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Educators' perceptions of characteristics of male and female bullies

Melissa Marie Cafaro
Walden University

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COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES

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Melissa M. Cafaro

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Dr. James L. Carroll, Committee Chairperson, Psychology Faculty
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Chief Academic Officer

Denise DeZolt, Ph.D.

Walden University
2008

ABSTRACT

Educators' Perceptions of Characteristics
of Male and Female Bullies

by

Melissa Marie Cafaro

M.A., Marist College, 2002

B.S., Pace University, 1998

Dissertation Submitted in Partial Fulfillment
of the Requirements for the Degree of
Doctor of Philosophy
Psychology

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ABSTRACT

Educators perceive female bullies differently than male bullies. Despite evidence that bullying is a serious problem within schools in the United States, there is little research which focuses on how educators perceive differences and similarities of adolescent bullies based upon the gender of the bully. The purpose of this quantitative study was to examine how educators perceive male and female bullies when they are described as exhibiting identical behavior. Goffman's theory of frames formed the theoretical foundation for this study. The independent variable of this study was gender of bully, and the three dependent variables were internalizing behavior, externalizing behavior, and social skills. Seventy-nine educators read one of two scenarios, featuring either a male bully or a female bully and then completed the Clinical Assessment of Behavior – Teacher Rating Form to reflect how they perceived the personality of the bully depicted in the scenario. The data collected were statistically analyzed using Analysis of Variance, Chi-square tests of independence and regression analyses. The results showed that educators do perceive male and female bullying behavior differently. The female bully was seen as more pathological, displaying higher levels of internalizing and externalizing behaviors whereas the male bully was perceived as exhibiting normal levels of both internalizing and externalizing behavior. There was no difference in perceived social skills. Implications for positive social change are that the results could be used to sensitize teachers about the importance of considering gender issues when intervening in bullying incidents.

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DEDICATION

“The future belongs to those who believe in the beauty of their dreams.”

Eleanor Roosevelt

I dedicate this to my family. I thank them for all of their loving support, for their inspirational moments, and for believing in the beauty of my dream.

ACKNOWLEDGMENTS

I would like to take this time to thank all of the people in my life who have helped me achieve this milestone. To my mother: Without you, I would not know how to be a strong, independent woman who can achieve anything I set my mind to. Thank you for all of your endless love, support, and editing. To my father: Written words cannot express the love and gratitude that I feel for you and all of your support during my academic career. To Dakota: The endless and unconditional love that I receive from you on a daily basis is what has given me the strength to complete this process. I could not have finished without the midnight hugs and snuggles from you.

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To Ron: Thank you for your support and unconditional love throughout this process. Thank you for traveling around the country with me so that I did not have to be alone during my journey. This accomplishment is possible today in part because of your love and support – thank you.

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CHAPTER 1: INTRODUCTION TO THE STUDY

Recent research has shown that bullying within schools in the United States has become a serious and persistent problem facing youth that often results in destructive and violent outcomes (Pepler et al., 2006). Girls, which were once seen as engaging in primarily indirect forms of bullying are now engaging in more physically aggressive behavior (Garbarino, 2006). As a result, researchers suggest the need for educators to become more aware of, and have the capacity to correctly recognize, the characteristics of both male and female bullies (Garbarino).

Recent incidents and research seem to indicate that female bullying behaviors are transitioning away from established norms and common perceptions. Previously, female bullies were perceived as exhibiting relational, indirect, and socially motivated tactics (Bright, 2005), whereas male bullies typically engaged in physically aggressive tactics (Piskin, 2002). This perception of what bullying behavior typically looks like may influence educators' behavior when addressing issues of bullying and establishing intervention programs (Goffman, 1974). Educator perceptions have been based upon this traditional understanding, and there is a clear need for change in thinking as female behavior is changing.

The purpose of this quantitative study was to examine how educators perceive differences and similarities among adolescent bullies based upon the gender of the bully. Goffman's (1974) theory of frames suggested that such information is imperative because educators' cognitive structures or frames, which dictate their behavior when confronted

with a bullying incident, are based upon their own perceptions. If educator perceptions of bullying behavior are inconsistent with behaviors actually displayed by both male and female bullies, then interventions will be ineffective in diffusing bullying incidents and aggressive bullying behavior will continue to plague school systems.

Although many researchers agree that bullying is associated with various psychosocial behaviors including social maladjustment, low self-esteem, antisocial behavior, violence, and deviance (Garbarino, 2006; Marini, Dane, Bosacki, & the Youth Lifestyle Choices – Community University Research Alliance, 2006; Pepler et al., 2006), there is little research to date that specifically examines how educators perceive these behavioral characteristics in bullies based upon gender. Therefore, the purpose of this study was to fill in the gap within the research by providing specific data on educator perceptions of internalizing behavior, externalizing behavior, and social skills characteristics of both female and male adolescent bullies.

History of Bullying

Historically, research has indicated a clear distinction regarding how bullying behaviors manifest in adolescent males as compared to adolescent females, as well as the types of behavior both groups engaged in (Piskin, 2002). Adolescent male bullies were perceived as being aggressive, tough, confident, impulsive, and not empathetic (Baldry & Farrington, 2000). According to Piskin, these characteristics, along with hitting, shoving, punching, kicking, and other physical forms of violence, were labeled as externalizing types of behavior.

Adolescent females, on the other hand, historically were perceived as using psychological methods of bullying, which were viewed as “relational, indirect, and socially motivated” (Bright, 2005, p. 93). According to Bright, females typically engaged in relational aggression, indirect aggression, and social aggression. Relational aggression often leads to the exclusion of individuals from groups as a form of punishment. Indirect aggression is accomplished by using other methods intended to hurt the individual, such as scaring someone with a threatening stare or being hostile, without physical violence. Likewise, social aggression involves the breakdown of a child’s self-esteem and self-worth through teasing, exclusion, and friendship sabotage with the intention of hurting that individual. Researchers believed that females who are relationally aggressive are more likely than males to suffer from internalizing behaviors such as depression, anxiety, and self-harm (Garbarino, 2006).

Current research shows that females’ involvement in physically aggressive and violent behavior has increased in the past 2 decades (Garbarino, 2006; Weiler, 1999). According to the Federal Bureau of Investigations (FBI; 2005), there has been a 10% increase in violent crimes committed by juvenile females within the United States. Based on the 2005 FBI report, adolescent females now commit 30% of all violent juvenile crimes in the United States. This rising trend is also evident within U.S. school systems (Garbarino; Pepler et al., 2006).

In light of the recent shifts in adolescent female behavior from indirect to direct violent behavior, it is critical for educators to recognize and understand the differences and similarities between female and male bullies (Garbarino, 2006). Current statistics

suggest that physically aggressive behavior in females is manifesting not only within the community but also within U.S. school systems (Garbarino). In order for antibullying interventions to be effective, such interventions must be developed using gender-specific knowledge; failing to do so could result in the creation and implementation of inappropriate and unsuccessful intervention programs (Weiler, 1999).

As a result of the increase in bullying incidents within U.S. schools, researchers have focused on many factors related to aggression and violence in teenagers, including age, ethnicity, and socioeconomic status. However, very few researchers have focused on the implications of educator perceptions of bullying behavior. Although there is a noticeable gap in research that focuses on educator perceptions of male bullies compared to female bullies, some researchers have explored the impact of educators' perceptions on their responses to aggressive students.

Nesdale and Pickering (2006) conducted a study that examined teacher perceptions and reactions to aggressive behavior in students, but they did not examine student gender as a factor. The teachers ($N = 90$) were presented with various scenarios and asked to respond to them in writing. The scenarios were created to focus on the teachers' identification with the class, student behavior, popularity, punishment, and aggression. The results of the study supported the hypothesis that teachers have a negative response toward aggressive children (Nesdale & Pickering, 2006).

In addition, Reid, Monson, and Rivers (2004) conducted an investigation of past research to determine the role psychological theory played in managing bullying behavior within schools. The literature review focused on teacher awareness of bullying, gender

differences, levels of reporting, and student attitudes, as well as antibullying intervention plans. As a result of their examination, Reid et al. concluded that teacher “tendencies to underestimate the frequency and magnitude of bullying may be manifested by an insufficient knowledge of the wide variety of bullying behaviors” (p. 243) that occur within schools. The results of Naylor, Cowie, Cossin, de Bettencourt, and Lemme’s research (2006) supported Reid et al.’s research by concluding that bullying is often not reported or is underestimated by educators because of differences in perceptions of bullying and bullies.

A more comprehensive evaluation of the literature related to bullying and gender will be addressed in chapter 2.

Statement of the Problem

Research has shown that there has been an increase in bullying behavior within schools in the United States over the last decade (Pepler et al., 2006). More specifically, the dramatic increase in female involvement in violent and aggressive acts of bullying is alarming (Garbarino, 2006). According to the Federal Bureau of Investigations Uniform Crime Report [FBI] (2005), adolescent females now account for 30% of violent juvenile crimes within the United States. An initial review of literature revealed four important issues. First, students who are involved in some aspect of bullying often display negative psychosocial aftereffects such as depression, social anxiety, and poor academic performance (Marini et al., 2006). Second, a majority of the research was conducted by having students complete self-report measures based upon their own perceptions of their behavior (Jolliffe & Farrington, 2006; Marini et al.; Viljoen, O’Neill, & Sidhu, 2005).

Third, much of the previous research focused only on males' violent and aggressive tendencies and did not examine physically aggressive behavior in females. Fourth, very little research on educator perceptions of bullying characteristics in males as compared to females has been completed. Whereas past research suggested that adolescent males and females historically displayed different characteristics of bullying, more recent research has suggested that these trends have changed. According to the FBI, in 2005 there was a 10% increase in violent crimes committed by juvenile females within the United States, suggesting that females increasingly display behaviors similar to those of their male counterparts.

Purpose of the Study

The topic of bullying has been researched in the past; however, researchers have primarily utilized male research participants when examining aggressive bullying behavior. The literature review will identify relevant research and show that there are gaps in the research pertaining to the characteristics of female bullies. The purpose of this study was to examine how educators perceive characteristics of adolescent female bullies as compared to adolescent male bullies by examining educators' perceptions of internalizing behavior, externalizing behavior, and social skills in bullies of both genders.

Research Questions and Hypotheses

The following research questions were addressed in this study:

1. Will educators perceive female bullies or male bullies as having a higher degree of externalizing behavior?
2. Will educators perceive female bullies or male bullies as having a higher

degree of internalizing behavior?

3. Will educators perceive female bullies or male bullies as having a greater difficulty with social skills?

The research hypotheses were addressed through the following research hypotheses:

Research Hypothesis 1: Educators will perceive male bullies as having more externalizing behaviors as measured by the Clinical Assessment of Behavior – Teacher Form (CAB-T).

Null Hypothesis 1: Educators will not perceive male bullies as having more externalizing behaviors as measured by the CAB-T.

Research Hypothesis 2: Educators will perceive female bullies as having more internalizing behaviors as measured by the CAB-T.

Null Hypothesis 2: Educators will not perceive female bullies as having more internalizing behaviors as measured by the CAB-T.

Research Hypothesis 3: Educators will perceive male bullies as having more difficulty with social relations and interpersonal skills than female bullies as measured by the CAB-T.

Null Hypothesis 3: Educators will not perceive male bullies as having more difficulty with social relations and interpersonal skills than female bullies as measured by the CAB-T.

Theoretical Framework

The theoretical basis of this dissertation is frame analysis as first described by Goffman (1974). Goffman described frames as “basic cognitive structures which guide the perception and representations of reality” (Koenig, 2004, p. 2). Brack, Brack, and Hartson (1991) expanded upon Goffman’s original theory by concluding that people use frames to explain their perceptions and how they process information. This dissertation emphasizes how educators utilize frames to perceive the behavior of both male and female bullies. Reid et al., (2004) literature review implied that educators may under-report bullying incidents because they lack strong cognitive frames for male and female bullies to appropriately guide their perceptions. This theory will be more closely investigated in chapter 2.

Definition of Terms

Bully: A person who displays “negative actions physical or verbal, that have hostile intent, are repeated overtime, and involve a power differential between the bully and the victim” (Pepler et al., 2006, p. 376).

Educator: An educator is defined as any individual who works in a school and has direct academic contact with children. An educator can be a teacher, teacher assistant, teacher aide, school psychologist, speech therapist, or building administrator (Baron, Byrne, & Branscombe, 2006).

Externalizing behavior: Bracken and Keith (2004) defined externalizing behavior as behavior that falls under the categories of anger, aggression, bullying, and conduct problems.

Indirect aggression: Bright (2005) defined indirect aggression as a bullying when the bully never physically confronts his or her target; indirect aggression can be accomplished through acts such as passing notes.

Internalizing behavior: Bracken and Keith (2004) defined internalizing behavior as behavior that falls under the categories of depression and anxiety.

Perception: Perception is defined as how individuals acquire and interpret information from the world around them (Baron et al., 2006).

Relational aggression: Relational aggression is the social exclusion of an individual from a group with the specific intent to cause harm; it may also involve ignoring individuals or sabotaging certain aspects of their lives (Simmons, 2002).

Social aggression: Social aggression is used to target a victim's self-esteem and social standing by using social exclusion and gossip mongering (Bright, 2005).

Social maladjustment: Social maladjustment is defined by Bracken and Keith (2004) as underdeveloped social skills, poor interpersonal relationships, and other negative social behaviors.

Social skills: Social skills are an individual's social relations and interpersonal skills, which are displayed when interacting with other individuals (Bracken & Keith, 2004).

Assumptions of the Study

The assumptions of this study were as follows:

1. Participants will be capable of answering the survey used in the study.

2. The CAB-T is a valid and reliable measure of internalizing behavior, externalizing behavior, and social skills.

3. Educators will view bullying through their own frames, which will influence their perceptions.

Limitations to the Study

There are several limitations to this study. The first limitation is the sample size. The intention of this study was to survey educators within one suburban school district, including approximately 120 educators. Conducting a study on a small scale impacted the generalizability of the results because the sample is not an accurate representation of educators teaching within the United States; therefore, the results cannot be generalized across the general population. In addition, the school district in this study is a small suburban district with a population of approximately 1,500 students from predominately middle class families. Because this study was conducted on a small scale, further research in this area using a larger, more representative population would be useful. Second, this study was conducted with a convenience sample rather than a random sample. As such, the sample was not representative of the entire population, further limiting the ability to generalize the results. The third limitation was that the data for this study were collected using a self-report assessment tool. Educators may not have answered the questions truthfully due to their desire to provide socially acceptable responses or what they believe to be the correct response.

Social Change Implication

With the increase in bullying behavior within schools in the United States, the social change implications of this study are significant (Pepler et al., 2006). Research has shown that in order to effectively intervene in the ongoing and escalating bullying problem within schools, educators must first understand the differences and similarities between female and male bullies (Baldry & Farrington, 2000; Piskin, 2002). The new female bully displays physically aggressive characteristics that were once primarily perceived as male bully characteristics (Garbarino, 2006; Pepler et al.). As a result of these changes, educators now need to recognize and understand both female and male bully characteristics in order to properly create and implement effective, gender-specific antibullying intervention programs (Weiler, 1999).

The social change implications of this study are significant for educators, school administrators, and school communities. Social change among educators relies upon their dedication to educational training programs that demonstrate how educators' own perceptions dictate their reactions when faced with bullies, both male and female. Past research has indicated that in order for an antibullying program to be effective, educators must be properly trained to understand and recognize both male and female bully characteristics (Weiler, 1999). Consequently, educators who possess a better awareness of the characteristics of both male and female bullies will be better equipped to implement effective antibullying programs.

The social change implication for school administration is equally significant. Research indicates that schools having a strong administration that supports staff and

provides them with guidance enjoy a more manageable environment than schools having a hands-off administration (Skogstad, Einarsen, Torsheim, Shanke-Aasland, & Hetland, 2007). Administrators need to support their staff by providing them with additional training and education about antibullying programs that focus on gender differences among bullies.

The social change implications for the school community and for individual students are significant as well. Research has shown that students who are involved in some aspect of bullying typically display depression, social anxiety, poor academic performance, and other negative psychosocial effects (Marini et al., 2006). In light of this research, it is easy to conclude that creating a safe school environment with fewer bullying incidents will result in multiple benefits including fewer signs of depression, reduced social anxiety, and excellence in academic work among students.

Significance of the Study

In order to effectively intervene in bullying incidents, educators must first correctly identify bullying behavior. If educator perceptions of bullying behavior are inconsistent with behaviors actually displayed by both male and female bullies, then instances of bullying will continue to be overlooked and this aggressive behavior will continue to plague school systems. This study provided valuable information regarding educators' perceptions of both female and male adolescent bullies, and also examined whether or not educators' perceptions aligned with current trends in research. This information is imperative for developing effective antibullying programs to be used

within schools. To appropriately address bullying problems, educators need to have a solid understanding of their perceptions of both male and female bullies.

The purpose of this quantitative research study was to expand upon recent studies of bullying by examining how educators perceive characteristics of adolescent female and male bullies, using an investigation of their perceptions of internalizing behavior, externalizing behavior, and social skills. School boards, administrators, teachers, school psychologists, and school social workers can utilize this information in conjunction with previous research to develop appropriate and effective intervention plans.

Summary

Bullying within U.S. school systems continues to be an insidious problem that requires ongoing teacher intervention. Past research has suggested that females primarily engage in indirect forms of bullying and display internalizing types of behavior, whereas male bullies were seen as being physically aggressive, being socially maladjusted, and displaying externalizing types of behavior. New research has suggested that adolescent females are now engaging in more physically aggressive behavior and adopting characteristics that were once believed to be displayed primarily by adolescent males. The purpose of this study was to examine educator perceptions of adolescent female bullies and adolescent male bullies, specifically examining internalizing and externalizing behavior and social skills.

Chapter 2 presents a review of past and present theoretical research relevant to bullying, including research on recent changes in females' aggressive behavior. Chapter 2 also includes an in-depth review of frame analysis as it pertains to bullying. Chapter 3

provides an outline of research methods and procedures for this study. Chapter 4 will present the results of the study and chapter 5 will present a discussion of the findings, social change implications, and recommendations.

CHAPTER 2:

LITERATURE REVIEW

Organization of the Literature Review

This review of relevant research is divided into four main sections. To explore how educators perceive bullying behavior among their students, the first section provides an overview of the various types of research that have been conducted. The second section compares and contrasts literature relating to aggression in both male and female bullies. The third section explores the theoretical basis for both educator perceptions of bullying behavior and the increase in aggressive bullying behavior among girls. The final section offers a summary of the main points of this chapter, including a discussion of further research and the implications of the research for social change.

Strategy for Searching the Literature

The literature represented in this review includes studies, articles, and books published between 1974 and 2007 that discuss bullying. Several online databases (Academic Search Premier, PsycINFO, PsycARTICLES, ERIC, SocINDEX) were searched using various keywords alone and in combination, including *bullying*, *aggression*, *criminal behavior*, *observational and social learning*, *female*, *adolescent female aggression*, *frames and perceptions*, and *educators*.

Research on Bullying

Bullying is a topic that many researchers have focused on in the past. Many of the studies found by this researcher gathered data about bullying behavior using various self-report measures (Jolliffe & Farrington, 2006; Marini et al., 2006; Viljoen et al., 2005).

Relying on self-report measures presents several methodological concerns. For example, much of that research focused only on males' violent and aggressive tendencies and did not take into account physically aggressive behavior in females. Such gaps present the need for additional gender-specific and nonself-report comparison studies.

Past research using self-report measures indicated that children who exhibit bullying behavior typically present with maladjusted or socially unacceptable behavior such as poor school performance, depression, aggression, peer rejection, school avoidance, and a higher dropout rate than children who do not engage in bullying behavior (Murray-Close & Crick, 2006). Marini et al. (2006) also conducted research using self-report measures, and found that children who bullied often displayed various psychosocial issues including low self-esteem, delinquency, and a high level of acceptance of antisocial behavior. Both lines of research suggest a link between bullying behavior and other undesirable behaviors, as well as a need for additional research.

Marini et al. (2006) utilized several self-report measures to gather information from 7,430 participants. The participants were students from 25 high schools located in southern Ontario, Canada; there was a 76% participation rate among enrolled students. The self-report measures gathered information on direct and indirect forms of bullying, beliefs about antisocial behavior, anger, anxiety, depression, self-esteem, parent involvement, and peer relationships. The self-report measurement used to gather data on peer relations and parental involvement was previously developed and utilized by the Youth Lifestyle Choices – Community University Research Alliance. The self-report measures used to collect data on social behavior and anxiety were adapted from a

previous study completed in 1998 by Ginsberg, LaGreca, and Silverman (as cited in Marini et al., 2006).

Viljoen et al. (2005) conducted additional research that identified characteristics of bullies as well as correlations between family-school connectedness and children who becomes bullies. Children who were not connected to a solid family or peer group often displayed antisocial behavior, including internalizing and externalizing behavior, and often had a more difficult time adjusting socially (Viljoen et al.).

Viljoen et al. (2005) utilized a sample of 13- to 19-year-old juvenile offenders in facilities within British Columbia, Canada. Male ($n = 194$, mean age = 16.57 years) and female ($n = 50$, mean age = 15.94 years) offenders were invited to participate in their study, which examined the “prevalence, type and correlates of bullying in male and female offenders” (Viljoen et al., 2005, p. 524). Eighty-eight percent of individuals who were invited to participate in the study responded to the survey. Of this 88%, 51.3% of the males and 50% of the females were charged with violent crimes. The remaining participants were charged with such crimes as breaking and entering and drug and weapon offenses.

Participants were asked to complete an adapted version of the Adolescent Health Survey, which consists of 125 items (Viljoen et al., 2005). The items covered a range of topics including psychological adjustment, drug and alcohol use, sexual relationships, criminal justice involvement, bullying, and self-harm. A cross-sectional design was used, and data were analyzed using chi-square analysis and an analysis of variance (ANOVA)

to determine significance. If significance was found, post-hoc comparisons were completed.

The results of Viljoen et al.'s (2005) study found that of the 243 participants, 38.3% of the male participants and 32% of the female participants identified themselves as victims of bullies, 30% of the males and 40% of the females identified themselves as pure bullies, and 25.4% of males and 12% of females identified themselves as uninvolved. The research found that a "higher portion of females than males were involved in bullying in some capacity" (Viljoen et al., 2005, p. 532). Unlike previous studies conducted in school settings, this study was unable to find any relationship between family connectedness and bullying. Viljoen et al. believed that this result is due in part to the fact that the research participants were incarcerated in a juvenile detention facility; therefore, their families may have had less contact with participants and less influence on them than they would if the participants had been in a school setting.

Researchers Jolliffe and Farrington (2006), Marini et al. (2006), Pepler et al. (2006), Seals and Young (2003), and Viljoen et al. (2005) used self-report measures to gather data about bullying. One of the most important questions a researcher must ask when using self-report measures is "Can I trust my respondents' answers?" (Mitchell & Jolley, 2004). For example, social desirability bias, which occurs when respondents answer questions based upon their perceptions of societal norms rather than their actual behaviors or thoughts, must be taken into consideration in research involving self-report measures.

In addition to the potential for response bias noted above, Viljoen et al.'s (2005) study was limited by the researchers' focus on direct bullying and aggressive behavior; indirect bullying and aggressive behavior was not included in their analysis. The use of a cross-sectional design was useful but limiting because such aspects as causality could not be determined.

Many behavioral characteristics have been associated with adolescents who engage in bullying behavior. Some research studies have found that children who display maladjusted or socially unacceptable bullying behavior may also have lower levels of empathy towards their victims than those students with higher levels of empathy (Jolliffe & Farrington, 2006). Jolliffe and Farrington conducted research that examined the relationship between empathy and bullying. Their research was based on the assumption that children who exhibit prosocial behavior such as empathy are less likely to engage in bullying behavior. Using a cross-sectional design, Jolliffe and Farrington studied 720 adolescents (376 males and 344 females) from three separate schools in the United Kingdom. Each participant was given an anonymous self-report questionnaire, the Basic Empathy Scale (BES), which consists of 20 items that measure affective and cognitive empathy. The results of the study revealed that 26.9% of the boys and 14.8% of girls self-reported that they had engaged in bullying behavior within the past year. Significant differences between girls who reported that they had engaged in bullying behavior and those who had not were noted in the areas of affect and total empathy scores. Girls who reported to have engaged in bullying behavior appeared to display lower levels of empathy towards others.

Although Jolliffe and Farrington's (2006) research suggested a possible relationship between empathy and bullying behavior, results cannot be generalized to a broader population because their sample was small and only used participants from three schools. The researchers also utilized a cross-sectional design, which cannot be used to infer causality between low empathy and bullying. Further research should be completed using a more representative sample and a different design to gather more information regarding the relationship between low empathy and bullying behavior.

Previously, Seals and Young (2003) conducted a descriptive study using the Peer Relations Questionnaire, the Rosenberg Self-Esteem Scale, and the Children's Depression Inventory, all of which are self-report measures. Their study included 454 students from five school districts. This research was done to examine the relationships between bullying and gender, grade level, ethnicity, self-esteem, and depression.

The result of Seals and Young's (2003) study showed that 24% of the students reported bullying involvement. Males made up 66.7% of the self-reported bullies, whereas 33.3% of the self-reported bullies were female. Based on the data, significantly more males than females reported that they were bullies. Sixty-seven percent of the boys in their study reported that they only bullied other boys, whereas 12.2% of the victims of girl bullies were boys. When the bully was either a girl or a boy, or a team of both a boy and a girl, 34.6% of the victims were boys. The results of the study showed that when males and females participated in bullying activities alone, they tended to target same-gendered victims; females were more likely to be involved in mixed-gender group bullying.

Additionally, Seals and Young (2003) included psychosocial functioning within their study to further examine the role of self-esteem and bullying. The data suggested that bullies had higher self-esteem than victims and uninvolved students, although the difference was not statistically significant. Data also suggested that both bullies and their victims were more depressed than students who were not involved in any type of bullying behavior. These details are important in helping educators identify students who may fall prey to bullies, as well as in identifying students who are bullies within school (Seals & Young). Further research needs to be conducted regarding the relationships between self-esteem, depression, and bullying behavior.

Aggression in Boys as Compared With Girls: Introduction of Girl Bullies

Historically, researchers have concluded that girls primarily engage in indirect forms of aggression and bullying, including gossiping, verbal abuse, and exclusion, whereas boys engage in physically violent forms of aggression and bullying (Viljoen et al., 2005). Recently, researchers have suggested that girls are now increasingly engaging in physically violent and aggressive bullying behavior, although such behavior is still believed to be far less prevalent among girls than it is among boys (Pepler et al., 2006). Despite recent research suggesting that girls are now engaging in more physically aggressive and antisocial behavior, there is little research examining these behavior patterns in girls (Schaeffer et al., 2006).

The development of antisocial behavior in boys has been and continues to be a highly researched area (Schaeffer et al., 2006). Schaeffer et al. indicated that boys who display aggressive and disruptive behavior beginning at an early age display the most

significant adjustment and aggression problems throughout their lives. Boys on this destructive pathway exhibit ongoing risk factors for future behaviors, including attention issues, peer rejection, and school failure. Although this pathway has been thoroughly studied and developed for boys, there is little research regarding the development of antisocial behavior in girls.

Schaeffer et al.'s (2006) study was designed to address this gap in the research literature. The specific goal of the study was to examine the trajectories of aggressive-disruptive behavior in elementary school-aged (Grades 1 through 5) girls in comparison to boys, and the possible correlation with antisocial behavior as adults. Their research was based on the assumption that the trajectories of boys' behavior can also be applied to the development of aggressive behavior in girls.

The researchers recruited 664 girls and 675 boys from 19 Baltimore, Maryland school districts as participants for their study (Schaeffer et al., 2006). Several tools were used to obtain data: The Teacher Observation of Classroom Adaptation – Revised (TOCA-R) was used to measure aggressive and disruptive behavior, attention and concentration issues, and peer rejection; the California Achievement Test (CAT) was used to assess reading achievement; and the *Diagnostic and Statistical Manual of Mental Disorders* (4th ed.) was used to determine a diagnosis of antisocial personality disorder. Follow-up phone-based interviews were conducted to collect further longitudinal data when the students were between 19 and 20 years old.

The results of Schaeffer et al.'s (2006) study showed that an early starter pathway was present in girls as it is in boys. The girls in this subset began displaying consistently

high levels of aggressive-disruptive behavior at an early age. Based on the data, researchers concluded that this subset of girls would have the highest level of antisocial behavior in adulthood. Although few gender differences were found in aggressive-disruptive trajectories, the results suggested that early aggressive behavior was related to antisocial behavior in young adulthood and was a significant problem that requires intervention.

Introduction to Goffman's Frame Theory

Individuals possess social frameworks through which they perceive the world around them. According to Goffman's (1974) frame analysis, these social frameworks provide rules and guidelines for interpreting everyday events in an individual's life. Individuals create and hold on to primary frameworks to help them interpret a given social situation. Goffman stated that an individual can employ several frameworks to interpret any given event.

An individual's primary framework of a given event allows him or her to access the schema that helps the individual understand the situation at hand. According to Goffman's (1974) theory, an ambiguous event can be framed differently to offer varying interpretations of that event. Primary frameworks are fundamental components of one's thoughts; therefore, any uncertainties about these frameworks will quickly be resolved to prevent confusion. In the process of resolving these uncertainties, an individual may misframe an event, causing the individual to respond to that event with the wrong behavior (Goffman, 1974, p. 308).

Effect of Misframes

Educators create frames throughout their careers to explain and make sense of daily events that they face in schools. These frames are the culmination of their personal experiences, their education, and their own research. Educators have created primary frameworks to define the quintessential male and female bully. These primary frameworks help educators to quickly interpret and react to bullying incidents within schools. Problems arise when bullies are misframed by educators, causing educators' reactive behavior to be ineffective.

The Influence of Perceptions

Individuals use perception and primary frameworks to judge, analyze, and interpret the world around them (Baron et al., 2006; Goffman, 1974). Educators use their primary frameworks to make quick judgments about their students based on past experiences, research, and education. Reid, Monsen and Rivers's (2004) research investigated the roles of psychological theory and perception in managing bullying behavior within schools. The literature review focused on teachers' awareness of bullying, gender differences, levels of reporting, student attitudes, and antibullying intervention plans. The results of the review concluded that teachers' "tendencies to underestimate the frequency and magnitude of bullying may be manifested by an insufficient knowledge of the wide variety of bullying behaviors" (Reid, Monsen & Rivers, 2004, p. 243) that occur within schools. In general, perceptions can impact a teachers' expectation of behavior toward particular groups of students (Chang & Demyan, 2007).

Naylor, Cowie, Cossin, de Bettencourt, and Lemme (2006) conducted research that explored the impact of individuals' perception on bullying by comparing and contrasting teachers' and students' perceptions of bullying. These researchers included 1,820 students, ranging from 11 to 14 years old, and 225 teachers in their study. Separate open-ended questionnaires were developed for teachers and students to ensure developmental appropriateness. The aim of the questionnaire was to gather information regarding individuals' perceptions of six types of bullying: physical, verbal, social exclusion, power imbalance, repeated behavior, and intended harm.

The results of Naylor et al.'s (2006) data analysis showed that 35.5% of the students and 10.2% of the teachers included direct forms of bullying within their definitions. The researchers conducted a loglinear analysis, which determined that there was no two-way relationship between definitions only including direct forms of bullying and respondent sex; however, there was such a link with teacher-student status.

Furthermore, (65.2%) of students and (75.6%) of teachers perceived physical behavior as a component of bullying (Naylor et al., 2006). Almost an equal ratio of teachers (59.1%) and students (59.6%) perceived verbal abuse as a component of bullying. Only (6.1%) of participants perceived social exclusion as a component of bullying (12.9% of teachers and 5.3% of students). Power imbalance was perceived as a far greater problem by teachers than students, and only (9%) of the respondents perceived repeated behavior as an issue. Overall, more teachers (24.9%) perceived intended harm to be a component of bullying than did students (3.9%).

In conclusion, the results of Naylor et al.'s (2006) study showed that teachers and student perceive the following types of bullying differently: physical, social exclusion, power imbalance, repeated behavior, and intended harm. Additionally, both teachers and students were likely to only include direct forms of bullying in their definitions. The study demonstrated that teachers and students may perceive the same bullying behavior differently due to their limited frameworks of bullies, and that these differences in perceptions could impact how interventions are implemented (Goffman, 1974; Naylor et al., 2006). Although teachers and students may perceive bullying differently (Naylor et al., 2006), bullying of any kind is a growing problem that leaves destruction in its wake (Marini et al., 2006).

Social Change Implications

The social change implications of this study are significant. In order for an educator's reaction to a bullying incident to be effective, the educator must first perceive the incident correctly. If educators misframe or misperceive the situation at hand, their responses or interventions may be ineffective. If educator perceptions of bullying behavior are inconsistent with behaviors actually displayed by both male and female bullies, then incidences of bullying will continue to be overlooked, and this aggressive behavior will continue to plague school systems.

The new female bully displays physically aggressive characteristics that were once attributed only to males (Garbarino, 2006; Pepler et al., 2006). As a result of these changes, educators need to recognize and understand the characteristics of female bullies

in order to identify such children and properly create and implement effective, gender-specific antibully intervention programs (Weiler, 1999).

Implications for Further Research

A majority of past research has been quantitative in nature, using small sample sizes and self-report measures completed by adolescents. The present researcher will add to the small body of quantitative research by using a standardized psychological survey completed by highly educated teaching staff in order to gain insight into how educators perceive female and male bullies. Future research in this area should be conducted using a sample that provides a greater representation of educators within the United States so that the results can be generalized to education systems across the United States.

Summary

This chapter presented a review of the literature related to gender issues and bullying. A review of the literature revealed a gap in the research related to the specific examination of how educators perceive internalizing behavior, externalizing behavior and social skills behavior in bullies based upon gender. This researcher will address this gap in chapters 3, 4, and 5.

CHAPTER 3: RESEARCH METHOD

The purpose of this quantitative study was to examine how educators perceive bullies' behavioral differences and similarities based upon the gender of the bully. This chapter includes a description of the research design and approach, setting and sample, instrumentation, data collection and analysis, and ethical considerations. The Walden IRB approval number is 06-17-08-0282949.

Research Design and Approach

The purpose of this study was to examine educator perceptions of female bullies as compared to male bullies; the study specifically examined internalizing and externalizing behavior as well as social skills as measured by the Clinical Assessment of Behavior-Teacher Report (CAB-T). A quantitative design was chosen for this research study so that educators' perceptions of bullying behavior could be classified, quantified, and statistically analyzed. That is, a method was needed that would (a) quantify educator perceptions of internalizing behavior and externalizing behavior, as well as social skills, in both male and female bullies and (b) determine inconsistencies between educator perceptions of male and female bullies within the three areas. A quantitative method was used to fulfill these requirements because it allowed for numerical values to be assigned to gender (independent variable) and to the behavioral components (dependent variables). These numerical values could then be statistically analyzed to determine if variance was present.

Setting and Sample

This study's sample size was determined using G-Power 3.0 to conduct an a priori power analysis. The power analysis was completed with an alpha level of .05, using two predictors, a .15 effect size, and a desired statistical power of .8 with 1 degree of freedom. As a result, it was determined that a minimum sample of 67 participants was needed. The sample for this research study comprised 125 participants, including late elementary (third, fourth, and fifth grades), middle school (six, seventh, and eighth grades), and high school (ninth, tenth, eleventh, and twelfth grades) educators in one suburban New York State school district located in northern Westchester County. The district is in a primarily residential area that encompasses three towns and a population of about 10,200 people. The school district serves about 1,480 students from kindergarten through 12th grade. The district comprises two elementary schools, one for kindergarten through 2nd grade and the other for 3rd through 5th grade, as well as a combined middle- and high school which houses 6th through 12th grades.

Instrumentation

The survey instrument used was the Clinical Assessment of Behavior – Teacher Form (CAB-T; Bracken & Keith, 2004), a researcher-designed, highly reliable and valid instrument designed to represent a national sample of children in the United States between the ages of 2 and 18 years. The reliability and validity of this instrument will be discussed later in this chapter. The teacher version of this instrument was standardized on 1,689 teachers from 17 states within the United States. This survey was designed to shed

light upon current social and behavioral concerns of children as well as to identify children who may be in need of behavioral intervention.

The CAB-T is a pencil and paper rating form that asks teachers to respond to 70 statements using a 5-point response format, which ranges from *always* to *very frequent* to *never* (Bracken & Keith, 2004). The CAB-T typically takes about 15 to 20 min to complete (Bracken & Keith). The CAB-T yields T scores for internalizing behavior and externalizing behavior as well as adaptive behavior. The Internalizing Behavior scale includes clinical clusters in the areas of anxiety and depression. The Externalizing Behavior scale includes clinical clusters in the following areas: anger, aggression, bullying, conduct problems, attention deficit-hyperactivity, autistic spectrum behaviors, learning disability, and mental retardation. The CAB-T also yields T scores for other variables, including competence, and adaptive behaviors. For the purpose of this study, the focus was on data collected from the Internalizing Behavior, Externalizing Behavior, and Social Skills scales.

Reliability

When developing the CAB, the authors took into account two kinds of reliability: internal consistency and stability. The internal consistency of a measure refers to the positive correlations of the items within the scale and how much these correlations contribute to the reliable variation of scores (Bracken & Keith, 2004). The stability of the test refers to the degree to which the ratings remain stable over a period of time. The goal of Bracken and Keith (2004) was to establish a level of reliability between .90 and .95 across all scales and subscales.

In order to create a test with high internal consistency, all of the items should “correlate positively and moderately with each other and with their combined total score” (Bracken & Keith, 2004, p. 58). The CAB-T achieved the following alpha coefficients and standard error of measurements (SEM) for internal consistency: Internalizing Behavior scale, alpha coefficient of .95 and SEM of 2.24; Externalizing Behavior scale, alpha coefficient of .97 and SEM of 1.73; and Social Skills scale, alpha coefficient of .95 and SEM of 2.24. The resulting high alpha coefficients and small SEMs suggested that the results reflected true scores with fairly tight bands of confidence.

The stability of the CAB-T is an important psychometric component because information gathered using the instrument may dictate interventions or treatment plans. Bracken and Keith (2004) conducted test-retest studies on each of the CAB forms in order to demonstrate stability. The test-retest interval for the CAB-T was 7 to 36 days and was completed on 102 students. The results showed no considerable changes in test scores from the first administration to the second administration.

Validity

The validity of a test is the extent to which it measures what it is reported to measure. Criterion-related validity was established empirically via simultaneous administration of the CAB and “theoretically similar scales, such the Behavior Assessment System for Children (BASC) and the Devereaux Scales of Mental Disorders (DSMD)” (Bracken & Keith, 2004, p. 79).The CAB-T was compared to the BASC – Teacher Rating Scale in a mixed clinical sample of 191 students. The results showed “the means on theoretically corresponding scales/clusters across the two instruments are

generally within a couple of T scores points from each other” (Bracken & Keith, 2004, p. 79), indicating that the two instruments are comparable. The two scales also demonstrated strong positive correlations between theoretically similar scales, further indicating that the tests are comparable and can be used interchangeably. Overall the CAB-T “scales and clusters demonstrate strong evidence for content, construct, concurrent, and contrasted sample of forms of validity” (Bracken & Keith, 2004, p. 111).

Student Description

The following written student descriptions were provided to the educators to read prior to filling out the CAB-T. Student descriptions were randomly distributed to the educators; half of the participants were randomly provided with the male student description and the other half were provided with the female description. These descriptions were created using data from previous researchers that highlighted the key characteristics of bullies (Baldry & Farrinton, 2000; Bright, 2005; Garbarino, 2006; Piskon, 2002). The use of student descriptions in this research is similar to the research methods used by Nesdale and Pickering (2006). These researchers created bullying scenarios that were presented to teachers to examine how the teachers perceived and reacted to aggressive students.

The male student description was as follows:

Mike is a popular student in your school. He is very athletic, participating in both track and soccer. Several times throughout the fall you have overheard both teachers and students complaining that Mike has verbally picked on younger students and has spread rumors about others. He has also been caught threatening and pushing his peers. There have also been several occasions when he has been referred to the office after he has struck other students. He appears to be unsympathetic to both his peers’ and his teachers’ feelings, often laughing at them when they become upset by his behavior.

The female student description was as follows:

Michelle is a popular student in your school. She is very athletic, participating in both track and soccer. Several times throughout the fall you have overheard both teachers and students complaining that Michelle has verbally picked on younger students and has spread rumors about others. She has also been caught threatening and pushing her peers. There have also been several occasions when she has been referred to the office after she has struck other students. She appears to be unsympathetic to both her peers' and her teachers' feelings, often laughing at them when they become upset by her behavior.

Data Collection and Analysis

Data Collection Procedures

A letter of intent (see Appendix A) was submitted to the superintendent of the school district. The letter explained the purpose of the study and requested permission to survey the staff within the middle school and high school. Once permission was granted from the superintendent (see Appendix B), follow-up letters were sent to the principal of the elementary school (see Appendix C), as well as both the middle school (see Appendix D) and the high school (see Appendix E), informing them of the superintendent's permission to conduct the research within their school buildings. Once all of the administration had been informed, consent forms, surveys, and instructions for completion were distributed to educators via interoffice mailing. The timeline between distribution of the surveys and collection was 4 weeks. After 2 weeks, a reminder was sent out to those who had not yet returned the surveys.

The consent letter (see Appendix F) described the voluntary nature of the study, confidentiality, the purpose of the study, agreement to participate in the study, and the option to opt out of the study at any time. The instructions further described the study to

the teachers, asked them to read the attached student description, and requested that they then complete the attached CAB-T survey based upon their perceptions of the student description they read. The educators were also asked to complete a brief demographic survey (see Appendix G). The educators were instructed to return the consent form and both surveys via interoffice mail in the attached addressed envelope. All data and surveys collected were precoded and did not include any identifying information.

Once all surveys were returned and checked for completeness, they were scored using the CAB computer scoring program. The data were then entered into SPSS for statistical analysis. Data will be retained for 5 years in a locked file cabinet and will be available from the researcher.

Data Analysis Plan

Demographic information was collected from the educators and used as part of the post hoc multiple regression analysis. Educators were asked to supply such information as gender, years teaching, grade level, and level of education.

The data collected from the CAB-T were statistically analyzed using an ANOVA. The independent variable of this study was gender of the bully, either male or female. The three dependent variables were the behavioral factors included in this study (internalizing behavior, externalizing behavior, and social skills). No moderating variables were examined in this study.

Descriptive statistics, including percentages, means, and frequencies, were completed for all survey items. Hypotheses were tested using inferential statistics. To

further investigate significant results, post hoc multiple regression analyses were completed using the demographic information collected from the educators.

Hypothesis 1: The hypothesis that educators would perceive male bullies as having more externalizing behaviors as measured by the CAB-T than females was tested using ANOVA. ANOVA is used when a researcher wants to determine if there are any significant differences between the means of more than two groups. Variance within as well as between each of the groups was analyzed statistically, yielding an *F* value.

Hypothesis 2: The hypothesis that educators would perceive female bullies as having more internalizing behaviors as measured by the CAB-T than male bullies was tested for statistical significance using ANOVA.

Hypothesis 3: The hypothesis that educators would perceive male bullies as having more difficulty with social relations and interpersonal skills as measured by the CAB-T than female bullies was tested for statistical significance using ANOVA.

Ethical Considerations

Throughout the development of this study, careful and thorough consideration was given to the nature of the study and the possible effects of study procedures on the participants. Prior to the study, participants received a letter outlining the voluntary nature of the study, confidentiality, informed consent, and their ability to opt out of the study at any time. Participants were also provided with information about the study procedures and contact information for the researcher should they have any additional questions or concerns.

The informed consent form stated that all data collected would remain confidential and that only the researcher would have access to the data. Participants were also informed that this study would be conducted on a voluntary basis and that participation would in no way affect their position within the school district.

Summary

The purpose of this study was to examine educator perceptions of female bullies in comparison to male bullies, specifically examining internalizing and externalizing behavior as well as social skills. Educator perceptions of these specific behavioral characteristics were assessed using the CAB-T. The data collected were analyzed using a series of ANOVAs. The independent variable of this study was gender, either male or female. The three dependent variables were the behavioral factors assessed by the CAB-T (internalizing behavior, externalizing behavior, and social skills). No moderating variables were examined in this study.

The results of the data collection are presented in chapter 4. Chapter 5 presents a discussion of the conclusions, a critical analysis of the data, and an explanation of the future implications of this study.

CHAPTER 4:

RESULTS

This chapter presents the results of the study. The chapter will be broken down into six sections. Following this brief introduction, the first section will discuss the sample that was used in this research as well as descriptive statistics. The second section will report the data screening procedure and tests of assumptions. The third section will outline the bivariate relationships of the variables. The fourth section will discuss the inferential statistics, and the fifth section will present the regression analyses that were completed. The final section will include a summary and discussion of the results.

Sample Demographics and Descriptive Statistics

The targeted sample for this research study included 125 late elementary (third, fourth and fifth grades), middle school (six, seventh, and eighth grades), and high school (ninth, tenth, eleventh, and twelfth grades) educators in one suburban New York State school district located in northern Westchester County. Of the 125 educators surveyed, 79 returned completed demographic forms and CAB-T surveys based upon the bully profile ($N= 79$), yielding a response rate of 63.2%.

All 79 educators responded to each of the demographic questions (i.e., gender, education level, grade currently taught, and number of years teaching). Of these educators, 16 (20.3%) were male and 63 (79.7%) were female. Five (6.3%) of the educators reported having earned a bachelors degree, 1 (1.3%) reported having a bachelors degree plus 30 credits, 43 (54.4%) reported having a masters degree, 29 (36.7%) reported having a masters degree plus 60 credits, and 1 (1.3%) educator reported

having a doctoral degree. All of the 79 educators provided information regarding the grade they taught at the time of the survey. Thirty (38%) educators taught elementary school, 23 (29.1%) educators taught middle school, and 26 (32.9%) educators taught high school. The mean number of years of teaching experience was 13.09 ($SD = 8.96$). Of the 79 returned surveys, 38 (48.1%) were completed based upon the male bully scenario and 41 (51.9%) were completed based upon the female bully scenario. These educator characteristics, including the numbers and percentages in each category, are given in

Table 1.

Table 1
Sample Demographic Characteristics

Demographic	<i>n (%) / M (SD)</i>
Gender	
Male	16 (20.3%)
Female	63 (79.7%)
Education	
Bachelor's degree	5 (6.3%)
Bachelor's degree + 30	1 (1.3%)
Master's degree	43 (54.4%)
Master's degree + 60	29 (36.7%)
Doctoral degree	1 (1.3%)
Grades taught	
Grades 3-5	30 (38%)
Grades 6-8	23 (29.1%)
Grades 9-12	26 (32.9%)
Years of experience	$M = 13.09 (SD = 8.963)$

Data Screening and Testing of Assumptions

Data collected from 79 educators consisted of demographic information as well as the completed CAB-T surveys. The collected information was coded and entered into databases, which were then checked for improper values and missing data. All values were within the appropriate ranges; no improper values were discovered. The final sample size was $N = 79$. The coded data were then entered for computer analysis using SPSS software.

The discrete variables were examined for low frequency (i.e., < 5 cases) in any one category. There were fewer than 5 cases within the Very Significant Weakness category of the Social Skills classification. Therefore, the Significant Adaptive Weakness category and the Very Significant Weakness category were collapsed together, so that the chi-square test would compute correctly. All other categories in each of the internalizing, externalizing, and social skills classification variables met the minimum requirement of at least five cases.

The continuous variables were examined for univariate outliers, or scores that fall more than four standard deviations from the mean. For the Internalizing Behavior T score, Case 19 fell more than four standard deviations from the mean and was therefore removed from any subsequent analysis involving Internalizing Behavior T scores; the case was retained for all other analyses. Histograms were created and analyzed for further detection of univariate outliers. Breaks in histogram data were noted in the Externalizing Behavior T score on Cases 2, 3, 4, 39, and 41. These data were deemed outliers and removed from any analyses involving Externalizing Behavior T scores, but were left in

for all other analyses. Multivariate outliers were explored using Mahalanobis distance scores in regression. Cases 2 (Mahalanobis distance = 25.38) and 19 (Mahalanobis distance = 24.87) fell outside the critical value of $\chi^2(7) = 24.3$. These cases were therefore determined to be outliers and were dropped from the regression analysis.

The variables were examined for violations of assumptions. Normality is one of the assumptions of ANOVA and regression and is therefore a concern regarding the continuous variables of interest. With the outliers dropped from analysis, there were no problems with normality and no transformation of data was necessary. All data evidenced a normal distribution, with both skewness and kurtosis $\leq \pm 2$ standard errors. Levene's test of homogeneity of variance was not significant for the Internalizing Behavior T score, Externalizing Behavior T score, or Social Skills T score, indicating no violation of the normality assumption for these three scales.

Bivariate Relationships

One of the objectives of this research was to examine the relationship between educator perceptions of male and female bullies as measured by the three subscales of the CAB-T. Chi-square tests of independence were run to examine whether there was a relationship between the gender of the bully and classification on each of the three CAB-T subscales: Internalizing Behavior, Externalizing Behavior, and Social Skills. Externalizing behavior can be defined as anger, aggression, physical bullying as well as other conduct problems (Bracken & Keith, 2004). Behavior associated with anxiety, depression can be classified as internalizing behavior and an individual's interpersonal

skills and abilities to maintain social relations would be classified as social skills. (Bracken & Keith, 2004).

A significant relationship was evident between the Internalizing Behavior classification and the gender of the bully, $\chi^2(1) = 29.15, p < .05$. More specifically, male bullies were more likely to fall in the normal range, whereas female bullies were more likely to fall in the Mild Clinical Risk range; neither male nor female bullies were classified in the Significant Clinical Risk or Very Significant Clinical Risk ranges.

A significant relationship was also evidenced between the Externalizing Behavior classification and gender of the bully, $\chi^2(1) = 26.05, p < .05$. Male bullies were more likely to fall in the normal range, whereas female bullies were more likely to fall in the Significant Clinical Risk or Very Significant Clinical Risk ranges; equal numbers of male bullies and female bullies fell in the Mild Clinical Risk range.

A significant relationship was determined between Social Skills classification and gender of the bully, $\chi^2(1) = 19.18, p < .05$. Male bullies were more likely to fall in the normal range, whereas female bullies were more likely to fall in the Significant or Very Significant Adaptive Weakness ranges; equal numbers of male bullies and female bullies fell in the Mild Adaptive Weakness range. The cross tabulations for gender of the student by classification, including the numbers and percentages in each category, are given in Table 2.

Inferential Analyses

ANOVAs were conducted to examine the impact of the gender of the bully on each of the three CAB-T subscales. For the Internalizing Behavior T score, Levene's test

of homogeneity of variance was not significant, indicating no violation of this assumption. Results indicated that gender had a significant impact on CAB-T scores, $F(1, 76) = 39.22, p < .05$. Female students ($M = 60.24, SD = 5.65$) were rated as having higher scores on the Internalizing Behavior T score than male students ($M = 52.00, SD = 5.98$).

Table 2
Cross Tabulations for Gender of Student by Classification

CAB-T Subscale/Classification	Gender		Total
	Male	Female	
<i>Internalizing</i>			
Normal range (<59)	36 (94.7%)	15 (36.6%)	51 (64.6%)
Mild clinical risk (60-69)	2 (5.3%)	26 (63.4%)	28 (35.4%)
<i>Externalizing</i>			
Normal range (<59)	16 (42.1%)	1 (2.4%)	17 (21.5%)
Mild clinical risk (60-69)	20 (52.6%)	22 (53.7%)	42 (53.2%)
Significant/very significant clinical risk (70+)	2 (5.3%)	18 (43.9%)	20 (25.3%)
<i>Social Skills</i>			
Very significant/significant adaptive weakness (<30)	2 (5.3%)	15 (36.6%)	17 (21.5%)
Mild adaptive weakness (30-39)	24 (63.2%)	25 (61%)	49 (62%)
Normal range (40-59)	12 (31.6%)	1 (2.4%)	13 (16.5%)

Levene's test of homogeneity of variance also was not significant for the Externalizing Behavior T scores, indicating no violation of this assumption. Results indicated that gender had a significant impact on CAB-T scores, $F(1, 72) = 32.33, p <$

.05. Female students ($M = 67.86$, $SD = 5.02$) were rated as having higher scores on the Externalizing Behaviors T Score than male students ($M = 61.39$, $SD = 4.77$).

For the Social Skills T score, Levene's test of homogeneity of variance was not significant, indicating no violation of this assumption. Results indicated that gender had a significant impact on CAB-T scores, $F(1, 77) = 29.95$, $p < .05$. Male students ($M = 37.11$, $SD = 4.05$) were rated as having higher scores on the Social Skills T score than female students ($M = 31.22$, $SD = 4.97$). Table 3 provides a summary of the ANOVAs, including the means, standard deviations, and F ratios for each CAB-T subscale by gender.

Table 3
Summary of Means, Standard Deviations, and F Ratios From ANOVAs

CAB-T Subscale/Group	M	SD	F	p
<i>Internalizing Scale</i>				
Male	52.00	5.98	39.216	< .001
Female	60.24	5.65		
<i>Externalizing Scale</i>				
Male	61.39	4.77	32.332	< .001
Female	67.86	5.02		
<i>Social Skills Scale</i>				
Male	37.11	4.56	29.948	< .001
Female	31.22	4.97		

* $p < .05$.

Regression Analyses

To examine the relative relationship between educator demographic variables and CAB-T score for male and female bullies, a total of six regression analyses were

completed. The set of predictors for the educators included the gender of the participant, years of experience, grade(s) taught, and level of education. The data were split to analyze the relationship between this set of predictors and the three dependent variables (Internalizing Behavior T score, Externalizing Behavior T score and Social Skills T score) separately for the female and male bullies. The predictors were entered using a standard multiple regression approach.

The first three regressions completed examined the relationship between the set of predictors and the CAB-T scores for the male bully. The results indicated that the set of predictors (i.e., gender of participant, years of experience, grades taught, and level of education) were significant in predicting Social Skills T scores, $R^2 = .27$, $F(4, 33) = 3.05$, $p < .05$. The same set of predictors was not significant in predicting Internalizing Behavior T scores, $R^2 = .19$, $F(4, 32) = 1.91$, $p < .05$; or Externalizing Behaviors, $R^2 = .21$, $F(4, 33) = 2.16$, $p < .05$.

The next three regressions were completed to examine the relationship between the set of predictors and CAB-T scores for the female bully. The results indicated that the same set of predictors (i.e., gender of the participant, years of experience, grades taught, and level of education) was not significant in predicting any of the CAB-T scores: Internalizing Behavior, $R^2 = .15$, $F(4, 36) = 1.53$, $p > .05$; Externalizing Behavior $R^2 = .11$, $F(4, 31) = 0.92$, $p > .05$; and Social Skills, $R^2 = .21$, $F(4, 36) = 2.38$, $p > .05$, for the female bully.

Summary

This chapter described the findings of the research as it relates to educator perceptions of bullies based upon the gender of the bully. Analysis of the data revealed that Hypotheses 1 and 3 were not supported, as the results indicated that educators did not perceive male bullies as having more externalizing behaviors or as having more difficulty with social relations and interpersonal skills than female bullies. However, the results of the analysis indicated that female bullies were perceived as displaying more internalizing behaviors than their male counterparts; thus, Hypothesis 2 was supported. A discussion of the findings is included in chapter 5.

Table 4
Regression Analyses for Predicting CAB-T Subscale Scores for Male Bullies

Predictor	B (SE)	β	Part r	t
<i>Internalizing Behavior</i>				
Gender of participant	-5.52 (2.29)	-0.40	-0.38	-2.41
Grades taught	-0.52 (1.16)	-0.76	-0.71	-0.45
Years of experience	-0.02 (0.13)	0.03	-0.03	0.17
Highest education	1.19 (1.64)	0.14	0.12	0.47
$R^2 = .19$				
<i>Externalizing Behavior</i>				
Gender of participant	4.08 (5.61)	0.38	0.36	2.30
Grades taught	-0.56 (0.91)	-0.10	-0.10	-0.62
Years of experience	-0.02 (0.10)	-0.03	-0.03	-0.19
Highest education	-0.60 (1.30)	-0.09	-0.07	-0.46
$R^2 = .21$				
<i>Social Skills</i>				
Gender of participant	-3.77 (1.63)	-0.37	-0.35	-2.32

Grades taught	-0.11 (.83)	-0.02	-0.02	-0.14
Years of experience	-0.06 (0.09)	-0.13	-0.10	-0.70
Highest education	2.58 (1.18)	0.39	0.32	2.18

$$R^2 = .27$$

* $p < .05$.

Table 5
Regression Analyses for Predicting CAB-T Subscale Scores for Female Bullies

Predictor	B (SE)	β	Part r	t
<i>Internalizing Behavior</i>				
Gender of participant	-0.92 (2.54)	-0.06	0.06	-0.36
Grades taught	0.61 (1.09)	0.09	0.09	0.56
Years of experience	0.04 (0.10)	0.06	0.06	0.38
Highest education	2.27 (1.05)	0.35	0.33	2.16
$R^2 = .15$				
<i>Externalizing Behavior</i>				
Gender of participant	0.38 (2.38)	0.03	0.03	0.16
Grades taught	0.24 (1.07)	0.04	0.04	0.22
Years of experience	0.07 (0.09)	0.13	0.13	0.74
Highest education	1.79 (1.02)	0.31	0.30	1.75
$R^2 = .11$				
<i>Social Skills</i>				
Gender of participant	-5.60 (2.15)	-0.40	-0.39	-2.60
Grades taught	0.39 (0.92)	0.07	0.06	0.42
Years of experience	-0.04 (0.08)	-0.06	-0.06	-0.41
Highest education	-1.95 (0.89)	-0.34	-0.33	-2.19
$R^2 = .21$				

* $p < .05$.

CHAPTER 5:
SUMMARY, INTERPRETATIONS, IMPLICATIONS,
AND RECOMMENDATIONS

This chapter is divided into four main sections, which will summarize the study, discuss the conclusions and implications, and present recommendations for the future. After a brief review of the purpose and the method of the study, the first section will summarize the findings. The second section will interpret the findings and discuss their relation to the study's conceptual framework. Next, the third section will discuss the implications of the findings for social change within school systems. The fourth section will conclude with implications for social change and recommendations for further study.

Overview of the Study

Research has shown that there has been an increase in bullying behavior within schools in the United States over the last decade (Pepler et al., 2006). More specifically, the dramatic increase in female involvement in violent and aggressive acts of bullying has caused alarm (Garbarino, 2006). To date, very little research has been completed on educator perceptions of bullying characteristics based upon gender. Although past research suggested that adolescent males and females historically displayed different bullying characteristics, more recent research has suggested that these trends have changed. The purpose of this study was to expand upon recent studies and examine how educators perceive characteristics of adolescent female bullies as compared to adolescent male bullies, specifically examining internalizing and externalizing behavior as well as social skills.

To fulfill this objective, a sample of 79 late elementary, middle school, and high school educators completed the Clinical Assessment of Behavior – Teacher Form (CAB-T) based upon a presented bully description. They also completed a demographic questionnaire. The independent variable for this study was gender of bully, either male or female, and the three dependent variables were the behavioral factors (Internalizing Behavior scale, Externalizing Behavior scale, and Social Skills scale of the CAB-T). The data were analyzed using chi-square tests to examine the relationship between educator perceptions of male and female bullies and the classification on each of the three CAB-T subscales. Analyses of variance were conducted to examine the impact of the gender on each of the three CAB-T subscales. Lastly, a total of six regression analyses were completed to examine the relative relationship between educator demographic variables and CAB-T score for male and female bullies. The set of predictors for the regression analyses included gender of the participant, years of experience, grade(s) taught, and level of education.

Interpretation of Findings

This study considered the follow research questions:

1. Will educators perceive female bullies or male bullies as having a higher degree of externalizing behavior?
2. Will educators perceive female bullies or male bullies as having a higher degree of internalizing behavior?
3. Will educators perceive female bullies or male bullies as having a greater difficulty with social skills?

Three null hypothesis were formulated under the belief that the dependent variable (gender) would predict the classification on each of the three CAB-T subscales described earlier.

Null Hypothesis 1: Educators will not perceive male bullies as having more externalizing behaviors as measured by the CAB-T.

Null Hypothesis 2: Educators will not perceive female bullies as having more internalizing behaviors as measured by the CAB-T.

Null Hypothesis 3: Educators will not perceive male bullies as having more difficulty with social relations and interpersonal skills than female bullies as measured by the CAB-T.

Based on the findings that educators did not perceive male bullies as displaying more externalizing behaviors or having more difficulties with social relations and interpersonal skills than female bullies, null hypotheses 1 and 3 were both accepted. However, null hypothesis 2 was rejected because the data indicated that educators perceived female bullies as displaying more internalizing behaviors than their male counterparts.

The research findings can perhaps best be interpreted using the study's conceptual framework of Goffman's frame theory. The frame theory suggests that educators use cognitive structures or frames that are based upon their own perceptions to process information and interpret situations (Goffman, 1974; Hartson, 1991). These frames dictate an educator's reaction when confronted with a bullying incident.

For the purposes of this research, educators were presented with either a male bully description or a female bully description. The bully descriptions were identical, with the exception of the gender of the bully. The results showed a significant and important finding: educators perceive male bullies and female bullies significantly differently when examining externalizing behavior, internalizing behavior, and social skills.

Externalizing Behavior

Externalizing behavior can be defined as hitting, shoving, punching, kicking, and other physical forms of violence (Piskin, 2002), as well as being aggressive, tough, confident, impulsive, and not empathetic (Baldry & Farrington, 2000). In the past, research indicated that only males displayed this type of bullying behavior. The purpose of this research was to determine whether educators perceive female bullies or male bullies as having a higher degree of externalizing behavior.

The resultant data showed that educators who filled out the CAB-T based upon the female bully description were more likely to perceive the female bully as displaying a significantly higher level of externalizing behavior than the male bully counterpart. Educators who filled out the CAB-T based upon the male bully perceived him as engaging in these types of behaviors less often or never; thus, the male bully's T scores on the externalizing scale fell within the normal range more often.

Internalizing Behavior

Relational, indirect, and socially motivated forms of bullying fall into the internalizing behavior category and include such behaviors as gossiping, social exclusion,

and being hostile without physical violence (Bright, 2005; Garbarino, 2006). Past research focused on females primarily engaging in indirect forms of bullying and exhibiting internalizing types of behaviors (Bright, 2005). The purpose of this research was to see whether educators perceived female bullies or male bullies as having a higher degree of internalizing behavior.

In summary, the internalizing behavior T scores of the male bully were significantly lower than their female counterparts. Following this further, educators were more likely to perceive the male bully as displaying normal levels of internalizing behaviors and perceive the female bully as displaying clinically significant levels of internalizing behaviors.

Social Skills

Lastly, social skills can be defined as an individual's ability to create and maintain social relations and use interpersonal skills when interacting with others (Bracken & Keith, 2004). Educators perceived the male bully as displaying better adjusted social skills than his female bully counterpart. That is, lower T scores were observed for the female bully scenario within the social skills category, indicating that social skills were perceived as a significant adaptive weakness for the female bully as compared to the male bully.

In brief, the male bully's behavior was more often perceived by the educator as normal, whereas the female bully was perceived as at risk for clinical significance. Therefore, if educator perceptions of male and female bullying behavior are inconsistent with behaviors actually presented, then interventions will be ineffective in diffusing

bullying incidences and aggressive bullying behavior will continue to plague school systems.

Implications of Findings for Social Change

Due to the increase in bullying behavior within schools in the United States, the social change implications of this study are significant (Pepler et al., 2006). Results of this study show that educators perceive male and female bullying behavior differently. Research shows that in order to effectively intervene in the ongoing and escalating bullying problem within schools, educators must first understand the differences and similarities between female and male bullies (Baldry & Farrington, 2000; Piskin, 2002).

The social change implications of this study are significant for educators, school administrators, and school communities. The social change implication for educators focuses on educators' ability obtain instruction regarding how their perceptions influence their reactions when faced with both male and female bullies. Past research has indicated that in order for an antibully program to be effective, educators must be properly trained to understand and recognize both male and female bully characteristics (Weiler, 1999). Consequently, educators who possess a better awareness of both male and female bullies will be better equipped to implement effective antibullying programs.

The social change implication for school administration is equally significant. Research indicates that a strong administration that supports staff and provides them with guidance will create a more manageable school environment than a hands-off administration (Skogstad, et al., 2007). Administrators need to support their staff by providing them with additional training and education about antibullying programs that

focus on gender differences of bullies. By providing their staff with these types of training experiences, administrators will find staff better prepared to fulfill their responsibilities when dealing with both male and female bullying situations.

There is a significant social change implication for the school community as well as individual students. Research has shown that students who are involved in some aspect of bullying typically display depression, social anxiety, poor academic performance, and other negative psychosocial effects (Marini et al., 2006). In light of this trend, it is easy to conclude that in creating a safe school environment with fewer bullying incidents, students will show fewer signs of depression, reduced social anxiety, fewer negative psychosocial effects, and improved academic performance. The creation of safe school environments starts with the training of educators to effectively identify the characteristics of both male and female bullies as well as how to implement interventions addressing bullying behavior. Furthermore, such social change relies on the strength and conviction of the educators in the schools as well as administrators and school boards who set forth the standards of behavior for their students.

Recommendations

The study findings suggest several recommendations for action. First, a summary of the study results should be disseminated among and discussed with administrators and educators, not only within the school district surveyed but within neighboring school districts as well. The goal of this dissemination would be to raise awareness of how educators perceive male and female bullies differently even when bullies display the same behaviors. In addition, planning groups should be formed, consisting of an

administrator, school psychologists, educators, and parents to work towards researching various antibullying educational programs that focus on gender differences of bullies which can be implemented as training for educators.

The present study is a groundbreaking study on educator perception of bullies based upon gender. Future studies should further investigate how these perceptual differences impact the implementation of antibullying programs. Additionally, the study should be replicated in a larger, more diverse region to determine whether the results are consistent across larger and more diverse educational populations. A larger sample size should also be used to enhance the results of both the ANOVA and the multiple regression analysis. In addition, qualitative research focusing on how educator perceptions of male and female bullies impact educator behavior within school settings should be conducted.

Conclusions

This study contributes to the literature by being one of the first to focus on how educators perceive behavioral characteristics of both male and female bullies. The study focused on internalizing behavior, externalizing behavior, and social skills. Its findings indicated that educators perceived male bullies and female bullies differently even when bullies exhibited the same behaviors.

The results from the present study on educator perceptions of bullying could lay the groundwork for future research to further investigate how perceptions drive attitudes. Based on an understanding of the results of this study, interested individuals can develop strategies or educational programs for teachers that will better equip them to understand

how their perceptions of both male and female bullies drive their attitudes or beliefs when confronted with a bullying situation.

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Minority Education Web site:

<http://iume.tc.columbia.edu/downloads/choices/choices01.pdf>

APPENDIX A:
LETTER OF INTENT



V A L H A L L A U . F . S . D .
Office of Special Education
318 Columbus Avenue
Valhalla, NY 10595
Phone: (914) 683-5034
Fax (914) 683-3278

Melissa Cafaro
*CPSE Chairperson and
Child Psychologist*
Linda M. Panzer
Assistant

February 6, 2008

Dear Dr. Ramos-Kelly,

I am writing to request your permission to conduct my dissertation research within your school district. The purpose of my research, entitled "Educators' Perceptions of Characteristics of Male and Female Bullies," is to examine how educators perceive differences, as well as similarities, of adolescent bullies based upon the gender of the bully. In order to intervene upon bullying, educators must first correctly identify bullying behavior. If educators' perceptions of bullying behavior are inconsistent with behaviors actually displayed by both male and female bullies, then incidences of bullying will continue to be overlooked and this aggressive behavior will continue to plague school systems. I assure you that this research will be conducted with the highest ethical standards, and the confidentiality of all participants will be guaranteed. Their participation will be voluntary and at their own discretion. If you have any questions, or would like to discuss my research topic further, please do not hesitate to contact me at 914-960-6815. Thank you for your time and consideration, as well as your ongoing support in helping me attain my doctorate degree.

Sincerely,

A handwritten signature in blue ink that reads "Melissa Cafaro". The signature is written in a cursive, flowing style.

Melissa Cafaro
School Psychologist

APPENDIX B:
LETTER OF PERMISSION



VALHALLA U.F.S.D.
318 Columbus Avenue
Valhalla, NY 10595
Phone: (914) 683-5040
Fax: (914) 683-5075

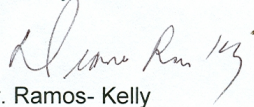
February 6, 2008

Dear Ms. Cafaro,

Based on my review of your research, I give permission for you to conduct the study entitled "Educators' Perceptions of Characteristics of Male and Female Bullies" within the Valhalla Union Free School District. As part of this study, I authorize you to invite members of my school district, whose names and contact information will be kept confidential, to participate in the study as subjects. Their participation will be voluntary and at their own discretion. I reserve the right to withdraw the Valhalla Union Free School District from the study at any time if circumstances change.

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,


Dr. Ramos- Kelly

APPENDIX C:

LETTER OF COOPERATION

Melissa Marie Cafaro
98 Baron de Hirsch Rd
Crompond, New York 10517

Mr. Sal Miele
Principal, Kensico School
Valhalla Union Free School District
320 Columbus Ave.
Valhalla, New York 10595

February 14, 2008

Dear Mr. Miele,

I am writing to inform you that Dr. Ramos-Kelly has granted me permission to conduct my dissertation research within your school building. The purpose of my research, entitled "Educators' Perceptions of Characteristics of Male and Female Bullies" is to examine how educators perceive differences as well as similarities of adolescent bullies based upon the gender of the bully. In order to intervene upon bullying, educators must first correctly identify bullying behavior. If educator perceptions of bullying behavior are inconsistent with behaviors actually displayed by both male and female bullies, then incidences of bullying will continue to be overlooked and this aggressive behavior will continue to plague school systems. I have enclosed my proposal for your review. I assure you that this research will be conducted with the highest ethical standards and the confidentiality of all participants will be guaranteed. Their participation will be voluntary and at their own discretion. If you have any further questions, or would like to discuss my research topic further, please do not hesitate to contact me at 914-960-6815. Thank you for your time as well as your ongoing support in helping me attain my doctorate degree.

Sincerely,

Melissa Cafaro

APPENDIX D:

LETTER OF COOPERATION

Melissa Marie Cafaro
98 Baron de Hirsch Rd
Crompond, New York 10517

Mr. Steven Garica
Principal, Valhalla Middle School
Valhalla Union Free School District
320 Columbus Ave.
Valhalla, New York 10595

February 14, 2008

Dear Mr. Garcia,

I am writing to inform you that Dr. Ramos-Kelly has granted me permission to conduct my dissertation research within your school building. The purpose of my research, entitled "Educators' Perceptions of Characteristics of Male and Female Bullies" is to examine how educators perceive differences as well as similarities of adolescent bullies based upon the gender of the bully. In order to intervene upon bullying, educators must first correctly identify bullying behavior. If educator perceptions of bullying behavior are inconsistent with behaviors actually displayed by both male and female bullies, then incidences of bullying will continue to be overlooked and this aggressive behavior will continue to plague school systems. I have enclosed my proposal for your review. I assure you that this research will be conducted with the highest ethical standards and the confidentiality of all participants will be guaranteed. Their participation will be voluntary and at their own discretion. If you have any further questions, or would like to discuss my research topic further, please do not hesitate to contact me at 914-960-6815. Thank you for your time as well as your ongoing support in helping me attain my doctorate degree.

Sincerely,

Melissa Cafaro

APPENDIX E:

LETTER OF COOPERATION

Melissa Marie Cafaro
98 Baron de Hirsch Rd
Crompond, New York 10517

Mr. Jonathan Thomas
Principal, Valhalla High School
Valhalla Union Free School District
320 Columbus Ave.
Valhalla, New York 10595

February 14, 2008

Dear Mr. Thomas,

I am writing to inform you that Dr. Ramos-Kelly has granted me permission to conduct my dissertation research within your school building. The purpose of my research, entitled "Educators' Perceptions of Characteristics of Male and Female Bullies" is to examine how educators perceive differences as well as similarities of adolescent bullies based upon the gender of the bully. In order to intervene upon bullying, educators must first correctly identify bullying behavior. If educator perceptions of bullying behavior are inconsistent with behaviors actually displayed by both male and female bullies, then incidences of bullying will continue to be overlooked and this aggressive behavior will continue to plague school systems. I have enclosed my proposal for your review. I assure you that this research will be conducted with the highest ethical standards and the confidentiality of all participants will be guaranteed. Their participation will be voluntary and at their own discretion. If you have any further questions, or would like to discuss my research topic further, please do not hesitate to contact me at 914-960-6815. Thank you for your time as well as your ongoing support in helping me attain my doctorate degree.

Sincerely,

Melissa Cafaro

APPENDIX F:
LETTER OF CONSENT
CONSENT FORM

You are invited to take part in a research study of educators perceptions of bullying based upon gender. You were chosen for the study because you are an educator within the Valhalla Union Free School District. Please read this form and ask any questions you have before agreeing to be part of the study.

This study is being conducted by a researcher named Melissa Cafaro, who is a doctoral student at Walden University within the Psychology (Education) program. The purpose of this study is to provide valuable information regarding educators' perceptions of both female and male adolescent bullies as well as determine if their perceptions align with current trends in research.

Procedures:

If you agree to be in this study, you will be asked to:

- Complete a brief five minute pencil and paper confidential survey about your experience teaching.
- Complete a ten to fifteen minute pencil and paper survey based upon your perceptions of either a male or female bully.

Voluntary Nature of the Study:

Your participation in this study is voluntary. This means that everyone will respect your decision of whether or not you want to be in the study. No one at Valhalla Union Free School District will treat you differently if you decide not to be in the study. If you decide to join the study now, you can still change your mind later. If you feel stressed during the study you may stop at any time. You may skip any questions that you feel are too personal.

Risks and Benefits of Being in the Study/Compensation for participation:

There are minimal to no risk involved in your participation within this study. You can withdraw from this study at any time. As a result of your participation, you will become more aware of your own perceptions of bullying behavior in both females and males. This heightened awareness will allow you to more effectively identify and intervene upon both female and male bullies within their schools.

Confidentiality:

Any information you provide will be kept confidential. The researcher will not use your information for any purposes outside of this research project. Also, the researcher will not include your name or anything else that could identify you in any reports of the study. All data collected will be kept in a locked file cabinet within the researcher's home for five years. All identifying information will be removed from data collected prior to it being analyzed.

Contacts and Questions:

The researcher's name is Melissa Cafaro. The researcher's faculty advisor is Dr. James Carroll. You may ask any questions you have now. Or if you have questions later, you may contact the

researcher via (phone) 914-528-0737 or (email) MCafaro516@optonline.net. If you want to talk privately about your rights as a participant, you can call Dr. Leilani Endicott. She is the Director of the Research Center at Walden University. Her phone number is 1-800-925-3368, extension 1210.

The researcher will give you a copy of this form to keep.

Statement of Consent:

I have read the above information. I have received answers to any questions I have at this time. I am 18 years of age or older, and I consent to participate in the study.

Printed Name of
Participant

Participant's Written or
Electronic* Signature and
email address

Email-

Researcher's Written or
Electronic* Signature

Melissa M. Cafaro

Email- MCafaro516@optonline.net

Electronic signatures are regulated by the Uniform Electronic Transactions Act. Legally, an "electronic signature" can be the person's typed name, their email address, or any other identifying marker. An electronic signature is just as valid as a written signature as long as both parties have agreed to conduct the transaction electronically.

APPENDIX G:

DEMOGRAPHIC INFORMATION

SUBJECT NUMBER- _____

Gender: (circle one) Male Female

Current grade you are teaching: _____

Years of Experience: _____

Highest Level of Education: (circle one) -Bachelors

-Bachelors + 30

-Masters

-Masters + 30

-Masters + 60

-Doctorate

APPENDIX H:
WALDEN UNIVERSITY INSTITUTIONAL REVIEW BOARD APPROVAL FOR
STUDY

Dear Ms. Cafaro,

This email is to notify you that the Institutional Review Board (IRB) has approved your application for the study entitled, "Educators' Perceptions of Characteristics of Male and Female Bullies."

Your approval # is 06-17-08-0282949. You will need to reference this number in the appendix of your dissertation and in any future funding or publication submissions.

Your IRB approval expires on June 16, 2009. One month before this expiration date, you will be sent a Continuing Review Form, which must be submitted if you wish to collect data beyond the approval expiration date.

Your IRB approval is contingent upon your adherence to the exact procedures described in the final version of the IRB application materials that have been submitted as of this date. If you need to make any changes to your research staff or procedures, you must obtain IRB approval by submitting the IRB Request for Change in Procedures Form. You will receive an IRB approval status update within 1 week of submitting the change request form and are not permitted to implement changes prior to receiving approval. Please note that Walden University does not accept responsibility or liability for research activities conducted without the IRB's approval, and the University will not accept or grant credit for student work that fails to comply with the policies and procedures related to ethical standards in research.

When you submitted your IRB application, you made a commitment to communicate both discrete adverse events and general problems to the IRB within 1 week of their occurrence/realization. Failure to do so may result in invalidation of data, loss of academic credit, and/or loss of legal protections otherwise available to the researcher.

Both the Adverse Event Reporting form and Request for Change in Procedures form can be obtained at the IRB section of the Walden web site or by emailing irb@waldenu.edu:
http://inside.waldenu.edu/c/Student_Faculty/StudentFaculty_4274.htm

Researchers are expected to keep detailed records of their research activities (i.e., participant log sheets, completed consent forms, etc.) for the same period of time they retain the original data. If, in the future, you require copies of the originally submitted IRB materials, you may request them from Institutional Review Board.

Please note that this letter indicates that the IRB has approved your research. You may not begin the research phase of your dissertation, however, until you have received the **Notification of Approval to Conduct Research** (which indicates that your committee and Program Chair have also approved your research proposal). Once you have received this notification by email, you may begin your data collection.

Sincerely,

Jenny Sherer, M.Ed.
Operations Manger
Office of Research Integrity and Compliance
Email: irb@waldenu.edu
Fax: 626-605-0472
Tollfree : 800-925-3368 ext. 2396
Office address for Walden University:
155 5th Avenue South, Suite 200
Minneapolis, MN 55401

Information about the Walden University Institutional Review Board, including instructions for application, may be found at this link: http://inside.waldenu.edu/c/Student_Faculty/StudentFaculty_4274.htm

June 17, 2008

Dear Ms. Cafaro,

This email is to serve as your notification that Walden University has approved BOTH your dissertation proposal and your application to the Institutional Review Board. As such, you are approved by Walden University to conduct research.

Please contact the correct Research Office at research@waldenu.edu if you have any questions.

Congratulations!

Jenny Sherer
Operations Manager, Walden University Center for Research Support

Leilani Endicott
IRB Chair, Walden University

APPENDIX I:

PERMISSION TO USE THE CLINICAL ASSESSMENT OF BEHAVIOR

Hi Ms. Cafaro,

If you are looking to use this material in its current English format, then you simply need to purchase the number of forms that you need. I have attached an order form and the catalog page for your convenience. PAR offers a 40% Graduate Student Discount when our products are used for dissertation research. This discount form is required to be faxed or mailed to PAR to receive the discount.

Pricing information can also be found at:

<http://www3.parinc.com/products/product.aspx?Productid=CAB>

**Please note that the Clinical Assessment of Behavior (CAB) cannot be hand-scored. In order to score this test, you must have the CAB Software Scoring Program, which comes complimentary with the purchase of the Introductory Kit. The software is not available separately.

If you have any questions, please feel free to contact me.

Thank you,

Vicki Mark

Permissions Specialist

vmark@parinc.com

Psychological Assessment Resources, Inc.

16204 N. Florida Avenue

Lutz, FL 33549





www.parinc.com

Phn: (800) 331-8378

Fax: (800) 727-9329

APPENDIX J:

RECEIPT FROM PSYCHOLOGICAL ASSESSMENT RESOURCES, INC.

 <p>Psychological Assessment Resources, Inc. Distribution Center 16130 N. Florida Avenue • Lutz, FL 33549 1.800.331.8378 • www.parinc.com</p>		Shipping List Number  293825-1				
GST# 12978 7842 RT Fed ID# 59-1913294 Funds expressed in US dollars.		Customer PO PP	Order Date 04-28-08	Page 1		
		Bill To: 35492 MELISSA CAFARO 98 BARON DE HIRSCH RD CROMPOND, NY 10517 USA				
Item Number	Description	Unit Price	Extended Price	Bin Loc	Qty Ordered	Qty Shipped
5321-RF	CAB TEACHER RATING FORMS (25)	24.00	120.00	017J	5	5
	Shipping & handling		12.00			
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			12.00			
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Printed :		04-28-08 14:36:13				
CS REP:		KETSIA LEFRANC				
			Value:	132.00		
			Pay	CREDIT CARD PAYMENT		
			Terms			
SHIPPING DOCUMENT ONLY. DO NOT PAY.						

CURRICULUM VITAE

Melissa Marie Cafaro
98 Baron de Hirsch Road
Crompond, New York 10517
(914) 528-0737

Experience

August 2005- Present Valhalla Union Free School District Valhalla, NY

School Psychologist/ CPSE Chairperson

- Chair the Committee on Preschool Special Education.
- Classify preschoolers with disabilities and determine appropriate services to meet their special education needs.
- Manage and maintain all state and county paperwork affiliated with the CPSE process.
- Conduct Character Education classes with 3rd and 4th grade students.
- Conduct Psychological evaluations on classified students for their re-evaluations.
- Provide individual and group IEP counseling.

December 2002- Present St. Francis Hospital Poughkeepsie, NY

School Psychologist

- Act as a representative at Committee on Preschool Special Education meetings.
- Conduct evaluations on preschool children that have suspected delays.
- Conduct consultations with parents and teachers.
- Develop academic and behavioral interventions based on classroom objectives.

September 2002- December 2003 Marist College Poughkeepsie, NY

Adjunct Professor

- Taught Educational Psychology to undergraduate students.
- Conduct and maintain a classroom of 27 students.

2001-2002 Todd Elementary School Briarcliff Manor, NY

Education

1994-1998 Pace University Pleasantville, NY

- B.A. Psychology

- Member of Psi Chi
- 1999-2002 Marist College Poughkeepsie, NY
- Masters in School Psychology.
 - Certification as a School Psychologist.
- 2003- Present Walden University Minneapolis, MN
- Working toward my Ph.D. in Psychology
 - Member of Psi Chi
 - Current GPA 3.7
-

Proposal/Research

- Presentation of a workshop that I co-developed on Solution-Focused Thinking at the 2003 NASP Conference in Toronto, Canada.
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