revealed small differences between parents and teachers which were not significant. A majority of parents and teachers agreed physical bullying a serious offense and the victim also may perceive the bullying act as a serious offense. A majority of teachers but mixed results among parents revealed verbal bullying was a serious offense. Seventy percent of parents and teachers agreed the victim of verbal bullying may perceive the bully's violent threatening remarks as very serious. Over two-thirds of parents and teachers agreed verbally bullying a victim of verbal bullying was a very serious offense. Parents and teachers recorded mixed results when indicating how the victim of verbal bullying and one-fifth of parents and teachers indicated the victim may not perceive the bully's threatening violent remarks as very serious. Parents and teachers also recorded mixed results and the seriousness of calling a victim of verbal bullying names. However, a majority of parents and teachers indicated the victim of verbal bullying may perceive name calling as a serious offense. Ten percent of parents and 10% of teachers agreed making threatening remarks toward a victim of verbal bullying was a very serious offense. A majority of parents and teachers agreed the victim of verbal bullying may perceive the bully's threatening remarks as serious. Also, a majority of parents and teachers believed socially excluding a victim of verbal bullying from a group was a serious offense, which the victim may perceive as a serious offense.

The results of these research questions that rate seriousness of each bullying vignette may be found in Table 5.

Table 5

Seriousness of Bullying Vignettes

Variable	Parents		Teachers		df	t	p
	M	*SD*	*M*	*SD*			
Victim of VB*	3.33	1.47	3.56	.90	48	.74	.46
Victim of PB*	4.33	1.17	4.63	.62	44	.83	.42
Verbal bullying	4.20	1.35	4.73	.52	58	-2.02	.05
Physical bullying	4.10	1.49	4.63	.72	42	-1.76	.09
Victim of VB	2.90	1.18	3.20	.96	58	-1.08	.28
Victim of VB	3.73	1.31	3.83	.91	52	-.34	.74

Note. *df* = degrees of freedom; *M* = mean; *SD* = standard deviation;   PB = physical bullying; VB = verbal bullying. Critical value of the *t-tests* ±2.00 was set at α -.025.

The results of these research questions that rate seriousness of each bullying vignette and taken from a victim's perspective may be found below.

Table 6.

Seriousness of Bullying Vignettes from a Victim's Perspective

	Parents		Teachers				
Variable	*M*	*SD*	*M*	*SD*	*df*	*t*	*p*
Victim of VB*	3.73	1.28	3.63	.99	58	.34	.74
Victim of PB*	4.33	1.24	4.67	.90	58	.48	.63
Verbal bullying	4.23	1.31	4.53	.77	47	-1.08	.29
Physical bullying	4.07	1.31	4.60	.68	58	-1.98	.05
Victim of VB	3.03	1.24	3.50	1.00	58	-1.59	.12
Victim of VB	3.83	1.34	4.23	.945	58	-1.34	.19

Note. *df* = degrees of freedom; *M* = mean; *SD* = standard deviation; PB = physical bullying; VB = verbal bullying. Critical value of the *t-test*s ±2.00 was set at α -.025

Summary

Parents and teachers voluntarily participated in the study and they indicated that they had children in grades K-5 or taught this cohort with a valid teaching certificate. The largest group representing the grade level was fifth grade, followed by kindergarten and first grade. A discrepancy of annual household income and education level was present between the two groups, which favored the teachers who enjoyed a better education and who had access to more disposable income than parents in the study.

I was unable to test Hypothesis #1 and 2 due to a mismatch in the populations sampled. In six vignettes, parents and teachers rated bullying incidents in school, while a

second time, the parents and teachers rated the same bullying incidents again but taken

from a victims' perspective. On research questions three through six the results for the

independent sample two-tailed *t tests* revealed that the results were not significant.

Therefore, I failed to reject the null hypotheses. On research questions three through five

teachers recorded a higher mean than parents. The results were mixed on research

question six because parents recorded a higher mean on the first vignette measuring

victimization of verbal bullying, while teachers recorded a higher mean on the remaining

vignettes (e.g., five and six) measuring victimization of verbal bullying.

Chapter 5 provided a succinct summary of the findings, which includes an

interpretation of the results and limitations of the study. Chapter 5 also provided

recommendations of study comparing parents and teachers' attitudes toward physical and

verbal bullying and victimization of these behaviors for future study.

Chapter 5: Discussion, Conclusions, and Recommendations

Introduction

The present study was conducted to compare parent and teacher attitudes toward physical and verbal bullying and victimization of these behaviors. Participants in the study consisted of parents who had children in kindergarten through fifth grade and teachers who teach students in kindergarten through fifth grade with a valid teaching certificate. It was important to compare parent and teacher attitudes toward physical and verbal bullying and victimization of these behaviors because parents and teacher play a different role in a child's daily life (Kennedy et al., 2012; Waasdorp et al., 2011).

Overview of the Study

The theoretical foundation of the current study is the SCT, which was developed by Bandura (1962), and suggests that a persons' behavior is influenced through one's previous experiences (e.g., cognitive schema), self-efficacy (e.g., perception of self), and environmental factors (Martins & Wilson, 2012). Physical and verbal bullying among school age children in school remains a current topic of interest for researchers because aggression in schools in the U.S.A remains a problem (Schoen & Schoen, 2010).

The study design utilized the RBVS, which measured physical and verbal bullying and victimization of these behaviors over a one-month period in school (Reynolds, 2003). The RBVS was modified with permission from the publisher of the instrument to accommodate the comparison of parents' and teachers attitudes toward bullying and victimization of bullying. The modification included the word change on

the response sheet of the RBVS of the word "I" or "me" (Reynolds) for my child (e.g.,

parent) and "I" or "me" (Reynolds) for my student.

Additionally, the study design utilized a set of six vignettes that described

possible bullying (e.g., physical and verbal) incidents in school, which included

victimization of bullying incidents as well (Yoon & Kerber, 2004). Parents and teachers

rated the seriousness of the bullying incidents twice. First, parents and teachers rated the

seriousness of the bullying incident, while the second time parents and teachers rated the

seriousness of the bullying incident from a victim's perspective. A modification of the

vignettes was made with permission from the author of the vignettes because the

instrument was designed for teachers only (Yoon & Kerber, 2004). In order to compare

parent's and teachers' attitudes toward bullying and victimization of bullying, the parents

were added to make the comparison between the two groups possible, while the content

of the vignettes remained unchanged.

Thirty parents and 30 teachers voluntarily participate in the study. The parents

have children in grades K through 5, mostly in fifth grade, followed by children in

kindergarten and first grade, while a few parents with children in grades 3 and 4

participate in the current study as well. The majority of teachers teach students in grades

3 and 5, followed by Grade 2, and a few teachers teach students in grades 1 and 4. The

results of data obtained from the study are reported in the previous chapter and include

independent sample two-tailed sample *t tests* for the vignettes. Previous studies

examined parents' attitude toward physical and verbal bullying and victimization of

bullying and teachers' attitude toward these behaviors independently (Bauman & Del

Rio, 2006; Card, 2011; Cooper & Nickerson, 2013; Harwood & Copfer, 2011; Hazel, 2010; Holt et al., 2009; James, 2012; Kennedy et al., 2012; Løhe et al., 2011; Marshall et al., 2009; Raskauskas et al., 2011; Schwartz et al., 2013; Shetgiri et al., 2012; Smith et al., 2010; Taylor et al., 2010; Waasdorp et al., 2011; Yoon & Kerber, 2003; Zablotsky et al., 2012). To the best of researcher's knowledge, no previous study provides a comparison of these groups and the attitudes they hold toward bullying and victimization of these behaviors among children in kindergarten through fifth grade. In addition, no previous study provides a comparative study which examines whether differences are present between parents and teachers and attitudes they hold toward physical and verbal bullying and victimization of these behaviors. In the absence of previous research on the topic of parent and teacher attitudes they hold toward physical and verbal bullying and victimization of these behaviors, the literature review for the current study is limited. Therefore, the scope of literature for the current study includes mostly previous studies which measure attitudes for parents toward bullying and victimization of bullying or attitudes for teachers toward bullying and victimization of bullying. Key findings of the current study reveals no significant results for research questions three through six. However, I was unable to test Hypotheses #1 and 2 because of a mismatch in the populations sample in the current study.

The variables in the study are parents' attitude toward physical bullying, parents' attitude toward verbal bullying, parents' attitude toward victimization of physical bullying, and parents' attitude toward victimization of verbal bullying. The variables in the study also were teachers' attitude toward physical bullying, teachers' attitude toward

verbal bullying, teachers' attitude toward victimization of physical bullying, and teachers' attitude toward victimization of verbal bullying.

Discussion, Conclusion, and Recommendation

The research questions in the current study were designed to provide a comparison between parent and teacher attitudes toward physical and verbal bullying and victimization of these behaviors among children in grades K-5. The purpose of developing the research questions and hypotheses is to investigate attitudes of parents toward physical and verbal bullying and victimization of the behaviors among children in grades K-5 and potential differences on the topic are present between these two groups.

The comparison between parent and teacher attitudes toward physical and verbal bullying and victimization of these behaviors with children in grades K-5 are not analyzed. Hypotheses #1 and 2 are not analyzed in the current study because I was unable tests hypotheses due to the mismatch in the populations sampled.

The vignettes which measure parent and teacher attitudes toward the seriousness of the physical and verbal bullying reveal no significant results. Similarly, the vignettes measuring physical or verbal bullying geared toward victims does not present significant results. When participants rated the bullying incident for a second time and taking into consideration the victims' perspective on each vignette, no significant results is present. On research questions three through six I failed to reject the null hypothesis. Although the circumstances of bullying at home or at school are different, the current study provides a first time comparison between parents and teachers and the attitudes they hold toward physical and verbal bullying, victimization of these behaviors, and bullying taken

from a victims' perspective. The results of the current study are not significant and I am able to make some comparison between parents and teachers regarding their attitudes toward bullying.

Vignettes

The scope of the literature review reveals discussion about physical and verbal bullying, victimization of these behaviors, and the six possible bullying incidents are addressed in a few studies. Therefore these research studies overlap and the discussion about the results of the vignettes in the current study become redundant. To avoid redundancy in the current study's discussion the vignettes will not be individually addressed.

The six possible bullying vignettes utilized in the current study measure the seriousness of physical bullying (e.g., hitting) and verbal bullying (e.g., making violent threatening remarks), and victimization of physical bullying such as hitting and kicking and verbal bullying (Bauman & Del Rio, 2006; Yoon & Kerber, 2003). The seriousness of victimization of verbal bullying such as name calling, making a threatening remark, and social exclusion are also included in the measurement in the current study (Bauman & Del Rio, 2006; Yoon & Kerber, 2003). Each participant rates the seriousness of the six bullying vignettes a second time and took into account how the victim of the bullying act may perceive the bully's aggression (Bauman & Del Rio, 2006; Yoon & Kerber, 2003). The findings on research questions three through six reveal no significant results. When parents and teachers rate the bullying vignettes a second time and taking into account the victims' perspective of the seriousness of bullying, the results also are not significant.

When comparing parents and teachers and how they rated the seriousness of these bullying vignettes, the independent sample two-tailed *t tests* reveals there is no consensus among parents but there is a consensus among teachers and the seriousness of the bully's actions. The lack of consensus among parents is present because some parents indicate the bully's aggression toward a peer is not serious. Most teachers agree the bully's aggression toward a peer is serious, while teachers are unanimous that bully's violent threatening remark toward a peer is very serious.

When parents and teachers rated the vignettes for a second time and they take into consideration how a victim may perceive a bully's aggression there is no difference between the bully's action such as hitting, kicking, or social exclusion toward a peer and how a victim may perceive the bully's actions. These findings suggest that parents and teachers agree the bully's aggression is equally as serious as the victims' perception about the bully's aggression. Similarities among parents and teachers are found when a bully made threatening remarks toward a victim of verbal bullying or a bully call this person names. Each group believes the bully's action toward the victim of verbal bullying as serious. No consensus among parents and teachers is reported and how serious a victim of verbal bullying may perceive the bully's threatening remarks. The reason for the similarities among these groups may be due to the nature of the bully's offense. Finally, an equal amount of parents and teachers agree that a victim may perceive the violent threatening remark to be serious. The findings suggest that parents made a distinction between the bully's action and how the victim may perceive the bully's violent threatening remark. The differences between these two groups are small

which may be due to the convenience sampling when the participants agree to voluntarily

partake in the current study. Also, the demographic survey utilized in the current study

indicates there is a discrepancy between parents and teachers and their education and

economic background.

There is no comparable research presently available for parents ratings of the

seriousness the bullying vignettes developed by Yoon and Kerber (2003). However,

previous research studies addresses parents' attitude toward physical bullying in an

interview format or through a meta-analysis on the topic (Card et al., 2011; Holt, 2009;

Shetgiri et al., 2012). Consistent with these research studies, a majority of parents

believe physical bullying is unacceptable behavior, while a majority of parents indicate

that the victim of physical bullying perceive the bully's action such as hitting and kicking

as harmful (Card et al., 2011; Cooper & Nickerson, 2013; Holt et al., 2009; Shetgiri et al.,

2012; Taylor et al., 2010; Waasdorp et al., 2011).

Parents' findings correspond with previous studies that verbal bullying such as

violent threatening remarks and social exclusion are very harmful to a victim of verbal

bullying (Holt et al., 2009; Schwartz et al., 2013; Zablotsky et al., 2012). The parents'

findings are also consistent with the study of James (2012) where victims of verbal

bullying are victimized due to name calling, threatening remarks, and social exclusion

because parents and teachers does not resolve the verbal bullying incident at school in a

collaborative manner. Teasing is another form of verbal bullying which is a covert act of

aggression where the threat made by the bully toward the victim of verbal bullying may

be perceived as a tease (Harwood & Copfer, 2011). Researchers show that parents use

their childhood experiences with teasing to form their attitude toward this type of verbal bullying and victims of verbal bullying (Harwood & Copfer, 2011). The findings of the current study are confirmed because a majority of parents utilize their previous experiences. These parents become active in school and they bring awareness on the topic through flyers to the school community and the harmful effects of verbal bullying (Cooper & Nickerson, 2013). Contrary to findings in the current study, other research studies did not correspond to parents findings of the current study because mothers in one study indicate they are not responsible for their child's verbal bullying behavior rather it is the school's responsibility to discipline the child (Raskauskas et al., 2011). In sum, the parents' findings of the current study indicates most parents believe physical and verbal bullying are hurtful for children and especially for victims who experience these types of bullying more often (Card et al., 2011; Cooper & Nickerson, 2013; Holt et al., 2009; Shetgiri et al., 2012; Taylor et al., 2010;Waasdorp et al., 2011.).

In terms of teachers' findings in the current study, these findings correspond with previous research studies that physical bullying is a very serious aggressive offense (Bauman & Del Rio, 2006; Yoon & Kerber, 2003). Some teachers' findings in the current study correspond with previous research studies because the vignettes are originally designed for teachers (Bauman & Del Rio, 2006; Smith et al., 2010; Yoon & Kerber, 2003). For example, the teachers' findings correspond with the findings of teachers in the studies of Bauman and Del Rio (2006), Smith et al. (2010), and Yoon and Kerber (2003), who perceive physical and verbal bullying as serious.

These teachers' findings also respond to the study of Marshall et al. (2009) who suggest that victims of verbal bullying may be harmed by a bully's name calling, threatening remarks or social exclusion. However, these findings are inconsistent with previous studies who indicate that the victim is partially to blame being a victim of verbal bullying because of the reciprocal nature between bully and victim (Yoon & Kerber, 2003). Although the reciprocal relationship between bully and victim contributes to the victimization of a child or student, teachers in previous studies suggests reprimanding the bully when bullying occurs in their environment (Bauman & Del Rio, 2006; Smith et al., 2010). Also, teachers' findings of the current study does not correspond to teachers who believe victims may perceive a bully's physical or verbal bullying as serious because the victim is partially responsible for the verbal bullying (Bauman & Del Rio, 2006; Smith et al., 2010; Yoon & Kerber, 2003). Reasons why teachers suggest the victim may not perceive the bully's aggression as serious because they lack training to address the social-emotional needs of the student, takes time away from classroom instruction, or these teachers are unaware of their students' perception of the bully's aggression (Hazel, 2010; Kennedy et al., 2012; Schwartz et al., 2013). Also, the teachers' findings do not correspond with previous research which suggested teachers did not perceive social exclusion as a serious aggressive act (Bauman & Del Rio, 2006; Smith et al., 2010; Yoon & Kerber, 2003). The finding in the current study indicates that teachers acknowledge social exclusion is harmful to a victim of bullying. The teachers' results concerning teasing as a form of making a threat toward a peer does not correspond to findings of previous studies, suggesting that the bully's intend to make a threatening remark is not

difficult to determine or utilized a childhood experience to assess the teasing incident (Smith et al., 2010; Yoon & Kerber, 2003). In sum, the teachers' findings of the current study indicates most teachers believe physical and verbal bullying are hurtful for students and especially for victims who experience these types of bullying more often (Bauman & Del Rio; James, 2012; Smith et al., 2010; Yoon & Kerber, 2003).

Research highlighted parents and teachers agree physical bullying is a serious offense. Although previous research studies does not utilize the victims' perspective about the seriousness of physical or verbal bullying, the information is included in peer review journals when parents or teachers report the victim's perception of the bullying action in an interview (Bauman & Del Rio, 2006; Cooper & Nickerson, 2013; Harwood & Copfer, 2011; Smith et al., 2010; Taylor et al., 2010; Yoon & Kerber, 2003; Zablotsky et al., 2012). Previous research also highlights the importance of physical and verbal bullying toward victims of physical and verbal bullying because children tend to imitate behavior they observe and repeat the observed behavior when parents or teachers do not interfere when bullying occurs in their environment (Askell-Williams et al., 2012; Bauman & Del Rio, 2006; Harwood & Copfer, 2012; Hixon, 2009; Marshall et al., 2009; Martins & Wilson, 2012; Schwartz et al., 2013; Taylor et al., 2010; Yoon & Kerber, 2003; Zablotsky et al., 2012).

Consistent with findings in the current study, previous research demonstrates disconnect was present between parents and teachers and victimization of physical and verbal bullying. A disconnect between parents and teachers affects the attitudes each group of adults holds toward physical and verbal bullying and toward victims of these

behaviors. According to these studies, parents and teachers develop these attitudes through personal experience in childhood and bullying or when their child or student is bullied at school (Harwood & Copfer, 2012; Schwartz et al., 2013).

For parents, the school's response to a bullying incident is important, while for teachers addressing the bullying incident in school takes away from instruction time (Schwartz et al., 2013; Taylor et al., 2010; Waasdorp et al., 2011; Yoon & Kerber, 2003). A different perception of the role each adult plays in a child's life suggests communication between parents and teachers benefits the child because the child feels safe at home and at school. When parents and teachers communicate with one another when bullying occurs in school, they model appropriate behavior, which children imitate when bullying occurs in their environment (Harwood & Copfer, 2012; Waasdorp et al., 2011). If parents and teachers do not interfere when inappropriate behavior such as name calling, hitting, or social exclusion occurs in their environment, these children repeat the inappropriate behavior in their environment (Askell-Williams et al., 2012; Harwood & Copfer; Hixon, 2009; Marshall et al., 2009; Martins & Wilson, 2012).

Recommendations

In the current study I address a gap in the literature examining that parents and teachers with children in grades K-5 who provide information about the attitudes they hold toward physical and verbal bullying and victimization of these behaviors, while also evaluating any possible differences between each group. Due to the gap in literature on the topic of providing a comparison between parent and teacher attitudes toward physical

and verbal bullying and victimization of these behaviors are examined in the current study, I recommend that the study is repeated in the future.

Parents and teachers who make up the sample of the current study are a convenience sample and there is no specific school where the sample is drawn from. Furthermore, I am unable to test Hypotheses #1 and 2 because of the mismatch of populations sampled in the current study. For reason of the mismatch of populations sampled in the current study, I suggest that when the study is repeated in the future, the parents and teachers come from the same school. When drawing parents and teachers from the same school the researcher may provide a better comparison between parents and teachers and the attitudes they hold toward physical and verbal bullying and victimization of these behaviors. Parents in the study of James (2012), Raskauskas et al. (2011), Taylor et al. (2010), and Zablotsky et al. (2012), suggested they were dependent on their children's reports of bullying in school and express a desire to establish a collaborative relationship with teachers when bullying occurs in school. Because parents and teachers model appropriate behavior for children, whom the child may imitate, I recommend that future studies examine parents and teachers attitudes toward physical and verbal bullying and victimization of these behaviors (Harwood & Copfer, 2011; Low et al., 2010; Raskauskas et al., 2011).

The results of research questions three through six of the current study are not significant. Although the sample size in the current study (e.g., 30 parents and 30 teachers) is justified, the small sample may be a contributing factor to the insignificant

results. Therefore, I recommend that the study is repeated in the future with a larger sample.

The findings of the current study show a difference between parents and teachers and how a victim of verbal bullying may perceive the seriousness of name calling. I recommend that future research focuses on the seriousness of the victim's perception of seriousness of name calling and the impact the behavior may have on the victim of verbal bullying.

The current study reveals that some parents suggest that bullying behavior is not at all serious. The variability of parents' scores may be due to the various grade levels present in the current study. I recommend that future studies examines parents' attitudes they hold toward physical and verbal bullying and victimization of the physical and verbal bullying by including parents from specific grade levels which represents the development of the child.

The results of the current study takes into account how parents and teachers rate the victims' perception of physical or verbal bullying. Although research questions three through six reveals no significant results, the third research question does reveal parents observe their child, a victim of verbal bullying, and may perceive name calling as a serious offense.   Since no other studies measure the victims' perspective on physical and verbal bullying, future studies may focus children or students perceptions of bullying and the impact it may have on the victim because the bullying act affects children's behavior and academic performance (Espelage, 2012; Olweus, 1995; Schwartz et al., 2013; Visconti et al., 2013).

In the current study the parent and teacher attitudes toward physical and verbal bullying and victimization of these behaviors are measured based on previous research studies conducted on the topic who take into consideration about the participants' perception on the topic of bullying (Bauman & Del Rio, 2006; James, 2012; Smith et al., 2010; Yoon & Kerber, 2003). I suggest that future studies on the topic of bullying addresses parent and teacher attitudes they hold toward physical and verbal bullying and victimization of bullying behavior among children in grades K-5 and make a distinction between perception and attitudes.

Implication for Social Change and Recommendation for Action

The current study is the first step to respond to a call of future research on the topic of attitudes parents and teachers hold toward physical and verbal bullying (Bauman & Del Rio, 2006; Cooper & Nickerson, 2013; Taylor et al., 2010; Waasdorp et al., 2011; Yoon & Kerber, 2003). The results of the current study supports a positive social change in the area of parent and teacher attitudes toward physical and verbal bullying, victimization of these behaviors, and possible differences between these two groups. Specifically, the current study provides an insight to the parent and teacher awareness of their child or student's involvement in a bullying incident at school. The findings of the current study contributes to social change because parents and teachers model behavior to their child or student when bullying occurs, which the children in grades K-5 may imitate in their own environment (Espelage, 2012; Olweus, 1995; Schwartz et al., 2013; Visconti et al., 2013).

Since each group of adults played a vital role in the child's formative years, the current study recognizes that a collaborative relationship between parents and teachers may benefit the child when bullying occurs in school in the form of good academic performance and relationship with peers (Reynolds, 2003; Schwartz et al., 2013; Vasquez, 2012; Visconti et al, 2013.). A collaborative relationship between parents and teachers is necessary to reduce the child or students' involvement in school, to improve academic performance, and to provide a safe environment at home or at school (Waasdorp et al., 2010; Zablotsky et al., 2012).

The comparison between parents and teachers and the attitudes they hold toward physical and verbal bullying and victimization of these behaviors also contribute toward social change because the findings of the current study are based upon objective, quantitative measures such as the RBVS and the six bullying vignettes to which each group voluntarily responds too (Reynolds, 2003; Vasquez, 2012; Yoon & Kerber, 2003).

The current study contributes to social change in the area of bullying and victimization of bullying because the quantitative measurements are objective. Also, every participant in the study met with the researcher at a time, date, and place at the convenience of the participant, thereby respecting and seeking fairness for all participants in the study (Vasquez, 2012).

The current study is a response to a previous study where a hostile relationship between parents and teachers is present when bullying occurs in school (James, 2012). The current study provides a social change on the topic because parents and teachers of children or students in kindergarten through fifth grade are treated equally without taking

into consideration who has more power over the child or student at home or at school (Vasquez, 2012). Although zero tolerance policies and bullying are implemented in many school nationwide, opportunities exists to address the implementation of anti-bullying policies in schools (James, 2012). It is important that anti-bullying policies in school are implemented because it fosters a collaborative relationship between parents and teachers without hostilities, which was evident in one study.

Limitations of the Study

The first limitation is one survey is utilized in the current study to measure parent and teacher attitudes toward physical and verbal bullying and victimization of these behaviors. To address the limitation, the bullying vignettes are administered twice (Bauman & Del Rio, 2006; James, 2012; Yoon & Kerber, 2003).

The second limitation is the construct validity of the bullying vignette because the bullying vignettes present six bullying scenarios only (Bauman & Del Rio, 2006; Yoon & Kerber, 2003). To address the construct validity of the bullying vignette, the participants rate each set of vignettes separately (Bauman & Del Rio, 2006; James, 2012; Yoon & Kerber, 2003). First, the participants in the current study rates the seriousness of the bullying scenarios and the second time the participants rates the seriousness of the bullying scenarios taken from a victims' perspective (Bauman & Del Rio, 2006; Yoon & Kerber, 2003).

The third limitation is the small sample size. To address the small sample size, the researcher uses the snowball technique (Mitchell & Jolley, 2010). Research questions three through six in the current study are statistically not significant; this may be due to

the small sample size of the study. Although a power analysis shows that the sample size is appropriate, it still may have been too small.

The fourth limitation of the study is the geographic area, the eastern part of the U.S.A, where the study takes place. To generalize the study and involve other parents and teachers in other areas of U.S.A. examining attitudes parent and teachers hold toward physical and verbal bullying and victimization of these behaviors may be difficult.

The fifth limitation of the study is parent and teacher attitudes are based upon the participants' perception of physical and verbal bullying and victimization of these behaviors in the current study. Although a person's perception toward physical or verbal bullying and victimization of these behaviors are subjective to the individual, the current study does not make a distinction between attitude and perception because the study is based upon previous studies that does not call for future research studies to make the distinction about parents or teachers attitudes and perception toward bullying or victimization of bullying. To address the limitation of parents' or teachers' attitudes toward these behaviors, it may be difficult to make that distinction between attitudes and perception toward bullying and victimization of bullying behavior.

The sixth limitation is the convenience sampling of the sample which is not tied to one particular school. For that reason I am unable to test Hypotheses #1 and 2 because of a mismatch in the populations sampled in the current study.

Summary

The purpose of the current study was to compare parent and teacher attitudes toward physical and verbal bullying, the victimization of these behaviors, and possible

difference between these groups. The parents have children in grades K-5 and teachers

teach with valid teaching certificate students in grades K-5. Hypothesis #1 and 2 are not

analyzed due to a mismatch of the populations sampled in the current study.

Six bullying scenarios, developed by Yoon and Kerber (2004) are presented to

parents and teachers twice to rate the seriousness of bullying behavior and victimization

of bullying behaviors, while also providing a rating how victims of bullying may perceive

these aggressive acts. The current study is grounded in the SCT developed by Bandura

because children in this age group may imitate behavior they observe at home or at

school (Harwood & Copfer, 2011; Low et al., 2010 Raskauskas, 2010). For this reason, a

collaborative relationship between parents and teachers may be desirable because each

group models appropriate behavior which the child in this age group may imitate in one's

environment (Harwood & Copfer, 2011; Low et al., 2010, Raskauskas et al., 2011).   The

six bullying scenarios developed by Yoon and Kerber do not include a measurement of

parents, only teachers. Therefore, this study provides a first time measurement of

parents' attitude toward physical bullying utilizing these six bullying scenarios.

The current study provides insight to parent and teacher attitudes toward physical

and verbal bullying. When rating the seriousness of the physical or verbal bullying act

and the and how bullying may be perceived by the victim of physical or verbal bullying,

teachers rates the seriousness of physical and verbal bullying more serious than parents.

Among teachers participating in the study, a consensus is present about the

seriousness of physical and verbal bullying and victimization of these behaviors. Among

parents participating in the current study there is no consensus present concerning the

seriousness of physical and verbal bullying and victimization of these behaviors. The large variability of scores around the mean among parents and teachers is present on the vignette presenting a peer making a threatening remark toward a victim of bullying. The variability of scores around the mean indicates there are no consensuses among parents and teachers and how a victim of verbal bullying perceives the seriousness of a threatening remark from a peer. There are no significant differences between parents and teachers and their ratings on the seriousness of physical or verbal bullying and victimization of these behaviors. There also are no significant differences between parents and teachers when taking into consideration how a victim of physical or verbal bullying may perceive the bullying act.

Finally, teachers are more aware of bullying in school than parents which suggests that a call for a collaborative relationship between parents and teachers when bullying occurs in school may be warranted. Within the scope of the literature review of the current study, Taylor et al. (2010) suggests that parents' attitude toward physical and verbal bullying and victimization of these behavior are dependent the response of teachers when bullying that involves their child occurs in school. James (2012) suggests that implementation of bullying policies in school is necessary to enhance the communication between parents and teachers of children in grades K-5. Therefore, to obtain a collaborative relationship between parents and teachers with children in grades K-5, each group must understand each other's attitudes toward physical and verbal bullying and victimization of these behaviors. When parents and teachers understand each other's' attitudes toward physical and verbal bullying and victimization of these

behavior are similar; this understanding of physical and verbal bullying and victimization of physical and verbal bullying may be used by parents and teachers to limit bullying and victimization and improve the lives of our children.

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Appendix A: Letter of Cooperation

Letters of Cooperation from Two Community Research Partners

Gateway Christian Academy

"A Ministry of Gateway Church"

Accredited by: FLOCS/ACTS

March 14, 2014

Mrs. Lidwina Wijtenburg
4031 Bayview Drive
Fort Lauderdale, FL 33308
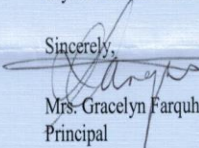
Dear Mrs. Wijtenburg,

Based on my review of your research proposal, I give permission for you to conduct the study entitled "Parents' and teachers' attitudes towards bullying in school" within the Gateway Christian Academy School, A Ministry of Gateway Church. As part of this study, I authorize you to glean and disseminate information pertinent to this study from our kindergarten through fifth grade teachers and parents. Individuals' participation will be voluntary and at their own discretion.

We understand that our organization's responsibilities include: voluntary participation from kindergarten through fifth grade teachers and parents, use of the multi-purpose room located in the main office area and a designated time after the teachers' daily instructional periods with students have ended; between 3:00 pm and 4:00 pm, Monday to Friday. We reserve the right to withdraw from the study at any time if our circumstances change.

I confirm that I am authorized to approve research in this setting.

I understand that the data collected will remain entirely confidential and may not be provided to anyone outside of the research team without permission from the Walden University IRB.

Sincerely,

Mrs. Gracelyn Farquharson
Principal

Respect Life Ministry

Archdiocese of Miami

Administrative Office:

3500 SW 32nd Blvd.
West Park, FL 33023
Tel: 954-981-2922
Fax: 954-981-2901
Project Rachel:
1-888-456-4673
Email: ilovelife@bellsouth.net
www.respectlifemiami.com

Pregnancy Centers:

South Dade

9360 SW 72nd St. (Sunset Dr.)
Suite 238
Miami, FL 33173
Tel: 305-273-8507
Fax: 786-219-3878

North Dade

5801 NW 151st St. Unit 302
Miami Lakes, FL 33014
Tel: 786-452-0266
      305-653-2921
Fax: 786-452-0280

South Broward

5600 Hollywood Blvd.
Hollywood, FL 33021
Tel: 954-963-2229
Fax: 954-963-2620

Central Broward

525 NE 13th St. #527
Ft. Lauderdale FL 33004
Tel: 954-527-0810
Fax: 954-527-0811

North Broward

5115 Coconut Creek Pkwy.
Margate, FL 33063
Tel: 954-977-7769
Fax: 954-977-7388

April 30, 2014

Lidwina Wijtenburg
4031 Bayview Drive
Ft. Lauderdale, Fl. 33308

Dear Lidwina,

Based on my review of your research proposal, I give permission for you to conduct the study entitled *Parents' and Teachers' Attitudes Toward Bullying In School* at the Respect Life Office in Ft. Lauderdale, Fl.

As part of this study, I authorize you to recruit our clients who indicate to you that they have children in kindergarten through fifth grade. The Respect Life Ministry will support your study about bullying and victimization of bullying in school.

Whenever the classroom in the Respect Life Office in Ft. Lauderdale is not in use, you are allowed to use the room to collect data for the study. Upon review of the information you provide, I authorize the dissemination of activities to conduct the bullying study at the center. I understand that individuals' participation will be voluntary and at their own discretion. We reserve the right to withdraw from the study at any time if our circumstances change.

I confirm that I am authorized to approve research in this setting. I also understand that the data collected will remain entirely confidential and may not be provided to anyone outside of the research team.

Sincerely,

Joan M. Crown
Respect Life Director

I came that they might have life and have it to the full. — John 10:10

Appendix B: Demographics Form for Parents and Teachers

Duration: 5 minutes

Below, you may indicate the role you fulfill in the study,

(*Please indicate your role below with a checkmark*)

Parent: _____   **Teacher**: _____

In what grade is your child: K, 1, 2, 3, 4, 5   (please circle one)

Which grade do you teach: K, 1, 2, 3, 4, 5   (please circle one)

Below, please indicate your,

Highest level of education completed by parents and teachers: (*please check off one*)

	Teacher	**Mother**	**Father**	**Legal Guardian**
High School diploma	_____	_____	_____	_____
Associates' degree	_____	_____	_____	_____
Bachelor's Degree	_____	_____	_____	_____
Master's Degree	_____	_____	_____	_____
Doctoral Degree	_____	_____	_____	_____

Total annual household income: (*please check off one*)

$10,000.00 to $20,000.00 _____ $30,000.00 - $40,000.00 _____

$50,000.00 to $60,000.00 _____ $70,000.00 - $80,000.00 _____

$90,000.00 to $100,000.00 _____   Above $100,000.00   _____

Appendix C: Flyer

You Are Invited To Participate In A Bullying Study

- **That**: Compares parent and teacher attitudes toward bullying and victimization of bullying in school.

- **Researcher:** Lidwina Wijtenburg, a doctoral student of Walden University in School Psychology, who conducts the study to comply with the requirement to obtain her degree.

- **Volunteers for the study**: Teachers who teach kindergarten through Grade 5 with a valid teaching certificate.

  Parents who have children in kindergarten through Grade 5.

- **Benefit**: Contribute to the scientific community by participating in a first-time comparison between parents and teacher in K-5 and bullying in school.

- **Duration of the study:** Approximately 40 minutes

- **Location**: Multi—purpose room between 3:00 pm – 4:00 pm or

  The classroom of a local nonprofit organization during hours of operation.

- **Interested**: Contact Lidwina Wijtenburg at lwijtenburg@gmail.com or (954) 557-3876.

Appendix D: Consent Form

Consent Form

In order to obtain a Doctoral Degree in School Psychology from Walden University, Lidwina Wijtenburg, invites you to take part in a research study titled: *Parents'-and-Teachers'-Attitudes Toward Bullying In School*. The purpose of the study is to compare parents'-and-teachers' attitude toward physical-and-verbal-bullying and victimization of physical-and-verbal-bullying in school. Participants in the study are parents with children in kindergarten through fifth grade (K-5) and teachers who teach these grades with a valid teaching certificate. This "informed consent" form addresses the following:

Procedures:
If you agree to be in this study, you will be asked to:
- Answer questions about bullying and victimization of bullying.
- Rate the seriousness of six hypothesized bullying scenarios that may occur in school, twice.
- You also are asked to complete a demographic survey.

Voluntary Nature of the Study:
- The participation in the study is voluntary and you may withdraw at any time from the study without penalty.
- Duration of the study will be approximately 40 minutes and lasts one week.
- Providing requested information by the participant will be voluntary.
- To maintain integrity in the study, the parent or teacher understands that the researcher will record whether a parent has a child in K-5 or a teacher indicates he or she holds a valid teaching certificate and teaches K-5 by circling one choice when consent is provided to participate in the study.

Risks and Benefits of Being in the Study:
- Being in this type of study involves some risk of the minor discomforts that can be encountered in daily life, such as fatigue or stress. Being in this study would not pose risk to your safety or well-being.
- A benefit of being in the study is that your participation is the first time parents and teachers attitudes toward physical-and-verbal-bullying and victimization of these behaviors are compared for the first time.
- Since the comparison between parents on teachers in K-5 on the topic of bullying is presently unavailable, and a gap exists in the scientific literature, your participation in the study contributes to the scientific community.
- Results of the study will be disseminated in a 1 to 2 page summary when these results are available and will be delivered to you dependent on the delivery of the consent form.

- If you know of a child who has been bullied, parents and teachers may contact the school administration who can serve as a possible resource to obtain further information or assistance.
- I may contact the researcher at her email address or phone number listed below to obtain the results of the study.

Privacy:
- Any information you provide (e.g., surveys) will be kept confidential.
- The researcher will not use your personal information for any purposes outside of this research project.
- The researcher will not include your name or anything else that could identify you in the conclusion of the study.
- Upon receipt of the data you provide to the researcher, the researcher will place your responses in the parenting group or the teacher group.
- Data will be kept secure by the researcher's home computer, which is secured by Trend Micro Anti-Virus Security System. The researcher's home computer is password sensitive and the researcher is the only person who has knowledge of the password to access the data in the computer. A paper copy of the data will be kept in the fireproof safe behind lock and key in the researchers' home. Data will be kept for a period of at least 5 years, as required by the university.

Contacts and Questions:
- You may ask any questions you have now.
- If you want to know more about the results of the study, you may contact the researcher via (954) 557-3876 or lwijtenburg@gmail.com.
- If you want to talk privately about your rights as a participant, you can call Dr. Leilani Endicott. She is the Walden University representative who can discuss this with you. Her phone number is 612-312-1210. Walden University's approval number for this study is **06-03-14-0035053** and it expires on **June 2, 2015**.

Please keep this consent form for your records

Statement of Consent:

I have read the above information and I feel I understand the study well enough to make a decision about my involvement in the study: *Parents'-and-Teachers'-Attitudes Toward Bullying in School*.

I Consent: (*circle one choice*)   Yes   No

Researcher's Signature   Lidwina Wijtenburg, M. S.

Appendix E: Package

Dear Parent or Teacher,

Thank you for participating in my study titled: *Parents'-and-Teachers'-Attitudes Toward Bullying in School*. Your participation in the study is highly valued because limited research is currently available about parents'- and teachers' attitude toward physical bullying and verbal bullying, and victimization of physical-and-verbal-bullying. At this time, you receive a package before the study begins which includes guidelines to complete the study and the following materials:

1. A pencil
2. Demographic survey
3. Bullying-and-victimization-of-bullying questionnaire
4. Six vignettes presenting six bullying scenarios in school, labeled B
5. Six vignettes presenting six bullying scenarios in school, labeled V
6. Debrief

In the package you may find a pencil to complete the surveys. You are asked to fill out the demographic survey first followed by responding to 46 questions on a questionnaire that measures bullying and victimization of bullying. The questionnaire was modified with permission of the publisher to make the comparison between parents and teachers possible in the study. Prior to answering the 46 questions please read the administration script for of the modified questionnaire; this was retrieved with permission from the developer:

> This questionnaire asks about the types of things that students do in school and how they feel. To fill out the questionnaire, you should have a pen or sharp pencil. If you do not have one please let me know.
>
> Please fill out the information at the top of the page. Be sure to fill out the information.
>
> Now, please read the directions at the top of the questionnaire. After you have read the directions, please respond to each sentence on the questionnaire. Read carefully and respond to all the sentences. If you have any questions, just raise your hand (Reynolds, 2003, p. 15).

The modification of the RBVS includes a self-stick label indicating the modification of the instrument. You are asked to respond to the six vignettes presenting bullying scenarios twice. Once you are asked to rate the seriousness of the possible bullying scenario that may occur in school. The second time you are asked to rate the seriousness of the possible bullying scenario taken from a victim's perspective.

Upon completion of these forms, please place these forms in the large yellow, envelope and return the materials to the researcher. Upon request of each participant, results of the study will be disseminated and will be presented in a 1 to 2 page summation. Each participant is invited to contact the researcher at lwijtenburg@gmail.com or at (954) 557-3876.

The study is now complete. If you have any questions, please let me know via email or phone.

Sincerely,

Lidwina Wijtenburg, M. S.

Appendix F: Permission Letter Dr. Reynolds

Dear Mrs. Wijtenburg,

Permission to use a Pearson assessment is inherent in the qualified purchase of the test materials in sufficient quantity to meet your research goals. In any event, Pearson has no objection to you using the Reynolds Bully Victimization Scales (RBVS) and **you may take this email response as formal permission from Pearson to use the test in its as-published formats in your student research**.

The RBVS also represents Pearson copyright and trade secret material. As such, Pearson **does not permit photocopying or other reproduction of our test materials by any means and for any purpose when they are readily available in our catalog. Consequently, you may not simply reproduce the RBVS test forms for any purpose**. Long term license agreements with our Test Authors prohibit Pearson from providing or licensing our test materials at no charge/gratis for any purpose.

Finally, because of test security concerns, permission is not granted for appending tests to theses, dissertations, or reports of any kind. You may not include any actual assessment test items, discussion of any actual test items or inclusion of the actual assessment product in the body or appendix of your dissertation or thesis. You are only permitted to describe the test, its function and how it is administered and discuss the fact that you used the Test, your analysis, summary statistics, and the results.

Regards,

William H. Schryver, Senior Licensing Specialist

Please respond only to pas.licensing@pearson.com
From: bill.schryver@pearson.com [mailto:bill.schryver@pearson.com] **On Behalf Of** Licensing, -
Sent: Monday, May 5, 2014 4:04 PM
To: L Wijtenburg
Subject: Re: Permissions Request

Dear Ms Wijtenburg.

Pearson policy dictates that students must use our test materials in their as published formats. However, we have no objection to you making a pen and ink change to each form, or producing a stick-on label with the instruction relating to my student or my child provided that no reproduction takes place.

Regards,
Bill Schryver

Appendix G: Permission Letter Dr. Yoon

Dear Dr. Yoon,

I am Lidwina Wijtenburg and I am a graduate student at Walden University, where I seek a Doctoral Degree in School Psychology. I am currently conducting a quantitative method study where I intend to measure parents'- and teachers'-attitudes toward physical-and-verbal-bullying and victimization of these behaviors. The study also measures whether differences in attitudes toward these behaviors are noted between each groups' attitudes. I would like to ask permission to use the vignettes used in the study for my study. I also would like to ask permission to modify the six vignettes for parents use as well and the parent and teacher attitude toward bullying and victimization of bullying may be compared. Finally, I would like to use the vignettes twice for measurement.

Lidwina Wijtenburg, M. S.

From: Jina Yoon [mailto:jyoon@wayne.edu]
Sent: Thursday, February 13, 2014 4:46 PM
To: L Wijtenburg
Subject: Re: Permission

Hi,
Thank you for your interest. See attached. You have permission to use it.

Best,
jy

On Mar 12, 2014, at 4:20 PM, "L Wijtenburg" <lwijtenburg@gmail.com> wrote:

Dear Dr. Yoon,

Thank you for allowing me to use the bullying vignettes for my study to complete my dissertation. My proposal is currently reviewed by the academic reviewer of Walden University. Because I am comparing parents'-and-teachers' attitude toward bullying and victimization of bullying, I must modify the vignettes to include the parents' version of vignettes in my study. Therefore, I would like to ask permission to modify the vignettes to include parents ad I can make the comparison between parents'-and-teachers' attitude toward bullying in school. I have attached the suggested modification for the parent version of the vignettes to this email for your convenience.

You don't need my permission to modify. You can use the measure for teachers and modify however you want.
Sent from my iPhone

Curriculum Vitae

Lidwina Wijtenburg
lwijtenburg@gmail.com

EDUCATION

Candidate of Philosophy in School Psychology Walden University, Minneapolis,
MN, currently attending
- Teaching Assistant
- Psi Chi National Honor Society

Master of General Psychology
Walden University, Minneapolis, MN, February 2008

Bachelor of Arts, with a major in Psychology
Florida Atlantic University, Boca Raton, FL, May 2005

PRESENTATIONS

- Drugs
- Organizing the disorganized child: Simple strategies to succeed in school
- Providing a verbal report of psychological testing for an at-risk, high profile high school student who returned back to regular school after completing an alternative program at the Sebring Advocacy Center.
- Team training on Tier 2 Positive Behavior Support: Response to Intervention for Behavior 2010-2011.

PROFESSIONAL EXPERIENCE

- Practicum (860 hours)
- Internship (2240 hours)

PROFESSIONAL AFFILIATIONS

- American Psychological Association
- National Association of School Psychologists
- Psi Chi National Honor Society

RELEVANT TRAINING AND EXPERIENCE

- Autism spectrum disorders identification and diagnosis
- Battelle Developmental Inventory Training

- CAPI (Child abuse potential inventory)
- Cognistat (neurobehavioral status examination)
- Evaluating educational interventions: Single-case design for measuring response to intervention
- Executive skills in children and adolescents
- FAVTA-A (Firestone Assessment of violent thoughts-Adolescents)
- IEP Training
- PETRA (Psychosocial evaluation and thread assessment)
- RTI in the school district
- TSCC (Traumatic Symptom Checklist for Children)
- The ABC's of CBM: A practical guide to curriculum-based measurement
- Test of Irregular Word Reading Efficiency
- Trauma Symptoms Checklist for Children
- Steps to Respect Program for elementary school webinar.
- Play therapy for traumatized children workshop. Presented by: J. Baggerly, Ph.D.
- Empirically based, effective threat assessment in the schools workshop. Presented by M. L. Humphrey.
- Workshop: The PDD behavior inventory: An assessment tool for children on the autism spectrum workshop. Presented by: M. L. Humphrey.
- It's not your grandmother's school: The new role of school psychologists in RtI. Presented by: E. J. Smith, Ph.D.
- ABCs of bullying: Addressing, blocking, and curbing school aggression. Presented by the U. S. Department of Health and Human Services.
- Institute for small and rural district: Winter Institute ESE specialist and School Psychologists
- How ADHD affects your child's behavior. Presented by: ADDitude Magazine and R. Barkley, Ph.D.
- Carrot and Stick: Dealing with Challenging behaviors in young children with ADHD webinar. Presented by: ADDitude Magazine and Sandy Newmark, Ph.D.
- Friends forever—Strategies for better play dates and lasting friendships for ADHD children webinar. Presented by: ADDitude Magazine and Fred Frankel, Ph.D.
- Clutter cures: ADD-friendly answers for at-home chaos—and the frenzy it spawns webinar. Presented by: ADDitude Magazine and Marla Cilley.
- Ready and set: Preparing teens with ADHD/LD for success in life webinar. Presented by: ADDitude Magazine and T. E. L. Maitland, Ph.D.

- ADHD and gender: Girls, women, and stigma webinar. Presented by: ADDitude Magazine and S. Hinshaw, Ph.D.
- Developing high quality counseling IEPs. Presented by: NASP and C. Plots, Ph.D. and J. Lasser, Ph.D.
- The organized student: Strategies for helping your child succeed. Presented by: ADDitude Magazine and Donna Goldbert, Ph.D.
- What is ADHD? Explaining it to family, friends, teachers & colleagues. Presented by: ADDitude Magazine and M. Novotni, Ph.D.
- Stop the bully: Help your ADHD child manage—and overcome— teasing and aggressive kids at school. Presented by: ADDitude Magazine and C. Cohen LCSW
- Secrets to raising a confident, successful, happy ADHD child. Presented by ADDitude Magazine and W. Dodson, M.D.
- IEP's vs 504 Plans: Which does your ADHD/LD child need and ho to go about getting it. Presented: ADDitude Magazine and S. Yellin, Esq.
- The resilient ADHDer: How to bounce back from stress and transitions. Presented by: ADDitude Magazine and J. Sleeper-Triplett, MCC, SCAC, BCC.
- Social success strategies: ADD-friendly ways to help your child make and keep friends at school. Presented by: ADDitude Magazine and M.G. Wimer, MA, CCC-SLP.
- The best apps and software to help ADHD kids learn. Presented by: ADDitude Magazine and R. Kulman, Ph. D., and J. Daley, Ph.D.
- 7 Types of ADHD and the best way to treat each one. Presented by: ADDitude Magazine.
- Motivate your ADHD child: What makes kids tick and how parents can help in 1 hour. Presented by: ADDitude Magazine and A. Dolin, M. ED.
- Emotions in teens and adults with ADHD: Managing them for success. Presented by: ADDitude Magazine and T.E. Brown, MD.
- Calm the chaos: Strategies for managing emotionally intense ADHD kids and parents. Presented by: E. Taylor and D. Dempster.