

ABSTRACT

STUDENT AND TEACHER REPORTS OF BULLYING BEHAVIORS

Bullying among youth is recognized as an important problem affecting well-being and social functioning. Of particular concern is frequent bullying, typically defined as harassment that occurs once a week or more. As the peer victimization literature suggests, some of the most serious forms of peer aggression occur in the educational setting. The purpose of this study was to explore whether differences exist between students' reports of bullying and teachers' perceptions of its prevalence, as well as which teacher characteristics influence their ability to report bullying in their schools. Two hundred and sixty-nine students and 21 teachers in the San Joaquin Valley area of California responded to the Peer Relations Assessment Questionnaire (PRAQ). Significant differences were found between students' and teachers' perceptions of bullying behavior. Interestingly, in general, teachers reported more occurrences of bullying than were reported by students.

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