

**THE RELATIONSHIP BETWEEN BULLYING TYPE, BULLYING EFFECT,
SOCIAL SUPPORT AND SAFE SCHOOL AMONG
BULLY VICTIMS**

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EFFECT, SOCIAL SUPPORT AND SAFE SCHOOL AMONG
BULLY VICTIMS

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DEDICATION

For my beloved mother

Hjh. Marwiah binti Abdulah

Who always encourages and motivates me to learn

For my beloved father H. Mahmud bin Abdul Rahman

Thank you for your love, pray, support, and motivation to pass the days for your son's success.

My beloved wife Nurmegawati binti Ahmad Ridwan

My Children Muhammad Reski Syahrudin and Nawal Fadiah Syahrudin

Hopefully, we enjoy the success of this world and hereafter together.

Thanks for your encouragement, patience and understanding.

For my brothers and sisters who always devote effort, prayer, patience and love

Thank you for all the kindness

Never forget for a lifetime

For my colleagues and my teachers

May God bless you all

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ABSTRACT

This research is about bullying problems at schools in South Sulawesi, Indonesia. The focus of the study includes three variables namely types of bully, effects of bully and social support extended to victims. This is a quantitative study which uses questionnaire as its data collection instrument in order to address the designated research questions. The questionnaire has been validated and improved through comments from experts, pilot study and Rasch Model Analysis. A total of 545 students from six districts of South Sulawesi Indonesia which include Pangkep, Maros, Gowa, Tator, Luwu and Palopo were involved in this study. They were students who have been bullied at schools. Descriptive analysis shows that in the analysis of types of bullying, verbal bullying is the most common type of bullying experienced by the students followed by social bullying, physical bullying and cyber bullying. Whereas the analysis of effects shows that depression is experienced by most of the students followed by low self esteem, anxiety, low academic achievement and feeling shy. Analysis on social support shows that teachers are the main sources of social support for the students followed by parents and classmates. Analysis of correlation shows that there are significant relationships recorded between bullying types, bullying effects and social support. The regression analysis shows that the tested variables of bullying types, bullying effects and social support significantly predict a safe school environment. This study has proposed a Safe School Model for South Sulawesi schools in Indonesia. Several other suggestions are also presented.

ABSTRAK

Kajian ini adalah berkenaan dengan masalah buli yang berlaku di sekolah-sekolah daerah Sulawesi Selatan, Indonesia. Fokus utama dalam kajian ini merangkumi tiga pembolehubah iaitu jenis-jenis buli, kesan-kesan buli dan sokongan sosial kepada mangsa buli. Kajian ini merupakan kajian kuantitatif yang menggunakan soal selidik sebagai alat pengumpulan data bagi menjawab persoalan-persoalan kajian yang dikemukakan. Soal selidik tersebut telah melalui pengesahan dan penambahbaikan daripada pandangan pakar, kajian rintis dan analisis model Rasch. Seramai 545 pelajar dari enam wilayah di Selatan Sulawesi iaitu Pangkep, Maros, Gowa, Tator, Luwu dan Palopo telah terlibat dalam kajian ini. Mereka merupakan para pelajar yang telah menjadi mangsa buli di sekolah. Analisis deskriptif menunjukkan bahawa dalam aspek jenis-jenis buli, buli lisan merupakan jenis buli yang paling kerap berlaku dan dialami oleh pelajar diikuti oleh buli sosial, buli fizikal dan buli siber. Manakala analisis kesan pula menunjukkan depresi sebagai kesan paling utama yang dialami oleh pelajar-pelajar diikuti oleh kesan rendah penghargaan sendiri, kebimbangan, rendah pencapaian akademik dan perasaan malu. Analisis terhadap sokongan sosial pula mendapati bahawa guru merupakan sumber sokongan yang paling utama kepada pelajar diikuti ibu bapa dan rakan sekelas. Analisis korelasi menunjukkan perkaitan yang signifikan antara jenis buli, kesan buli dan sokongan sosial. Analisis regresi menunjukkan bahawa pembolehubah yang diuji iaitu jenis-jenis buli, kesan-kesan buli dan sokongan sosial secara signifikan meramal persekitaran sekolah selamat. Kajian ini mencadangkan sebuah Model Sekolah Selamat bagi sekolah-sekolah di daerah Sulawesi Selatan di Indonesia. Beberapa cadangan lain juga di kemukakan.

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LIST OF ABBREVIATION

AMOS	-	Analysis of Moment Structure
BALITBANGDA	-	Badan Penelitian dan Pengembangan Daerah
BBC	-	British Broadcasting Corporation
BPRS	-	Bullying Participant Role Survey
BPQ	-	Bullying Prevalence Questionnaire
BVQ	-	Bully Victim Questionnaire
CASSS	-	Child and Adolescent Social Support Scale
CFI	-	Comparative Fit Index
CMIN/DF	-	The Chi-Square divided by its Degrees of Freedom
DASS	-	Depression Anxiety Stress Scale
GFI	-	Goodness of Fit Index
GLSEN	-	Gay, Lesbian & Straight Education Network
KPAI	-	Komisi Perlindungan Anak Indonesia
LGBT	-	Lesbian, Gay, Bisexual, Transgender
MGMP	-	Musyawarah Guru Mata Pelajaran
NEA	-	National Education Association
NFI	-	Normed Fit Index
PRAQ	-	Peer Relation Assessment Questionnaire
RMSEA	-	Root Mean Square Error Approximation
SAS	-	School Adjustment Survey
SEM	-	Structural Equation Modeling
SCS	-	School Crime Supplement
SMA	-	Sekolah Menengah Atas
SPSS	-	Statistical Package for Social Science
TLI	-	Tucker Lewis Index
USA	-	United State of America
UNICEF	-	United Nations International Children's Emergency Fund

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CHAPTER 1

INTRODUCTION

1.1 Introduction

Bullying is a very pernicious phenomenon in the classroom. It began in 1970 when systematic studies started by many researchers, psychologists and educators. Additionally, bullying in school is a global problem that has deleterious effect on students for general school and for the right of students to study in a safe and conducive school environment. In the past three decades, bullying at school has gained increased attention in the United States due to focus by media that bullying is the result of a crime (Dake et al., 2004). Furthermore, it has become a major problem among learners, parents, educators, and researchers where the issue of bullying has urbanized and a significant amount of research in the past fifteenth years (Craig, Henderson & Murphy, 2000).

In some respect, bullying leads to serious ongoing problems for both the bullies and the victims. Involvement in bullying has been correlated directly as human and social capital as effect of bullying on mental, physical and academic (Anderson, 2007). Correspondingly, Olweus (1993) identified that bullying victim will suffer depression, feel lonely, feel anxious and think of suicide. Not surprisingly, Moon, Hwang and Mc Cluskey (2008) posited other studies regarding bullying at school and its impact are widely carried out in many countries such as (China, Austria, Canada, Finland, Italy, Japan, South Korea and United State) and these studies consistently show that school bullying as a global phenomenon and has

detrimental impact on students. According to Blazer (2005), bullying is a holistic problem in the school and community and has deleterious effects on the school climate and students right, in the secured and safe environment. Further, Blazer (2005) said that bullying behavior influences academic achievement, mental and physical both the bully and the victims.

From such many bullying cases and effect above, it is therefore the evidence that bullying has been a topic of interest to research by many researchers in the world. The researchers have looked into the existence of bullying in the school from the different angle and perspective. Rana (2006) confirmed that the variety research on bullying aspect has become a crucial theme in the field of educational psychology and become an interesting topic to investigate.

To this date, only a few studies about bullying in Indonesia context, especially in South Sulawesi province have been carried out. Therefore, this recommends that a need for the research to investigate bullying behavior among students in South Sulawesi and the social support provider for a safe and conducive school. Espelage and Swearer (2004) highlighted the effect of the holistic group such as family, the classroom, and the society towards individual acts of bullying.

Essentially, the students, teachers, headmaster and other education stakeholders should make a panacea how to reduce bullying cases holistically at school and create a favorable and comfortable learning environment for students.

1.2 Background of Research

Many studies have been carried out regarding bullying in school. Bullying behavior has been defined in different ways (Rigby, 2006). For instance, bullying behaviors is a kind of aggressive behavior done by individual or a group (Leary, Kowalski, Smith, & Philips, 2003; Andershed, Kerr & Stattin, 2001; Roland & Idsoe, 2001; Salmivalli & Nieminen, 2002). In addition, Smith et al. (2004) defined

bullying as an aggressive behavior characterized by prolonged action against powerless victims. Similarly, Ballard et al. (1999) and Christie -Mizell (2003) argued that bullying is repeated aggression either verbally or physically toward victims who are always vulnerable to the attacks.

On the other hand, Fox and Boulton (2006) conceptualized bullying behavior as peer victimization which they defined as “the experience among children of being a target of aggressive behavior of other children who are not sibling or age-mates”. In addition, it is considered bullying when a student is victimized when the aggressor did individually or in group negative act many times (Olweus, 1993; Nordhagen et al., 2005).

Another more comprehensive idea is adapted from Carney and Merrel (2001). It is mentioned that bullying as repeatedly action of harming other more than one or twice. This harm can be executed by physical or by hurting people’s feeling through actions, words, and social exclusion. Bullying can be conducted individually or in group. This harm action is not fair due to bully have stronger physical, verbal and social compared to bully victims.

It is clear from definitions above that bullying is characterized by three common things. First, bullying is a particular form of aggression. As a form of aggression bullying is usually divided into direct bullying and indirect bullying (Beran, 2006; Smith et al., 2005). Crothers and Levinson (2004) added that indirect bullying as a relational bullying. Direct bullying comprises of behavior such as steal, tease, threaten, hit, punch and kick, while indirect bullying includes behavior such as gossiping and isolating victims from the group, say something behind victim (Viding et al., 2009).

Second, bullying takes place due to the fact that the bullies have more power than the victims. The power imbalance exists because of the social power dominance and having better social status among the group member. In addition, the bully victims have less in numbers. For instance, the students who are rejected in the group

or in contrast students who are very popular among the group could be popular target of victims. Systemic power becomes potential factor of the bully to show their dominance and power to economic disadvantage, sexual minorities, racial and disability (Craig & Pepler, 2007).

In addition, the power imbalance exists because of physical superiority, social status, age, and support of peer group or abilities (Beran, 2006). Third, bullying is a repeated act. Olweus (1993), Beran (2006) and Smith et al. (2005) argued that bullying behavior is different to general aggression. It takes place repeatedly and over extended period of time.

In some respect, there are some crucial reasons why bullying issue needs immediate and holistic prevention and intervention. The bullying issue is no longer a school problem only; rather it has become the concern of wider community. As many bullying experts asserted that bullying is real problem for everybody, for bullies, for bullied and for the society where the bullying case happens (Craig and Pepler, 2007; Smith et al., 2005; Nansel et al., 2001).

Obviously, bullying dangerously impacts on both bullies and the bullied. A recent survey by (Dyer and Teggart, 2007) has shown that bullying victim and the bullied have suffered from several symptoms of psychological problems. Additionally, previous studies suggested widespread of detrimental effect associated with bullying such as bullying victim have lower peer acceptance, fewer friend, lower relationship with friend, and poorer self concept (Perren and Alsaker, 2006; Perren and Hornung, 2005). These findings suggest that, bullying effect are varied and mostly impacted on psychology and health and students achievement.

Interestingly, the negative impacts of bullying spread to the wider community. In other words, the negative impacts of bullying are carried over into the society either in the bullies or the victims' life. For example, Olweus (1993) confirmed that bullies tend to show aggressive behaviors over a long period of time. Similar findings showed by other studies for examples, those by Olweus (1994), and

Ballard et al. (1999). In addition, bullying has a significant influence on students' academic achievement and social relation (Azizi and Halimah, 2005).

The prevalence of bullying cases in average has, though seems to be underrated, augmented since the last 10 or 15 years (Olweus, 2001). However, Rigby (2006) argued that the prevalence of the case varies in different countries. For example, Demko (1996) reported that some 1.5 million young people are involved in bullying in Britain's schools. In Scandinavian countries, as reported by Olweus (2001) 15% among 150,000s students of elementary and secondary / junior high school surveyed were implicated in school bullying. Not only does its incidence increases, but also the bullying case have resulted in fatalities in many schools throughout the world (Beran, 2006). Finally, school bullying inhibits the progress of students personally and academically (Ballard, Argust, and Remley, 1999).

The intense media coverage reporting the fatalities resulting from bullying at school is an alarming sign that should encourage the stakeholders in education to take swift actions to decrease or even to bring to an end before taking more victims (CDE, 2003). Bullying is one of anti-social behaviors that have deleterious and far-reaching effects on many parties which are directly or indirectly involved in it. Therefore, many researchers have revealed that bullying can hamper student academic achievements, social adjustment and psychological development. Not only does it is harmful for students, it is detrimental to the schools where the bullying cases take place, even in a wider context, the communities where the bullies and victims live.

Research revealed that bullying cases prevalence is diverse among the countries. Even it varies within a country. Two main reasons believed to account for the variation are the locality of the case, that is bullying is defined differently according to the locality and state (Rigby, 2006) and resulting in the inclusion or exclusion of the might be bullying cases, and technique of data collections (Beran, 2006; Rigby, 2006).

A survey in 2001 conducted by The Department of Education School Crime in several countries in the middle and high school reported that the average 8 percent students were bullied. Moreover, in the similar year, Nansel et al. (2001) reported that around thirty percent of all students have become bullies or being bullied during the school terms. A nationwide survey conducted in Norway found that 15 percent of the total 130,000 students were involved in bullying. Similarly, Olweus (1993) surveyed 568,000 Norwegian students and found that 15 percent of them or 84,000 were involved in bullying.

In Britain, it was revealed about 1.5 million young people were involved in bullying (Demko, 1996). A research done by Rigby and Slee on a sample of 25,000 Australian students exposed over 20 percent of males and 15 percent of females were found to be bullied once in a week or more (Rigby & Slee, 1999). In addition, a shocking chart show that around 160,000 students just stay at home since they are afraid and fear of bullying in the United State (Whitted & Dupper, 2005).

A technical explanation of bullying that can be made as a preliminary point in getting a perception on bullying in this study is that proposed by Olweus. Additionally, Ballard, Argus and Remley (1999) asserted bullying as an aggression directed toward victims who are usually weaker or powerless.

Solberg and Olweus (2003) believed that aggressive behavior is considered bullying when it happens twice or more times in a month or once or more in a week. In short, most experts agreed that bullying is the negative, violent, and aggressive behaviors exerted for a long time and repeatedly by bullies who are powerful against the victim who is less powerful (Smith and Brain, 2000; Berthold & Hoover, 2000; Beran, 2006; Smith K. & Ananiadou, 2003; Berger, 2007).

In the context of school in Indonesia, school safety issue has become the main concern. Recently, particularly in big cities such as Jakarta and Yogyakarta, the tragic incident taking place recently in STPDN (State Institute of Governmental Affairs in Indonesia) which claimed one life. Additionally, a major private television

network in Indonesia often reports in Liputan 6 (a news broadcast programme) and some cases of bullying in elementary and junior high schools in Jakarta which resulted in the form of some juvenile delinquencies which often accomplish serious stages (Silalahi, 2007). Another example, the bullying behavior in SMA 90 Jakarta, around 68 tenth grade student is forced to push up, run and slapped by their senior in the field of football. Consequently, this fatal bullying causes some students bleeding in the lip and mouth (Widhi, 2012). Another case that grabs in the spotlight, bullying case that shocked the world of education in Indonesia, where three new students in SMA Don Bosco in cigarette ignited by their senior who totaled eighteenth senior students during orientation school (More, 2012). The bullying cases do not exist in general school such as high school and primary school. However, boarding and religious school are also identified as place where the bullying takes place (Hamid, 2010).

Bullying cases is not something novel at schools in Indonesia. There are many bullying cases that appear in the mass media such as television and newspapers that happened in the school context. In some respects, bullying cases have been broadcasted by program of local and national television. These cases, obviously, interested the society in Indonesia and create the fear among students who miss safety in the school.

As a matter of fact, bullying could be done by everyone at school such as classmate, senior to inferior and even teacher to students. However, many teachers and staff at school consider that bullying behavior is a normal phenomenon in Indonesia (Rudi, 2010). The recent survey in Yogyakarta conducted by Hinitz, Shore and Kumara (2010) recorded that the types of bullying behaviors among the students include verbal aggression such as teasing friend (88.62%) , saying bad thing (34.92%), and physical bullying such as hitting (73.17 %), biting friend (19.51), and kicking friend (63.41 %), another psychological bullying behavior such as not allowing friend to join the group (64.23%) and to forbid friend to seat near their friend (60.16%). In addition, another study from KPAI (2014) claimed that bullying is the highest number of cases compared with other aggression in the school.

As in other school yards, in the other parts of the world, bullying cases take place in South Sulawesi schools as well. The difference is that the bullying cases taking place in South Sulawesi school setting go unreported. The reason for this is that the educational authorities are not aware of bullying. This is because they take bullying as a normal behavior and not to consider it as a serious violence that should be curbed. Siswati and Widayanti (2009) claimed teacher and students lack knowledge about bullying at school. Consistently, Humonggio (2007) argued that because of the unawareness of bullying behavior in Indonesia, there are many cases harmful to students which presumably result from bullying behaviors. This negative phenomenon should be eradicated to prevent it from growing wider and more dangerous.

Statistically, between 2011 to 2012 period, the number of bullying case is around 106 cases. These cases are only recorded in one sub regency called Bone regency (Madjid, 2012). Another report from KPAI (2010) revealed that there is a significant presence of the total number of bullying in the school case in South Sulawesi province in 2009 around 1,308 cases and it has increased dramatically to 1,696 cases in 2010.

Further, the Indonesian Child Protection Commission claimed more than double bullying cases in South Sulawesi Province but many bullying cases are unreported and unrecorded. A more recent study conducted by Ahmad (2011) acknowledged that the number of bullying cases in South Sulawesi increased significantly among the senior and junior high school and this results in some detrimental effects for students such as play truant, feel anxious and less motivated to study. Another research about bullying in Pangkep regency concluded that students feel unsafe and uncomfortable when the victims are at school (Amin, 2000).

It is therefore, compulsory for the educational authorities, school teachers, principals, and heads of national educational department from the local level up to the national level to take necessary actions as part of school management to curb the spread of the bullying cases. According to Azizi and Halimah (2005) teachers and students are responsible for creating a safe and conducive school.

This study also investigated the bullying behavior in South Sulawesi province and also focused on the social support sources as provider support to the students. According to Chen (2005) teachers' social support is very crucial to social and academic achievement. More recently, Pavri and Amaya (2001) have acknowledged teachers as social support provider in the school are very crucial among student interaction. Similarly, Davidson and Demaray (2007) reported social support given by teacher to bully victims can reduce the bullying symptom like stress and anxiety. One additional concern with research on social support is the study conducted in Semarang, Indonesia by Rensi and Sugiarti (2010). They concluded that social supports such as care, advice and suggestions from family and classmates significantly influence the students' achievement.

The term social support in the early period began examined and got serious defined and conceptualized from theories and researchers in empirical research. Social support was initially examined in 1980s and it is just merely about the relation, interaction and people (Handley, 2004). There is a consensus among the researchers and academicians regarding the concept and operational definition of social support. Consequently, helpful behavior and positive interaction are two characteristics of the social support.

Similarly, Elfsrom (2007) opined that social support has a role to maintain optimum functioning and to reduce stress and depression in people's life. To summarize, the existence of social support has been shown to be advantageous to the receiver including health, physical and emotional. Social support is defined as the process of interpretation of one's aid given to him, which consisted of the information or advice is both verbal and non verbal, attention emotional, instrumental support, which will make someone feel cared for.

The school plays an important role in students socialization and it is critical due to school provide learning environment. In some respects, bullying influence the school environment and jeopardizes the educational process and school safety in general. Therefore, bullying and school safety is matter significant concern nowadays. It is important to understand this problem so that effective strategies can

be developed to prevent bullying and to increase school safety. In a previous investigation (Neser et al. 2001) stated that around twenty percent of all the students pointed to crime and violence in school as the most important problem facing young people at school and make them unhappy.

Bullying and safe school are clearly related. Another researcher claimed that bullying must be examined and understood in a larger context outside the individual, namely school and family setting (Unnever and Cornel, 2003). In addition, Kasen et al. (2004) found the effect of safe school on outcome of several misbehavior related to bullying.

It is implicitly stated, that bullying as a sub aggression requires social support to eliminate the effect and to minimize the number of bullying in order to create safe school. Clearly, level and type of support in the lives of bullying victims are required as a coping to reduce the effect of bullying and to create conducive learning environment in school (Kristensen and Smith, 2003). Similarly, building upon previous work, Oprinas and Horne (2006) claimed that a safe school climate indicate social supportive and bullying behavior are discouraged.

1.3 Problem Statement

In many circumstances, the number of bullying cases have been recorded and dramatically increased and augmented in many kinds of bullying phenomena at schools in Indonesia. This fact, of course, forces the government and education stakeholder in charge to provide students with more safe and conducive from these deviant behaviors.

Since the students are victimized in a variety types of bullying at school, these behaviors lead to some impacts to the students. In general, the most dominant impact of bullying are on psychological, health and students achievement (Perren

Alsaker, 2006; Perren Hornung, 2005). Similarly, Chen & Wei (2010) acknowledged that students who experience bullying at school tend to have negative psychological adjustment. For example, bullying children are more likely to be involved in alcohol consumption and smoking, dominating others and have little empathy for the victims. Moreover, Beran and Shapiro (2005) found that bullied children showed passivity, depression, anxious and shyness. Whereas, (Wolke, Woods, Bloomfield & Karstadt, 2001; Nishina, Juvonen and Witkow, 2005) added effect of bullying such as truancy, poor academic achievement, low self esteem, and think of suicide. Thus, in school context normally bullying behavior are deleterious for students. Therefore, identifying the impact of bullying is crucial to minimize the drawback of bullying in the school.

Obviously, a safe and conducive school has important roles in reducing the rates of bullying. It has also been argued that the impact of bullying leads to individual experiences and gives a wider impact on the school where bullying is taking place. For instance, Whitted & Dupper (2005) posited that in schools where bullying rates are not addressed, researchers have observed a bullying atmosphere and intimidation in school. It is therefore important to think about a safe and conducive school when identifying bullying behavior in the school.

As noted previously, bullying factors are substantial element to contribute to why the students conduct bullying. Environment aspects and genetic factors are highly contributing in deciding whether the students become bully and victim (Ball et al., 2008). Further, Ball et al. gathered the report from mother and teachers and studied the relation between both the environment and biological factors towards bullying in school. Additionally, Parson (2005) put the benefit factor as another reason why students conduct bullying. These factors engage the bullied to provide goods such as money, school equipment and cigarettes to the aggressor.

Another important aspect which the researcher takes into consideration is, the types of bullying that most occur in school. The type of bullying that mostly found at school is physical compared to verbal and social bullying. A research conducted by Ahimsa Putra (2001) in Indonesia concluded that physical bullying is

the highest rate in many forms and varieties such as kicking, punching, beating, and slapping.

Davidson and Demaray (2007) took the view that social support is an intervention way to reduce the bullying effect in school. A different case is made for 784 youth from different ethnic in Midwestern city (Holt and Espelage, 2006) the point that peer support as a part of bullying programme is encouraged and crucial to students to eliminate the effect of bullying such as youths' depression and anxiety. Similarly, the study from Brewster and Bowen (2004) identified that teacher involvement at school is an important factor in affective and changing of behavioral. Therefore, it is crucial to identify the sources of social support in reducing bullying at schools in South Sulawesi Province to anticipate the bullying case that might recur in school.

1.4 Research Objective

The research has a general objective to find out the bullying behavior in the South Sulawesi province context, and to identify the social support sources given by the teachers, classmates and parents to reduce the number of bullying cases at school. In addition, the research has several specific objectives namely:

- i. To identify the bullying type at school (physical, verbal, social and cyber) in South Sulawesi Province
- ii. To identify the effect of bullying (anxiety, low self esteem, depression, shyness, and low academic achievement) on students at school in South Sulawesi Province.
- iii. To identify the social support sources (teachers, parents, and classmate) that students received at school in South Sulawesi Province.

- iv. To identify the relationship between bullying types, bullying effects and social support at school in South Sulawesi Province
- v. To identify the influence of bullying types, bullying effects, social supports towards safe school in South Sulawesi Province
- vi. To construct a fit model for safe school in South Sulawesi Province

1.5 Research Question

Based on the above research objectives given, the following research questions guided the study:

- i. What is the most frequent type of bullying (physical, verbal, social and cyber) that occurs at school in South Sulawesi Province?
- ii. What is the effect of bullying on students (shyness, depression, academic achievement, self-esteem, anxiety) at school in South Sulawesi Province?
- iii. What is the social support source (teachers, parents, and classmate) that students received at school in South Sulawesi Province?
- iv. Is there any significant relationship between bullying types and bullying effects with social support at school in South Sulawesi?
 - a. Is there any significant relationship between bullying types (physical, verbal, social and cyber) and bullying effect at school?
 - b. Is there any significant relationship between bullying types (physical, verbal, social and cyber) and social support at school?
 - c. Is there any significant relationship between bullying effects (self esteem, depression, shyness, anxiety and academic achievement) and social support?

- v. Is there any significant influence between bullying type, bullying effects, social support towards safe school in South Sulawesi Province?
 - a Is there any significant influence between bullying types (physical, verbal, social, and cyber) towards safe school?
 - b Is there any significant influence between bullying effect (depression, anxiety, shyness, academic achievement, and self esteem) towards safe school?
 - c Is there any significant influence between social support towards safe school in South Sulawesi Province
- vi. What are the predictor model that fit for safe school in South Sulawesi?

1.6 Research Hypothesis

From the research questions, six hypotheses are formulated as follow

1.6.1 General Hypothesis

There is no significant relationship between bullying type, bullying effect, and social support at school in South Sulawesi

1.6.1.1 Null Hypothesis 1

There is no significant relation between bullying types and bullying effect at school in South Sulawesi

1.6.1.2 Null Hypothesis 2

There is no significant relation between bullying types (physical bullying, verbal bullying, social bullying, and cyber bullying) and social support at school in South Sulawesi Province.

1.6.1.3 Null Hypothesis 3

There is no significant relation between bullying effect (self esteem, depression, shyness, anxiety and academic achievement) and social support at school in South Sulawesi Province.

1.6.2 General Hypothesis

There is no significant influence between bullying types, bullying effect, social support towards safe school in South Sulawesi Province.

1.6.2.1 Null Hypothesis 4

There is no significant influence between bullying type (physical bullying, verbal bullying, social bullying, and cyber bullying) towards safe school.

1.6.2.2 Null Hypothesis 5

There is no significant relation between bullying effect (depression, anxiety, shy, academic, and self esteem) towards safe school?

1.6.2.3 Null Hypothesis 6

There is no significant contribution between social supports towards safe school at school in South Sulawesi Province?

1.7 Conceptual Framework

Definition of bullying is varied and really depends on the context. Bullying covers physical, verbal, and psychological act that endanger the victim over and over (Sampson, 2010; Taki et al., 2001; James, 2010). Further, bullying could occur inside and outside the school in the form physic and non-physic. According to Berger (2007) cyber bullying is a represent type of bullying as a development of new technology of communication. Cyber bullying is defined as using an electronic media such as website, social networking sites online, email, and by sending short text message cellular and this type of bullying develops due to the advance of technology and massive change in the way people communicate (Berger, 2007). Additionally, bullying is signed by imbalance of power and repetition of act (Smith and Brain, 2000). Thus, bullying types comprise of physical bullying, verbal bullying, social bullying and cyber bullying.

There are many factors that could cause the bullying. According to Novianti (2008) bullying factors are categorized into family, individual factor and school factor. In line with this, Coloroso (2003) asserted another factor contributing to the bullying namely inborn character, environment effect and beneficial factor. In addition, students used bullying mostly in order to create solidity and conformity of the group members and to dominate one another (Kim, 2004).

Moreover, exposure to aggression in the community may influence children's emotional development and in the source of behavioral harms. Furthermore, from a social learning view, a child may learn aggressive behaviors by imitating violent

interactions (Bandura, 1986). Studies have shown an association between violence exposure in the community and negative social effect such as peer rejection, developing violent behaviors as well as bullying in schools (Schwartz & Proctor, 2000; Osofsky, Wewers, Hann, & Fick, 1993; Gorman-Smith & Tolan, 1998).

As a matter of fact, bullying behaviors lead to negative impacts. Beran and Shapiro (2005) reported that anxiety, passivity, depression and shyness as direct impact of bullying. Another survey has shown that bullying victims have suffered from several psychological problems symptoms (Dyer and Teggart, 2007). In addition, studies by (Perren Alasker, 2006; Perren and Hornung, 2005) suggested that the detrimental effect on bullying victim associated with lower peer acceptance, fewer friends, lower relationship with friend, and poorer self concept. These findings suggest that, bullying effects are varied and mostly impact on psychology and health and low students achievement. In addition, students who become victims more likely to leave school or drop out from the school (Berthold and Hoover, 2000) and consequences in low output in employment context (Carney and Merrell, 2001).

Understanding the prevalence of bullying and social support is very important to deal with bullying process in the school. Many studies revealed the variety of result and finding about intervention programme in the different places, sample and different intervention (Rigby et al., 2004). In addition, the study conducted in Australian and Japanese schools by Murray and Slee (2006) put forward the view that the increasing social network support in the school will increase the social learning and reduce the level of stress. Additionally, social support reflects better health lifestyle (Hanna, 2002).

Similarly, Ordonez (2009) in his research about the influence of parental support on antisocial behavior formulated a description of the usage of social support perspective can counter the anti social behavior in the school context. Another research conducted by Kilpatrick and Malecky (2003) concluded that teachers, friend, parents can be provider of social support. Furthermore, they claimed that social support is associated with students' positive result in academic and behavior.

According to Cobb (1976) social support comprises of emotional support that refers to offering acceptance, love and care, informational support refers to assistance to knowledge and information, instrumental support refers to concrete help such as helping others, while companion support refers to feeling get together and connected. In addition, Caligiuri and Lazarova (2002) defined three social support aspects to eradicate the bullying effects in the school namely informational support, emotional support and instrumental support. Research conducted by (Demaray & Malecki, 2002) wrote that teachers social support have significant contribution towards delinquency and anxiety. Additionally, students reported getting more social support, particularly from their parents and teachers.

Several research shows that school with positive and conducive are likely support the students' academic success and avoid them from involving and protecting high risk behavior such as bullying and school aggressions. Safe school encourages the students' attitude with zero effect of violating. Safe school further can be predicted from the quality of teachers, students, staff and other stakeholder through the entire school community.

In some respects, Bowman (2001) reported that schools may be a terrifying place for the students since they are anxious more about defending themselves than they do about learning due to threats from bullies and outbursts of antisocial behavior. Therefore, creating a safe and conducive school for students is very important.

As a matter of fact, a safe and conducive school is influenced by many factors. One of the most influential factors to create a safe and conducive school is the fulfillment of the basic needs of the students (Maslow, 1973). Maslow further said that human beings have several basic needs, and these should be satisfied, prior to reaching healthy and effective personal. This study will use Maslow's hierarchy of human basic needs; fundamental, psychological and self actualization need. The fundamental needs are associated with safety and satisfaction of the body; the psychological needs are associated with affiliation and self-esteem, while self-actualization needs are associated with the fulfillment of one's unique potential.

Further, the conceptual framework that will be explored in this research is based on several previous literature review or previous studies related to bullying, social support and safe school. In terms of bullying types, bullying effects and investigation by Rusman (2001) in South Sulawesi and found that the variables had strong relation and influence with one another. Correspondingly, bullying type, bullying effect had been investigated and the result showed that they also had a moderate relation towards social support (Kamaruddin, 2004). In some respect, the contribution of bullying types, bullying effects, social support were also examined and it was identified that they are significantly contribute towards a safe school in Indonesia (Husni, 2005). Therefore, the conceptual framework that will be investigated further is based on the previous work about bullying types, bullying effects, social support and safe school.

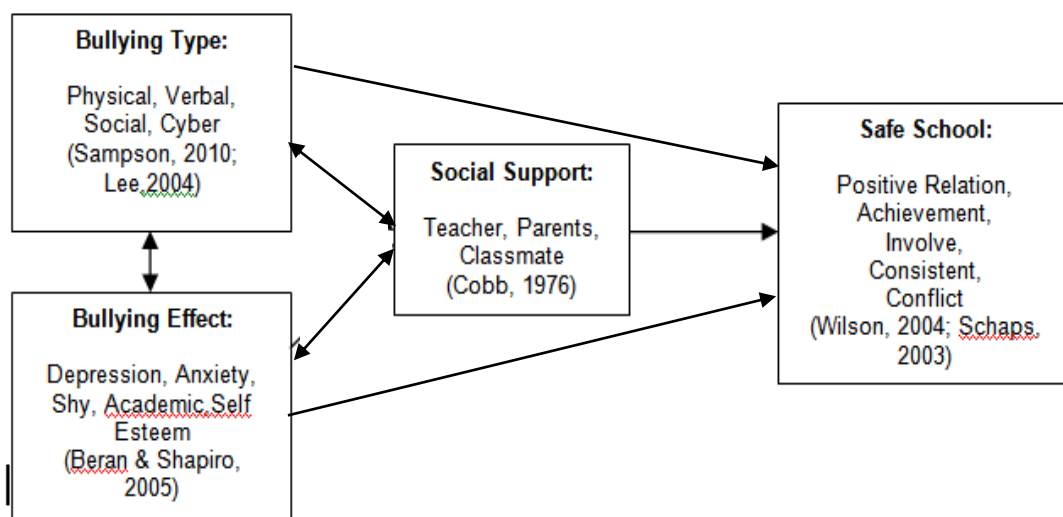


Figure 1.1: Conceptual Framework

1.8 Theoretical Framework

There have been a great number of theories that normally applicable to describe the aggression of the youth. Some of the theories are also applied to bullying phenomena. This study applies social learning theory to comprehend

bullying phenomena. Meanwhile, social support applies theory Ecological of Bronfenbrenner. Lastly, Maslow theory is used to explain the school safe variable.

1.8.1 Social Learning Theory

In 1963, Bandura urbanized social learning theory concepts and was the first to relate them to education. In 1983, Bandura altered the name of the theory to Social Cognitive Theory. He has always attempted to expunge himself from the behavioral theorist. Accordingly, one motive for Bandura trying to distance himself from the behavioral theorist, "... is that the behaviorist clearly dismissed the idea that the environment has any influence on what motivates people to act in the way that they do" (Bandura, 1977).

Bandura has conducted enormous of studies over the years. One of his most famous studies was the study by using a bobo dolls and young children. Bandura prepared a film of one of his students, a young woman, beating up a bobo doll. A bobo doll is an inflatable, egg shaped balloon creature with a weight in the bottom that makes a bob back up when you beat him down. The lady punched the clown, shouting "sockaroo!" She screamed at the bobo doll while sitting on it and hitting the doll with a little tack hammer. After Bandura displayed this video to a group of kindergarteners, he monitored the children in a room with bobo dolls in the room. In the play room were several observers placed through-out the room to record the behaviour of the children. The children came right into the play room and commenced to beat the bobo doll in the same manner the woman on the video did in the video they had watched. They shouted "sockaroo", kicked it, sat on it, and hit it with little tack hammers. Bandura termed the phenomenon observational learning and modeling. These observations are what lead Bandura in shaping the social cognitive theory that is still applied today (Bandura, 1986).

Bandura repeated his study making massive alteration to see if the results would be unchanged. In one occasion, the model was rewarded or punished in a

various ways. The children were then rewarded for their simulation. Different kinds of models were utilized to observe if this had any effect on the consequences. None of the changes made to the novel experiment had any effect on how the children responded to the bobo doll. There were many critics to Bandura's results applying the bobo dolls. Bandura responded to this criticism by making a film of the lady beating up a live clown. The children repeated the behavior that they observed on the movie with a live clown in play room. Bandura was capable to create certain stepladder engaged in the modeling process: Attention, in order for an individual to learn anything, he or she must pay attention to the features of the modeling activities, such as the characteristics of both the observer and the person being observed and competing stimuli. Retention- for an individual to be impacted by behaviors they watch, they have to have the capacity to recall the behavior they observed. Imagery and language aid in the process of retaining information. Next, people keep mental images of behaviors they observe as mental images and verbal description with the ability to reproduce the behavior in their own context. In reproduction involves a person's ability to transform symbolic representations into appropriate actions. Behavioral reproduction is accomplished by organizing one's own responses in accordance with the modeled pattern. The more practice a person did, the better their ability to reproduce a behavior. Motivation- of the person that imitates a behavior has some type of incentive that they have created in their mind. This stimulates the person to repeat the behavior and keeps them to motivate (Bandura, 1986).

A great deal of human behavior is activated by events which become threatening through association with painful experiences. A prime function of most anticipatory behavior is to provide protection against potential hazards (Bandura, 1969). The overall evidence indicates that anxiety and defensive behavior are coeffects rather than causally linked. Aversive experiences, either of personal or vicarious sorts, create expectations of injury that can stimulate both fear and defensive behavior.

Social learning theory commenced by looking at the social influence of behavior. Bandura (1969) stated a cognitive factor to the original theory. Bandura opined in reciprocal determinism, the world and a person's behavior effect each

other, while behaviorism fundamentally states that one's behavior is caused by one's environment. He suggested that behavior causes environment. Further, Bandura considered personality as an interaction between three concepts: the environment, behavior, and one's psychological processes (one's ability to consider images in minds and language) (Bandura, 1977). Social learning theory has been referred to as a link between behaviorist and cognitive learning theory as it comprises the concepts of attention, memory, and motivation. The theory is related to Vygotsky Social Development Theory and Lave's Situated Learning also highlight the significance of social learning (Bandura, 1986).

According to Domitrovich & Bierman (2001) that parental commend, positive reinforcement, and demonstrations of affection and warmth envisage child displays of pro social behavior. Principles of social learning theory claim that punishment should be indisputable, contiguous, and directly related to the behavior (Crick & Dodge, 1994). Additionally, Stevens, De Bourdeaudhuij, and Van Oost (2000) found in their study on parent and child relationships of children who are bully/victims that parents reported more expressiveness, organization, cohesion, and social orientation in their family than their children reported. Parents perceived less family clash than the children did. Parents reported less penalty and a more personal relationship with their children and more support as compared to their children's perceptions.

Several factors influence the efficacy of learning via modeling such as model-server similarity, narrated modeling, and reinforced modeling. Social learning theorists have found that by shaping child problem-solving strategies and social behavior, parenting practices also influence peer responses. Children who exhibit high rates of aggressive behavior at school, low rates of prosocial behavior, and hostile or incompetent problem-solving strategies are at risk of peer rejection and victimization (Domitrovich & Bierman, 2001). Significant correlations have been found between parenting practices with peer status (Parker et al., 1996). Others two studies (Bierman & Smoot, 1991; Patterson, Dishion, & Bank, 1984) confirmed parenting practices influenced child social behaviors which in turn influenced peer ratings. Once rejected by peers, children may experience victimization (Kendall,

Panichelli-Mindel, 1995) which leads to increased feelings of loneliness and distress, low self-esteem, and other long-term social problems.

The social cognitive deficiencies shown by aggressive children are themselves associated with a history of maltreatment. Research by Feldman and Downey (1994) showed that children's sensitivity to rejection places them at risk for behavioral and emotional problems. The sensitivity is linked to early experiences of rejection are internalized by children. Rejection sensitivity often is accompanied by their anger or anxiety, depending on situations of individuals. Sometimes juveniles' sensitivity to rejection by their peers probably is a continuation of sensitivity to rejection by parents which often worsen by the parents' physical maltreatment (Feldman & Downey, 1994).

Research suggests that bullies frequently came from troubled families (Olweus, 1995). Bullies' parents are typically aggressive and rejecting in their children. The father figure in these homes are usually weak, if present at all. The mother tends to be isolated and may have a permissive parenting style; thus supervision of the children's activities tends to be minimal. Study found that a bully's level of aggression will improve if the caretaker continues to accept aggressive behaviors toward the child's peers, siblings, and teachers (Smokowski & Kopasz, 2005).

Children who bully others normally experience long-term effects and consequences as a result of their bullying. National School Safety Center (NSSC) (2007) recorded a high number of bullies underachieve at school and later behave low in employment situations. In addition, research have found that by age 30 bullies were likely to have more criminal act and traffic violations compare to their less-aggressive peers (Olweus, 1995). A 1991 study found that 60% of boys who were labeled as bullies in grades 6 through 9 had at least one criminal conviction by age 24 and 35; 40% of these boys had three or more convictions by this time (Olweus, 1995). These adults were also more likely to have displayed aggression toward their spouses and were more likely to use severe physical punishment on their own

children. In addition, research suggests that children who are bullies often have parents who were bullies when they were children (NSSC, 2007).

Children who are victimized tend to act anxious and insecure in their behavior which often causes parents to be overprotective and sheltering of the children. These parents often avoid conflicting situations which does not allow these children to build appropriate problem solving skills (Domitrovich & Bierman, 2001). Many parents become overly involved in their child's social deficiencies. Families that shelter their children tend to create a child that easily becomes the victim (Olweus, 1993).

Victims are the recipients of bullying behavior. Victims have a tendency to have one of two distinct attitudes; they tend to be passive and submissive or aggressive in nature. Victims tend to be small in physical and weak compared to bullies, this making victims are not able to shield themselves from violence (Espelage & Swearer, 2004). These physical characteristics are mostly applicable for placing at risk of being a victim of bullying. Victims may also cover body anxiety, fear, and have a negative attitude toward aggression. Bullying victims do not tend to be good at plays or other sport activities (Olweus, 1993). Victims often have poor communication and problem solving skills which are connected by their tendency to be more quiet, high anxiety, and sensitive than most other children. As a consequence of poor communication skills victims do not typically commence conversation, as they lack assertiveness skills which add to their social awkwardness. Consequently, many victims are abandoned by other children, have developed few friendships, and are often found alone during social situations at school including the lunch room and playground (Olweus, 1993). Nansel et al. (2001) found that victims demonstrated poorer social and emotional adjustment, greater difficulty making friends, fewer relationships with peers and greater loneliness.

Victims are likely to have lower self-esteem (Olweus, 1993). They often see themselves as a failure, less power, having little value, and unattractive. Victims often charge themselves because of these negative feelings. Victims lack self-esteem and assertiveness to stand up for themselves and not want to report bullying incidents

(Nansel et al., 2001). This style will disclose their victimization might essentially make them target for bullies. They could be victimized even further because of their unwillingness to report the abuse they are enduring. Academically, in elementary school bully victims may perform average or better, but victim's performance in middle school usually drops below average (Olweus, 1993). This will decline in academic presentation due to the detrimental impact of the bullying at school.

Bully and victims are signed by anxious and aggressive behavior (Olweus, 1995). Students point out that the children both start fights and are picked on by others. This group of children is often bullied, but also tends to provoke bullies. When bullies respond to this provocation, a physical fight may happen between the children. Even though this has been described as common setting for bully/victim relations, it is one of possible arguments that illustrate aggressiveness of bully victims. Bully/victims are often energetic and have less attention. In the school, they are likely to disturb students and regularly cause provocation. O'Moore and Kirkham (2001) found that bully-victims stated themselves as more naughty, low intellectual, and not happier than bullies.

Stevens et al. (2002) also found the distinctions between children and parents on family functioning and children's behaviors. The research deeply investigated the impact on child attitudes, solving strategies, and family function in managing conflict situations among victims, bullies, bully/victims, and bystander children's families. According to Olweus (1993) bully/victims usually come from troubled homes. These children frequently describe their parents are not consistent (careless and over control) and sometimes mean. Bully victims assert that their parents are less warmth and less parental management skills (Nansel et al., 2001). Research suggests that bully victims discover hostile attitude at home and use these scenario to view and to revenge to others.

The huge perception differences between children and their parents could be explained by children's developmental stage. In a study about adolescents, and observers' perceptions of family interactions, Welsh, Galliher, and Powers (1998) found that adolescents and mothers examine their conduct with each other in the

course of different lenses because they have diverse growth tasks. Adolescents looked family relations as more complicated essentially due to the change toward a more equal and individualized parent and child relationship. Generally, it can be concluded that slight agreement was found between children and their spouse in this study.

In connecting parenting practices, child perceptions of their parents and peers and social adjustment, the social learning concepts stated that parenting practices perform to represent and selectively support child social conduct, by manipulating their peer relations (Domitrovich & Bierman, 2001). Obviously, social learning theory is based on the reciprocal determinism that describes the function an individual's behavior has on shifting the environment and vice-versa (Bandura, 1986).

According to social learning theory, beliefs about social norms directly influence behavior. When, this applied to the study of aggressive behavior, child holding beliefs about the aggression tolerability to involve in aggressive behavior because it exists within their range of possible responses to problems occur (Bandura, 1986).

In some respects, Orpinas and Horne (2006) examined that family and community factor may affect a child's tendency towards aggression due to the failure to develop social skills. According to social learning theorists, a child with low strategy to solve problem, social behavior, also influence peer responses.

Domitrovich and Bierman (2001) have acknowledged that children who conduct a lot of aggression and bullying behavior in the school, owning high anti social behavior and insufficient problem strategy as impact of victimization and peer rejection. In addition, considerable relations have been established connecting parents practices with peer condition (Domitirovich & Bierman, 2001). In addition, the studies from (Bierman & Smoot, 1991; Patterson, Dishion, & Bank, 1984) stated that parenting practices affected the behavior of a child that will directly influenced

peer ratings. Similarly, when they are refused by peers, victimization will occur to children (Kendall, Panichelli-Mindel, 1995) who influential to improve the low self esteem, loneliness and distress, and other social problems.

Stevens, De Bourdeaudhuij, and Van Oost (2000) stated that parent and child relationships of children who become bully/victims that parents reported more cohesion, expressiveness, organization, control, and social orientation in their family than their children reported. Some evidence has indicated that parental praise, positive reinforcement and demonstrations of affection and warmth predict child displays of pro social behavior (Domitrovich & Bierman, 2001).

From to 1960s to 1980s, Albert Bandura became the popular proponent of social learning theory. His point of view emphasizes the social variables as clues of effecting behavior and personality. In the 1980s, Bandura changed his label theory from social learning to social cognition theory because the former title is too confining. Social learning theory tried to correct behaviorism based on the principle of two or more people interaction (Thomas, 2005). Further, Thomas (2005) commented that the term social cognition covers more broadly of mental activities than social learning.

There are five significant differences between Banduras' theory compared with Skinner, they are; the way child acquire a new behavior that the child never attempted before, the key steps involved in the process of learning from models, the way that consequence (punishment and reinforcement) affect the future actions, the development of complex behavior, and the importance of children self efficacy.

According to Bandura (1977) , the reason for children to learn from seeing and hearing a model that information they get help them to decide how they perform or behave in the next future circumstances based in their needs. This knowledge called *knowledge structures* that are saved in memory in the form of verbal symbol and images. In some respects, there are several reasons why this study is examined from social learning perspective. Bandura (1977) commented there are three

conditions when children will imitate the model. The model are influential figure, hand out similar personality with child, and reward is come firstly than punishment in behavior. In bullying context, these three conditions are sometime occurring. For instance, bullies and bully victim are available around the bullying episode may imitate and observe directly the bully as a powerful model (O'Connell, Pepler and Craig (1999), Craig and Pepler (1997). Furthermore, Craig and Pepler (1995) added that successful bullies who influence the peers without punishment and consequence will impact negatively to bystanding peers by acting out the figure of aggression. Moreover, a similar process ascertained by elementary school boys who act out the aggressive behavior after imitating successful act aggression by model Klaczynsky and Cumming (1989). Therefore, in this circumstance, the bullies may influence other to engage in bullying.

From the reinforcement point of view, bullying can be shaped from several ways. The bullies are reinforced by the bully and victim. The research conducted by Patterson et al., (1967) is a good example for this condition. They commented that school can be specific place for training due to the peers may engage directly or indirectly reinforce the bullying behavior since peers can train the children to be bullies. In addition, the reverse, peers could also influence the victim by ignoring and intervening the behavior of bullying. The study from Craig and Pepler (1995) may support this claim, where peers behavior shows more respect and more friendly to the bullies compared to the victim.

According to Azizi et al. (2008) bullying is a part of aggressive behavior. Moreover, in the context of aggressiveness, bullying phenomenon can be understood (Olweus, 1978). Therefore, one of aggressiveness social learning theory which is acceptable to examine bullying behavior is social learning theory expressed by Bandura (1973). Additionally, social learning theory suggested that aggressive behavior is not personal character of the children but it is learnt from social interaction such as family interaction, friends' interaction and wider environment and these interactions impact students' behavior (Mahmood Nazar, 2001). Further, this social learning theory recommended that children or students learn to engage specific aggressive response from the observation those who model the aggressive behavior.

In other word, children are likely to imitate similar conducts. Because bullying is pervasive problem, many researchers condemned that bullying should be examined and understood in a larger context in which it take place. Social learning theory has emerged as a useful tool to conceptualize bullying at school. To sum up, the critical social learning practice may occur in several circumstances of bullying such as bully as model of peers aggression and social reinforcement of the peers to the bully. Again, from social learning perspective, Bandura emphasized that environment condition can give certain respond to someone. This assumption becomes the fundamental for children to learning through modeling. The figure below illustrates the social learning theory towards bullying behavior.

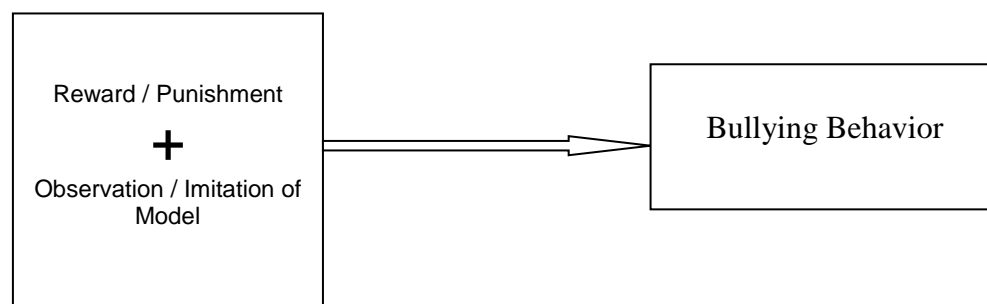


Figure 1.2: Social Learning Theory

In summary, the social learning processes of reinforcement and modeling may function to shape bullying on the school playground. In the following sections, the study related to this social learning processes in bullying from the perspective of the manipulate of the bully, the peers on the bully, and the victim.

According to Domitarovich and Bierman (2001), regarding parenting practices, children perception of their peers and their parents at home as modeling, the social learning theory model may provide by selectively reinforce children negative behavior and this will influence their peer relationship at school. Others, two studies (Patterson, Dishion, & Bank, 1984; Bierman & Smoot, 1991) established parenting practices could influence the students' social behaviors, which in turn influenced peer ratings. Once discarded by peers, students may experience

victimization (Kendall, Panichelli-Mindel, 1995), that might increase feelings of low self esteem, loneliness and distress, and others effect social problems.

In the context of bullying, reinforcement can be provided in several ways. For this reason, the reinforcement provided by peers to the bully, and the support provided by peers to the victim. Patterson et al. (1967) in their study found that via naturalistic observations of children's play, they highlighted social learning processes during aggressive exchanges. They further described the nursery school as a guidance ground for aggression. The school playground may also be environment in which children are taught by their peers to become bullies. Peers may passively or actively reinforce the aggressive behaviors of bullies through their engagement and attention. In contrast, peers may also shape the behaviors of victims either by intervening in or ignoring the bullying behaviors. The social learning theory may thus also facilitate us to recognize how the society contributes to the bullying behaviour of learners (Mwamwenda, 2004).

1.8.2 Theory Ecological of Bronfenbrenner

Urie Bronfenbrenner was an American psychologist. He was the son of Doctor Alexander Bronfenbrenner and Eugenia Kamenetskaja, born on April 29, 1917 in Moscow, Russia. He was 6 years old, when coming to the United States and died on September 25, 2005. Bronfenbrenner is one of the leading world authorities in the field of development psychology. His most well known brainchild was the ecological systems theory, where he defines four systems (the meso system, the micro system, the exo system and the macro systems).

This theory has been renamed as the bioecological systems theory. It highlights the child's own biology as the main microenvironment as the energy for development. The Bronfenbrenner ecological systems theory emphasizes on the quality and environment context of the children. Bronfenbrenner stated that the child develops and interacts with the environments needs a complex nature. Paquette &

Ryan (2001) opined that the possibility for complication appears since the physical and cognitive of a child grown up and mature.

Bronfenbrenner uses the biological model and connect the students and family problems (Paquette and Ryan, 2001). Ecology (Greek oikos = house, environment, and logos = knowledge) in the sense of biology is a teaching about the dependency of living creatures of their surroundings, the ecological system. Bronfenbrenner considered the dependency between man and environment. His principal study undertitled of *The Ecology of Human Development* in 1979. The book shows the ecological systems theory emphasizes on the phenomenon of human development. Bronfenbrenner's theory is also matched with the description of human socialization. Saarinen, Ruoppila and Korhonen (1994) repeat that Bronfenbrenner adapted the ideas with the concept of ecology, while learning socialization is observing how a child step by step becomes a component of the society.

A student grasp at the very beginning that this theory is not specifically a theory for education of pedagogy, caring or teaching, learning or civilization or a theory of mental development (Harkonen 2007). Bronfenbrenner's ecological theory is the human development theory. Obviously, it describes socialization as the way of becoming a part of the society. Naturally, this theory also tolerates a better understanding on education and the problems attached to it.

Vasta (2002) stated there is Bronfenbrenner's (1979) own definition of human development: it is the process through which the growing person acquires fit conception of the ecological environment, and becomes motivated and able to connect in activities that expose the properties or restructure that surroundings at similar levels or greater complexity in type and substance. According to Bronfenbrenner (1989) the purpose of any scientific effort is to comprehend in a systems way the processes and results of human development as an ordinary equation of human and environment.

Similarly, Puroila and Karila (2001) condemned that the implementation of Bronfenbrenner's developmental theory to the phenomenon of early childhood

education. They further stated that development and education are different things, even if they are present at the same time. The objective of schooling is to sustain most advantageous development.

In many development studies, where the models are used, were it is supposed that there only influences, as if independent from one another. It has been acknowledged that definite environmental conditions construct different developmental results depending on the personal qualities of the individuals, living under these conditions. The application of such a person, environment and interaction model to human development is the most potential directions in the future, and highly challenging both theoretically and methodologically. Further, the theory is the systems theory that allowing various environmental side and people in diverse context of relationships, roles, events and processes.

In some respects, development and socialization are influenced by the different circles of the environment with which a person is in dynamic inter relative. This includes three important assumptions: 1) person is an active actor, exerting influence on environment, 2) environment is convincing person to adjust to its conditions and restrictions and 3) environment is understood to consist of diverse entities that are placed one inside another, of their reciprocal relationships and of micro, meso, exo and macrosystems (Bronfenbrenner 1979).

A microsystem is a pattern of activities, roles, and interpersonal relations experienced by developing person in a given face-to-face situation with particular physical and containing other persons with typical characteristics of personality, character, and systems of belief.

Berk (2000) viewed that the microsystem is the closest location for a child and cover the structures which the child maintains straight contacts. Paquette and Ryan (2001) interpreted Bronfenbrenner's ideas and maintain that at this level the relations between persons are happen in two ways from the child and towards the child. For example, a child's parents attach a control of his/her beliefs and behavior,

but the child can as well influence the parents' beliefs and behavior. Bronfenbrenner calls this directional influence and he points out how the relationships survive on the levels of all environments. The interaction within the layers of the structures and the interaction of the structures between the layers is the key of the theory. In a microsystem, the two way interactions are at their strongest and they influence on the child. The interactions on the outer levels can nevertheless have an influence on inner structures. At first the child's relation to other people is dyadic and later on the child can hold some instant contact relationships (Bronfenbrenner 1979).

Bronfenbrenner (2002) create the system more precise and simply pay attention to the belief systems of the people around the child because these might inspire impact on development. Puroila & Karila (2001) have drawn a table where they have planned different educational phenomena for different system levels. Further, they have put educational concepts and belief systems in a microsystem. A microsystem is shaped by emerging person's closest surroundings like home, the play group, the child in the courtyard, and classmates at school (Saarinen et.al, 1994). Other examples are the neighborhood or the religious setting (Penn 2005). To conclude, based on the microsystem meaning, every environments, in developing human beings are an active participants in their microenvironments.

The mesosystem, consist of the connections and processes taking place among two or more settings containing the developing person. In other words, a mesosystem is a system of microsystems. Paquette and Ryan (2001) conceptualize the mesosystem by stating that this layer produces the links between the child microsystems, for instance, connections between the child's teacher and the parents or the child's spiritual place and the neighborhood.

Similarly, Saarinen et al. (1994) enlighten the mesosystem by saying that it comprises of the connections that the child's and a young person's microsystems have between themselves. This relation applies between home and mother and child health clinic, school and home, as well as home and school linked.

The exosystem covers the linkage and processes taking place between two or more settings, at least one of which does not ordinarily contain the developing

person, but in which events occur that influence processes within the immediate settings that contain that person relation between the home and the parent's work place (Bronfenbrenner, 1989).

The definition leads to an observation that numerous environments where the person is a participant but not a member in at least one or even more environments, may be under study simultaneously. Finally, the question is whether the definition can mean that while the person is not a member of any environment but the relations between the environments would still shape his/her exosystem. It is worthwhile to consider it over because they are significant in the way that they and their events effect the environment where the person grows and develops. Especially the parents' work, day care and school arrangements construct the conditions for the child's and a young person's behavior in their microsystems. (Berk 2000; Saarinen et.al., 1994) Puroila and Karila (2001) focus that such exosystems also illustrate the aspects that sustain education was insufficiently studied.

Bronfenbrenner's definition of the macrosystem changed dynamically. It was much influenced by Vygotski's theory about the socio historical evolution that led to look the macrosystem. Another cause was the concept of private property that speed up progress, foremostly the concept of conceptual systems. The latest definition (Bronfenbrenner 1989) runs as follows and the addition is italicized: The macrosystem consists of the overarching pattern of micro-, meso-, and exosystems characteristic of a given culture, subculture, or other broader social context, with particular reference to the developmentally-instigative belief systems, life course options, resources, life styles, opportunity structures, and patterns of social interchange in each of these systems. The macrosystem can be explained as a draft for a specific culture, subculture, or other broader social context.

In term of microsystem an orientation was made of the conceptual system. Bronfenbrenner (2002) reclaimed that the behavioral and conceptual models that are attribute of the macrosystem are transferred from one generation to another by the means of different cultural institutions like family, school, mosque congregation, workplace that in-between the socialization processes. Berk (2000) asserted that the

macrosystem is the remotest layer for the child. It covered the cultural values, traditions and laws. The macrosystem control through all other layers (exosystem, mesosystem, microsystem). For instance, if in a culture it is assumed that grown up children is the parents' task. This culture will not propose much help to the parents in educational setting. However, its turn has its influence on the parents' educational environment and their chances to solve with the duty of education.

Similarly, (Paquette & Ryan 2001) and Saarinen et al. (1994) have acknowledged that the effect of the macrosystem will often be noticed only after making comparison between children and young people, growing up in different societies. Bronfenbrenner (1974) has stated the effect of macrosystems by contrasting children's socialization in the USA and in the Soviet Union.

In addition, Puroila and Karila (2001) have approved that under the concept of macrosystem Bronfenbrenner meant not only the society but also cultures and subcultures. It must be recorded that the society and the culture aspects of the macrosystem are well obvious in Bronfenbrenner's new concept.

Developmentally, adolescence is a time when there is a shift from a relatively greater reliance on parents for support and interaction to a reliance on peers (Collins & Steinberg, 2006). School is an important context for peer relationships as it provides the opportunity for adolescents to meet, form friendships and become a part of peer groups (Rubin, Bukowski, & Parker, 2006).

The formation of positive relationships with peers at school has been identified as a construct required for school connectedness (Libbey, 2004), and is associated with greater rates of school retention (Bond et al., 2007), improved academic motivation (Vitoroulis et al., 2012) and successful academic outcomes (Wentzel et al., 2010).

Positive support can also be protective against adolescent students participating in problem behaviours (Ary et al., 1999; McGraw et al., 2007) and

experiencing poor mental health (Buchanan & Bowen, 2008). Students who are successful in establishing peer positive peer support in adolescence is important for the continued development and maintenance of cognitive, social and emotional functioning (King et al., 2002) and reduces the risk of mental and emotional problems in early adulthood (McGraw et al., 2007).

Negative interactions can disengage students from their schools (Espelage & Swearer, 2003) and may result in greater feelings of school dislike and school disconnectedness (Eisenberg et al., 2003). Adolescents interacting with negative peers may also be exposed to problem behaviors including substance use and school dropout (Shin & Daly, 2007). During primary to secondary school transition, friendships are an important component of adolescent development with peers playing an increasingly important role (Goodenow, 1993; Ladd, Buhs, & Troop, 2004). The transition period can result in increased feelings of isolation as a major change in social structure occurs with adolescents often having to develop new friendships and lose friends at a time when great importance is placed on relationships (Pellegrini & Bartini, 2000). This dependence on peer relationships and reliance on for social support comes with increasing pressures to attain high social status (Espelage & Holt, 2001).

Social comparisons between peers (Pellegrini, 2002), being disliked by peers and the establishment of hierarchy and new social roles in new social groups (Pellegrini & Bartini, 2000) can contribute to victimization during this time as social status goals (increased prestige and perceived popularity) become more important and are one of the driving motivations behind bullying behaviour (Salmivalli, 2010; Sijtsema et al., 2009).

Conversely, the ability to make new friends (Akos & Galassi, 2004), the number of friends and quality of friendships (Pellegrini & Bartini, 2000), having friends who are able to help and protect, and being accepted by the group are the main social factors identified as protective against bullying victimization (Hodges & Perry, 1996). It is suggested that the positive perception of social support is also protective against victimization itself (Pellegrini, 2002) and experiencing distress

from victimization (Davidson, 2007; Pellegrini, Bartini, & Brooks, 1999). Victimized students perceive less peer support and place greater importance on peer support than those who bully or are uninvolved (Malecki & Demaray, 2004). In general, students who bully others and are also victimized are more likely to be disliked and socially isolated, lonely with very few friends and less able to form positive friendships with peers compared to students who only bully or who are only victimized (Georgiou & Stavrinides, 2008; Haynie et al., 2001). These students find peer support from others who bully and those who bully others and are victimized, but generally have low peer support from the general student population (Georgiou & Stavrinides, 2008; Pellegrini et al., 1999).

In a mixed research design study of Australian adolescents, Lodge and Frydenburg (2005) found students with greater classmate support are more likely to intervene to stop bullying. Whether peer support, or lack thereof, is a precedent or consequence of bullying victimization has yet to be determined as much of the current research has been primarily cross-sectional in design. It is hypothesised that victims and bully-victims with higher levels of peer support at the end of Grade 7 will report lower levels of victimization and perpetration-victimization at the beginning of Grade 8 respectively. Social support at the end of primary school was also explored as a predictor of victimization trajectory class membership. The figure below illustrate social support appropriate with the theory of ecological

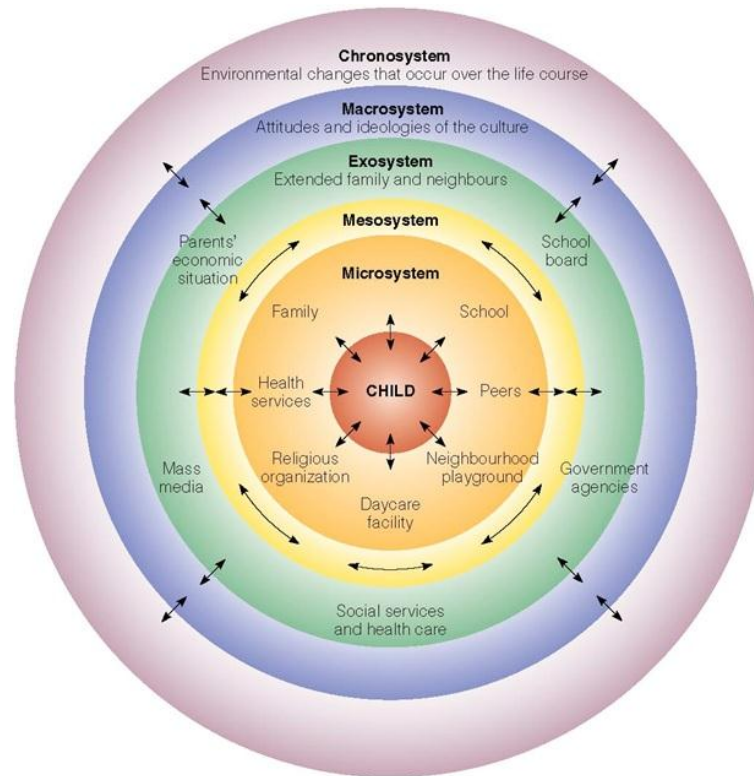


Figure 1.3: The Ecological Bronfenbrenner Theory

Based on the figure, the Social Ecological Theory of Bronfenbrenner (1995) suggests adolescents need the support of their group as well as family and school for their development while McGraw and colleagues (2007) suggest adolescents need support through positive relationships for healthy adolescent development. The perception of support refers to the quality of students' friendships. That is, both the level of validation and social support they receive through their friends or adult (Ladd, Kochenderfer, & Coleman, 1996).

In the context of this study, children and adults are inseparable with micro, meso, exo, macro and chrono system. It started from the smaller environment namely family, school and peers. Therefore, when bully victims experience such bullying effect (depression, anxiety, feeling suicide, low self esteem), the first social support are given from this meso system.

1.8.3 Safe School and Maslow Theory

There are a number of factors that make a child feel safe in school. One of the most important factors is the fulfillment of the basic needs of the child (Maslow, 1973; Wortman and Loftus, 1985; Wortman and Loftus, 1988). Maslow (1973) said that humans have a number of in-born basic needs and that these should be satisfied first, in order to establish healthy and effective personalities. He said, “Healthy children enjoy growing and moving forward, gaining new skills, capacities and powers” (Maslow, 1968).

Using Maslow’s hierarchy of human basic needs does not necessarily mean everyone accepts Maslow’s theory in its entirety, but it provides a useful reminder to school organizers and classroom teachers to ensure that children needs are fulfilled so that they can perform to the best of their ability (Hendrikz, 1986). Going by Hendrikz’s argument, Maslow’s hierarchy of human basic needs have been discussed in this study to assist the students to make their schools safe.

Maslow identified three groups of human basic needs: fundamental, psychological and self-actualization needs. The fundamental needs are associated with safety and satisfaction of the body; the psychological needs are associated with affiliation and self esteem, while self-actualization needs are associated with the fulfillment of one’s unique potential.

In Maslow’s Hierarchy of Needs (Maslow, 1943) after the fundamental physiological needs are satisfied, safety and security need to be addressed before adolescents can develop feelings of belonging, self-esteem and self-actualization. The Wingspread Declaration on School Connections (Wingspread, 2004), which suggests strategies for schools to use to increase student connectedness, states feelings of physical and emotional safety at school are a critical requirement for school connectedness. Students need support through the provision of physical and emotional safety to succeed (Hall, Yohalem, Tolman, & Wilson, 2003) as a sense of

safety in school is associated with their academic, behavioural, socioemotional, and physical wellbeing (Reiss & Roth, 1993).

In a cross-sectional study of 105,000 students across 188 schools in the United States (Brand, et al., 2003), schools that students rated as having fewer safety problems reported higher self and teacher expectations, academic aspirations, self-esteem and efficacy and lower levels of depression.

Research suggests that a school's sociological and organizational structures contribute to feelings of safety at school with feelings of safety positively related to feelings of school satisfaction and student perception of the fairness of school discipline policies, teacher and adult support (Samdal et al., 1998) and negatively related to large and impersonal school settings (Olweus, 1993).

Clearly, according to Maslow, factors contributing to safe school include the three basic needs fundamental, psychological and self-actualization needs and also self-efficacy. The figure below illustrate the human need hierarchy of Maslow

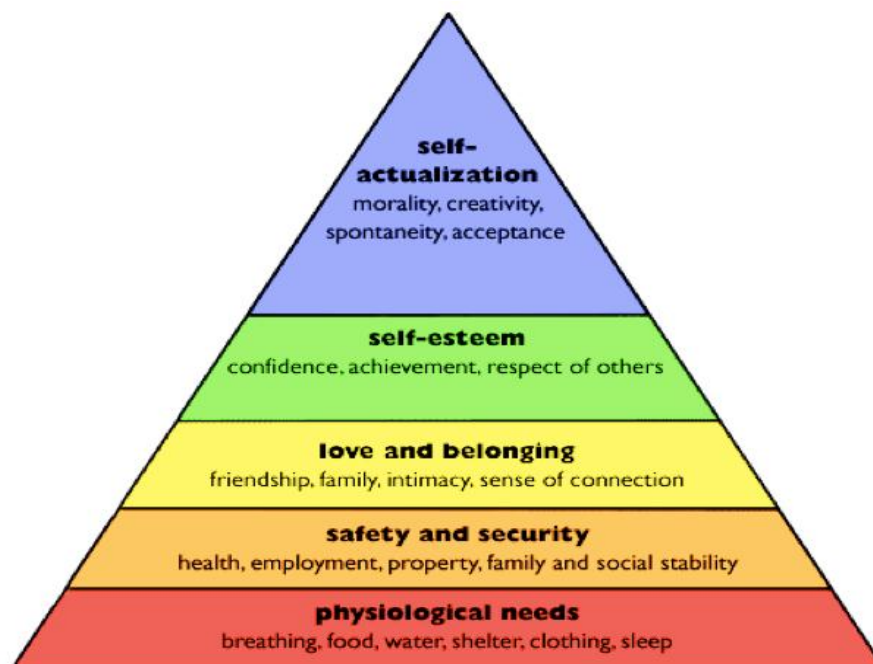


Figure 1.4: Maslow Human Hierarchy of Human Basic Needs

From the figure above, it is illustrated that safety needs is the fundamental need of the human being. From the perspective of this study, it is clearly comprehended that school plays important roles in socialization and it is critical for the school to offer growth and learning which safe and conducive environment for the students.

In some respects, bullying behavior had contaminated the students' feeling safety at school. Therefore, it has become great concern for the society. Bullying or peer victimization is one element that contributes to school safety.

Clearly, it is stated that bullying and safe schools are related in bullying school intervention. Bullying variables should consider all the bullying participants namely bully, victims, bully victims, and bystander. Specifically, bully victims feel safe at school when they are engaged and protected by the school regulation.

1.9 Significance of the Study

Previous study about bullying and social support have identified that social support have much advantages on students in terms of achievement, psychology and social (Malecky and Demaray, 2003; Pavry and Amaya, 2001). In general, social supports from teachers, classroom friends and parents have positive relation with the students' social network.

Social support will provide a sense of belonging among the students, increase the psychological safety and reduce anxiety (Caligiuri and Lazarova, 2002). Therefore, this research would contribute to specify as follows:

1.9.1 Significance to Student

Student is the most crucial and most significant in this research since they are the object and bullying victims in the school. The result of the research will be very important for the students' safety and feeling comfort in the school. Moreover, the students will understand as well as identify types of bullying (physical, verbal, cyber and social) in the school. The students will realize the misbehavior and quit to bully. Victims will get help from support provider and gradually reduce the effects of bullying.

1.9.2 Significance to Teachers

Teachers as a central of the intervention of the bullying programme in the school since they are considered as an instrumental manager and almost all bullying intervention programme require teachers participation (Beran, 2006).

Therefore, the teacher perception about bullying and social support in South Sulawesi is needed to investigate and to find out their role in reducing the bullying cases in the school. The research is important for teachers in terms of how to anticipate the bullying from recurring and to treat the bullying victims in the school.

1.9.3 Significance to School

The research is fruitful for the school in order to plan an intervention programme based on the result of the study. Bullying is mostly happened in school. Therefore anything about students bullying in the school should be understood by school management to take appropriate decision and intervention to reduce bullying behavior in the school.

1.9.4 Significance to Parent

Parents involve in the intervention programme that shows their caring and attention to reduce bullying activity in the school. Therefore, the parents' information and opinion about bullying in the school is very important to reduce bullying in the school. According to Grusec (2006) children behavior and attitude in and outside the school environment are much influenced by the parents. Similarly, a survey conducted to find out the students attitude and performance on two subjects (Chemistry and Biology) by Oluwateweru and Oloruntegbe (2010) acknowledged that the students' attitude and subjects' performance are much influential by the level of the parental involvement. Therefore, parents as models and motivator of the children's behavior and attitude at home are very crucial.

In general, the findings of this study will be useful for many parties, especially parents, students, schools and the Ministry of Education to reduce bullying behaviors. At the same time, it can address and identify the factors that caused students to be involved in these aggressive behaviors.

1.10 Terms of Concept and Operational Definition

Some terms used throughout this study are described briefly below. They include a brief definition of some important terms that are used frequently.

1.10.1 Bullying

Bullying can be defined as a social interaction in which the sender uses verbal and/or non-verbal communication that is characterized by negative and aggressive elements directed towards the receiver's person or his or her work situation. The experience of being bullied correspondingly involves the receiver experiencing this

verbal and/or non-verbal communication as negative and aggressive and as constituting a threat to his/her self-esteem, personality or professional competence (Agervold and Mikkelsen, 2004).

The Webster's New English Dictionary (2002) defined the term "bully" in the following way: "intimidates, oppress or hurt". In general, bullying is defined as hurting others repeatedly by physical, verbal and socially, that can be done individually or in group.

Similarly, bullying is stated as physical, psychological, and verbal attack that is meant to harm to the bullying victims (Christie -Mizell, 2003). Not all experts of bullying agrees with the definition but many experts agree that three aspects most important to bullying comprise of repetition, harm and imbalance power (Limber, 2002; Berger, 2007). Another researchers, (Berger, 2007& Lee, 2004) formulated bullying into three types as manifested in physical bullying, verbal bullying and social relational bullying.

Bullying is the repetitive and uncomfortable behavior suffered by student in the school. Bullying can be categorized into physical, verbal and social bullying. Both the bully and the victim have imbalance power in terms of physical, financial and social status. Bullying could be committed by individually or in group. In this study, bullying is defined as a repeated aggression to students that can be done individually or in group.

1.10.2 Physical Bullying

Coloroso (2003) concluded that physical bullying is the bullying type that easier to detect compared with other types, and more than one third of bullying behavior reported by the bullying victims. In some respect, physical bullying refers to actions that mean to hurt and harm others using physical contact such as; kick, punch, slap, push someone, pull the hair and property damage.

1.10.3 Verbal Bullying

Verbal bullying is categorized as a direct bullying as showing low respect to someone or calling names towards a victim. It has been ascertained to occur more in the school playground compared with physical bullying but it is difficult to identify its' existence (Elizabeth Jean Zacher, 2009).

Verbal bullying refers to verbal or words bullying, for instance; name calling, threaten the victims, and cruel critics.

1.10.4 Social Bullying

Relational bullying or social bullying is defined as a form of bullying that intends to quit interrelationship (Crick et al., 2001). A research conducted by Crick et al. (2002) and Lee, (2004) reported that relational bullying behavior are devoted by the bully to decline, alienated victim or socially exclude them from around society.

Social bullying is an immediate unidentifiable and undetectable bullying such as gossiping and excluding victim from the group.

1.10.5 Cyber bullying

Smith et al. (2008) opined that cyber bullying is a type of bullying where the bullies commit on purpose act done by a group or individual by using electronic media such as phone and internet repeatedly and over time towards bullied. They further identified seven types of cyber bullying such as chat room, phone call, mobile text message, email, website, picture/video clip, and instant messaging.

Bullying which is conducted by using electronic media such as phone and internet as technology device for communication.

1.10.6 Social Support

Social support is defined as a general or a specific helpful behavior that contributes to a human's physical and mental generally as a defense for someone who suffers stress (Demaray & Malecki, 2003). In addition, another concept of social support is related to information from others such as love and care for, esteem and value, and belongs to a network of communication and mutual obligations (Seeman, 1996; Cohen & Wills, 1985; Cobb, 1976). It can be derived from family, friends, and society (Kim, Sheman & Taylor, 2008).

It comprises three types of social support, namely; informational support, instrumental support and emotional support. Similarly, social support is defined as a general or a specific helpful behavior that contributes to a human's physical and mental generally as a defense for someone who suffers stress (Demaray & Malecki, 2003). Informational support consists mainly on advice and counsel. The key concept of this support is communications that provide worthwhile and needed information (Schaefer, Coyne and Lazarus, 1981). Instrumental support refers to acts such as lending money and giving one's time. It is also named tangible support because it covers the giving of materials and services (Wan, Jaccard, Ramey, 1996). While, emotional support refers to offering acceptance, love and care, informational support refers to assistance to knowledge and information (Cobb, 1976).

Social support is physical and psychological comfortable, care, reward or help that received from individual or group. Social support comprises emotional, informational, and instrumental support. In some respects, social support can be derived from teachers, parents and classmate

1.10.7 Bullying Effect

Many studies have showed that bullying experiences have detrimental effects on students such as poor academic achievement, depression, low self esteem, anxiety, and suicide (Nishina, Juvonen and Witkow, 2005). The effect of bullying, the academic and emotional status becomes unstable (Poteat, 2008; Swearer et al., 2008). Additionally, The American Medical Association (2002) formulated that bullying as a complex and abusive conduct with potentially severe social and mental health injury. It is also stated that bullying is public health troubles that need serious attention and interference in order to be eliminated (Sprague & Walker, 2005). Therefore, for the purpose of the research, the researcher defines the bullying effect namely depression, low academic achievement, feeling shy, anxiety and low self esteem

1.10.8 Safe School

Squelch (2001) conceptualizes a safe and conducive school as one condition that is free from threat and possible hurt, where staff, teachers and learners can work together, teach and learn with no fear and intimidation, harassment, or violent behavior. Therefore, a safe and conducive school is therefore a healthy school both physically and psycho-socially.

As previously noted, on aspect of the students' perception is students experience for school safety that critical is students academic achievement (Bowen and Bowen, 1999). In addition, Schaps (2003) established that managing respect and accommodate relationship among school society by using community practice strategy is effective to improve a safe and conducive school. In line with this, Wilson (2004) also stated that concern on achieving academic, safety issue, confession of all in school society, obey school ethics, and family and society engagement are the keys to create a safe and conducive school

In the current research, in creating a safe and conducive school, there are several requirements must be possessed by school namely positive relation, prominent academic achievement, community involvement, consistent with the rules and the last is mediating and managing conflict.

1.11 Limitation and Delimitation

This study has several limitations; the main constraint is the limitation of the number of studies on the topic of bullying in Indonesia. The lack of available research in order to gather information on the topic of bullying borders the depth review study of literature in Indonesia, especially in South Sulawesi province. Another constraint is the limited amount of time allocated for this study. Additional time will result multiple links and obviously will add in the attainment of a larger number of respondents.

Other aspect of the issue is bullying type such as physical, verbal, social bullying and cyber bullying. Therefore, the findings of this study will be restricted to the types of bullying that are choices of the researcher to complete. Bullying type other than that specified will not be identified in this research.

The study will be highly depends on the students involvement as respondents. Due to the variety of knowledge, experience and understanding of students bullying in the school will impact on the availability of the data since they have to fill the questionnaires. In addition, students might assume that they or their schools will be considered as failures if they report widespread problems with student bullying. To avoid a negative public perception of their school or their teaching and learning process, students may conceal or hide the facts related to some issues.

Delimitation of this study is that the conclusion cannot be adopted wholly to be applied in other places in Indonesia without cautious evaluation. This is due to the

differences in local cultures, economy, and social structure dealing with the bullying case.

1.12 Conclusion

To conclude, this chapter provides the information about what this study wants to achieve, what central issues will be dealt with, what prompts the issue to be investigated, why the issue is significant to be investigated, how the study is structured, what will be the constraints, and what is the technical definition of the main issue.

In introduction part of this chapter reveals several detrimental effect of bullying in some previous studies. Additionally, in the background is identified some concept and definition of bullying. The bullying concepts is derived from Craig and Pepler (2007) and another interesting definition from Fox and Boulton (2006). This part also provides description about bullying cases in Indonesia that appear in mass media. In addition, it is also explore seven research objectives and research question that will be investigated in the study. The conceptual framework of the study shows some previous studies in bullying type, bullying effect, social support and safe school.

Finally, the following chapter will review the literature on bullying at school. It will contain the relevant body of literature from some discipline that will be analyzed to answer the research question. The literature review consists of overarching explanation of type of bullying, bullying effect, bullying factor, social support, bullying and social support, and a safe and conducive school.

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