

# **Contextual Factors for Peer Victimization of High School Students in Mukono District, Uganda**

## **A Comparative Analysis**

# **Report**



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## Abstract

**Keywords:** Emotional Victimization, Physical Victimization, Cyberbullying

### Introduction

Peer victimization is a growing problem among young people, whose manifestation is observed within multiple contexts including: school culture, family, and community. This study investigated the contextual factors for peer victimization among high school students in government high schools in Mukono district in Uganda. The study aimed to (i) determine the magnitude (ii) explore the lived experiences (iii) investigate the perspectives, and (iv) compare the magnitude, of peer victimization by contextual factors, among high school students.

### Methods

Schools were stratified into: day, boarding, day and boarding; all-male, all-female, and co-educational categories. The school with the highest population was purposively selected from each stratum. Participants were 338. To complete the questionnaire, 72 students were randomly selected from each school and 12 students were randomly selected from each class. In addition, 12 students from Senior Three and Senior Four in each school completed the interview and focus

group discussions (FGD). A mixed methods approach with a parallel concurrent design was used. Descriptive quantitative data was analyzed using SPSS Version 19 and qualitative data was analyzed using NVivo 20.

### Results

More than half of the respondents reported no experience for each of the respective categories of physical victimization: at school, in the family and the community. Experience of emotional peer victimization was reported more amongst the girls than the boys while experience of physical peer victimization was reported more amongst boys than girls across the considered dimensions. Cyberbullying experiences were found to be low and differences in experience by the contextual factors appears unremarkable.

### Discussion

Schools, family and the community were found to promote but also render support in instances of peer victimization and cyberbullying. Sexual victimization was also reported. Prevention and intervention programmes can be expanded to include family and community; student guidance and counseling; peer support, and fair and just processes.

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## Operational Definitions

<b>Victimization</b>	cyberbullying, physical, verbal, sexual, emotional, economic, social or relational violence and aggression meted upon an individual by another person.
<b>Peer victimization</b>	cyberbullying, physical and emotional violence and aggression perpetrated by students against their peers.
<b>Bullying</b>	act of harassment which is sometimes used interchangeably with victimization but this involves a power differential.
<b>Physical victimization</b>	violence that involves physical harm to the body.
<b>Sexual victimization</b>	verbal, non-verbal and physical violation of a sexual nature.
<b>Emotional victimization</b>	acts aimed at demeaning and belittling an individual.
<b>Cyberbullying</b>	harassment or violence that is facilitated by technology, particularly digital technology.
<b>Bully</b>	a perpetrator of violence using the power differential between the victim and him/herself.
<b>Victim</b>	a recipient of the aggression meted out by a bully.
<b>Bully-victim</b>	an individual who is both bully and victim.
<b>Bystander</b>	an individual who observes victimization and may or may not get involved.
<b>Contextual factors</b>	the diverse settings in which peer victimization happens.
<b>High school student</b>	an individual of school going age and currently in the secondary level of education (Senior 1 to Senior 6).



## Chapter 1: Background

### 1.1 Background Information

Around the world, about 246 million children experience violence at school each year (Greene, Robles, Stout & Suvisaakso, 2013). Interpersonal violence is a significant problem globally, for both young and old, resulting in mild to severe physical and psychological injury, and even death. The World Health Assembly acknowledged the seriousness of interpersonal violence in their 49<sup>th</sup> assembly in 1996 when they described it as a “public health priority” (WHA 49. 25). Interpersonal violence includes family and intimate partner and community violence (WHO, 2021). Peer victimization is a form of community violence that occurs between individuals of the same age range. Schools, which should be places of safety and learning for children and youth are not immune to peer victimization. Peer victimization is one of the forms of violence children suffer at school. Among school children, peer victimization manifests as physical, verbal, sexual, emotional, social or relational victimization and cyberbullying. Studies on bullying in schools indicate that perpetrators, victims and bystander all suffer the ill effects of peer victimization including mental health consequences (Rivers, Poteat, Noret, & Ashurst, 2009), higher depressive symptoms, greater suicide tendencies, and reduced self-esteem (Tural Hesapçioğlu, Habibe Yelovasilova Meraler, & Ercan, 2018). Victims of peer victimization are less likely to be high achievers academically (Glew, Fan, Katon, Rivara, & Kernic, 2005). Furthermore, bullying has been indicated in school shootings in the US (Espelage & Swearer, 2004).

Studies indicate that aspects of health and healthcare will manifest differently depending on the specific setting, situation or players involved (Glasgow & Stange, 2013). Adolescent Health Risk Behaviors (2017) indicates that in-school

and out-of-school youth experience different levels of violence. Muhangi (2017) indicates that the prevalence of peer victimization in Uganda differs by region. Peer victimization occurs interpersonally but is influenced by characteristics of the environment or setting in which it happens including individual and family characteristics, school culture, and the community. Studies on peer victimization have further indicated that the environment or setting in which peer victimization occurs influences (i) how peer victimization manifests and, (ii) the variation of outcomes. Therefore, in order to understand peer victimization and to be able to develop effective prevention and intervention strategies, it is critical to interrogate its contextual factors and ascertain its comparative magnitude within the various contexts.

Previous studies in Uganda have explored violence among children but have not focused on peer victimization (VACS, 2018). There are few scientific studies in Uganda on peer victimization even though there are reports from international organizations on violence occurring among children. The National Strategy on Violence against Children (2015) mentions bullying and peer violence among children but focuses on violence against children in schools mostly perpetrated by adults. The increased use of technology and in particular the use of digital platforms for school and social media has exposed children and youth to a greater danger of cyberbullying with inadequate protection or preparation for it.

This study explored high school students' perspectives and lived experiences of peer victimization, assessed its magnitude in the varied contexts, and examined the comparative influence of various contextual factors on peer victimization among high school students in Mukono district.

**Studies on bullying in schools indicate that perpetrators, victims and bystander all suffer the ill effects of peer victimization including mental health consequences**

- Rivers, Poteat, Noret, & Ashurst, 2009



## 1.2 Problem Statement, Justification, Conceptual Framework

### 1.2.1 Statement of the Problem

Victimization and bullying have been reported in schools across Uganda. Results of a study on bullying and victimization, conducted in Uganda, involving 4,422 adolescents indicate that 39% of the adolescents had been bullied. It also indicated that over 60% of the bullying was reported to happen in schools and over 70% of the in-school adolescents in this study had experienced bullying compared to 63% of their out-of-school counterparts. (The Adolescent Health Risk Behaviors Report, 2017).

Although the Adolescent Health Risk Behaviors study investigates the prevalence of bullying in schools in Uganda, the findings are generalized to all school levels and do not focus on the magnitude of bullying and victimization among high school students. Other studies have been conducted in Uganda about peer victimization. Studies have been conducted on: prevention of violence against children in Ugandan primary schools (Devries et al, 2013), physical violence against primary school children perpetrated by school staff (Devries et al., 2015); violence against primary school children with disabilities (Devries et al., 2014); physical and emotional victimization against primary school children perpetrated by peers (Wandera et al., 2017); household survey on the prevalence, nature and consequences of physical, emotional and sexual violence against children in Uganda (VACS, 2018). Most of the studies have focused on primary school children. Information about the magnitude and contextual

factors of peer victimization among high school students, and their individual understanding of peer victimization is scanty.

The family, the community and peer groups are agents of socialization that constitute an integral part of any child's growth. As such, they are also the contexts within which peer victimization takes place. Some studies have attempted to relate peer victimization among children in schools to their family backgrounds (Hinson, 2018). Even though contextual factors are acknowledged to contribute to peer victimization, there is limited research on this among high school students in Uganda. Research also indicates that victimization and bullying in schools (whether as offender or victim) is highly linked to suicidal tendencies among the affected children (Hinduja & Patchin, 2010; Van der Wal et al., 2003).

Therefore, this study is aimed at investigating i) the magnitude of peer victimization, ii) the lived experiences of peer victimization (iii) the perspectives on peer victimization, and iv) the comparative magnitude of peer victimization across contextual factors among high school students in Uganda. The results of this study will highlight areas for strategy formulation to address this problem over varying contexts in Uganda. Victimization in high schools in Uganda, if not addressed, is bound to lead to psychological harm, increased numbers of school dropouts and in the worst-case scenario, increased rates of suicide among school going children as evidenced elsewhere around the world.



## 1.2.2 Justification of the Study



**42.4%**

BULLYING  
AMONG  
INDIVIDUALS  
AGED 15-19 YEARS

Peer victimization violates the basic rights of children depriving them of an education, a safe environment, health, and wellbeing (Convention on the Rights of the Child, 1989).

Environments that should provide a haven of safety become places of harm, fear and distress. Studies elsewhere have shown that peer victimization negatively affects all those in the cycle, but there is limited scientific research on peer victimization and bullying among children in Ugandan schools. From anecdotal reports, victimization appears to be increasing in schools. Some countries conduct studies periodically that monitor changing trends in the nature and prevalence of child victimization and abuse. In Uganda, no such studies have yet been done to analyze the national trends of peer victimization among children and youth.



**36.3%**

BULLYING  
AMONG  
INDIVIDUALS  
AGED 10-14 YEARS

In the Adolescent Health Risk Behaviors Report (2017), bullying was reported to be higher among individuals aged 15-19 years (42.4%) compared to those aged 10-14 years (36.3%), thus our focus on high school students most of whom fall in the age range between 15 to 19. In addition, students in Ugandan high schools originate from varied situations, cultures or contexts and peer victimization manifests differently in diverse settings and situations. Therefore there is a need to establish the contextual factors for peer victimization among students at high school.

## 1.2.3 Significance of the Study

Findings from this study will inform policy, prevention and intervention programs for peer victimization. This will include the students who are affected by peer victimization, the schools, homes and communities from which they come. A greater understanding of the contextual factors for peer victimization and particularly from the perspective of the students involved, can be used to introduce change in the whole peer victimization cycle and at all levels in the community.

## 1.2.4 Theoretical Framework

### The Ecological Systems Theory

The Ecological Systems Theory (Bronfenbrenner, 1977), states that a developing child interacts dynamically with all levels of his environment: the microsystem, the mesosystem, the exosystem, the macrosystem, and the chronosystem. The

social-ecological framework of bullying, (Espelage & Swearer, 2004) focuses on the interaction between the bully, bully-victim, victim, bystander, family, school, and peers, community and the culture. They suggest that the child at the center, whether bully, victim, or bystander is in direct contact with his/her immediate environment which would include family and peers, but he or she will be affected by changes at all the other levels. In this study, the various players in the peer victimization cycle are linked to each other and influenced by the various contexts in which they are. The Ecological Systems Theory provides a framework for the complexity of interrelationships between the bully, the victim, the bully-victim and the bystander within the various contexts. This study investigated the comparative magnitude of peer victimization in the various contexts and also the high school students' experiences and perspectives of peer victimization.

## Social Learning Theory

The Social Learning Theory developed by Bandura (1969) proposes that new behaviors, attitudes and reactions can be acquired by observing and imitating others. The Social Learning Theory of Aggression by Bandura (1978) posits that by observing the behaviors of others, people can learn what they have seen or observed and more. Gover and Wells (2019) updated the Social Learning Theory of Victimization by Akers (1973) built on the concepts of: differential association, definitions, differential reinforcement and imitations (Akers & Jennings, 2019), which proposes that individuals learn both deviant behavior and definitions of it from others. These authors suggest that an individual's continued behavior is dependent on the nature and quality of reinforcement available for alternative behavior. This study will be conducted within high schools. Students within the school context observe and learn behavior from each other. It is likely that behaviors that constitute peer victimization may also be learnt in this way. Students' perspectives of peer victimization are likely influenced by the behavior and perspectives of their peers. Any prevention and intervention efforts would need to take principles of social learning into consideration.

## 1.3 Goals and Objectives

### General objective

The objective of this study was to investigate the magnitude of peer victimization and its contextual factors among high school students in Mukono, Uganda.

### Specific objectives

The objectives of this research were:

1. To determine the magnitude of peer victimization among high school students in varied contexts in Mukono District.
2. To explore the lived experiences of peer victimization among high school students in Mukono District.
3. To investigate the perspectives of peer victimization among high school students in Mukono District.
4. To compare the magnitude of peer victimization by contextual factors, among high school students in Mukono District.

### Research Questions

The research questions guiding this study were as follows:

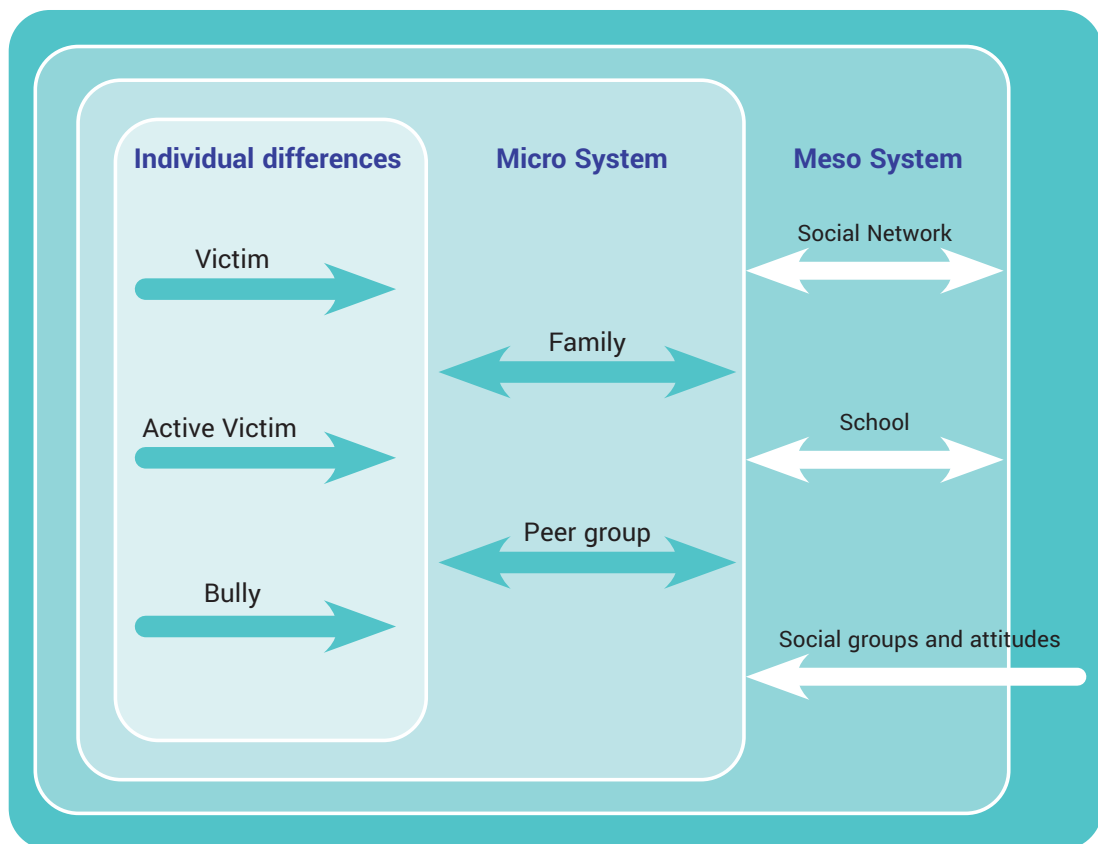
1. What is the magnitude of peer victimization among high school students in varied contexts in Mukono District?
2. What are the lived experiences of peer victimization among high school students in Mukono District?
3. What are the perspectives of peer victimization among high school students in Mukono District?
4. What are the differences in magnitude of peer victimization by contextual factors, among high school students in Mukono District?

## 1.4 Conceptual Framework

The main players in the peer victimization cycle are the bully, the victim, the bully-victim and the bystander. Peer victimization in the form of physical, social/relational, emotional violence and cyberbullying occurs in the context of peer relationships, school, family, the community and the culture, which includes mass media. The bully, victim, bystander, bully-victim have unique individual characteristics. They live and operate within the greater context of family and peer groups (micro-system). The family and peer groups are influenced and influence social networks and school contexts. All these are influenced by social groups and attitudes that are communicated through the mass media. In order to understand the comparative influence of these contextual factors, this study assessed the magnitude of peer victimization and compared this in the different contexts. The study also explored the students' lived experiences and perspectives on peer victimization within the various contexts.

**Figure 1: The Peer Victimization Framework**

Adapted from Postigo et al. (2013)



## Chapter 2: Literature Review

### 2.1 Peer Victimization

Peer victimization includes physical, sexual, emotional and social/relational abuse as well as cyberbullying. Peer victimization and bullying often appear together in the literature and there appears to be a significant amount of overlap between the two constructs. Peer victimization in this study will encompass physical, emotional, and cyberbullying, and violence among peers.



40%

OF THOSE INTERVIEWED HAD BEEN VICTIMS OF SOME FORM OF ONLINE/ CYBERBULLYING.



61%

INDICATED THAT CYBERBULLYING MOSTLY HAPPENS ON SOCIAL MEDIA PARTICULARLY FACEBOOK.

#### Physical Victimization

The most common form of violence among high school students is physical violence often accompanied by verbal abuse, intimidation and others. Research indicates that boys are more likely to be involved in bullying as both bullies and targets, and furthermore, they are more likely to both engage in and be the victims of physical violence (Nansel et al., 2001). In schools, physical violence will often take place where it is hidden from teachers, such as the corridors, playground or the entrance and exits (Macneil, 2002). Bullies often show high levels of authority, a strong need to dominate others, positive beliefs about the use of violence and low empathy with victims (Evans, Heriot, & Friedman, 2002). Moreover, they tend to be physically stronger than their victims and have more difficulties accepting and following the established social rules.

#### Emotional Victimization

Emotional abuse is described as “a pattern of psychologically destructive behavior” which constitutes an attack on a child’s development of self and social competence (Walakira et al. 2021) and includes rejecting, isolating, terrorizing, ignoring, and or corrupting the child.

Emotional bullying may also include name-calling, threatening, taunting,

malicious teasing, and psychological terrorizing (Adolescent Health Risk Behaviors Report, 2017). Girls are more frequent victims and perpetrators of emotional abuse as an indirect form of bullying (Olweus, 1993). Emotional victimization can lead to an unsafe learning school environment in which students fail to learn, grow and interact (Smokowski & Kopasz, 2005). A sense of identity and belonging is very important for youth at high school age and emotional victimization deprives them of this, making it a significant challenge when it occurs. In addition, emotional bullying may be more subtle, and covert, making it more difficult to identify and curb.

#### Cyberbullying

This is a form of emotional abuse which is relatively new in Uganda following the rapid growth in the use of information technology. “Cyberbullying,” sometimes referred to as “cyber violence,” “cyber harassment,” or technology-facilitated-violence is an action that harms one or more individuals by use of the internet and /or mobile technologies and may include stalking, bullying, sexual harassment, defamation, hate speech and exploitation (Hinson, 2018). Cyberbullying has been recognized to be a serious public health problem amongst children and adolescents (Aboujaoude et al., 2015). Young people experience cyber aggression both in and out of school (Burton & Mutongwizo, 2009), with unsolicited text messages as one of the avenues. A poll conducted in Uganda by UNICEF in August 2019 among 4,057 adolescents reported that about 40% of those interviewed had been victims of some form of online/ cyberbullying. Among those interviewed in this poll, 61% of them indicated that cyberbullying mostly happens on social media particularly Facebook.

## 2.2 Contextual Factors

Peer victimization occurs among peers within the context of family, school, and the wider community. It is influenced by the players' individual characteristics and the messages they receive from the media. This study seeks to investigate and compare the magnitude of peer victimization in the different contexts.

### Individual/ Personal Characteristics

Individual or personal characteristics have been found to play an important role in peer victimization. Bullies have been found to be cold and calculating individuals, often lacking in empathy, and dominating others through forceful strategies (Juvonen & Graham, 2014). Bullies often have a high social status which they desire to maintain through bullying (Rodkin, Farmer, Pearl, & Acker, 2006).

The risk of being bullied is increased by obesity, off-time pubertal development, and disability (Juvonen & Graham, 2014), low self-esteem, social anxiety, loneliness, self-blame and negative affect. In addition, studies indicate that boys are more likely to experience victimization than girls (Barker, Arseneault, Brendgen, Fontaine, & Maughan, 2008). The tendency to self-blame and accompanying negative effect make it difficult to cope with the experience of peer victimization (Graham & Bellmore, 2007).

There is a gap in literature on the perspectives and deep-lived experiences of the Ugandan high school students regarding peer victimization. This is important given that the factors that influence peer victimization could vary according to specific contexts and the people who share those perspectives and experiences.

### School Culture

The most salient context in which bullying takes place in childhood and adolescents is in schools, and particularly in classrooms (Olweus, 1993; Yoneyama & Naito, 2003). Bullies are often central members of their peer networks and affiliate with others who engage in similar behaviors and provide reinforcement for aggressive behavior (Sentse, Kiuru, Veenstra, & Salmivalli, 2014). Bullying in school is intensified by classroom hierarchy. There are higher chances that bullying will go on when fewer rather than more students hold positions of responsibility in a class (Menesini &

Salmivalli, 2017). Bullying may go on silently since it may be hard to differentiate between bullying and executing the leadership roles.

### Family Factors

Several family factors influence peer victimization among young people. Exposure to violence in one setting can easily spill over to other contexts (Ssenyonga, Magoba, Muwonge, & Hecker, 2019) and exposure to family violence seems to be a risk factor for peer victimization. In addition, children from societies that normalize violence as a form of discipline may view violence as a legitimate option to control behavior (Grogan-Kaylor, Ma, & Graham-Berman, 2018). Parental victimization is said to be responsible for internalizing of problems by children which increases the risk for peer victimization (Chokprajakchat & Kuanliang, 2018; Juvonen & Graham, 2014). Negative parenting, paternal history, such as drug and alcohol abuse and crime, as well as dysfunctional family contexts increase the likelihood of peer victimization (Brendgen, Girard, Vitaro, Dionne & Boivin, 2016) and studies have associated a father's psychopathology to the behavioral problems of their offspring (Veenstra, Lindenberg, Oldehinkel, Winter, Verhulst & Ormel, 2005). From the literature reviewed, it is evident that exposure of children to violence results in peer victimization. However, most of the literature reviewed is from the Western context. There is need for more research on peer victimization within the Ugandan context.

### Environment/community

Communities are potential incubators for peer victimization. Children whose environments are characterized by socioeconomic disadvantages are likely to be greatly affected by bullying as bullies, victims and bully-victims (Jansen, Verlinden, Berkel, Mieloo, van der Ende, Veenstra, & Verhulst, 2012). Outside the school system, community support has been suggested as a deterrent and protective factor against bullying (Russo, Griese, & Bares, 2018; Smokowski & Kopasz, 2005; Russo, Griese & Bares, 2018). Some studies have revealed that social norms, ethics, and sentiments in the community are strong predictors for peer victimization (Ostrov & Perry, 2019; Vivolo, Holt & Massetti, 2011). Therefore, this study investigated how the varied contexts within communities influence victimization by and among high school students.



## Chapter 3: Methodology

### 3.1 Study area/site and Population

The study population was high school students. The target population was high school students in government schools in Mukono District. The study sites were government high schools in Mukono District, selected to provide for the comparative element of the study (day, boarding, day and boarding, all-male, all-female, and co-educational schools). Government schools are schools that were started by the government and are fully supported by government.

Mukono District was selected as the study site because the research team was from Uganda Christian University (UCU) which is in Mukono. Community engagement is one of the core functions of the university. The study provided some recommendations that can be taken up for implementation. Mukono District is within the scope of the university community that would benefit from efforts in community engagement.

### 3.2 Study Approach

The approach of this study was a Mixed Methods Approach. Selected participants completed the questionnaire (quantitative tool) and then from among these the participants from Senior 3 (S3) and Senior 4 (S4) were administered interviews and participated in focus group discussions (qualitative tools). Previous studies in the area of peer victimization and bullying cite dependence on only self-reports of victimization or perpetration as a limitation. Swearer and Espelage (2004) state that self-reports are not the most dependable measures for assessing behavior change. They suggest that results from quantitative self-report tools can be reinforced by other tools that are not dependent on individuals reporting on their own behavior. One way to achieve this is by including qualitative methods like focus group discussions

which would include multiple participants discussing the same subject as opposed to one participant providing a self-report.

### 3.3 Study Design

The design of this study was a parallel concurrent design with both quantitative and qualitative data being collected and analyzed within the same timeframe (Fetters, Curry & Creswell, 2013). Data was analyzed separately and then merged. Measurement of the magnitude of peer victimization in the different contexts was descriptive and it was carried out at one point in time for all the respondents using a questionnaire. Respondents from S3 and S4 provided information on their lived experiences and perspectives of peer victimization among high school students using interviews and focus group discussions (ethnographic qualitative tools). The comparative magnitude of peer victimization across contexts was also ascertained.

### 3.4 Sampling

#### 3.4.1 Inclusion and Exclusion Criteria

Schools included in this study were government high schools in Mukono District.

Students selected to complete the questionnaire were currently enrolled in high school and in Senior 1(S1) to Senior 6 (S6), in a government school in Mukono District. Students who were administered interviews and participated in the focus group discussions were currently in S3 or S4 in a government high school in Mukono District and have already completed the questionnaire. In addition, they were in the school for at least two years. Students in S3 and S4 who had not been in the school at least two years were excluded from the interview and focus group discussion.

**Measurement of the magnitude of peer victimization in the different contexts was descriptive and it was carried out at one point in time for all the respondents using a questionnaire.**



### 3.4.2 Sample and Population

The population of this study is students in government high schools in Mukono District. A list of 22 schools was obtained from the Ministry of Education and Sports website and Uganda Schools Guide. The schools were stratified into the following categories: day, boarding, day and boarding, all-female, all-male, and coeducational schools. The list included one school for the all-female category and one school for the all-male strata. These two schools were the only all-boarding schools on the list. Therefore, they represented the all-boarding category in addition to the all-female and all-male categories. Purposeful selection was used to select the school with the highest population in each of the categories. Five schools were selected an all-female, all-male, co-educational, day and boarding, and all-day school. The total population of students in these schools was 4,195. The sample size for this study was calculated using Yamane (1967) formula.

### 3.4.3 Sample Size Calculations

Yamane (1967) developed a formula for calculating sample size.

$$n = \frac{N}{1 + N * (e)^2}$$

n= Sample size

N= Population

e= Sampling error

$$n = 4195 / 1 + 4195(0.5 * 0.5) \quad n = 4195 / 1 + 10.49$$

$$n = 4195 / 11.49 \quad n = 365$$

A total of 365 students were selected from the schools to complete the questionnaires. Class lists were obtained from the schools' administration. A Table of Random Numbers was used to generate codes to be selected from the class lists. From each class (S1 to S6), 12 students were selected to complete the questionnaire. An equal number of students were selected from each class in order to obtain representation from the whole school.

Among those selected to complete the questionnaire, the students selected from S3 and S4 were administered an interview and thereafter participated in focus group discussions. S3 and S4 students were selected for the qualitative section

of the study because they had been in the school for more than two years and had good knowledge of the state of peer victimization in the school and were able to retell their own experiences. Two FGDs were held, one for each class in order to obtain unbiased information from both groups. The optimum number for a group discussion was between 6 and 12.

## 3.5 Study variables

The independent variable in this study is the contextual factors: individual/ personal and family characteristics, school culture, and the environment/community. The dependent variable is peer victimization.

## 3.6 Data Collection Methods and Techniques

### 3.6.1 Data Collection Methods

#### Qualitative methods

The study employed qualitative methods to provide an in-depth look at the participants' patterns of behavior, beliefs and language, relative to peer victimization. Focus group discussions and interviews were utilized.



**365**

STUDENTS WHO WERE SELECTED  
FROM SCHOOLS TO COMPLETE THE  
QUESTIONNAIRES

The researchers focused on a group of learners who had been together for an extended period of time and their shared experiences and perspectives merged into a discernible pattern (Creswell, 2013). This facilitated a greater understanding of how the participants experienced peer victimization (Arnout, Rahman, Elprince, Abada, & Jasim, 2020).

### Survey

The survey method was utilized in this study and it measured the magnitude of peer victimization among high school students. In order to measure the magnitude of the forms of victimization, questionnaires were used.

A number of surveys and questionnaires were adapted to measure the magnitude of peer victimization including cyberbullying (Hamburger et al., 2011) and these were adapted to fit the situation of our study. These surveys included the Multidimensional Peer Victimization Scale (Maynard & Joseph, 2000), the Bully Survey-Student Version (BYS-S; Swearer & Cary, 2003; Swearer et al., 2008), and the Cyberbullying and Online Aggression Survey (Patchin & Hinduja, 2006) and Exposure to Violence and Violent Behavior Checklist (Dahlberg et al., 2005). In addition to assessing the magnitude of the various forms of peer victimization, this study compared the magnitude of the different forms of victimization across the contexts using quantitative methods.

### 3.6.2 Data Collection Tools and Techniques

#### Questionnaires

Questionnaires were used to assess the magnitude of the different forms

of peer victimization experienced by high school students in the different school contexts. The questionnaire was subdivided into: an introduction, a section on demographic characteristics, and a section on physical and emotional victimization. Respondents scored how frequently they experienced physical and emotional victimization during the preceding month and since they joined the school. The respondents scored their experience as victims, bullies, bully-victims and bystanders.

#### Interviews

Interviews helped the researchers to investigate the reality of the students' perception and experience of peer victimization, and how the magnitude of peer victimization differs across contexts among high school students. The interviews then informed researchers on how the students think about their experiences of peer victimization (Hays & Singh, 2012). The researchers then establish a relationship with the participants by employing good listening skills and showing genuine interest in participants (Arnout et al., 2020).

#### Focus Group Discussions

Focus group discussions (FGDs) were held with the students to gain insights into their perceptions of peer victimization and its contextual factors. Data from FGDs used respondents' own words. Analysis of this data enabled researchers to obtain deeper meaning from responses (Hays & Singh, 2012). In addition, FGD data validated the responses of the individual FGD members, thereby providing a more representative picture of the situation.



**Focus group discussions (FGDs) were held with the students to gain insights into their perceptions of peer victimization and its contextual factors.**

### 3.7 Data management and analysis

#### 3.7.1 Data collection and management

Students were met in their respective schools. Quantitative data were collected using a questionnaire while the qualitative data were collected through interviews and focus group discussions. The questionnaires were administered by the researchers and research assistants during the morning.

The questionnaire data were coded and checked for completeness before entry into and analysis using STATA. The interviews were audio recorded and transcribed and uploaded (together with the field notes) into NVivo 20 software for analysis.

Each focus group consisted of up to 12 students. The focus group discussions were facilitated by a researcher and assisted by a research assistant and selected students. In keeping with child-focused research, two students from each group were selected to facilitate the focus group discussion as co-researchers. The researchers met with them prior to the group meeting and discussed the purpose of the discussion and expectations and answered any questions they had. The students then facilitated the discussion. A research assistant was available to record audio and take notes during the focus group discussions. The audio recordings were then transcribed and uploaded into NVivo 20 software for analysis.

#### 3.7.2 Data Analysis

**Objective 1.** The first research objective sought to determine the magnitude of peer victimization among high school students in Mukono District, across varied contexts, namely: individual and personal contexts (age, gender, class in school); family contexts, community contexts, and school contexts (day/boarding, and single sex/mixed). Analysis of quantitative data addressed this objective. The demographic section of the questionnaire provided data on the students' contexts. The sections of the questionnaire on cyberbullying, physical, sexual, economic, and emotional victimization provided data on the magnitude and frequency of victimization.

**Objective 2.** The second objective aimed to explore the students' lived experiences of peer victimization. This objective was addressed through qualitative analysis of the interview data. The analysis of objective 1 and objective 2 was combined because the magnitude of peer victimization (Objective 1) could be reflected and derived from the lived experiences shared by the participants (Objective 2). Therefore, the combined analysis of the two objectives provided a more nuanced understanding of the meaning of the shared experiences than if the analysis of the two objectives had been done separately.

**Objective 3.** The third objective sought to investigate the students' perspectives on peer victimization. The data that addressed this objective was obtained from the focus group discussions.

Analysis of qualitative data from the interviews and focus group discussions involved both the creative insight and the careful attention of the researchers to participants' responses. The themes, codes and sub-codes that emerged from the data gave an overall interpretation. The final analysis incorporated views of the students and researchers regarding peer victimization. Selected students were engaged to assist in clarifying and giving further insight into the responses obtained from the interviews and focus group discussions. This enabled the researchers to not only receive information from the students as they participated in the study, but also benefited from their own understanding and interpretation of responses that fellow students gave concerning their experience and perspectives of peer victimization.

**Objective 4.** The fourth objective sought to compare the magnitude of peer victimization across various contexts. Data (including the identification of the participants' contexts, the magnitude of peer victimization experienced, its severity and frequency), was obtained from the questionnaire.

### Qualitative Data Analysis

To analyze the data collected during fieldwork in order to integrate rigorous empirical findings, NVivo 20 was utilized. Focus group discussions and, in-depth interviews were transcribed, coded and analyzed. Following transcription of the audios, NVivo 20 qualitative data analysis software was used to code the transcribed interviews in 5 thematic nodes and 35 sub-thematic nodes making the total of 40 thematic nodes. Nodes were selected by grouping common themes into categories. Two coding cycles were done using the Saldaña (2009) model and the designed codebook that represent the analytic scheme, which guided the data analysis process performed in NVivo 20. Word clouds and word frequency tables were also developed.

The data analysis process began with the construction of the codebook, which was used as a guiding tool for the coding process. As suggested by Saldaña (2009), the codebook includes the sources used to develop descriptions of the variables/nodes used for coding (See Annex 5).

The codebook, has four columns; first column, has the variable used as a node, the second column is a description of the data, the third column is the source of the node, and the fourth column contains the reference from the source document. This coding process is an example of what Glesne (2006) recommends for qualitative research in order to create a method for dealing with the data collected and further description and analysis.

Following the construction of the codebook, the data analysis process continued with a first coding

cycle where the team met and discussed other developed codes and any other issues arising during the analysis. After the first coding process meeting the second coding cycle commenced to finalize with coding and analysis. The coding cycle ended with the 40 thematic nodes. After coding the information into the final forty (40) thematic nodes, a comparative analysis was performed using NVivo 20 (a qualitative analysis software for text-based data). Finally, frequency tables and word clouds were designed for the analysis of the data. The word clouds and the frequency tables assisted in making meaning of the data and helped observe overall patterns in research without getting lost in details (Glesne, 2006).

The data analysis process began by making meaningful connections (thematic grouping), and continued with the transformation of data by describing, analyzing and interpreting it, as suggested by Glesne (2006). The data was transformed from its original form (how it was acquired) into information, which is a form that communicates findings and results (Glesne, 2006).

### Coded Data

At the end of data collection, and fieldwork, NVivo 20 was used to code and analyse data in order to document the findings. During this process the team came up with forty (40) nodes, five (5) being the major thematic nodes and thirty-five (35) sub-nodes were developed as indicated below. The total number of transcripts analyzed were 109 which included 8 focus group discussions and 101 interviews.

## Chapter 4: Findings

**Table 1: Demographic Information**

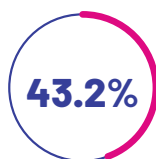
Demographic Characteristics		Frequency	Percentage
Gender	Male	146	43.2
	Female	192	56.8
	Total	338	100.0
Age	13	5	1.5
	14	32	9.5
	15	42	12.4
	16	54	16.0
	17	57	16.8
	18	65	19.2
	19	47	13.9
	20	26	7.7
	21	8	2.4
	23	1	.3
	Missing	1	.3
Total	337	100.0	
Day_Boarding_School	Boarding	129	38.2
	Day and Boarding	209	61.8
	Total	338	100.0
Male_Female_School	All Male	56	16.6
	All Female	73	21.6
	Mixed male and female	209	61.8
	Total	338	100.0
Class	S1	61	18.0
	S2	60	17.8
	S3	62	18.3
	S4	60	17.8
	S5	51	15.1
	S6	44	13.0
	Total	338	100.0

The sample size of the study was 338 students from selected government schools in Mukono from Senior 1 to Senior 6. Male students were 43.2% (n=143) and female students were 56.2% (n= 192) of the sample. Age of participants ranged from 13 years to 23 years. (s.d =1.9, mean = 17, median =17, mode = 18). Mixed day and boarding; and all boarding schools were represented with 38.2% (n=129) students from all boarding schools and 61.8% (n=209) from day and boarding schools. Students from coeducational schools constituted 61.8% of the sample (n=209); all-male were 16.6% (n=56), and all-female were 21.6% (n=73%).

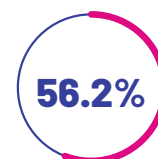


**338**

STUDENTS FROM SELECTED  
GOVERNMENT SCHOOLS IN  
MUKONO



MALE



FEMALE

## Objective 1

The first objective of this study was to determine the magnitude of peer victimization among high school students in varied contexts in Mukono District.

### Physical Peer Victimization

Experience of physical peer victimization was investigated under the following forms: beating, punching, kicking, slapping, stealing, biting, shouting, and being chased off a chair or a bed.

**Table 2: Experience of Physical Peer Victimization at School**

		Frequency	Percent
Physical Peer Victimization	Beating	60	17.8
	Punching	33	9.8
	Kicking	13	3.8
	Slapping	71	21.0
	Stealing	188	55.6
	Biting	21	6.2
	Shouting	178	52.7
	Chased off Chair/Bed	79	23.4



Participants indicated the various forms of physical peer victimization they had experienced (Table 2). More than half of the participants reported having been shouted at or had their belongings stolen from them. Less than one in four participants reported having experienced the other forms of physical peer victimization.

**Table 3: Frequency of Physical Peer Victimization at School**

		Never		Once		Twice		Everyday		Others	
		Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Physical vic-timization	Beating	277	82.0	32	9.5	14	4.1	5	1.5	10	3.0
	Punching	309	91.4	17	5.0	11	3.3	1	.3		
	Kicking	321	95.0	9	2.7	5	1.5	2	.6		
	Slapping	271	80.2	33	9.8	21	6.2	4	1.2	9	2.7
	Stealing	165	48.8	56	16.6	73	21.6	9	2.7	34	10.1
	Biting	315	93.2	6	1.8	3	.9	10	3.0	4	1.2
	Shouting	178	52.7	52	15.4	34	10.1	53	15.7	19	5.6
	Chased off Chair/Bed	268	79.3	35	10.4	20	5.9	6	1.8	7	2.1

More than half of the students reported that they had not experienced each of the forms of physical peer victimization at school except stealing which had been experienced by about half of the participants.

**Table 4 Experience of Physical Peer Victimization at Home**

		Frequency	Percent
Physical Peer Victimization	Beating	79	23.4
	Punching	35	10.4
	Kicking	23	6.8
	Slapping	65	19.2
	Stealing	66	19.5
	Biting	16	4.7
	Shouting	170	50.3
	Chased off Chair/Bed	43	12.7



Less than one in four participants reported experience of the different forms of physical peer victimization at home except being shouted at which had been experienced by half the participants.

**Table 5 Frequency of Physical Peer Victimization at Home**

		Never		Once		Twice		Everyday		Others	
		Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Physical victimization	Beating	265	78.4	30	8.9	22	6.5	9	2.7	11	3.3
	Punching	310	91.7	16	4.7	9	2.7	1	.3	1	.3
	Kicking	318	94.1	8	2.4	8	2.4	2	.6	1	.3
	Slapping	278	82.2	26	7.7	19	5.6	6	1.8	8	2.4
	Stealing	274	81.1	22	6.5	25	7.4	8	2.4	7	2.1
	Biting	320	94.7	7	2.1	6	1.8	6	1.8	6	1.8
	Shouting	190	56.2	44	13.0	34	10.1	50	14.8	18	5.3
	Chased off Chair/Bed	295	87.3	21	6.2	10	3.0	8	2.4	3	.9

More than half of the participants reported never having experienced each category of physical peer victimization at home.

**Table 6 Experience of Physical Peer Victimization in the Community**

		Frequency	Percent
Physical Peer Victimization	Beating	58	17.2
	Punching	31	9.2
	Kicking	22	6.5
	Slapping	42	12.4
	Stealing	88	26.0
	Biting	20	5.9
	Shouting	152	45.0
	Chased off Chair/Bed	34	10.1



Less than one in four participants had experienced the various forms of physical peer victimization in the community apart from shouting which had been experienced by about 45% of respondents. Stealing had been experienced by about 26% of the participants.

**Table 7 Frequency of Physical Peer Victimization in the Community**

		Never		Once		Twice		Everyday		Others	
		Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Physical victimization	Beating	278	82.2	33	9.8	19	5.6	5	1.5	2	.6
	Punching	307	90.8	14	4.1	10	3.0	3	.9	3	.9
	Kicking	311	92.0	15	4.4	8	2.4			8	2.4
	Slapping	295	87.3	23	6.8	12	3.6	4	1.2	3	.9
	Stealing	255	75.4	41	12.1	26	7.7	7	2.1	7	2.1
	Biting	316	93.5	14	4.1	4	1.2	2	.6	1	.3
	Shouting	195	57.7	50	14.8	33	9.8	44	13.0	12	3.6
	Chased off Chair/Bed	294	87.0	26	7.7	10	3.0	1	.3	5	1.5

Less than two out of five participants have experienced most of the various forms of physical peer victimization. About 43% of the participants have experienced being shouted at.



**Table 8 Witnessing peer victimization against a peer**

		Frequency	Percent
Witnessing Physical Peer Victimization	Beating	210	62.1
	Punching	136	40.2
	Kicking	100	29.6
	Slapping	201	59.5
	Stealing	200	59.2
	Biting	52	15.4
	Shouting	238	70.4
	Chased off Chair/Bed	146	43.2



More than half the participants reported witnessing physical peer victimization against their peers in the forms of beating, slapping, stealing, and shouting. The lowest form witnessed was biting at 15.4% and about two participants in five have witnessed peers being chased off beds or chairs and being punched. About three in 10 have witnessed peers being kicked (29.6%).

**Table 9 Participation in physical peer victimization at school**

		Frequency	Percent
Participation in Physical Peer Victimization	Beating	34	10.1
	Punching	22	6.5
	Kicking	14	4.1
	Slapping	53	15.7
	Stealing	29	8.6
	Biting	16	4.7
	Shouting	166	49.1
	Chased off Chair/Bed	80	23.7



About half of the respondents acknowledged that they had participated in shouting at their peers. Close to one in four respondents indicated that they had participated in chasing a peer off a bed or a chair. Respondents' acknowledgement of participating in the other forms of physical victimization was low.

## EMOTIONAL PEER VICTIMIZATION

**Table 10 Experience of emotional peer victimization at school**

		Frequency	Percent
Experience of Emotional Peer Victimization	Tell lies about me	228	67.5
	Leave me out of activity	119	35.2
	Shout at me	195	57.7
	Say mean things to me	165	48.8
	Say mean things about me	160	47.3
	Say mean things about my family	83	24.6
	Make fun of my appearance	167	49.4
	Ignored me	131	38.8
	Mislead me	95	28.1
	Threaten to report me to a teacher	82	24.3
	Deceive me	209	61.8

More than half of the participants reported experiencing emotional peer victimization at school in the forms of being shouted at, lies being told about them and being deceived. Almost half of the participants reported having experienced peers making fun of their appearance, and mean things being said about them and to them. About one in four of the participants reported being misled, mean things being said about their families, and peers threatening to report them to a teacher. About one in three have been ignored, and left out of activities.

**Table 11 Experience of emotional peer victimization at home**

		Frequency	Percent
Experience of Emotional Peer Victimization	Tell lies about me	177	52.4
	Leave me out of activity	111	32.8
	Shout at me	181	53.6
	Say mean things to me	126	37.3
	Say mean things about me	108	32.0
	Say mean things about my family	102	30.2
	Make fun of my appearance	148	43.8
	Ignored me	117	34.6
	Mislead me	75	22.2
	Threaten to report me to a teacher	28	8.3
Deceive me	167	49.4	

About half of the participants reported having experienced emotional peer victimization at home in the forms of: lies being told about them, being shouted at, and being deceived. About one in three reported being left out of an activity, mean things being said to them, about them and about their families; and being ignored. About two in five have experienced peers at home making fun of their appearance, one in five have been misled and for about one in 10, peers have threatened to report them to teachers.

**Table 12 Experience of emotional peer victimization in the community**

		Frequency	Percent
Experience of Emotional Peer Victimization	Told lies about me	178	52.7
	Left me out of activity	97	28.7
	Shouted at me	152	45.0
	Said mean things to me	109	32.2
	Said mean things about me	107	31.7
	Said mean things about my family	112	33.1
	Made fun of my appearance	108	32.0
	Ignored me	111	32.8
	Misled me	77	22.8
	Threatened to report me to a teacher	28	8.3
	Deceived me	163	48.2

Within the community, the forms of emotional peer victimization that were experienced by about half of the participants included being deceived, being shouted at and peers telling lies about them. About one in three have experienced being ignored, peers making fun of their appearance, mean things being said to them, and about them and their families, and being left out of activities. About one in five reported being misled and one in ten had experienced peers threatening to report them to teachers.

**Table 13 Witnessing of emotional peer victimization**

		Frequency	Percent
Witnessing Emotional Peer Victimization	Someone told lies about them	269	79.6
	They were left out of an activity	168	49.7
	Shouted at them	238	70.4
	Said mean things to them	198	58.6
	Said mean things about them	205	60.7
	Said mean things about their family	179	53.0
	Made fun of their appearance	185	54.7
	Ignored them	159	47.0
	Misled them	123	36.4
	Threatened to report them to a teacher	189	55.9
Deceived them	228	67.5	

At least half of the participants have witnessed all the forms of emotional peer victimization happening to their peers apart from their peers being misled. Among the participants, only 36% reported having witnessed peers being misled.

## CYBERBULLYING

**Table 14 Experience of cyberbullying by peers**

		Frequency	Percent
Experience of Cyber bullying by Peers	Made fun of me on social media	87	25.7
	Sent me unsolicited videos/ texts/posts	73	21.6
	Posted my private messages	33	9.8
	Shared my nude pictures/ videos on social media	19	5.6
	Lied about me on social media	66	19.5

One in four of the participants reported having been made fun of on social media by peers, and one in five have been sent unsolicited texts and videos and been lied about on social media. Less than 10% reported peers posting their private messages or sharing their nude pictures or videos on social media.

**Table 15 Frequency of Cyber bullying**

		Never		Once		Twice		Everyday		Others	
		Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Cyber bullying	Made fun of me on social media	246	72.8	48	14.2	15	4.4	13	3.8	16	4.7
	Sent me unsolicited videos/ texts/ posts	266	78.7	30	8.9	22	6.5	7	2.1	12	3.6
	Posted my private messages	305	90.2	18	5.3	9	2.7	4	1.2	2	.6
	Shared my nude pictures/ videos on social media	313	92.6	14	4.1	8	2.4	2	.6	1	.3
	Lied about me on social media	270	79.9	34	10.1	21	6.2	6	1.8	4	1.2

More than 70% of the participants indicated that they had not experienced the different forms of cyber-bullying.

**Table 16 Witnessing of Cyberbullying of Peers**

		Frequency	Percent
Witnessing of Cyber bullying by Peers	Someone made fun of them on social media	139	41.1
	Someone sent them unsolicited videos/ texts/posts	139	41.1
	Someone posted their private messages	114	33.7
	Someone else shared their nude pictures/videos on social media	155	45.9
	Someone lied about them on social media	182	53.8
	Someone teased them on social media	75	22.2

Even though experience of cyberbullying was low, participants reported that they had witnessed peers experiencing cyberbullying. Witnessing peers being lied about on social media was the highest at 53.8%. About four out of ten had witnessed nude pictures and videos of peers being shared, peers being sent unsolicited videos or texts and peers being made fun of on social media. Witnessing of peers being teased on social media was reported by 22% of the participants.

**Table 17 Response to Emotional Victimization and Cyber bullying**

		Frequency	Percent
Response to emotional victimization and cyberbullying	Reported to the teacher	180	53.3
	Told them to stop	117	34.6
	Nothing	24	7.1

Students reported varied responses to witnessing emotional victimization and cyberbullying of their peers. Reporting to a teacher was cited by 53.3% while 34.6% of participants reported that they told the perpetrators to stop, and 7.1% of participants reported that they did not do anything.



## Objective Two

The second objective of this study sought to explore the lived experiences of peer victimization among the students. The respondents described their experiences of peer victimization to include: physical, emotional, sexual victimization and cyberbullying.

### Theme 1: Physical Victimization

Findings show that participants experienced physical victimization in forms of slapping, kicking, punching, shoving, pushing, among others, as indicated in the word cloud. Respondents noted physical victimization by students who are physically bigger than other students and are able to beat them up. So, they use physical size advantage and demand for whatever they want from the smaller and more vulnerable students. Teachers in some cases are also afraid of these bigger and more aggressive students so even when the victims report to the teachers nothing is done. The participants described their experiences of physical victimization in varied ways. One participant had this to say:



Here at school, we have many students who know themselves that they are 'big.' In our school here, 40% of the students are boxers. Whenever they are passing around the compound everyone passes on the other side of the compound. If you argue with them, they end up beating you badly. In the dormitory, they just come and say I need something to eat. They open your case and pick what to eat and even give others. You can't do anything. If you say you go and report to the teacher you will see what will happen because some teachers and administrators are afraid of them. Recently there was one who was expelled and came back to beat up the teacher who made him get expelled.

Physical peer victimization was not only experienced at school and in homes but at the community level as well. Within the community, students are at risk of physical victimization when they move alone at night in areas that are not safe. One respondent noted:



In the community where I come from, I have ever been beaten...by peers...he punched me...It was at night when I was coming from the mosque at 8.00pm, where I could pass there were some trees, and they had hidden near some trees, so I was not helped.

Another respondent said:



We were attacked by a gang. I was with my elder brother. We were from work we had money because we had just been paid. We met a gang at our neighborhood. We would not fight them. They beat us up and took our money. The neighbors were able to track them down and we recovered our money.

On the other hand, respondents acknowledged the role they played in peer victimization; they had participated in emotionally victimizing their fellow peers at the slightest opportunity. Some of the participants noted: "I always abused my peers thoroughly and therefore I found many situations that some reported me to the teachers." "I could shout at other students." "I used to make fun of others." "I have shouted at my sister when we were quarreling because we quarrel every day, I also chased her from their bed because I felt it was mine, I have also ignored my sisters."

## Theme 2: Emotional victimization

The participants understood emotional victimization to be associated with words spoken or verbal abuse. These words or abuses are sometimes direct and at other times indirect but ultimately, they affect an individual and instill fear in the person. When asked the meaning of emotional victimization, the participants had this to say: "It is backbiting." "When they talk bad words about you." "When they abuse you." "Ignoring me." "Shouting at me." The respondents narrated some of the lived examples of emotional victimization and these included as noted:



There was a time when my peers did really say things to me and about me not really physically, emotionally and it was the worst experience. There is a way they torture you and you really feel very low of yourself, even begin to underestimate yourself.

Another participant noted:



Classmates and neighbors make fun of my skin color, deny to sit with me on the desk, and avoid me whenever I try to make friends with them. I feel neglected and lonely. This makes me to feel bad just like on outsider.

Yet another respondent had this to say about her experience;



Like for me I have been a victim of these things, just know I have created a wall around myself whether you hurt me physically or emotionally, I don't care. You can talk and talk, you can't nag me.

Identified among the causes of emotional victimization are differences in ethnicity or tribe, religion, economic status, and physical appearance, among others. One participant noted:



I have a friend who mocks my tribe. Ok, because of politics and all sometimes it hurts but I convince myself that she is only joking and she always says we should go back to where we came from and that one day the president will die and we shall be hopeless. I feel bad, out of place, angry and frustrated.

## Consequences of Emotional Victimization

Emotional victimization is experienced from all contexts of the participants; from homes by the family members, at school and in the communities where they come from. The respondents also enumerated the outcomes or consequences of emotional victimization. There is a lot of bitterness and anger associated with emotional victimization. Indeed, some of the respondents were hurting at the time of the study, and broke down as they shared their lived experiences of emotional victimization. Respondents cited low self-esteem, self-rejection and suicidal ideations among others as outcomes of emotional victimization. A respondent noted:



There was a time when my peers did really say things to me and about me and it was the worst experience. There is a way they torture you and you really feel very low of yourself, even begin to underestimate yourself.



Some students felt vengeful as an outcome of emotional victimization. One participant noted:



Sometimes I also get thoughts of revenging on the things done to me from them and end up victimizing them.

This affirms earlier research findings by Garner and Hinton (2010) that state that emotional liability/negativity is a positive predictor of peer victimization. Results reveal that children who were victimized sometimes find solace in retaliating in the same way. Some of the participants reported having developed a lot of anger after they were victimized and felt they did not fit in the community which made them isolate themselves and cry. A participant shared;



I myself I feel abused and I do not feel to be in the community of humans. Being alone is the solution because I cry all the time." Another noted; "I have ever been accused of stealing something. I had never stolen or thought of stealing. I was not given a chance to defend myself. I burst into tears and isolated myself, another shared; "About the gossips, I can even cry, can feel like dying, like I want to kill myself, because for me, you would rather beat me than saying bad words about me.

Yet another shared;



I felt bad, I even spent a week without eating food. I cried because it really hurt me. The other girl insisted that we said she couples and hangs around boys. She even said that I insulted her by calling her stupid and foolish and even claimed I hate her. It really hurt me. She didn't even ask me what was happening, she just started shouting.

One respondent noted about the effect of emotional victimization on self-esteem and self-worth:



I felt like I am ignored and I don't deserve to live in this environment, I would say that emotional victimization has somehow the same effects as physical victimization. For example, someone may do something and another person says, "This is why you are worth nothing!" That will affect the way you view yourself and your self-worth. You will start doubting yourself. Because of this, someone may insult you and you do not mind simply because you have made yourself believe that you are worth nothing! That even if something bad happens to you, it does not matter!

For instance, one of the respondents said;



I had a skin condition and people would come asking why my skin was like that, to me it felt like a burden and it would hurt me." Another respondent said, "you decide to tell your friend the secret but to make matters worse, by the time you come back, you find that your friend has exposed your secret to other people and other people start looking at you in a different way, so you can get emotionally hurt.



### Theme 3: Sexual Victimization

Sexual victimization is any form of unwanted sexual contact through violent or non-violent means (U.S. Department of Justice, 2008). One participant noted: "People shouting at me that I am gay...They shouted at me when I was asking for my bucket which someone took and when I started asking, they started shouting at me and saying how I am gay." "There was a guy, it was exactly midnight. Everybody in dormitory was sleeping. He wanted to have sex with me and I chased him away. He started shouting that I was the one who was seducing him... I just pushed him." These findings are consistent with the findings from a US based study that examined the sexual harassment among the American middle school youth (grades 5-8) which stressed the fact that peer victimization name-calling and uncalled for sexual advances were more frequent compared to physical victimization and sexual assault. (Espelage et al., 2016)

Another participant noted: "It was when my male friend I used to take him as my best friend because I mostly have male friends. He tried to rape me one day and it is a true story. I never expected that from him, it hurt me a lot but I couldn't share with anyone." Some of the respondents indicated experiencing sexual victimization in the family. One participant noted:



Some of the relatives in our homes are the real perpetrators of peer victimization. For example, me and my young sister at some point suffered sexual victimization, but right now I'm okay...Perpetrator being ...My cousin, but we are fine now.

### Consequences of sexual victimization

The effect of sexual victimization is implied in this respondent's submission. Peer sexual victimization has both short-term and long-term effects including; depression, low self-esteem, and suicidal thoughts. Other commonly reported behavior among sexually abused adolescents include; running away, substance abuse, and promiscuity. (Beitchman et al., 1991) The long-term effects of childhood sexual abuse include promiscuity, depression, difficulty trusting others, self-destructive behavior, and re-victimization (Beitchman et al., 1992; Browne and Frankehold, 1986). One participant described the effect of sexual victimization as follows:



It was during the Covid-19 period; I spent some time without going to the internet. So, people had brought in different opinions like I am pregnant, I am hiding from them or I am sick. But majority of them said I was pregnant and yet I was not. They said she is a girl and we are in the lock down, it is definite that she is pregnant. It was really hurting. It reached a point where I couldn't eat food...Actually, I felt bad and I was like I no longer need peers. I got a bad image about peers and I was like I no longer need peers. I want to live a lonely life. It had a negative impact.

## Theme 4: Cyberbullying

Cyberbullying is violence that is facilitated by technology, particularly, digital technology. It is the use of electronic devices and media to bully or extort money from an individual. When students were asked to describe incidences of cyberbullying, most of them noted that they have been victims where their pictures, either naked or shabby pictures have been shared on social media without the students' consent. In this scenario, peers take pictures of their peers and post them or share videos on social media.

Respondents shared experiences of their naked pictures posted on social media, being teased, having their secret messages exposed to the public, receiving unsolicited sexual material, receiving threats aimed at extorting money, among others. A participant shared; "One of my best friends sent my pictures on social media when I am naked." Another respondent shared; "It was when I posted my video on my social media account when I was dancing and many people commented that I have big eyes, I can't dance, am bad looking." Yet another respondent had her picture posted on social media, attracting negative comments. She noted:



I had a picture on my phone where I was at the beach with my friends and someone posted it in the class group. You know on the beach you put on bikinis...people started saying, she even doesn't have bums and her legs are ugly. I felt bad, even wanted to kill myself.

Notably, the respondents experienced the bullies to be persistent in what they were doing which caused great discomfort to their victims. One respondent shared:



I have experienced that on my WhatsApp. I had friends, they had pornography videos. They could send them to me even when I would block them, I was in a class WhatsApp group and the guy started sending me pornographic videos. For me, I just run away from the group. The guys inboxed me continued sending me videos. I told them stop...One day it actually brought me problems with my parents. They got my father's WhatsApp number. Sometime I used to use his number. They sent pornographic messages on his phone. So, when my dad asked, I said I don't know them.

Another respondent noted; "Random people send you weird pictures, such as nudes." Participants experienced blackmail by those aiming at extorting money from them with threats of exposure on social media should they fail to pay a given amount of money. A participant noted; "A fellow friend threatened to expose my status on media if I don't send to him some amount of money to silence."

## Objective Three

The third objective of the study sought to investigate the students' perspectives on peer victimization. The participants had responses related to their perspectives on causes and consequences of physical peer victimization, perpetration and support, survival mechanisms and recommendations to end peer victimization.

### Theme 5: Causes of Physical Peer Victimization

The causes of physical victimization ranged from misunderstandings with peers, gossip, rumor mongering, and coupling, among others. One respondent had this to say;



There was a girl who really hated me for nothing. So, she went and told some boys that 'I said I can beat all of them.' So, they came annoyed and just started fighting me. I could not do much because they were like five of them.

Yet another participant noted:



"I was physically victimized when I quarreled with my friends and unfortunately, I wanted to fight them because they had talked about my parents. It was at night in the dormitory when all of them beat me up."

Findings show that spreading of rumors among students provokes them to engage in physical victimization. One participant noted; "a girl in my class started spreading wrong rumors about her friend and when her friend got to know about it, she got so aggressive because it was not true and they fought each other."

Coupling, a term used to refer to opposite sex relationships among high school students, is one of the main causes of physical victimization both in school and out of school. A participant noted; "There was a girl who was cheating on three guys and they came to realize so they started abusing themselves and fought. They threw one in the trench and he even lost teeth." Another respondent said;



"At school, one day one time a guy punched me that I loved his girlfriend, I was like, which girlfriend are you talking about, then he told me it is the girl who requested a sweater from you! You gave the sweater to the girl and told her you love her. By the way he punched me this part of the neck which got swollen but now it is okay."

The participants also perceived physical victimization to include being mocked or insulted because of their physical appearance, with some being called "short", "ugly", and "fat", among others. A respondent noted; "Peers made me ashamed about my weight and appearance. I felt so hurt but had nothing to do." Another said; "Someone made fun of my appearance. We were in the dormitory; I was putting on my night wear. Then she said; "Look at what you are wearing, you are ugly, who has ever 'conned' you (making advances at you), you only tell lies."

Participants alluded to parental conduct as a cause of physical peer victimization. Gender based violence in homes among others, was noted to lead to physical victimization. The children tend to be victims and consequently victimize others. One respondent explained:



If your father comes back home drunk; he beats you or your mum, you may grow up thinking it is normal and happens to everyone. So, when you go to school and someone annoys you, you may end up beating them simply because your father reacts that way when he is angry.

On the other hand, older siblings in homes were noted to physically victimize the younger ones. This was highlighted by a respondent who said:



The child who was born later is put in a situation they cannot come out from. Yes! They can be beaten, because they are not in an age group where they can fight their bigger siblings, they can't report, they can't do anything.

Another respondent noted; "At home it has not happened to me but to my young brother, sometimes fails to control his emotions, he got physical with our younger sister and...he strangled her! He was seriously punished for that."

### **Theme 6: Consequences of physical victimization**

The respondents shared their experiences and perspectives on the consequences of peer physical victimization. They noted that in most cases it leaves the victim wounded. A respondent had this to say; "Imagine, an entire gang of peers starting to beat you! They will leave you wounded or leave you with a broken arm or leg, or even permanent body scars!"

Another respondent remarked as follows:



For me I think that the outcome of this physical victimization can also be like someone can face life threatening injuries. Especially when someone is beaten or done something that can physically harm his body. So leading to those life-threatening injuries.

Constant physical victimization instills fear in individuals and causes them to lose self-confidence and become social outcasts. Some become resilient but at the end turn into bullies themselves. A participant noted; "people who have been bullied may end up becoming bullies themselves. They do not want to suffer alone; they want other people to experience what they went through or what they are going through."

People who are physically victimized develop unnecessary fear as noted by a participant; "If they slap you quite often, even if someone just raises their hand towards you for a 'High-Five' you may take refuge for fear of being slapped again! One develops a feeling that people around want to harm him or her." Another respondent noted; "You reach an extent whereby you start fearing everyone that comes near you."

Many forms of physical victimization affect an individual's social life. Such people prefer to stay alone because they know that the other peers are out to harm them. Unfortunately, such people do not usually share what they are experiencing. Some are threatened by the bullies not to speak out or else, get more blows! Others just choose to seclude themselves from their friends and choose not to share what they are experiencing.

Other consequences of physical peer victimization as noted by the respondents include change of mindset and self-rejection. One of the respondents noted;



Physical victimization changes one's mindset completely! Because, a jolly person who has been physically victimized may either resort to hiding or not being social, or change from being jolly to seeking revenge. Such are the children who will begin escaping from social gatherings to avoid what happened to them before.

Self-rejection is reported to be among the consequences of physical victimization. Some reported that a feeling of worthlessness results in depression and suicidal ideations. One respondent noted;



Physical victimization like beating, slapping, so the victim in most cases they are going to get depressed, they are not going to hang up with anyone because they are insecure. Most of them turn inward, they become introverts so they become a shadow of their previous self. They are going to start hiding.

Important to note is the effect of physical violence on academic performance. Respondents noted that students deteriorate academically when they are beaten constantly. For example, respondent explained: "On the side of students, it can affect your academics because if you are beaten up, you might not concentrate in class since it will affect your confidence."

Relatedly, respondents noted that physical victimization leads to school dropout. One respondent noted; "I think it can also lead to school dropout, whereby one has to leave school so that he runs away from those who carry out victimization on him or her." Another respondent shared; "I watched a case of two girls in the dormitory, they are good friends. They got into an argument and a fight. At the end of the fight, one of them was expelled. So, it was my friend who reported and the administration acted."

### **Theme 7: Perspectives on perpetration and support**

School as a word was also mentioned 321 times looking at school as the place where they have been victimized or referring to the support they have received from the school and also how school has contributed to the promotion of peer victimization. Whenever they mentioned school, the participants were either referring to the teachers or any other authority figures that are in school like the head teachers, counsellors, chaplains among others.

This was followed by "students" that was mentioned 286 times also given that some of these students are perpetrators of peer / cyber victimization and also some have supported their fellow students whenever they have been victimized. "The school has warned and sensitized students how best to use social media without insulting others which promotes unity among the students". A respondent stated, "Some students tend to talk ill about others while interacting with their fellows which causes emotional victimization." Another stated: "When I was abused in front of the class by certain girls, when I tried to stand up and discuss some questions. They abused me, I felt bad but nothing I could do. Others in class laughed while others mocked me!" Yet another respondent stated,



Someone here knows my background like where I am from. There is a time my cousin was killed because they said he went to steal in the vanilla plantation. So, this person came to school and started saying that our family we are just thieves.



"Parents" was mentioned 218 times which also indicated some of the parents being perpetrators and some rendering support whenever there is victimization. The other words like "feel" (181) and "bad" (177) were used in most cases when it came to the consequences of victimization where some said that they feel bad or they feel angry or isolated or neglected whenever they are victimized. "I was shouted at by one of the students and I felt angry...I feel so bad and I feel a lot of anger. I felt very bad and for the first time I contemplated committing suicide."

## **Theme 8: Students' survival mechanisms for peer victimization**

Student's survival mechanisms refer to the support offered by students to their peers to enable them to overcome acts of victimization. Respondents noted that peers were of support when they were victimized; they counseled them and thus enabled them to bounce back in such moments. Others were supported to report victimization to relevant authorities such as teachers or higher school administration. Respondents cited being calmed, receiving advice, being encouraged to persist and endure and peers talking them through the difficult times of victimization. Respondents also reported that sometimes peers prevented the victimization, comforted them when they were victimized and also shared their own experiences. Respondents also noted that peers have helped them by reporting the victimization or encouraging them to report it themselves. Peers have also spoken positively and affirmed those victimized thus strengthening them to persist and keep going despite their experience of victimization.

### **School survival mechanisms for peer victimization**

This refers to the support offered from school to enable one to overcome the act of victimization. This included among others, enforcement of rules and regulations, and punishment to any perpetrator of peer victimization. The schools also have in place counsellors and student council bodies where children can go to seek support. Guidance and counselling sessions are available in some schools and the schools invite external counsellors to come and speak to the students. Some schools suspend and expel students who victimize others to set an example to the rest of the bullies. In some schools, perpetrators have to apologize to those victimized in front of the whole school at assembly. Some schools have strict regulations in place to mitigate peer victimization. Others administer punishments to perpetrators and yet others engage parents of the offending students.

### **Survival mechanisms from family members for peer victimization**

This refers to support offered by parents or caregivers to enable students to overcome or cope with victimization. Family members including, parents, uncles, aunties, grandparents and siblings have comforted and given advice to children on how to cope with peer victimization. However, the findings show that when support is sought from parents, mothers are more approached than fathers. Participants reported that parents teach them to uphold morals and good behavior amidst victimization. Some participants reported that their family members show love, concern and care to them when they are victimized to enable them cope with the situation. Some families seek help from authorities like the police in case the issue is serious. Some parents prayed for their children and advised them to pray when they faced harsh treatment from their peers. Some students however, said they hardly got time with their family members given that they are busy and so they never get any support from them.

### **Community survival mechanisms for peer victimization**

This is support offered from the community to enable one to overcome victimization

Compared to support received from students, school and parents; community support is minimal.

Participants reported that some community members are not concerned about other peoples' affairs and everyone minds their own business. However, there is some minimal support recorded from the community whenever there is peer victimization. The support recorded includes community members reporting to the family members in case they witnessed any form of victimization. In some cases, members of the community offered advice to the youth when they saw them involved in wrong acts and gangs. The community has sometimes punished the wrongdoers as a way of instilling morals. Some support was recorded from the church as a unit. Participants reported the church has provided conferences, retreats and other opportunities for youth to share life experiences and encourage each other. The church has also provided a place of refuge for those who have been victimized. Additionally, in some communities, youth leaders provide fora through which youth meet and share their experiences. Counselling sessions have also been put in place in some communities which in the end has promoted unity. In cases of physical victimization, members of the community may involve police. For serious and continued violations within the community, some perpetrators are given numerous warnings and if they fail to change, they are banished from the community. Some perpetrators face mob justice from the community.

### **Family member's survival mechanism for cyberbullying**

Participants shared how families have intervened in regard to cyberbullying. Findings show that families have monitored the way children use the phones especially the chats and messages on Facebook, WhatsApp and Instagram. Some parents have even gone ahead to hack their children's phones to be able to monitor how they are using their devices. This is evidenced by the following responses:



It has been addressed in a way that when we are home in our holidays, our parents can be monitoring us to see what we are doing on our phones especially us who are always on WhatsApp, they will monitor what videos we are watching, what friends we are associating with, what games we are playing and what we are posting.

Another participant reports,



You know some of our parents are so strict, what they do is to restrict some apps and leave for you apps like Google meet, zoom, adobe reader and scanner among others and they restrict apps like WhatsApp and Facebook among others.

In addition,



Some parents have even gone a mile to completely restrict their children from using or holding phones and in case a parent finds a child with a phone it is punishable. Some of us our parents do not allow us to hold phones. If you are below 19 and they see you with a phone, you will get beaten.

It was reported that some parents track phones, restrict the data that children access, hack children's phones, monitor the usage of phones by their children and the usage to prevent wrong usage of the phone.





Our parents have also done a job of being professional hackers. Like for me, my father, I do not know how he always gets into my phone but you just see him telling that you posted something and it wasn't good. Even when I make a call, he can tell you that you have talked to this one and this one. So in that way, I cannot just call someone and talk nonsense, I rather get another line and talk my nonsense from there. So my father linked his phone to mine.

### Community survival mechanisms on Cyberbullying

Similarly, respondents noted survival mechanisms used by the community to combat cyberbullying. Specifically, the role of the church was noted. One respondent shared: "The community especially like our church discourages us from having phones. They tell us that if you have no business that earns you money online, please leave it." Another respondent stated,



At the church, we have youth groups and my sister was elected as the leader and for us who are day-scholars, she told us that we can only use our phones on Saturdays and Sundays but when we are in holidays, she made for us a group and we can be there chatting but if you go astray, she can just confiscate the phone.

Some churches go ahead to organize games like marathons and others to occupy the youth and avoid idle time which would be spent on phone misuse. It was also noted that community members are vigilant in monitoring phone use among young people. One respondent noted:



Some families refuse the youth and children from holding phones but stealthily some still get the phones in their possession so when a neighbor or any person in the community sees a child with a phone they report that child to the parents and the phone is confiscated.

Another respondent stated



The community has done a good job because I remember for me I used to tell my mum that I want a phone and they would tell me that you are still young and they would tell my mum that do not spoil this girl by giving her a phone but I think that advice that fellow parents give to our parents helps a lot because my mum paid attention to the advice they gave her and she didn't give me the phone.

Some programs on the televisions are teaching children and advising the children what is appropriate and inappropriate on how to use phones and the general media.



They have done a good job because there is a programme that is usually on television, there is a man called Prof. Simon Ssenkayi on BBS TV, he always advises us to use the phones sparingly and that if a child is below 18 years, the parents have to limit her on the way they use that phone.

## Theme 9: Recommendations to end cyberbullying

Respondents suggested ways of ending cyberbullying which included guidance and counseling, reprimand of perpetrators, experience sharing, and psychoeducation among others. They suggested arrests and reprimands for those found bullying people on social media, and having their accounts blocked. A respondent noted,



People should be held accountable for what they do. For example, as we said earlier, if someone goes and posts inappropriate comments about someone or if they post mean pictures, they should be brought to book and answer for their cases.

Others proposed creation of accounts for people that were once victimized to be able to share their experiences on how they managed to overcome. One respondent noted:



You also know how the world operates these days. You can come up with an Instagram account where you encourage those people who have experienced such torture, to come up and share their experiences...You can create a comment section where other people share related experiences. Someone can be, "Yes, I went through this and this is how I dealt with it"...Someone can also share a useful contact of a counselor who can be helpful in this situation. You do not even have to meet that person, so, it will be confidential. Someone will end up getting the help they need.

Another respondent noted; "I think students who have been victimized should be brought together and counseled about the dangers of the consequences of what happened to them."

Respondents proposed sensitization of the population on the effects of cyberbullying. Some noted the importance of age in internet access suggesting that exposure of younger children to the internet should be limited, and that support should be given to those who have been victimized to enable them to overcome being bullied online. The respondents also recommended opening up as a way of ending cyberbullying. This is evidenced by the following statements;



The victimized ones should tell the victimizers how they felt and should ask them to stop. There is a time when my friend put my photo on her status and she said bad things about me. I felt bad and went and confronted her and she said sorry and I was relieved.

Yet others underscored the role of parents in ending cyberbullying. The respondents suggested that schools should tell parents not to buy phones for students which would distract them, and that parents should be stricter and monitor how children who have phones are using them. They also suggested that parents should guide their children in making good friends who would help them avoid bad groups.

## Theme 10: Recommendations to end Peer Victimization

Respondents gave recommendations on what can be done to end peer victimization. These included among others; reporting the perpetrators, setting up programs to create awareness and providing counselling. Respondents noted, "Children should report to police or to their parents if victimized. There should be strong rules against those people who victimize others and they should be subjected to strong punishments." Another respondent noted, "Students who victimize their peers should be expelled from school in public." Yet another said, "Schools should discipline children who are fighting /bullying /stealing so that they don't do it again."

Participants proposed a hotline to enable students to easily report victimization. One noted,



"I think the way to solve somethings there should be a hotline. For instance, 911 handles police related issues, but there are things that cannot wait for kabangali (police patrol) to get here. Someone may need advice there and then. For instance, I'm hiding in a closet from someone who wants to beat me, what I need there is advice on what I should do at that moment. I am too scared to think of anything, 911 will not be able to help with that not even 999. There should be a specific hotline for specific problems."

The participants proposed setting up school, television and radio programmes to enlighten people more about peer victimization. Respondents suggested guidance and counselling sessions in school to help students. Others proposed activities by schools to keep learners busy in order to keep them from being idle. Others underscored sensitivity and care towards peers as a way of minimizing peer victimization. One respondent noted:



"Going back to the school setting, we students should try to be nice to each other and these things of making random jokes and making fun of other people are not good because they affect other people. So we should be careful of what we say and what we do because it affects others."

Other measures proposed at family level included the need for the parents to create a conducive environment for their children to freely express themselves; to make home a safe place for children to open up and find the support they need. A participant noted, "Most parents are tough or don't listen, so the children do not bother. So, they instead decide to suffer with their issues, so parents should create a good relationship with their children, let the parents' attitude be positive and be willing to take their children for help other than continuing to torture them emotionally. They need to know that therapy is not for mad people (mentally disabled) and that it can help you with your everyday problems that you are challenged with."

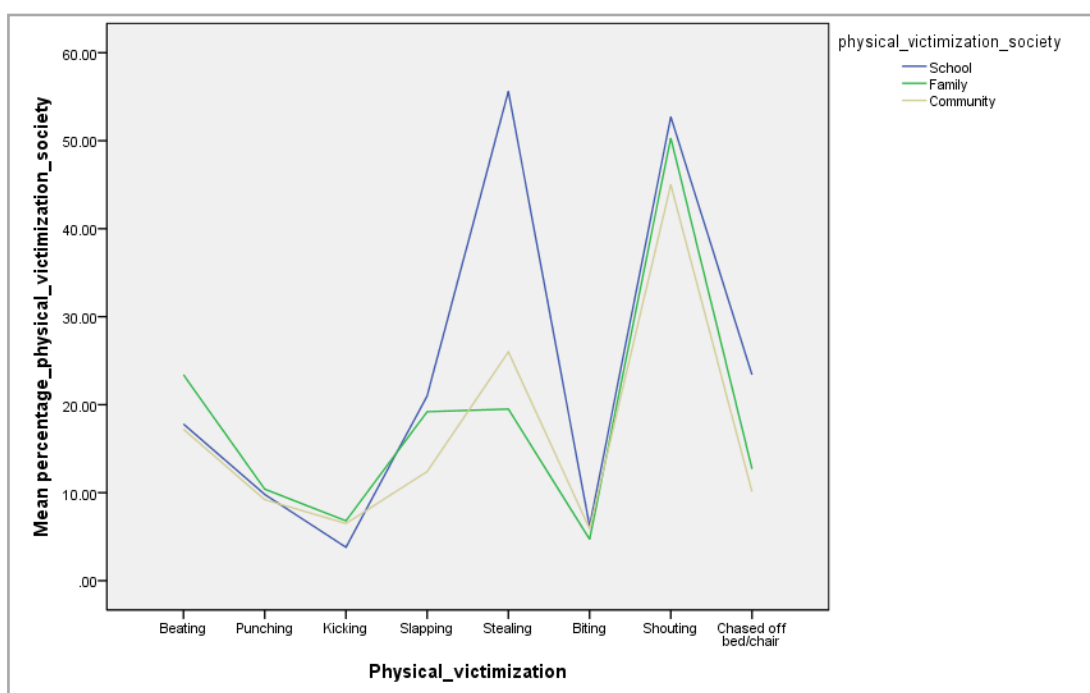
## Objective Four

The fourth objective of this study was to compare the magnitude of peer victimization by contextual factors, among high school students in Mukono district. Contextual factors included gender, class, society (school, home and community), school characteristics (day/boarding; male/female/coeducational); and living situation.

**Table 18 Experience of Physical Peer Victimization by School, Home and Community**

		School Percent	Home Percent	Community Percent
Physical Victimization	Beating	17.8	23.4	17.2
	Punching	9.8	10.4	9.2
	Kicking	3.8	6.8	6.5
	Slapping	21.0	19.2	12.4
	Stealing	55.6	19.5	26.0
	Biting	6.2	4.7	5.9
	Shouting	52.7	50.3	45.0
	Chased off Chair/Bed	23.4	12.7	10.1

**Figure 2 Experience of physical peer victimization by school, home and community**

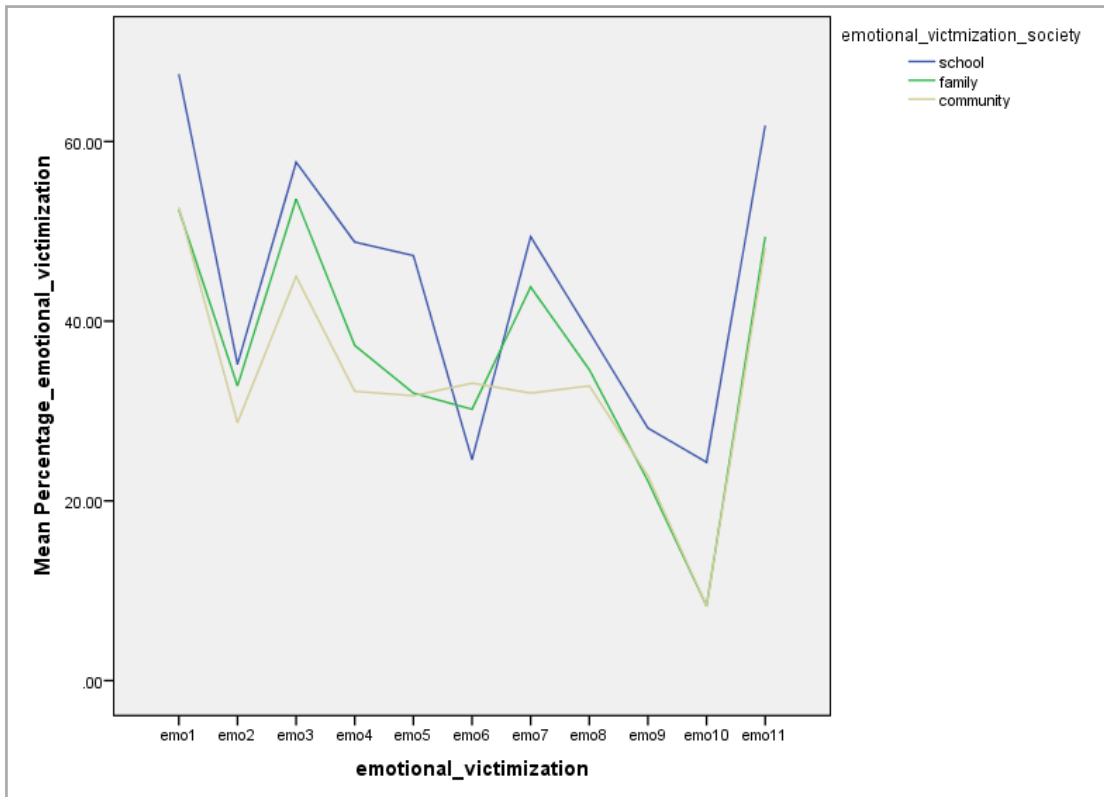


A higher percentage of the participants reported experiencing physical peer victimization at school than within the family or community.

**Table 19 Experience of Emotional Peer Victimization**

		School Percent	Home Percent	Community Percent
Experience of Emotional Peer Victimization	Tell lies about me	67.5	52.4	52.7
	Leave me out of activity	35.2	32.8	28.7
	Shout at me	57.7	53.6	45.0
	Say mean things to me	48.8	37.3	32.2
	Say mean things about me	47.3	32.0	31.7
	Say mean things about my family	24.6	30.2	33.1
	Make fun of my appearance	49.4	43.8	32.0
	Ignored me	38.8	34.6	32.8
	Mislead me	28.1	22.2	22.8
	Threaten to report me to a teacher	24.3	8.3	8.3
	Deceive me	61.8	49.4	48.2

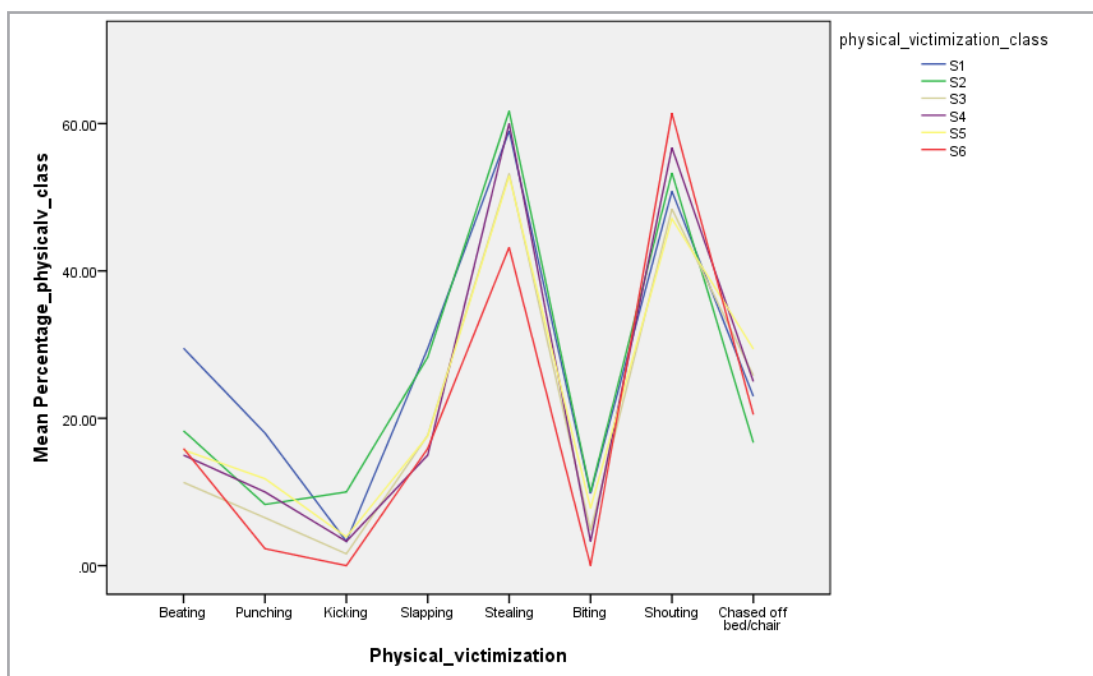
**Figure 3 Experience of Emotional Peer Victimization by School, Home and Community**



A higher percentage of the participants experienced emotional peer victimization in school than in their families or the community.

**Table 20 Experience of Physical Peer Victimization by Class**

			Beating	Punching	Kicking	Slapping	Stealing	Biting	Shouting	Chased off chair/bed
Class	S1	% within Class	29.5	18.0	3.3	29.5	59.0	9.8	50.8	23.0
	S2	% within Class	18.3	8.3	10.0	28.3	61.7	10.0	53.3	16.7
	S3	% within Class	11.3	6.5	1.6	17.7	53.2	4.8	48.4	25.8
	S4	% within Class	15.0	10.0	3.3	15.0	60.0	3.3	56.7	25.0
	S5	% within Class	15.7	11.8	3.9	17.6	52.9	7.8	47.1	29.4
	S6	% within Class	15.9	2.3	.0	15.9	43.2	.0	61.4	20.5
Total		% within Class	17.8	9.8	3.8	21.0	55.6	6.2	52.7	23.4

**Figure 4 Experience of Physical Peer Victimization by Class**

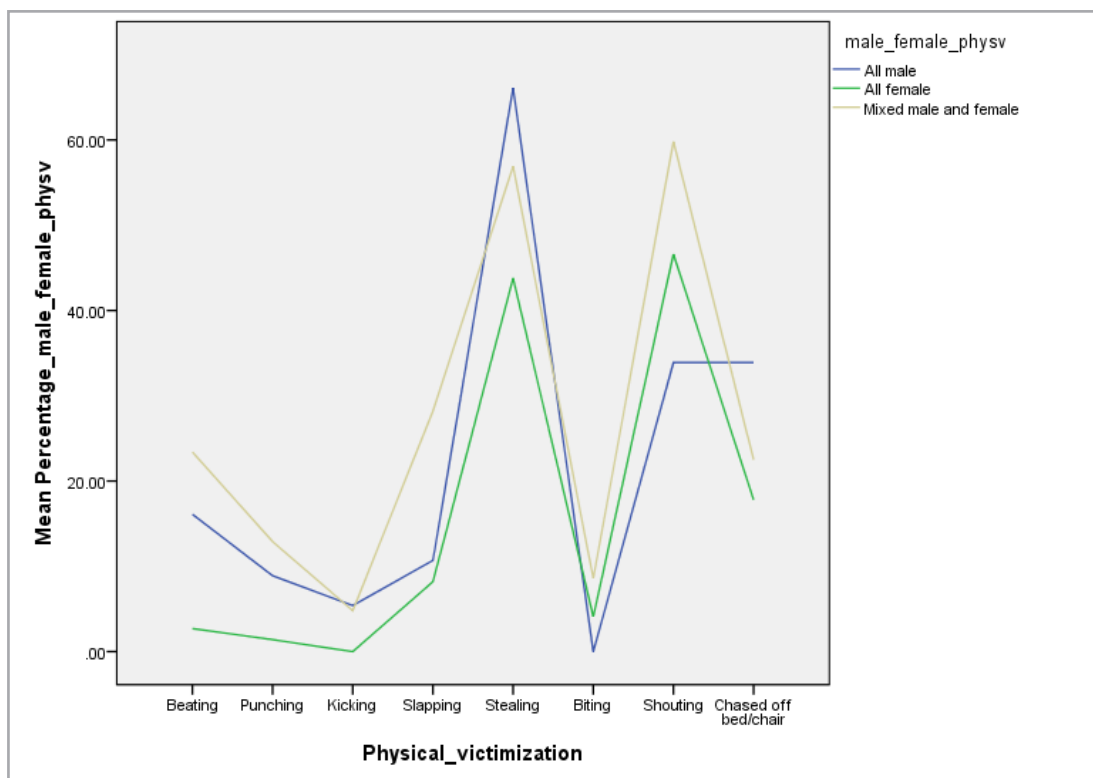
The differences between the percentages of students experiencing physical peer victimization by class was unremarkable. More than 2 out of 5 participants have been shouted at or had their belongings stolen in all the classes.

**Table 21 Experience of Physical Peer Victimization by Gender**

			Beating	Punching	Kicking	Slapping	Stealing	Biting	Shouting	Chased off chair/bed
Gender	Male	within Gender	21.2	16.4	6.2	26.0	63.7	6.8	51.4	28.8
	Female	within Gender	15.1	4.7	2.1	17.2	49.5	5.7	53.6	19.3
Total		within Gender	17.8	9.8	3.8	21.0	55.6	6.2	52.7	23.4





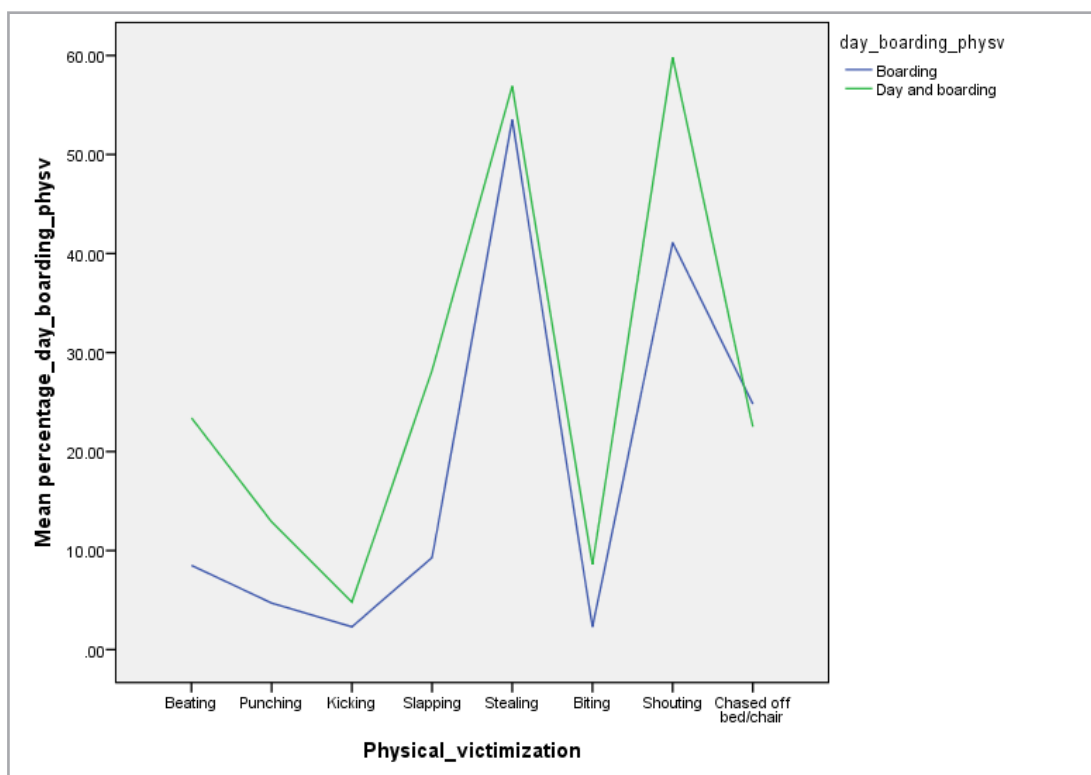
**Figure 6 Experience of physical peer victimization by Male/Female School**

The percentage of students who reported experiencing physical peer victimization was higher in coeducational schools than in the allmale and all-female schools.

**Table 23 Experience of physical peer victimization by Day/Boarding School**

			Beating	Punching	Kicking	Slapping	Stealing	Biting	Shouting	Chased off chair/bed
School	Boarding	% within School	8.5	4.7	2.3	9.3	53.5	2.3	41.1	24.8
	Day And Boarding	% within School	23.4	12.9	4.8	28.2	56.9	8.6	59.8	22.5
Total		% within School	17.8	9.8	3.8	21.0	55.6	6.2	52.7	23.4

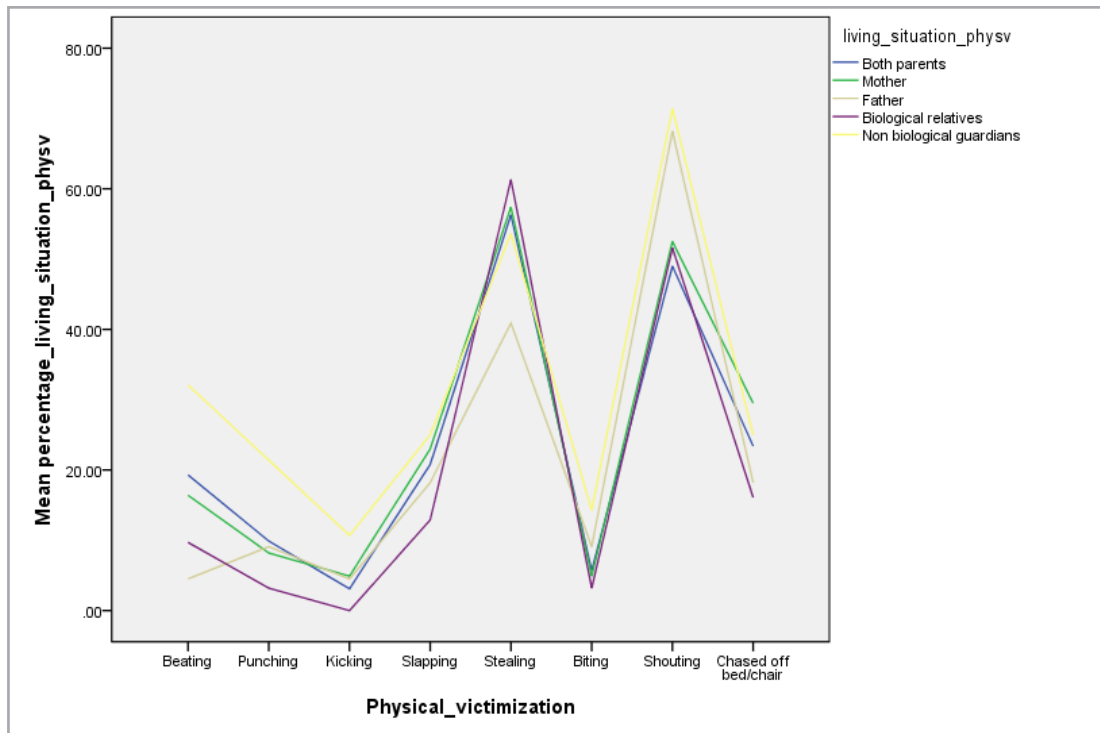
Figure 7 Experience of physical peer victimization by Day/Boarding School



A higher percentage of students in the mixed day and boarding schools reported experience of physical peer victimization than students from the all boarding schools.

Table 24 Experience of Physical Peer Victimization by Living Situation

		Beating	Punching	Kicking	Slapping	Stealing	Biting	Shouting	Chased off chair/bed
Living Situation	Living with both biological parents	19.3	9.9	3.1	20.8	56.3	5.7	49.0	23.4
	Living with biological mother	16.4	8.2	4.9	23.0	57.4	4.9	52.5	29.5
	Living with biological father	4.5	9.1	4.5	18.2	40.9	9.1	68.2	18.2
	Living with biological relatives	9.7	3.2	.0	12.9	61.3	3.2	51.6	16.1
	Living with non-biological guardians	32.1	21.4	10.7	25.0	53.6	14.3	71.4	25.0
	Not specified	.0	.0	.0	50.0	50.0	.0	25.0	.0
Total		17.8	9.8	3.8	21.0	55.6	6.2	52.7	23.4

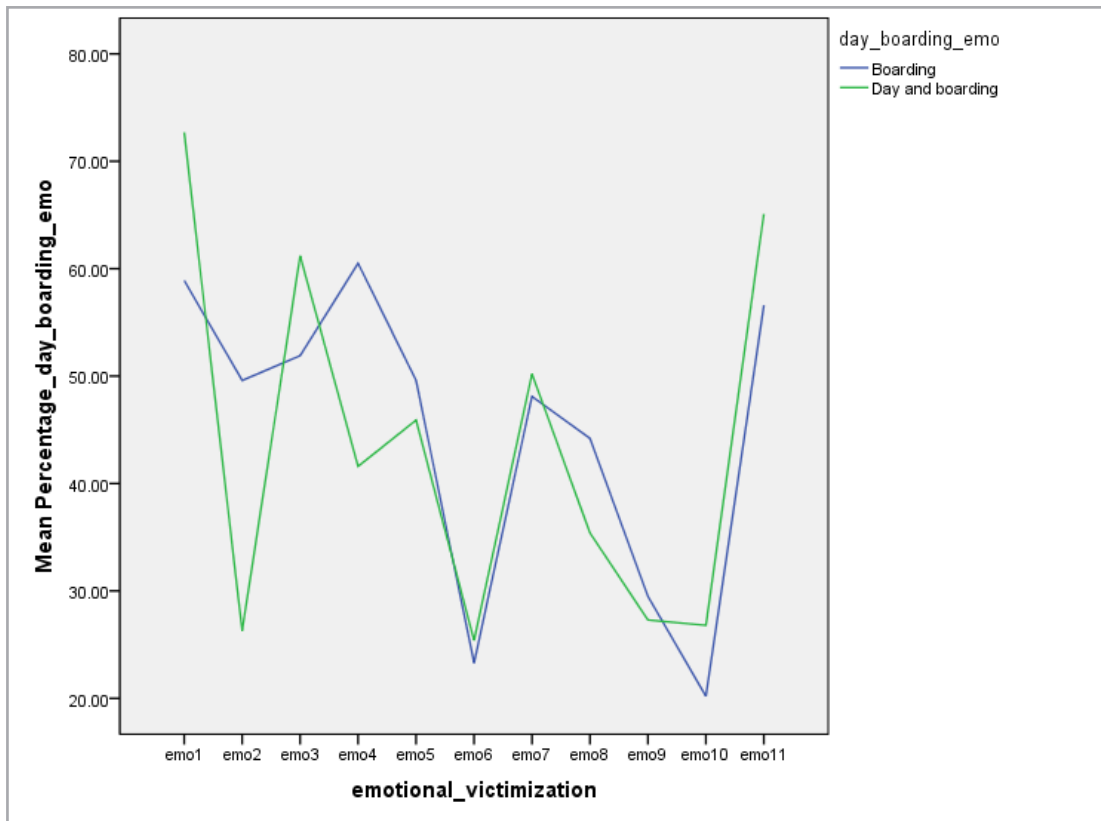
**Figure 8 Experience of Physical Peer Victimization by Living Situation**

Differences in experience of physical peer victimization by living situation were unremarkable.

**Table 25 Experience of Emotional Peer Victimization by Day/boarding school**

		School		
		Boarding	Day and Boarding	Total
		% within school	% within school	% within school
Experience of Emotional Peer Victimization	Told lies about me	58.9	72.7	67.5
	Left me out of activity	49.6	26.3	35.2
	Shouted at me	51.9	61.2	57.7
	Said mean things to me	60.5	41.6	48.8
	Said mean things about me	49.6	45.9	47.3
	Said mean things about my family	23.3	25.4	24.6
	Made fun of my appearance	48.1	50.2	49.4
	Ignored me	44.2	35.4	38.8
	Misled me	29.5	27.3	28.1
	Threatened to report me to a teacher	20.2	26.8	24.3
	Deceived me	56.6	65.1	61.8

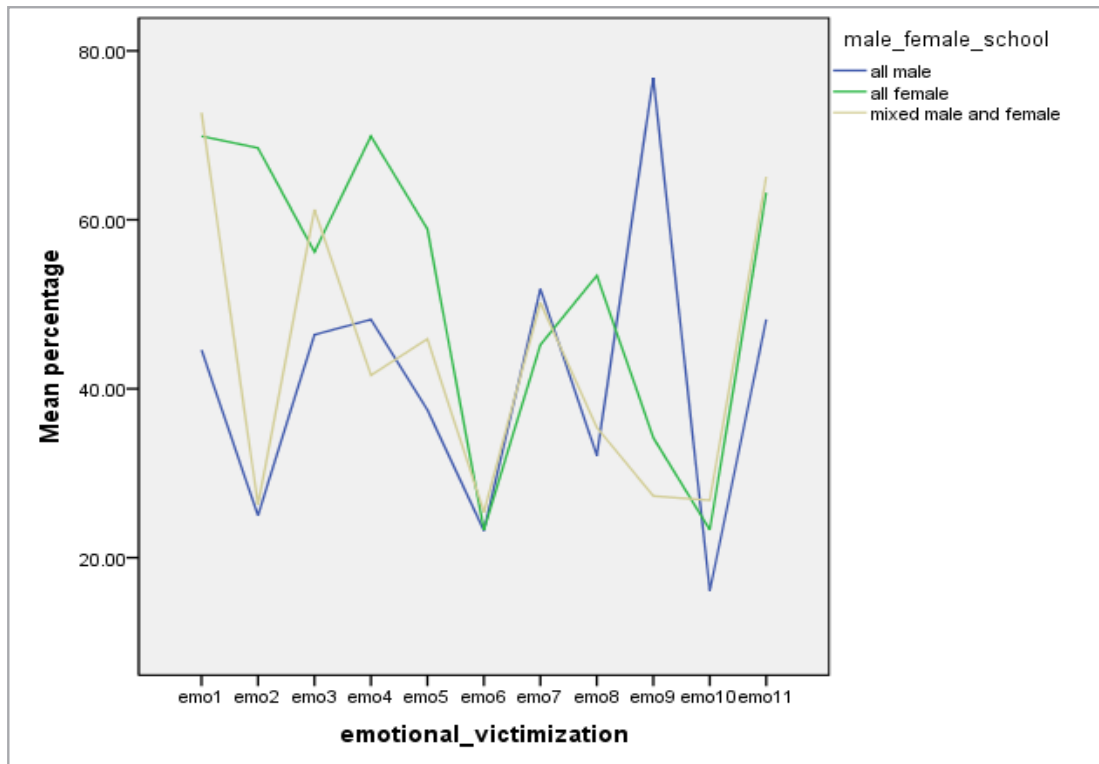
**Figure 9 Experience of emotional peer victimization by Day/boarding school**



The differences in percentages of participants who have experienced emotional peer victimization by day/boarding school is unremarkable.

**Table 26 Experience of emotional peer victimization by Male/Female school**

		School			
		All Male % within school	All Female % within school	Mixed male and Fe- male % within school	Total % within school
Experience of Emotional Peer Victimization	Told lies about me	44.6	69.9	72.7	67.5
	Left me out of activity	25.0	68.5	26.3	35.2
	Shouted at me	46.4	56.2	61.2	57.7
	Said mean things to me	48.2	69.9	41.6	48.8
	Said mean things about me	37.5	58.9	45.9	47.3
	Said mean things about my family	23.2	23.3	25.4	24.6
	Made fun of my appearance	51.8	45.2	50.2	49.4
	Ignored me	32.1	53.4	35.4	38.8
	Misled me	76.8	34.2	27.3	28.1
	Threatened to report me to a teacher	16.1	23.3	26.8	24.3
	Deceived me	48.2	63.0	65.1	61.8

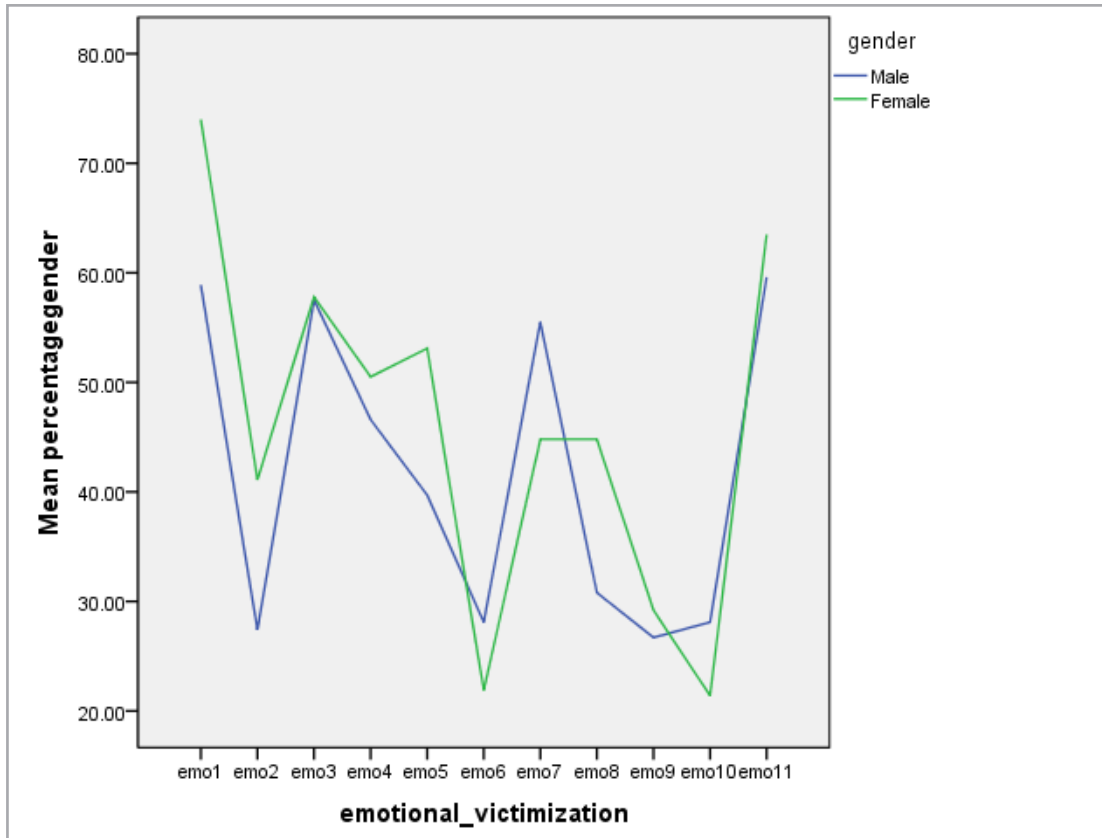
**Figure 10 Experience of emotional peer victimization by Male/Female school**

The percentage of participants in all female schools who reported experiencing peer emotional victimization was higher than the percentages for students from both all-male and co-educational schools.

**Table 27 Experience of Emotional Peer Victimization by Gender**

		Gender		
		Male % within Gender	Female % within Gender	Total % within Gender
Experience of Emotional Peer Victimization	Told lies about me	58.9	74.0	67.5
	Left me out of activity	27.4	41.1	35.2
	Shouted at me	57.5	57.8	57.7
	Said mean things to me	46.6	50.5	48.8
	Said mean things about me	39.7	53.1	47.3
	Said mean things about my family	28.1	21.9	24.6
	Made fun of my appearance	55.5	44.8	49.4
	Ignored me	30.8	44.8	38.8
	Misled me	26.7	29.2	28.1
	Threatened to report me to a teacher	28.1	21.4	24.3
	Deceived me	59.6	63.5	61.8

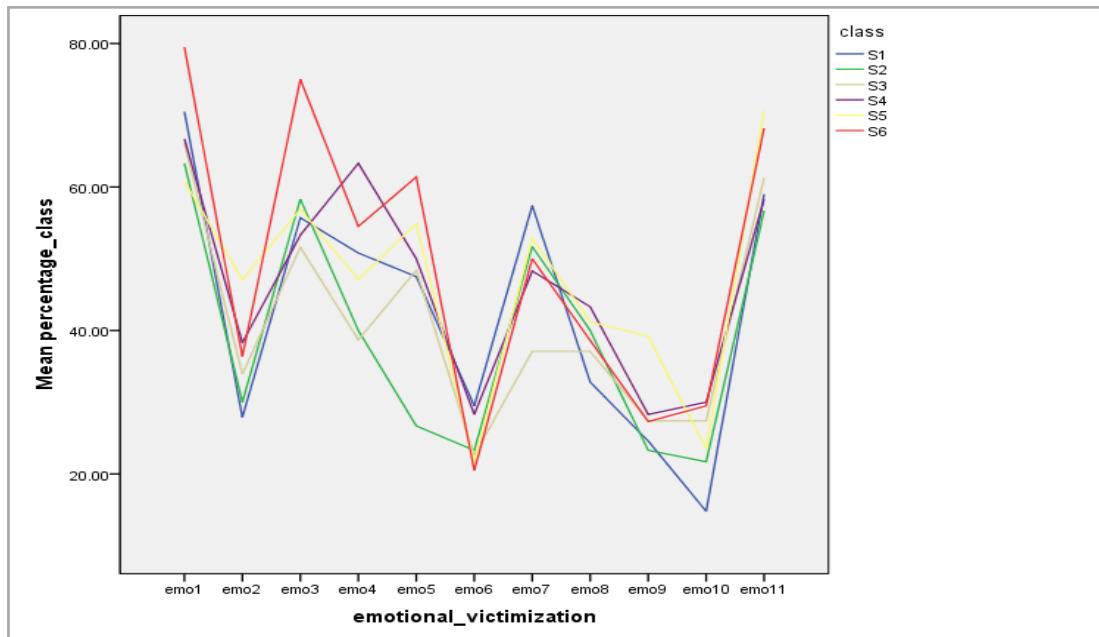
**Figure 11 Experience of emotional peer victimization by Gender**



Percentage of female participants' experience of emotional peer victimization was higher than the male participants.

**Table 28 Experience of emotional peer victimization by Class**

		Class						
		S1	S2	S3	S4	S5	S6	Total
		%	%	%	%	%	%	%
Experience of Emotional Peer Victimization	Told lies about me	70.5	63.3	66.1	66.7	60.8	79.5	67.5
	Left me out of activity	27.9	30.0	33.9	38.3	47.1	36.4	35.2
	Shouted at me	55.7	58.3	51.6	53.3	56.9	75.0	57.7
	Said mean things to me	50.8	40.0	38.7	63.3	47.1	54.5	48.8
	Said mean things about me	47.5	26.7	48.4	50.0	54.9	61.4	47.3
	Said mean things about my family	29.5	23.3	22.6	28.3	21.6	20.5	24.6
	Made fun of my appearance	57.4	51.7	37.1	48.3	52.9	50.0	49.4
	Ignored me	32.8	40.0	37.1	43.3	41.2	38.6	38.8
	Misled me	24.6	23.3	27.4	28.3	39.2	27.3	28.1
	Threatened to report me to a teacher	14.8	21.7	27.4	30.0	23.5	29.5	24.3
	Deceived me	59.0	56.7	61.3	58.3	70.6	68.2	61.8

**Figure 12 Experience of emotional peer victimization by Class**

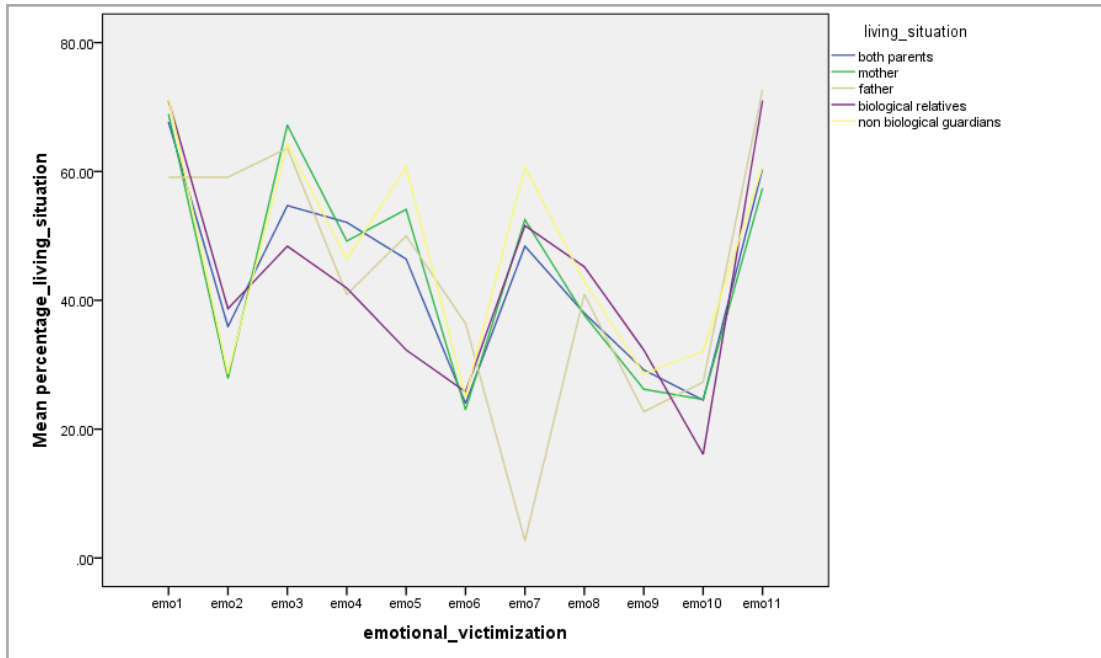
The differences in percentage of participants' experience of emotional victimization by class were unremarkable.

**Table 29 Experience of emotional peer victimization by Family Living Situation**

		Living Situation						Total
		Both parents	Mother	Father	Biological relatives	Non biological guardians	Not specified	
		%	%	%	%	%	%	
Experience of Emotional Peer Victimization	Told lies about me	67.7	68.9	59.1	71.0	71.4	25.0	67.5
	Left me out of activity	35.9	27.9	59.1	38.7	28.6	.0	35.2
	Shouted at me	54.7	67.2	63.6	48.4	64.3	50.0	57.7
	Said mean things to me	52.1	49.2	40.9	41.9	46.4	0	48.8
	Said mean things about me	46.4	54.1	50.0	32.3	60.7	0	47.3
	Said mean things about my family	24.0	23.0	36.4	25.8	25.0	0	24.6
	Made fun of my appearance	48.4	52.5	2.7	51.6	60.7	0	49.4
	Ignored me	38.0	37.7	40.9	45.2	42.9	.0	38.8
	Misled me	29.2	26.2	22.7	32.3	28.6	.0	28.1
	Threatened to report me to a teacher	24.5	24.6	27.3	16.1	32.1	.0	24.3
Deceived me	60.4	57.4	72.7	71.0	60.7	75.0	61.8	



**Figure 13 Experience of emotional peer victimization by Family Living Situation**



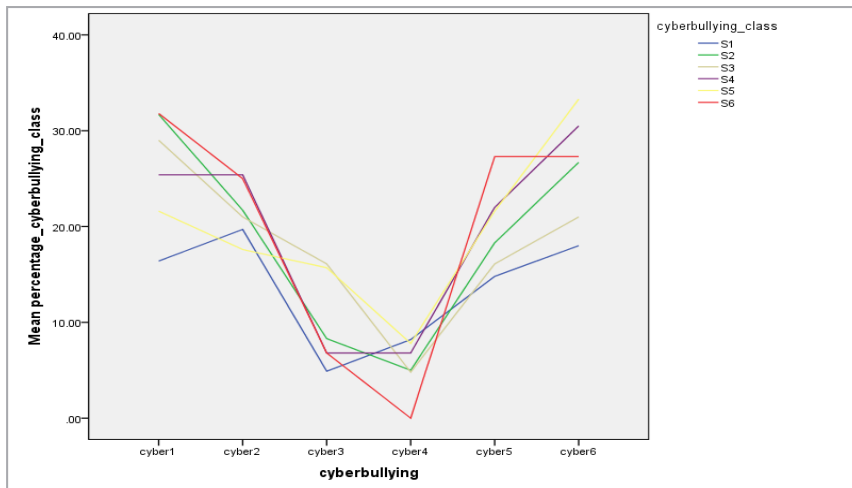
The difference between percentages of participants' experience of emotional peer victimization by living situation is unremarkable.

## Cyberbullying

**Table 30 Experience of Cyber bullying by Class**

		Class						Total
		S1	S2	S3	S4	S5	S6	
		%	%	%	%	%	%	%
Cyber bullying	Made fun of me on social media	16.4	31.7	29.0	25.4	21.6	31.8	25.8
	Sent me unsolicited videos/ texts/posts	19.7	21.7	21.0	25.4	17.6	25.0	21.7
	Posted my private messages	4.9	8.3	16.1	6.8	15.7	6.8	9.8
	Shared my nude pictures/ videos on social media	8.2	5.0	4.8	6.8	7.8	0	5.6
	Lied about me on social media	14.8	18.3	16.1	22.0	21.6	27.3	19.6
	Teased me on social media	18.0	26.7	21.0	30.5	33.3	27.3	25.8

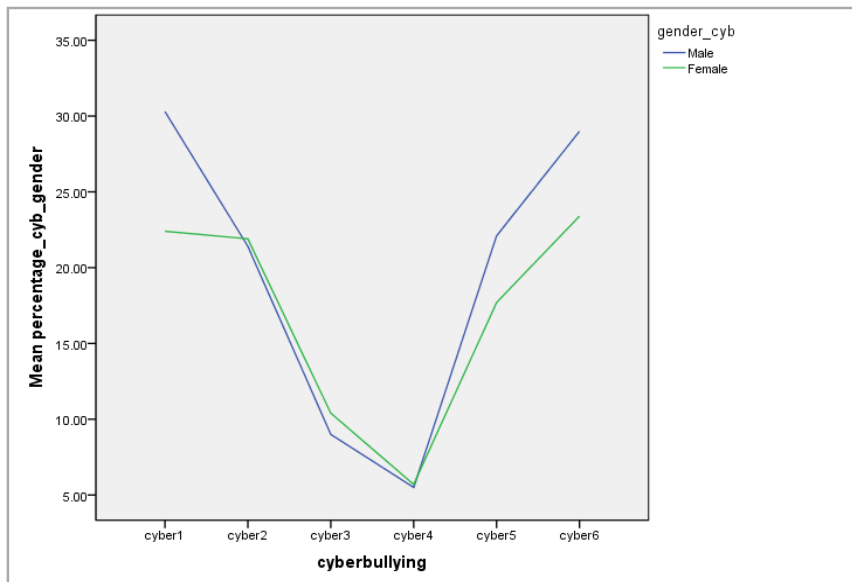
**Figure 14 Experience of Cyberbullying by Class**



**Table 31 Experience of Cyberbullying by Gender**

		Gender		
		Male	Female	Total
		% within Gender	% within Gender	% within Gender
Cyber bullying	Made fun of me on social media	30.3	22.4	25.8
	Sent me unsolicited videos/ texts/posts	21.4	21.9	21.7
	Posted my private messages	9.0	10.4	9.8
	Shared my nude pictures/ videos on social media	5.5	5.7	5.6
	Lied about me on social media	22.1	17.7	19.6
	Teased me on social media	29.0	23.4	25.8

**Figure 15 Experience of Cyberbullying by Gender**

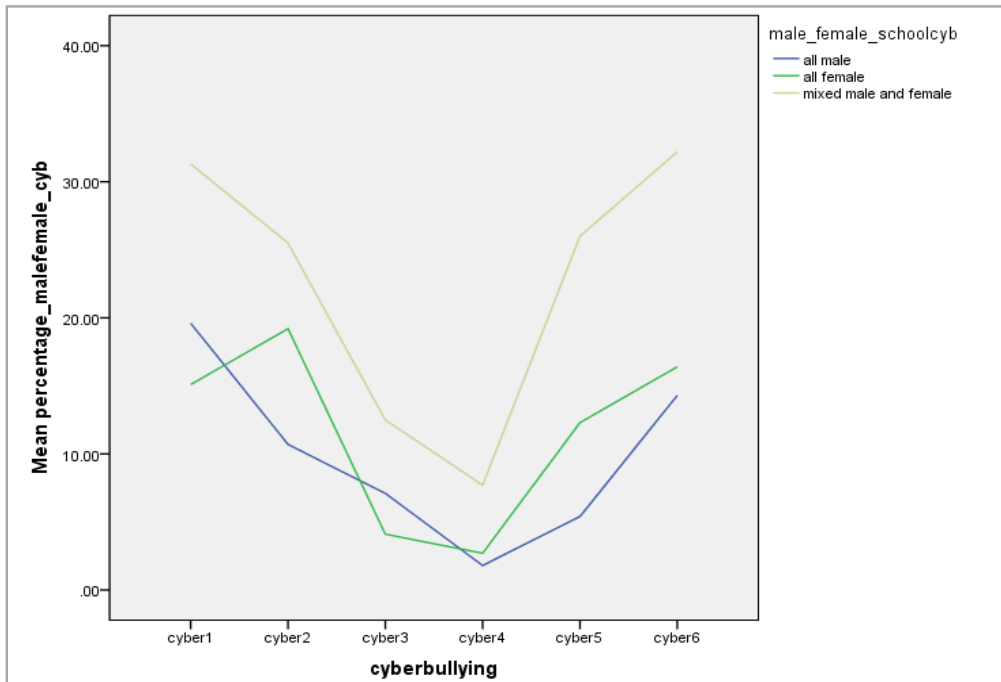


A higher percentage of male students than female students reported having experienced cyber bullying.

**Table 32 Experience of Cyberbullying by Male /Female School**

		All Male	All Female	Mixed Male and Female	Total
		%	%	%	%
Cyberbullying	Made fun of me on social media	19.6	15.1	31.3	25.8
	Sent me unsolicited videos/ texts/posts	10.7	19.2	25.5	21.7
	Posted my private messages	7.1	4.1	12.5	9.8
	Shared my nude pictures/ videos on social media	1.8	2.7	7.7	5.6
	Lied about me on social media	5.4	12.3	26.0	19.6
	Teased me on social media	14.3	16.4	32.2	25.8

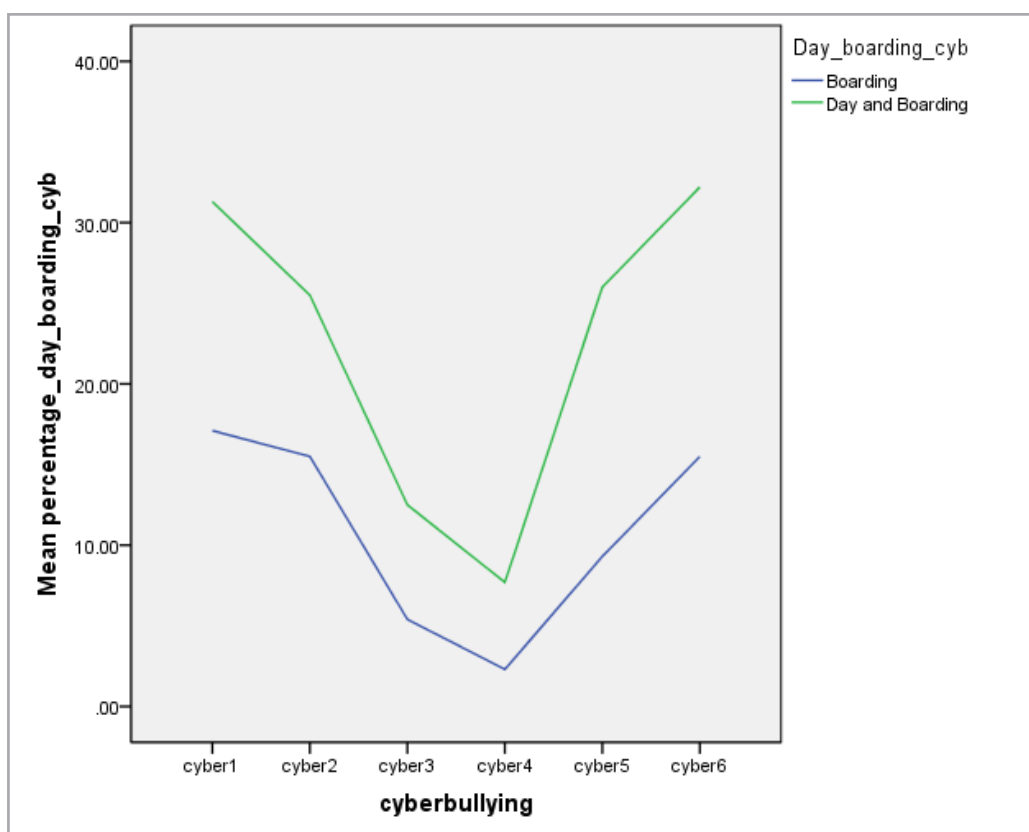
**Figure 16 Experience of Cyberbullying by Male /Female School**



Less than one in four participants in the all-male, all-female and coeducational schools reported having experienced cyberbullying. The percentage of participants that experienced cyberbullying was higher in the coeducational schools than in both the all-male or all-female schools.

**Table 33 Experience of Cyberbullying by Day/Boarding School**

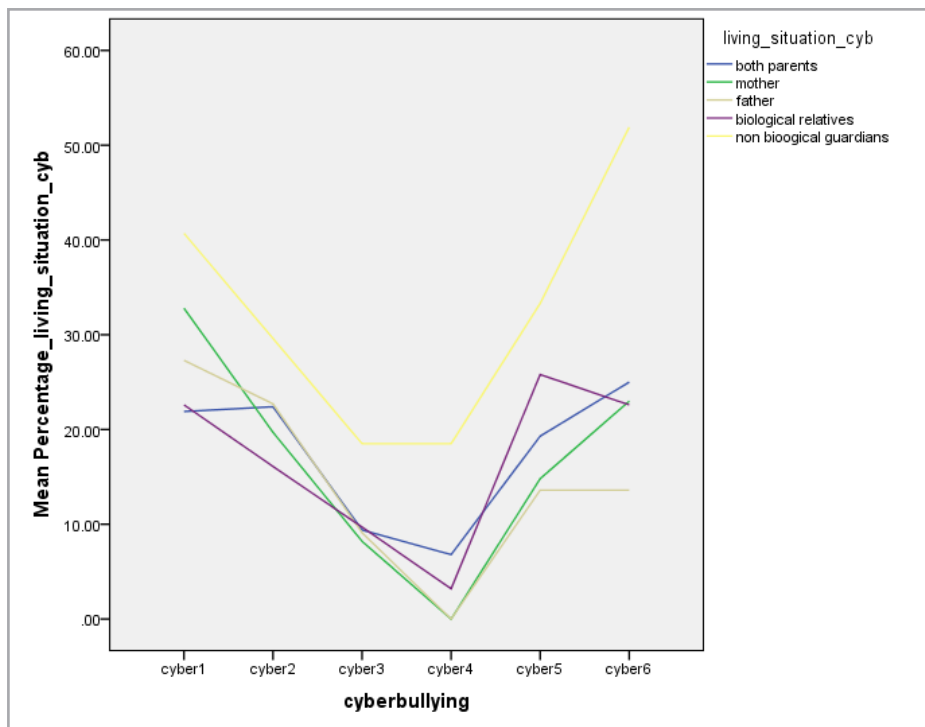
		Day/Boarding School		
		Boarding	Day & Boarding	Total
		% within School	% within School	% within School
Cyber bullying	Made fun of me on social media	17.1	31.3	25.8
	Sent me unsolicited videos/ texts/posts	15.5	25.5	21.7
	Posted my private messages	5.4	12.5	9.8
	Shared my nude pictures/ videos on social media	2.3	7.7	5.6
	Lied about me on social media	9.3	26.0	19.6
	Teased me on social media	15.5	32.2	25.8

**Figure 17 Experience of Cyberbullying by Day/Boarding School**

A higher percentage of students in the day and boarding schools reported that they had experienced cyberbullying than students in the all boarding schools.

**Table 34 Experience of Cyberbullying by Family Living Situation**

		Living Situation						Total
		Both parents	Mother	Father	Biological relatives	Non biological guardians	Not specified	
		%	%	%	%	%	%	
Cyberbullying	Made fun of me on social media	21.9	32.8	27.3	22.6	40.7	25.0	25.8
	Sent me unsolicited videos/texts/posts	22.4	19.7	22.7	16.1	29.6	0	21.7
	Posted my private messages	9.4	8.2	9.1	9.7	18.5	0	9.8
	Shared my nude pictures/videos on social media	6.8	0	0	3.2	18.5	0	5.6
	Lied about me on social media	19.3	14.8	13.6	25.8	33.3	0	19.6
	Teased me on social media	25.0	23.0	13.6	22.6	51.9	25.0	25.8

**Figure 18 Experience of Cyberbullying by Family Living Situation**

The percentage of experience of cyberbullying among students who live with non-biological guardians was higher than the percentages in the other living situations.

## Discussion of Quantitative Results

### Peer victimization

Results indicated that less than half of all respondents had experienced the various forms of physical and emotional peer victimization except for stealing at school and shouting at school, within the family and in the community. These results seem to indicate lower prevalence than is often assumed considering the media coverage of any incidents that happen in schools. The lower prevalence may indicate that the zero tolerance policy of bullying encouraged in schools may be effective in reducing victimization among peers. Nonetheless, the results also indicate that victimization is still occurring in all categories of school, so it is recommended that continued efforts to eradicate peer victimization in schools are required regardless of school category.

### Physical peer victimization

More than half of the respondents reported that they had been shouted at within the

community, at home and at school. It appears that physical victimization may be relatively low among respondents, but shouting which may also be considered emotional victimization has a high prevalence and widespread. Continued sensitization of the community on the negative consequences of emotional victimization as well as physical victimization is recommended.

### Emotional peer victimization

Reported experience of emotional victimization was between 25% and 50%, however, at least half of all respondents have witnessed emotional victimization happening to their peers. This would suggest that in all categories, a reasonable number of peers know or would be able to intervene in emotional victimization scenarios. It is recommended that students be trained in peer counselling to enable them to support each other in situations especially of emotional victimization.

## Cyberbullying

Results indicated that the prevalence of cyberbullying was generally low in all contexts (most below 25%). Most of the students reported that they are not on social media or in the case of students in boarding schools, the students have no access to their phones during school time. All the schools had a policy of no phones/devices in school which may have been effective in keeping the prevalence of cyberbullying low. It is recommended that this policy be strengthened so that students continue to be limited in their use of the devices that would be avenues for cyberbullying while at school. In addition, wider and more comprehensive sensitization should be done on the dangers of misuse of social media and the limited level of privacy that devices offer, especially in storage of private and compromising information for example nude pictures and videos. Some students reported that their parents limited the time they spent on social media and were also strict about the age at which they acquire devices. Parents should be encouraged to monitor and set guidelines for their children on the use of devices and access to social media especially for the younger children. This will delay their debut to social media and protect them from cyberbullying.

Concerning the response of the students to witnessing emotional victimization and cyberbullying; more than half the participants reported that they would report to a teacher. In order for this response to be effective, the teachers should be adequately trained to address students' concerns of emotional victimization and cyberbullying and other forms. This may require including components of counselling or psychoeducation into the teacher training syllabus or providing continuing education in the form of workshops and seminars to train the teachers to support students who are affected by victimization. Training would also help teachers detect signs of victimization among their students, identify cases that should be referred for further help and work on creating a school environment that discourages any form of peer victimization. Teachers may also require additional training on the use of social media and how to address the misuse of social media and cyberbullying among their students.

## Peer Victimization by Contextual factors

Results indicated that a higher percentage of participants had experienced emotional and physical peer victimization at school than at home or within the community. This may be because more peers congregate at school than within the family or community. Prevention, intervention and policy changes should be targeted first at the school environment, but also include the family and the community.

Physical peer victimization and cyberbullying was reported at a higher percentage in co-educational schools than in single sex (all-female and all-male) schools. More sensitization should be done in the schools and support should be provided for both male and female students. Additional support could include provision of channels through which students may report victimization confidentially so that they are not penalized or further victimized.

Experience of physical peer victimization and cyberbullying was highest among students living with non-biological guardians than with biological parents or relatives. Further research is needed to verify the relationship between peer victimization and living situation.

Emotional peer victimization was higher in all-female schools than in all-male or co-educational schools; and higher among female students than male students. Training in life skills and peer counselling for students would enable them to detect situations of victimization, prevent, intervene and support peers involved in these situations.

## Empirical findings

Results from this study indicated that peer victimization is a growing problem among young people whose manifestation is observed within multiple contexts including: school culture, family, and community which includes, emotional, physical, social media (cyber), sexual and economic victimization. Results indicated that provocation for peer victimization came from students, teachers, parents, peers to these students and community members. Continuous counselling and sensitization in the schools, families and community are recommended in order to control peer victimization.

## Discussion of Qualitative Results

### Objective 2

The narrated lived experiences of the participants reveal the extent of peer victimization among the students as manifested through physical, emotional, sexual victimization, and cyberbullying. Power imbalances seem to be a key driver, especially of physical victimization, with the 'big-boys' syndrome clearly at play. Of particular concern is the realization that while the 'big boys' syndrome seems to permeate all segments of society- schools, home, and the community, there is an apparent helplessness of those who should provide the necessary guidance (i.e. the teachers, parents and community leaders), to reign in on the practice.

Emotional victimization also clearly featured as an area of concern across the various spheres of society (home, school and community), and was mostly attributed to differences in ethnicity or tribe, religion, economic status, and physical appearance, among others. This has apparently bred bitterness among the victims, with some threatening to exert revenge, which animosity can over time turn out to be a recipe for disaster.

The participants' experiences with sexual victimization were a manifestation of attitudes towards sexual orientation (for example calling someone 'gay'), the urge for personal sexual gratification, and a sheer betrayal of trust (for example sexual advances by relatives). These experiences showed that sexual harassment tended to have more far-reaching consequences than other forms of victimization. Moreover, sexual victimization often tended to be closely linked to the other forms of victimization, namely physical, emotional, and cyber victimization.

Cyber bullying was noted to be on the increase, occasioned by technological advances such as Facebook and WhatsApp. While sometimes done for 'fun' it was noted that cyberbullying was increasingly also being used to get money from unsuspecting victims. This has often left the victims of cyberbullying humiliated and traumatized, especially in situations where their secrets are shared on social media. The participants' perspectives on causes of peer victimization point to a multiplicity of factors, ranging from immediate causes such as misunderstandings with peers, gossip, rumor mongering, and love relationships (coupling), to more structural causes such as lack of parental guidance, gender based violence (GBV) in families, individual factors such as tribe, appearance, body weight, etc. These causes are sometimes intricately intertwined that they can (holistically) exert significant negative consequences (see below), which would call for a multi-pronged address.



**The participants' experiences with sexual victimization were a manifestation of attitudes towards sexual orientation (for example calling someone 'gay'), the urge for personal sexual gratification, and a sheer betrayal of trust (for example sexual advances by relatives).**



### Objective 3

The findings portray a dilemma where the actors such as head teachers, teachers and religious leaders (chaplains), parents and fellow students were considered both as possible perpetrators of peer victimization on the one hand, and as those who can provide invaluable support on the other hand. Addressing this apparent contradiction, therefore, will require viewing these various actors as an opportunity to address causes of peer victimization in schools, homes and in the communities.

The findings further indicate that survival mechanisms for peer victimization are perceived to exist at school, family and community levels. Students' support to their peers is mostly seen through direct help where they can, and referring the victims for help by teachers, and the school authorities, among others. The school set up is perceived to have more elaborate support structures as well as provision for sanctions such as suspension or even expulsion of perpetrators. From the narrated experiences of the victims, however, these provisions do not necessarily seem to adequately address the problem of peer victimization in schools.

A relatively high level of support is perceived at the family level, although there was a gender dimension to this, in which case mothers were perceived to be more supportive than the fathers.

While the family was still perceived as an important safety net, and therefore a primary unit of support to victims, the role of the traditional family as a unit of child upbringing and protection is being challenged by 'modernity'- including technological advances such as internet and WhatsApp (which challenge family bonding). The situation is worse at community level, where it is perceived that the kinship and neighborliness ties that used to bind and bond individuals and families together as communities, had significantly weakened. For example, while children were in the past viewed as 'communities' children', this was no longer the case. Instead, families are left to fend for their children, yet family ties themselves have significantly been disrupted. What this therefore implies in a nutshell is that children are left to 'fend for themselves'.

The students propose a multidisciplinary approach to ending cyberbullying in the context of peer victimization, which perceptions are in tandem to the multi-faceted causes of cyberbullying and peer victimization as earlier observed. This blended approach combines awareness raising, supporting those affected by peer victimization, as well as sanctions or punishments as a deterrent to future occurrences.





## Chapter 5: Conclusion and Recommendations

### Conclusions:

Peer victimization was noted in all the contexts of school, family and community. The differences in the magnitude of the experience of peer victimization across the various school contexts were, however, not significant. Most schools have policies and systems in place to address peer victimization after it has occurred (curative) but very few measures were in place to prevent occurrence of peer victimization (prevention). Students, schools, family members and the community are promoters of peer victimization, but also provide support against peer victimization. There is need to sensitize school staff and parents on prevention of and intervention in situations of peer victimization. Additionally, more research is recommended on emotional / verbal victimization and stealing which were notable in all contexts

### Recommendations

#### A) Recommendations arising directly from the study

1. Current policies on zero tolerance of bullying and no-phones in school should be maintained. However, with the increased demand for online learning, schools and parents ought to strengthen monitoring of the use of social media/ internet devices to control what the children can access.
2. There is need to ensure that students have a fair and just hearing when accused of victimization. This because cases of students falsely being accused of victimization were cited.
3. Platforms should be created for experience sharing and sensitization of students on the management of peer victimization and cyberbullying.
4. Step-up sensitization on consequences of emotional/verbal victimization in addition to physical victimization.
5. Teachers and school staff should be equipped with skills to address peer victimization because they are the immediate reference for cases of victimization. On the other hand, parents too need to be sensitized and trained to address peer victimization.

#### B) Recommendations arising from the dissemination workshop

1. There is need for a more in-depth investigation of the community as a context or unit of analysis since all children come from communities.
2. Opportunity should be sought to disseminate the findings of the study to the Parliament of Uganda to allow the legislators to debate and possibly legislate on the key issues raised.
3. To ensure confidentiality (and thereby encourage feedback) the suggestion boxes in schools that allow children to anonymously raise matters of concern should be situated away from the head teacher's office.
4. School-family initiatives, in which children are allocated to teachers for closer interaction should be revived.
5. Schools should follow up children who bully others to commit never to do it again. Parents too should be brought on board in such a commitment.
6. Counselling of learners ought to happen before they victimize others (preventive) as opposed to doing it after harm has been done (curative).
7. All stakeholders should rethink how they handle children, given that each stakeholder has a role to play. Key stakeholders should include parents, schools, government departments, NGOs, religious and cultural leaders, as well as students themselves.
8. Victimization of learners by teachers should be addressed, starting with breaking the silence around the practice.
9. There is need for competency training among teachers and other stakeholders on matters of peer victimization.

10. More priority should be given to providing counselling/psychosocial support to children who are victimized. In addition, children with deviant behavior should be identified early and supported.
11. There is need for a child protection officer and mental health professionals in schools.
12. Schools should install CCTV cameras as silent witnesses of peer victimization.

### Plan for utilization and dissemination of results

Results from this study were shared with the head teachers and selected others from the schools involved. From the five selected schools, a head teacher, one teacher and two student representatives (male and female) were invited for a feedback workshop scheduled to last one and a half hours. Officials in charge of education department at the district were also be invited to attend this workshop. An assembly at each of the selected schools was to be held to provide feedback to the wider school community. This was not done because the schools were in examination period which made it difficult to allocate time to this activity. The results were also shared with the research community at Uganda Christian University and the AfriChild fraternity. This was done at a dissemination workshop held at the University. At least one journal article will also be published to ensure that the results are disseminated to a wider audience.

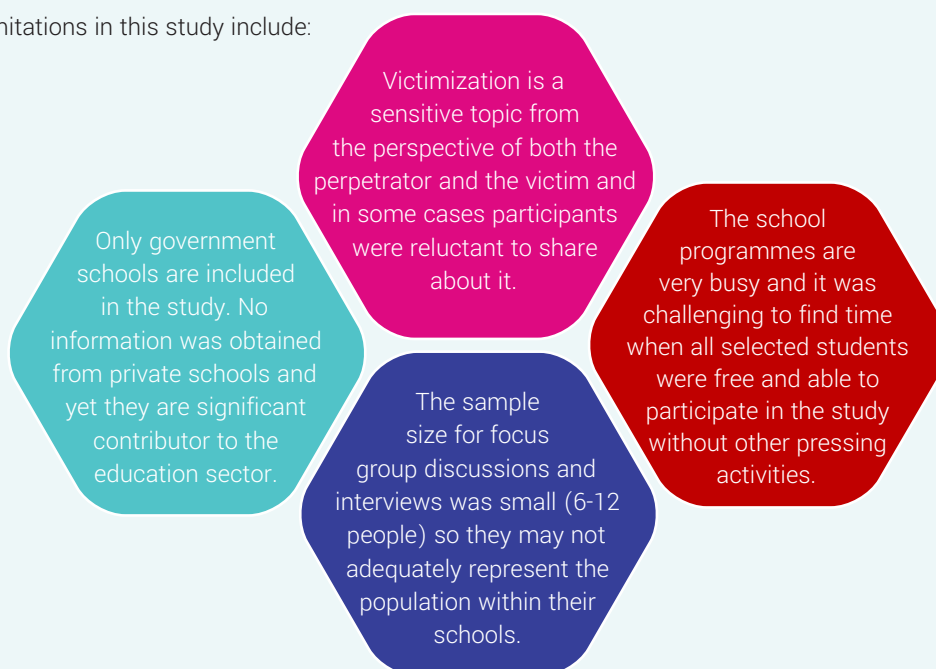
### Ethical considerations

**Approval from Ethics Review Committees.** Ethical Approval to conduct this study was sought from the Gulu University Committee (GUREC). The study obtained ethical clearance from Uganda National Council for Science & Technology (UNCST). Administrative clearance was obtained from CAO, District Education Officer, ISO, and the Administration of the selected schools. The RDC of Mukono District was informed of the study.

**Consent and Assent.** The participants in this study are mainly high school students who are minors. The questionnaires and interviews were completed within the school setting. When parents enroll their children in a school in Uganda, they give the school administration the right to consent to the students involving themselves in some school related activities like field trips, inter-school collaborations, community engagement and research at their discretion. It was established that the administration of the schools had the

### Limitations and Delimitations

The limitations in this study include:



authority to provide consent for the students to participate in the study on behalf of parents and guardians, and this was provided. The researchers requested for permission from the school administration to access the students and thereafter requested the students for their assent to participate in the study. The students signed assent forms for completion of the questionnaire, and participation in the focus group discussions and the interviews. Participants in the study who were above 18-years-old signed informed consent forms for completion of the questionnaire, and participation in the focus group discussions and interviews. The interviews and focus group discussions were audio recorded. Participants gave consent and assent to the audio recording of the interviews and focus group discussions.

**Informed consent.** The students were provided with information on the purpose of the study and the expectations of the researchers concerning their participation. Any questions they had about the study were answered before the study commenced.

**Freedom to withdraw from the study.** Participants were informed that they were free to withdraw from the study at any point without any penalty.

### Confidentiality

The importance of maintaining confidentiality as regards the information obtained through participation in a focus group discussion was explained to the participants and it was emphasized that confidentiality cannot be assured to the same level as it could be in a one-on-one interview. Participants were encouraged to maintain confidentiality concerning other participants' information. Confidentiality of the data received by researchers was assured. Students were not required to provide their names and instead codes were used and data was aggregated in the different categories for analysis in order to maintain confidentiality.

Audio recordings and field notes will be kept until the end of the study and then audio recordings will be disposed. Field notes and transcripts will be

submitted to AfriChild as raw data. Researchers will maintain a copy of these and keep them in password protected files.

**Risk management for participants.** The questions and discussions on peer victimization could have been distressing for some participants but it was not anticipated that they would be significantly so. However, in the event that any participant could be so distressed that they needed counseling; some counselors were on standby to attend to these and de-escalate any stress. In addition, due to the existing threat of COVID-19 in Uganda through the duration of the study, the researchers ensured the observance of SOPs during data collection by wearing masks, ensuring the availability of hand sanitizer for participants and researchers, and maintaining social distance. Masks were provided for all participants.

Given the nature of focus group discussions, participants share information within the group and group members can identify each other. Victims may be at risk of further victimization as a result of what they share in the group. FGDs were held among children of the same class to minimize intimidation and further victimization of individuals by perpetrators, resulting from information given during FGDs. Advocacy, dissemination and psychoeducation will be done during assembly time in each of the schools where data was collected to further educate students on prevention of victimization. During FGDs, confidentiality and its limits was explained. Participants were encouraged to maintain confidentiality concerning the information received during the discussion and participants were cautioned that confidentiality cannot be guaranteed in the same way as in an individual engagement.

### Quality control/assurance

The tools used in this study were adapted according to the theory of peer victimization and evidence from prior research. Data was checked for accuracy and experts were consulted when required.



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## Annex 2: Data-collection instruments

### Questionnaires Interview Guide

**Introduction:** The purpose of this interview is to get your experience of physical or emotional victimization or bullying at school, which is also termed here as unfair treatment. The interview specifically seeks your experience of physical and emotional victimization from or towards your peers (school-mates, classmates, age mates)

Physical victimization includes the following: beating, punching, kicking, slapping, pushing, etc. while emotional victimization is characterized by: shouting, isolation, ignoring, making fun of, misleading, threatening or intimidating, among others. This also includes cyberbullying such as: receiving or sending intimidating messages / harassing or being harassed through social media networks such as WhatsApp, Facebook, twitter, Instagram and others.

### Individual Interviews (to generate lived experiences)

1. How would you describe your relationship with your peers?
  - a. Please describe situations when you experienced any of the following from your peers: (a) Physical victimization (b) Emotional victimization (c) Being bullied through social media?
2. How do/did you feel being victimized by your peers?
3. What support (if any), did or have you received from:
  - (a) students (b) the school (c) families (d) the community the school
4. How would you say the following have encouraged peer victimization?
  - (a) students (b) the school (c) families (d) the community,
5. Please describe situations (if any) when you were the one victimizing your peers?
6. What can be done to address the problem of peer victimization?
7. What have you done in situations when you have witnessed peer victimization?

**Focus Group Discussion Guide** (involving bringing the above individuals together in groups of 8-12 participants to generate perspectives)

1. What in your view are the causes of (i) physical and (ii) emotional victimization (iii) cyberbullying?
2. How have (i) physical (ii) emotional victimization and (iii) cyberbullying affected students who have experienced it?
3. In what ways has the problem of (i) physical (ii) emotional victimization and (iii) cyberbullying been addressed by
  - (a) students (b) the school (c) families (d) the community
4. In what ways have the following contributed to the problem of physical and emotional victimization and cyberbullying: (a) students (b) the school (c) families (d) the community
5. What, in your view, should be done to address the problem of physical, emotional victimization and cyberbullying?

### Peer Victimization Survey

Hello,

My name is..... and I am conducting a research entitled "Contextual

Factors for Peer Victimization of High School Students in Mukono District: A Comparative Analysis." All your responses will be used to inform strategies and interventions for fighting this challenge among High School Students.

Your participation is voluntary and all information regarding this questionnaire will be kept confidential and used for this research purpose. You are free to withdraw from this exercise at any time you feel uncomfortable to continue. The questionnaire will take 30-45 minutes.

### Demographic Characteristics

- 1) Age:
- 2) Gender:
- 3) Class:
- 4) Do you hold any position of authority in the school? YES/NO
- 5) If Yes, state the position .....
- 6) Do you have a relative (sister, brother, aunt, uncle, etc) in this school? YES/NO
- 7) If yes, what position do they hold?
- 8) Who do you stay with at home? Choose all that apply.

	Tick all that apply
Biological mother	
Biological father	
Guardian	
Sister	
Brother	
Uncle	
Aunt	
Others (specify)	

### Physical Victimization

- 9) Have you experienced any of the following?

	YES	NO
Beating		
Punching		
Kicking		
Slapping		
Stealing		
Biting		
Shouting		
Chased off chair/bed		

10) Which of the following have you experienced from a fellow student while at school? Choose all that apply and how often you have experienced it.

Nature of experience	Tick your Choice	How often did you experience your choice(s) during the past 7 days?			
		Once	Twice	Everyday	Other, Specify
Beating					
Punching					
Kicking					
Slapping					
Stealing					
Biting					
Shouting					
Chased off chair/bed					

11) Which of the following have you experienced from your fellow peers while at home? Choose all that apply and how often you have experienced it.

Nature of experience (Options)	Tick your Choice	How often did you experience your choice(s) during the past 7 days?			
		Once	Twice	Everyday	Other, Specify
Beating					
Punching					
Kicking					
Slapping					
Stealing					
Biting					
Shouting					
Chased off chair/bed					

12) Which of the following have you experienced from your fellow peers in your community? Choose all that apply and how often you have experienced it.

Nature of experience	Tick your Choice	How often did you experience your choice(s) during the past 7 days?			
		Once	Twice	Everyday	Other, Specify
Beating					
Punching					
Kicking					
Slapping					
Stealing					
Biting					
Shouting					
Chased off chair/bed					

13) Which of the following have you witnessed happening to a fellow peer? Choose all that apply.

Nature of Experience	Tick all that apply
Beating	
Punching	
Kicking	
Slapping	
Stealing	
Biting	
Shouting	
Chased off chair/bed	

14) Which of the following have you participated in towards your fellow peers at school? Choose all that apply and how often you have experienced it.

Type of victimization	Tick all that apply
Beating	
Punching	
Kicking	
Slapping	
Stealing	
Biting	
Shouting	
Chased off chair/bed	

### Emotional Victimization

15) Which of the following have you experienced from a fellow peer while at school? Tick all that apply.

Nature of experience	Tick all that apply
Tell lies about me	
Leave me out of activity	
Shout at me	
Say mean things to me	
Say mean things about me	
Say mean things about my family	
Make fun of my appearance	
Ignored me	
Mislead me	
Threaten to report me to a teacher	
Deceive me	

16) Which of the following have you experienced from a fellow peer while at home?

Nature of experience	Tick all that apply
Tell lies about me	
Leave me out of activity	
Shout at me	
Say mean things to me	
Say mean things about me	
Say mean things about my family	
Make fun of my appearance	
Ignored me	
Mislead me	
Threaten to report me to a teacher	
Deceive me	

17) Which of the following have you experienced from a fellow peer in your community?

Nature of experience	Tick all that apply
Tell lies about me	
Leave me out of activity	
Shout at me	
Say mean things to me	
Say mean things about me	
Say mean things about my family	
Make fun of my appearance	
Ignored me	
Mislead me	
Threaten to report me to a teacher	
Deceive me	

18) Which of these have you experienced? How often in (20) during the past 7 days?

Nature of experience	Tick your Choice	How often during the past 7 days?			
		Once	Twice	Everyday	Other, Specify
Make fun of me on social media					
Send me unsolicited videos/ texts/posts					
Post my private messages					
Share my nude pictures/ videos on social media					
Lie about me on social media					
Teasing me on social media					



19) Which of the following have you witnessed happening to a fellow peer?

Nature of experience	Tick all that apply
Someone told lies about them	
They were left out of an activity	
Someone shouted at them	
Someone said mean things to them	
Someone said mean things about them	
Someone said mean things about their family	
Someone made fun of their appearance	
Someone ignored them	
Someone misled them	
Someone threatened to report them to the teacher	
Someone deceived them	

20) Which of the following have you witnessed happening to a fellow peer?

Nature of experience	Tick all that apply
Someone made fun of them social media	
Someone sent them unsolicited videos/ texts/posts	
Someone posted their private messages	
Someone else shared their nude pictures/videos on social media	
Someone lied about them on social media,	
Someone teased them on social media	

21) What did you do when you witnessed 23, 22 & 14?

Nature of response	Tick your choice
Reported to the teacher	
Told them to stop	
Nothing	
Something else, clarify	

## **Annex 3: Informed Consent and Assent Forms**

### **Annex 3.1 Informed consent form for surveys of adult high school students**

**Title of the study:** Contextual Factors for Peer Victimization of High School Students in Mukono: A Comparative Analysis

**Investigator(s):** Gooreka Okahaabwa, Betty Enyipu, Rosemary Bwire, Doreen Kukugiza, Hamilton Mbokureeba, & Joseph Kiva,

**Institution:** Uganda Christian University

#### **Introduction**

This research is being conducted by the investigators mentioned above, who constitute a team from Uganda Christian University, facilitated by AfriChild Centre. This informed consent explains the study to you. After the study has been explained, any questions you may have are answered, and you have decided to participate in the study by completing a questionnaire, you will be asked to sign a consent, a copy of which you will be given to keep.

**Sponsors:** The sponsors of this study are the AfriChild Centre. The AfriChild Centre undertakes multidisciplinary research, evidence-based knowledge building, skills development and influences policy and practice for the wellbeing of the African child. In collaboration with partners it sponsors child focused research.

#### **Purpose:**

The study seeks to investigate contextual factors for peer victimization among high school students in Mukono, Uganda.

The findings of this study will inform policy, prevention and intervention programs for peer victimization.

#### **Procedures:**

Your participation in this study will involve completing a survey.

#### **Participants**

You have been chosen to participate in this study because you are a student at a government or government aided school in Mukono District. The survey will take you approximately 30-45 minutes to complete and 365 students will complete it.

#### **Risks/discomforts:**

There is no foreseeable risk of significant harm or discomfort that will arise from your completion of this questionnaire. Participants may experience the inconvenience in terms of time spent completing the questionnaire. In addition there is a slight risk of evoking bad memories for some participants who may have experienced peer victimization in the past. Counselors will be available to debrief should this happen. The spread of COVID-19 is still a threat so COVID SOPs will be strictly adhered to during the course of the study. Research activities will take place on Saturday and Sundays when there are no scheduled classes, so there will be no risk of missing scheduled classes.

**Benefits:**

The potential benefits of this study are that the participants will be given an opportunity to discuss and respond to questions on peer victimization. Each participant will receive a notebook and a pen as a small token of appreciation for their time. You will receive feedback on the findings and progress of the study, and any new information that affects the study participants (including incidental findings) and recommendations derived from the study will be made available to research participants and other stakeholders.

**Confidentiality:**

Your identity will not be revealed to any one as we shall only use codes to identify participants. Information obtained will only be accessible by the research team. Soft copies of the data will be protected by password and hard copy files will be kept under lock and key. Confidential information will only be accessed by the principal investigator.

**Alternatives:**

You do not have to complete this questionnaire if you are not interested. You will not lose any benefit in case of no participation.

**Cost:**

There will not be any additional cost incurred as a result of completing this questionnaire.

**Questions:**

If you have any questions related to the study as a research participant, you can contact the principal investigator, Gooreka Okahaabwa on telephone number 0703996610 or email: okahaabwabagabe@gmail.com

**Statement of voluntariness:**

Completion of this questionnaire is voluntary and you may participate of your own free will. You have a right to withdraw from the study at any time without penalty.

If you have any issues pertaining to your rights and participation in the study, please contact the Chairperson, Gulu University Research Ethics Committee, Dr. Gerald Obai Tel: No., 0772305621; email: lekobai@yahoo.com/lekobai@gmail.com; or the Uganda National Council for Science and Technology, on plot 6 Kimera road, Ntinda, Kampala on Tel 0414705500.

**Statement of consent**

..... has described to me what is going to be done, the risks, the benefits involved and my rights as a participant in this study. I understand that my decision to participate in this study will not affect me in any way. In the use of this information, my identity will be concealed. I am aware that I may withdraw at anytime. I understand that by signing this form, I do not waive any of my legal rights but merely indicate that I have been informed about the research study in which I am voluntarily agreeing to participate. A copy of this form will be provided to me.

Name .....Signature of participant.....Date.....

Name.....Signature of interviewer.....Date.....

## **Annex 3.2: Informed consent form for interview and recording for adult high school students**

**Title of the study:** Contextual Factors for Peer Victimization of High School Students in Mukono: A Comparative Analysis

**Investigator(s):** Gooreka Okahaabwa, Betty Enyipu, Rosemary Bwire, Doreen Kukugiza, Hamilton Mbokureeba, & Joseph Kiva,

**Institution:** Uganda Christian University

### **Introduction**

This research is being conducted by the investigators mentioned above, who constitute a team from Uganda Christian University, facilitated by AfriChild Centre. This informed consent explains the study to you. After the study has been explained, any questions you may have are answered, and you have decided to participate in the study by participating in an interview, you will be asked to sign a consent, a copy of which you will be given to keep.

**Sponsors:** The sponsors of this study are the AfriChild Centre. The AfriChild Centre undertakes multidisciplinary research, evidence-based knowledge building, skills development and influences policy and practice for the wellbeing of the African child. In collaboration with partners it sponsors child focused research.

### **Purpose:**

The study seeks to investigate contextual factors for peer victimization among high school students in Mukono, Uganda.

The findings of this study will inform policy, prevention and intervention programs for peer victimization.

### **Procedures:**

Your participation in this study will involve completing a survey, participating in a focus discussion and providing feedback on the research process.

### **Participants**

You have been chosen to participate in this study because you are a student at a government or government aided school in Mukono District. The interview will last for approximately 30-45 minutes and 365 students will participate in the study.

### **Risks/discomforts:**

There is no foreseeable risk of significant harm or discomfort that will arise from your completion of this questionnaire. Participants may experience the inconvenience in terms of time spent completing the interview. In addition there is a slight risk of evoking bad memories for some participants who may have experienced peer victimization in the past. Counselors will be available to debrief should this happen. The spread of COVID-19 is still a threat so COVID SOPs will be strictly adhered to during the course of the study. Research activities will take place on Saturday and Sundays when there are no scheduled classes, so there will be no risk of missing scheduled classes.

**Benefits:**

The potential benefits of this study are that the participants will be given an opportunity to discuss and respond to questions on peer victimization. Each participant will receive a notebook and a pen as a small token of appreciation for their time. You will receive feedback on the findings and progress of the study, and any new information that affects the study participants (including incidental findings) and recommendations derived from the study will be made available to research participants and other stakeholders.

**Confidentiality:**

Your identity will not be revealed to any one as we shall only use codes to identify participants. Information obtained will only be accessible by the research team. Soft copies of the data will be protected by password and hard copy files will be kept under lock and key. Confidential information will only be accessed by the principal investigator.

**Alternatives:**

You do not have to participate in this study if you are not interested. You will not lose any benefit in case of no participation.

**Cost:**

There will not be any additional cost incurred as a result of participating in this study.

**Questions:**

If you have any questions related to the study as a research participant, you can contact the principal investigator, Gooreka Okahaabwa on telephone number 0703996610 or email: okahaabwabagabe@gmail.com

**Statement of voluntariness:**

Participation in the research study is voluntary and you may join of your own free will. You have a right to withdraw from the study at any time without penalty.

If you have any issues pertaining to your rights and participation in the study, please contact the Chairperson, Gulu University Research Ethics Committee, Dr. Gerald Obai Tel: No.,

0772305621; email: lekobai@yahoo.com/lekobai@gmail.com; or the Uganda National Council for Science and Technology, on plot 6 Kimera road, Ntinda, Kampala on Tel 0414705500.

**Statement of consent for participation in interview**

..... has described to me what is going to be done, the risks, the benefits involved and my rights as a participant in this interview. I understand that my decision to participate in this interview will not affect me in any way. In the use of this information, my identity will be concealed. I am aware that I may withdraw from the interview at anytime. I understand that by signing this form, I do not waive any of my legal rights but merely indicate that I have been informed about the interview in which I am voluntarily agreeing to participate. A copy of this form will be provided to me.

Name .....Signature of participant.....Date .....

Name.....Signature of interviewer.....Date.....

**Statement of consent for recording of interview**

..... has described to me what is going to be done, the risks, the benefits involved and my rights as a participant in this study. I understand that my decision to participate in the recording of this interview will not affect me in any way. In the use of this information, my identity will be concealed. I am aware that I may decline the recording of the interview at any time. I understand that by signing this form, I do not waive any of my legal rights but merely indicate that I have been informed about the audio recording of the interview in which I am voluntarily agreeing to participate. A copy of this form will be provided to me.

Name .....Signature of participant.....Date .....

Name.....Signature of interviewer.....Date.....





### **Annex 3.3 Informed consent form for focus group discussion and recording for adult high school students**

**Title of the study:** Contextual Factors for Peer Victimization of High School Students in Mukono: A Comparative Analysis

**Investigator(s):** Gooreka Okahaabwa, Betty Enyipu, Rosemary Bwire, Doreen Kukugiza, Hamilton Mbokureeba, & Joseph Kiva,

**Institution:** Uganda Christian University

#### **Introduction**

This research is being conducted by the investigators mentioned above, who constitute a team from Uganda Christian University, facilitated by AfriChild Centre. This informed consent explains the study to you. After the study has been explained, any questions you may have are answered, and you have decided to participate in the study by participating in a focus group discussion, you will be asked to sign a consent, a copy of which you will be given to keep.

**Sponsors:** The sponsors of this study are the AfriChild Centre. The AfriChild Centre undertakes multidisciplinary research, evidence-based knowledge building, skills development and influences policy and practice for the wellbeing of the African child. In collaboration with partners it sponsors child focused research.

#### **Purpose:**

The study seeks to investigate contextual factors for peer victimization among high school students in Mukono, Uganda.

The findings of this study will inform policy, prevention and intervention programs for peer victimization.

#### **Procedures:**

Your participation in this study will involve completing a survey, participating in a focus discussion and providing feedback on the research process.

#### **Participants**

You have been chosen to participate in this study because you are a student at a government or government aided school in Mukono District. The interview will last for approximately 30-45 minutes and 365 students will participate in the study.

#### **Risks/discomforts:**

There is no foreseeable risk of significant harm or discomfort that will arise from your completion of this questionnaire. Participants may experience the inconvenience in terms of time spent participating in the focus group discussion. In addition there is a slight risk of evoking bad memories for some participants who may have experienced peer victimization in the past.

Counselors will be available to debrief should this happen. The spread of COVID-19 is still a threat so COVID SOPs will be strictly adhered to during the course of the study. Research activities will take place on Saturday and Sundays when there are no scheduled classes, so there will be no risk of missing scheduled classes.

#### **Benefits:**

The potential benefits of this study are that the participants will be given an opportunity to discuss

and respond to questions on peer victimization. Each participant will receive a notebook and a pen as a small token of appreciation for their time. You will receive feedback on the findings and progress of the study, and any new information that affects the study participants (including incidental findings) and recommendations derived from the study will be made available to research participants and other stakeholders.

**Confidentiality:**

The identity of participants in a focus group discussion is difficult to hide from other participants and confidentiality of the information shared by participants cannot be assured by the researchers. However, participants in focus group discussions are encouraged to maintain confidentiality as regards the information obtained through participation in the focus group.

Apart from the other members of the focus group discussion, information obtained through the focus group discussion will only be accessible by the research team. Soft copies of the transcribed data will be protected by password and hard copy files will be kept under lock and key. Confidential information will only be accessed by the principal investigator.

**Alternatives:**

You do not have to participate in this study if you are not interested. You will not lose any benefit in case of no participation.

**Cost:**

There will not be any additional cost incurred as a result of participating in this study.

**Questions:**

If you have any questions related to the study as a research participant, you can contact the principal investigator, Gooreka Okahaabwa on telephone number 0703996610 or email: okahaabwabagabe@gmail.com

**Statement of voluntariness:**

Participation in the research study is voluntary and you may join of your own free will. You have a right to withdraw from the study at any time without penalty.

If you have any issues pertaining to your rights and participation in the study, please contact the Chairperson, Gulu University Research Ethics Committee, Dr. Gerald Obai Tel: No., 0772305621; email: lekobai@yahoo.com/lekobai@gmail.com; or the Uganda National Council for Science and Technology, on plot 6 Kimera road, Ntinda, Kampala on Tel 0414705500.

**Statement of consent for participation in the focus group discussion**

..... has described to me what is going to be done, the risks, the benefits involved and my rights as a participant in this focus group discussion. I understand that my decision to participate in this focus group discussion will not affect me in any way. In the use of this information, my identity will be concealed. I am aware that I may withdraw at any time. I understand that by signing this form, I do not waive any of my legal rights but merely indicate that I have been informed about the focus group discussion in which I am voluntarily agreeing to participate. A copy of this form will be provided to me.

Name .....Signature of participant.....Date .....

Name.....Signature of interviewer.....Date.....





**Statement of consent for recording of the focus group discussion**

..... has described to me what is going to be done, the risks, the benefits involved and my rights as a participant in this focus group discussion. I understand that my decision to participate in the recording of the focus group discussion will not affect me in any way. In the use of this information, my identity will be concealed. I am aware that I may decline the recording at any time. I understand that by signing this form, I do not waive any of my legal rights but merely indicate that I have been informed about the recording of the focus group discussion in which I am voluntarily agreeing to participate. A copy of this form will be provided to me.

Name .....Signature of participant.....Date .....

Name.....Signature of interviewer.....Date.....

**Annex 3.4 Informed consent form for surveys for guardians of minor high school students**

**Title of the study:** Contextual Factors for Peer Victimization of High School Students in Mukono: A Comparative Analysis

**Investigator(s):** Gooreka Okahaabwa, Betty Enyipu, Rosemary Bwire, Doreen Kukugiza, Hamilton Mbokureeba, & Joseph Kiva,

Institution: Uganda Christian University

**Introduction**

This research is being conducted by the investigators mentioned above, who constitute a team from Uganda Christian University, facilitated by AfriChild Centre. This informed consent explains the study to you. After the study has been explained, any questions you may have are answered, and you have given consent for your child to participate in the study by completing a questionnaire, you will be asked to sign a consent form, a copy of which you will be given to keep.

**Sponsors:** The sponsors of this study are the AfriChild Centre. The AfriChild Centre undertakes multidisciplinary research, evidence-based knowledge building, skills development and influences policy and practice for the wellbeing of the African child. In collaboration with partners it sponsors child focused research.

**Purpose:**

The study seeks to investigate contextual factors for peer victimization among high school students in Mukono, Uganda.

The findings of this study will inform policy, prevention and intervention programs for peer victimization.

**Procedures:**

Your child's participation in this study will involve completing a questionnaire.

**Participants**

Your child has been chosen to participate in this study because they are a student at a government or government aided school in Mukono District. The survey will take them approximately 30-45 minutes to complete .and 365 students will complete it.

**Risks/discomforts:**

There is no foreseeable risk of significant harm or discomfort that will arise from your completion of this questionnaire. Participants may experience the inconvenience in terms of time spent completing the questionnaire. In addition there is a slight risk of evoking bad memories for some participants who may have experienced peer victimization in the past. Counselors will be available to debrief should this happen. The spread of COVID-19 is still a threat so COVID SOPs will be strictly adhered to during the course of the study. Research activities will take place on Saturday and Sundays when there are no scheduled classes, so there will be no risk of missing scheduled classes.

**Benefits:**

The potential benefits of this study are that the participants will be given an opportunity to discuss and respond to questions on peer victimization. Each participant will receive a notebook and a pen as a small token of appreciation for their time. Your child will receive feedback on the findings and progress of the study and any new information that affects the study participants (including incidental findings) and recommendations derived from the study will be made available to research participants and other stakeholders.

**Confidentiality:**

Your child’s identity will not be revealed to any one as we shall only use codes to identify participants. Information obtained will only be accessible by the research team. Soft copies of the data will be protected by password and hard copy files will be kept under lock and key.

Confidential information will only be accessed by the principal investigator.

**Alternatives:**

Your child does not have to complete this questionnaire if they are not interested. They will not lose any benefit in case of no participation.

**Cost:**

There will not be any additional cost incurred as a result of completing this questionnaire.

**Questions:**

If you have any questions related to the study as the guardian of a research participant, you can contact the principal investigator, Gooreka Okahaabwa on telephone number 0703996610 or email: okahaabwabagabe@gmail.com

**Statement of voluntariness:**

Completion of this questionnaire is voluntary and your child may participate of their own free will. Your child has a right to withdraw from the study at any time without penalty.

If you have any issues pertaining to your child’s rights and participation in the study, please contact the Chairperson, Gulu University Research Ethics Committee, Dr. Gerald Obai Tel: No., 0772305621; email: lekobai@yahoo.com/lekobai@gmail.com; or the Uganda National Council for Science and Technology, on plot 6 Kimera road, Ntinda, Kampala on Tel 0414705500.

**Statement of consent**

..... has described to me what is going to be done, the risks, the benefits involved and my child’s rights as a participant in this study. I understand that my decision to consent to my child’s participation in this study will not affect my child in any way. In the use of this



information, my child's identity will be concealed. I am aware that my child may withdraw at any time. I understand that by signing this form, I do not waive any of my child's legal rights but merely indicate that I have been informed about the research study in which I am voluntarily agreeing to my child's participation. A copy of this form will be provided to me.

Name of child .....Signature.....Date.....

Name of guardian .....Signature .....Date.....

Name of interviewer..... Signature.....Date.....

### **Annex 3.5 Informed consent form for interview and recording for guardians of minor high school students**

**Title of the study:** Contextual Factors for Peer Victimization of High School Students in Mukono: A Comparative Analysis

**Investigator(s):** Gooreka Okahaabwa, Betty Enyipu, Rosemary Bwire, Doreen Kukugiza, Hamilton Mbokureeba, & Joseph Kiva,

Institution: Uganda Christian University

#### **Introduction**

This research is being conducted by the investigators mentioned above, who constitute a team from Uganda Christian University, facilitated by AfriChild Centre. This informed consent explains the study to you. After the study has been explained, any questions you may have are answered, and you have decided to consent to your child's participation in the study by participating in an interview, you will be asked to sign a consent form, a copy of which you will be given to keep.

**Sponsors:** The sponsors of this study are the AfriChild Centre. The AfriChild Centre undertakes multidisciplinary research, evidence-based knowledge building, skills development and influences policy and practice for the wellbeing of the African child. In collaboration with partners it sponsors child focused research.

#### **Purpose:**

The study seeks to investigate contextual factors for peer victimization among high school students in Mukono, Uganda.

The findings of this study will inform policy, prevention and intervention programs for peer victimization.

#### **Procedures:**

Your child's participation in this study will involve participating in an interview and providing feedback on the research process.

#### **Participants**

Your child has been chosen to participate in this study because they are a student at a government school in Mukono District. The interview will last for approximately 30-45 minutes.



**Risks/discomforts:**

There is no foreseeable risk of significant harm or discomfort that will arise from your completion of this questionnaire. Participants may experience the inconvenience in terms of time spent participating in the interview. In addition there is a slight risk of evoking bad memories for some participants who may have experienced peer victimization in the past. Counselors will be available to debrief should this happen. The spread of COVID-19 is still a threat so COVID SOPs will be strictly adhered to during the course of the study. Research activities will take place on Saturday and Sundays when there are no scheduled classes, so there will be no risk of missing scheduled classes.

**Benefits:**

The potential benefits of this study are that the participants will be given an opportunity to discuss and respond to questions on peer victimization. Each participant will receive a notebook and a pen as a small token of appreciation for their time. Your child will receive feedback on the findings and progress of the study, and any new information that affects the study participants (including incidental findings) and recommendations derived from the study will be made available to research participants and other stakeholders.

**Confidentiality:**

Your child’s identity will not be revealed to any one as we shall only use codes to identify participants. Information obtained will only be accessible by the research team. Soft copies of the data will be protected by password and hard copy files will be kept under lock and key.

Confidential information will only be accessed by the principal investigator.

**Alternatives:**

Your child does not have to participate in this study if they are not interested. Your child will not lose any benefit in case of no participation.

**Cost:**

There will not be any additional cost incurred as a result of participating in this study.

**Questions:**

If you have any questions related to the study as the guardian of a research participant, you can contact the principal investigator, Gooreka Okahaabwa on telephone number 0703996610 or email: okahaabwabagabe@gmail.com

**Statement of voluntariness:**

Participation in the research study is voluntary and your child may join of their own free will. Your child has a right to withdraw from the study at any time without penalty.

If you have any issues pertaining to your child’s rights and participation in the study, please contact the Chairperson, Gulu University Research Ethics Committee, Dr. Gerald Obai Tel: No., 0772305621; email: lekobai@yahoo.com/lekobai@gmail.com; or the Uganda National Council for Science and Technology, on plot 6 Kimera road, Ntinda, Kampala on Tel 0414705500.

**Statement of consent for interview**

..... has described to me what is going to be done, the risks, the benefits involved and my child’s rights as a participant in this study. I understand that my decision to consent to my child’s participation in this study will not affect my child in any way. In the use of this



information, my child's identity will be concealed. I am aware that my child may withdraw at any time. I understand that by signing this form, I do not waive any of my child's legal rights but merely indicate that I have been informed about the research study in which I am voluntarily agreeing to my child's participation. A copy of this form will be provided to me.

Name of child .....Signature.....Date.....

Name of guardian..... Signature .....Date.....

Name of interviewer..... Signature.....Date.....

### **Statement of consent for recording of interview**

..... has described to me what is going to be done, the risks, the benefits involved and my child's rights as a participant in this study. I understand that my decision to participate in the recording of this interview will not affect my child in any way. In the use of this information, my child's identity will be concealed. I am aware that my child may decline the recording of the interview at anytime. I understand that by signing this form, I do not waive any of my child's legal rights but merely indicate that I have been informed about the audio recording of my child's interview in which I am voluntarily allowing my child to participate. A copy of this form will be provided to me

Name of child .....Signature.....Date.....

Name of guardian..... Signature .....Date.....

Name of interviewer..... Signature.....Date.....



## **Annex 3.6 Informed consent form for focus group discussion and recording for guardians of minor high school students**

**Title of the study:** Contextual Factors for Peer Victimization of High School Students in Mukono: A Comparative Analysis

**Investigator(s):** Gooreka Okahaabwa, Betty Enyipu, Rosemary Bwire, Doreen Kukugiza, Hamilton Mbokureeba, & Joseph Kiva,

**Institution:** Uganda Christian University

### **Introduction**

This research is being conducted by the investigators mentioned above, who constitute a team from Uganda Christian University, facilitated by AfriChild Centre. This informed consent explains the study to you. After the study has been explained, any questions you may have are answered, and you have decided to consent to your child's participation in the study by participating in a focus group discussion, you will be asked to sign a consent form, a copy of which you will be given to keep.

**Sponsors:** The sponsors of this study are the AfriChild Centre. The AfriChild Centre undertakes multidisciplinary research, evidence-based knowledge building, skills development and influences policy and practice for the wellbeing of the African child. In collaboration with partners it sponsors child focused research.

### **Purpose:**

The study seeks to investigate contextual factors for peer victimization among high school students in Mukono, Uganda.

The findings of this study will inform policy, prevention and intervention programs for peer victimization.

### **Procedures:**

Your child's participation in this study will involve participating in a focus discussion and providing feedback on the research process.

### **Participants**

Your child has been chosen to participate in this study because they are a student at a government school in Mukono District. The focus group discussion will last for approximately 60 minutes and there will be 12 students in each group.

### **Risks/discomforts:**

There is no foreseeable risk of significant harm or discomfort that will arise from your completion of this questionnaire. Participants may experience the inconvenience in terms of time spent participating in the focus group discussion. In addition there is a slight risk of evoking bad memories for some participants who may have experienced peer victimization in the past.

Counselors will be available to debrief should this happen. The spread of COVID-19 is still a threat so COVID SOPs will be strictly adhered to during the course of the study. Research activities will take place on Saturday and Sundays when there are no scheduled classes, so there will be no risk of missing scheduled classes.

### **Benefits:**

The potential benefits of this study are that the participants will be given an opportunity to discuss and respond to questions on peer victimization. Each participant will receive a notebook and a pen as a small token of appreciation for their time. Your child will receive feedback on the findings and progress

of the study, and any new information that affects the study participants (including incidental findings) and recommendations derived from the study will be made available to research participants and other stakeholders.

### **Confidentiality:**

The identity of participants in a focus group discussion is difficult to hide from other participants and confidentiality of the information shared by participants cannot be assured by the researchers. However, participants in focus group discussions are encouraged to maintain confidentiality as regards the information obtained through participation in the focus group.

Apart from the other members of the focus group discussion, information obtained through the focus group discussion will only be accessible by the research team. Soft copies of the transcribed data will be protected by password and hard copy files will be kept under lock and key. Confidential information will only be accessed by the principal investigator.

### **Alternatives:**

Your child does not have to participate in this study if they are not interested. Your child will not lose any benefit in case of no participation.

### **Cost:**

There will not be any additional cost incurred as a result of participating in this study.

### **Questions:**

If you have any questions related to the study as the guardian of a research participant, you can contact the principal investigator, Gooreka Okahaabwa on telephone number 0703996610 or email: okahaabwabagabe@gmail.com

### **Statement of voluntariness:**

Participation in the research study is voluntary and your child may join of their own free will. Your child has a right to withdraw from the study at any time without penalty.

If you have any issues pertaining to your child's rights and participation in the study, please contact the Chairperson, Gulu University Research Ethics Committee, Dr. Gerald Obai Tel: No., 0772305621; email: lekobai@yahoo.com/lekobai@gmail.com; or the Uganda National Council for Science and Technology, on plot 6 Kimera road, Ntinda, Kampala on Tel 0414705500.

### **Statement of consent for participation in focus group discussion**

..... has described to me what is going to be done, the risks, the benefits involved and my child's rights as a participant in this focus group discussion. I understand that my decision to consent to my child's participation in the focus group discussion will not affect my child in any way. In the use of this information, my child's identity will be concealed. I am aware that my child may withdraw at any time. I understand that by signing this form, I do not waive any of my child's legal rights but merely indicate that I have been informed about the focus group discussion in which I am voluntarily allowing my child to participate. A copy of this form will be provided to me.

Name of child ..... Signature.....Date.....

Name of guardian..... Signature .....Date.....

Name of interviewer..... Signature.....Date.....



### Statement of consent for recording of focus group discussion

..... has described to me what is going to be done, the risks, the benefits involved and my child's rights as a participant in this focus group discussion. I understand that my decision to consent to my child's participation in the recording of this focus group discussion will not affect my child in any way. In the use of this information, my child's identity will be concealed. I am aware that my child may withdraw from the focus group discussion at any time. I understand that by signing this form, I do not waive any of my child's legal rights but merely indicate that I have been informed about the audio recording of my child's focus group discussion in which I am voluntarily allowing my child to participate. A copy of this form will be provided to me.

Name of child ..... Signature..... Date.....

Name of guardian..... Signature ..... Date.....

Name of interviewer..... Signature..... Date.....

### Annex 3.7 Assent form for surveys of minor high school students

**Title of the study:** Contextual Factors for Peer Victimization of High School Students in Mukono: A Comparative Analysis

**Investigator(s):** Gooreka Okahaabwa, Betty Enyipu, Rosemary Bwire, Doreen Kukugiza, Hamilton Mbokureeba, & Joseph Kiva,

**Institution:** Uganda Christian University

#### Introduction

This research is being conducted by the investigators mentioned above, who constitute a team from Uganda Christian University, facilitated by AfriChild Centre. This assent form explains the study to you. After the study has been explained, any questions you may have are answered, and you have decided to participate in the study by completing a questionnaire, you will be asked to sign an assent form, a copy of which you will be given to keep.

**Sponsors:** The sponsors of this study are the AfriChild Centre. The AfriChild Centre undertakes multidisciplinary research, evidence-based knowledge building, skills development and influences policy and practice for the wellbeing of the African child. In collaboration with partners it sponsors child focused research.

#### Purpose:

The study seeks to investigate contextual factors for peer victimization among high school students in Mukono, Uganda.

The findings of this study will inform policy, prevention and intervention programs for peer victimization.

#### Procedures:

Your participation in this study will involve completing a survey.

#### Participants

You have been chosen to participate in this study because you are a student at a government school in Mukono District. The survey will take you approximately 30-45 minutes to complete and 365 students will complete it.





**Risks/discomforts:**

There is no foreseeable risk of significant harm or discomfort that will arise from your completion of this questionnaire. Participants may experience the inconvenience in terms of time spent completing the questionnaire. In addition there is a slight risk of evoking bad memories for some participants who may have experienced peer victimization in the past. Counselors will be available to debrief should this happen. The spread of COVID-19 is still a threat so COVID SOPs will be strictly adhered to during the course of the study. Research activities will take place on Saturday and Sundays when there are no scheduled classes, so there will be no risk of missing scheduled classes.

**Benefits:**

The potential benefits of this study are that the participants will be given an opportunity to discuss and respond to questions on peer victimization. Each participant will receive a notebook and a pen as a small token of appreciation for their time. You will receive feedback on the findings and progress of the study, and any new information that affects the study participants (including incidental findings) and recommendations derived from the study will be made available to research participants and other stakeholders.

**Confidentiality:**

Your identity will not be revealed to any one as we shall only use codes to identify participants. Information obtained will only be accessible by the research team. Soft copies of the data will be protected by password and hard copy files will be kept under lock and key. Confidential information will only be accessed by the principal investigator.

**Alternatives:**

You do not have to complete this questionnaire if you are not interested. You will not lose any benefit in case of no participation.

**Cost:**

There will not be any additional cost incurred as a result of completing this questionnaire.

**Questions:**

If you have any questions related to the study as a research participant, you can contact the principal investigator, Gooreka Okahaabwa on telephone number 0703996610 or email: okahaabwabagabe@gmail.com

**Statement of voluntariness:**

Completion of this questionnaire is voluntary and you may participate of your own free will. You have a right to withdraw from the study at any time without penalty.

If you have any issues pertaining to your rights and participation in the study, please contact the Chairperson, Gulu University Research Ethics Committee, Dr. Gerald Obai Tel: No., 0772305621; email: lekobai@yahoo.com/lekobai@gmail.com; or the Uganda National Council for Science and Technology, on plot 6 Kimera road, Ntinda, Kampala on Tel 0414705500.

**Statement of assent**

..... has described to me what is going to be done, the risks, the benefits involved and my rights as a participant in this study. I understand that my decision to participate in this study will not affect me in any way. In the use of this information, my identity will be concealed. I am aware that I may withdraw at any time. I understand that by signing this form, I do not waive any of my legal rights but merely indicate that I have been informed about the research study in which I am

voluntarily agreeing to participate. A copy of this form will be provided to me.

Name of participant .....Signature.....Date.....

Name of interviewer .....Signature.....Date.....

### **Annex 3.8 Informed assent form for interview and recording for minor high school students**

**Title of the study:** Contextual Factors for Peer Victimization of High School Students in Mukono: A Comparative Analysis

**Investigator(s):** Gooreka Okahaabwa, Betty Enyipu, Rosemary Bwire, Doreen Kukugiza, Hamilton Mbokureeba, & Joseph Kiva,

**Institution:** Uganda Christian University

#### **Introduction**

This research is being conducted by the investigators mentioned above, who constitute a team from Uganda Christian University, facilitated by AfriChild Centre. This informed assent explains the study to you. After the study has been explained, any questions you may have are answered, and you have decided to participate in the study by participating in an interview, you will be asked to sign an assent, a copy of which you will be given to keep.

**Sponsors:** The sponsors of this study are the AfriChild Centre. The AfriChild Centre undertakes multidisciplinary research, evidence-based knowledge building, skills development and influences policy and practice for the wellbeing of the African child. In collaboration with partners it sponsors child focused research.

#### **Purpose:**

The study seeks to investigate contextual factors for peer victimization among high school students in Mukono, Uganda.

The findings of this study will inform policy, prevention and intervention programs for peer victimization.

#### **Procedures:**

Your participation in this study will involve participating in an oral interview and providing feedback on the research process.

#### **Participants**

You have been chosen to participate in this study because you are a student at a government school in Mukono District. The interview will last for approximately 30-45 minutes.

#### **Risks/discomforts:**

There is no foreseeable risk of significant harm or discomfort that will arise from your completion of this questionnaire. Participants may experience the inconvenience in terms of time spent completing the interview. In addition there is a slight risk of evoking bad memories for some participants who may have experienced peer victimization in the past. Counselors will be available to debrief should this happen. The spread of COVID-19 is still a threat so COVID SOPs will be strictly adhered to during the course of the study. Research activities will take place on Saturday and Sundays when there are no scheduled classes, so there will be no risk of missing scheduled classes.



**Benefits:**

The potential benefits of this study are that the participants will be given an opportunity to discuss and respond to questions on peer victimization. Each participant will receive a notebook and a pen as a small token of appreciation for their time. You will receive feedback on the findings and progress of the study, and any new information that affects the study participants (including incidental findings) and recommendations derived from the study will be made available to research participants and other stakeholders.

**Confidentiality:**

Your identity will not be revealed to any one as we shall only use codes to identify participants. Information obtained will only be accessible by the research team. Soft copies of the data will be protected by password and hard copy files will be kept under lock and key. Confidential information will only be accessed by the principal investigator.

**Alternatives:**

You do not have to participate in this interview if you are not interested. You will not lose any benefit in case of no participation.

**Cost:**

There will not be any additional cost incurred as a result of participating in this interview.

**Questions:**

If you have any questions related to the study as a research participant, you can contact the principal investigator, Gooreka Okahaabwa on telephone number 0703996610 or email: okahaabwabagabe@gmail.com

**Statement of voluntariness:**

Participation in the interview is voluntary and you may join of your own free will. You have a right to withdraw from the interview at any time without penalty.

If you have any issues pertaining to your rights and participation in the study, please contact the Chairperson, Gulu University Research Ethics Committee, Dr. Gerald Obai Tel: No., 0772305621; email: lekobai@yahoo.com/lekobai@gmail.com; or the Uganda National Council for Science and Technology, on plot 6 Kimera road, Ntinda, Kampala on Tel 0414705500.

**Statement of assent for participation in interview**

..... has described to me what is going to be done, the risks, the benefits involved and my rights as a participant in this interview. I understand that my decision to participate in this interview will not affect me in any way. In the use of this information, my identity will be concealed. I am aware that I may withdraw at any time. I understand that by signing this form, I do not waive any of my legal rights but merely indicate that I have been informed about the research study in which I am voluntarily agreeing to participate. A copy of this form will be provided to me.

Name .....Signature of participant.....Date .....

Name .....Signature of interviewer.....Date.....

### Statement of assent for recording of interview

..... has described to me what is going to be done, the risks, the benefits involved and my rights as a participant in this interview. I understand that my decision to participate in the recording of this interview will not affect me in any way. In the use of this information, my identity will be concealed. I am aware that I may decline the recording of the interview at any time. I understand that by signing this form, I do not waive any of my legal rights but merely indicate that I have been informed about the audio recording of the interview in which I am voluntarily agreeing to participate. A copy of this form will be provided to me.

Name .....Signature of participant.....Date .....

Name .....Signature of interviewer.....Date.....

### Annex 3.9 Informed assent form for focus group discussion and recording for minor high school students

**Title of the study:** Contextual Factors for Peer Victimization of High School Students in Mukono: A Comparative Analysis

**Investigator(s):** Gooreka Okahaabwa, Betty Enyipu, Rosemary Bwire, Doreen Kukugiza, Hamilton Mbokureeba, & Joseph Kiva,

**Institution:** Uganda Christian University

#### Introduction

This research is being conducted by the investigators mentioned above, who constitute a team from Uganda Christian University, facilitated by AfriChild Centre. This informed assent explains the study to you. After the study has been explained, any questions you may have are answered, and you have decided to participate in the study by participating in a focus group discussion, you will be asked to sign an assent, a copy of which you will be given to keep.

**Sponsors:** The sponsors of this study are the AfriChild Centre. The AfriChild Centre undertakes multidisciplinary research, evidence-based knowledge building, skills development and influences policy and practice for the wellbeing of the African child. In collaboration with partners it sponsors child focused research.

#### Purpose:

The study seeks to investigate contextual factors for peer victimization among high school students in Mukono, Uganda.

The findings of this study will inform policy, prevention and intervention programs for peer victimization.

#### Procedures:

Your participation in this study will involve participating in a focus discussion and providing feedback on the research process.

#### Participants

You have been chosen to participate in this study because you are a student at a government school in Mukono District. The focus group discussion will last for approximately 60 minutes and there will be 12



students in each group.

**Risks/discomforts:**

There is no foreseeable risk of significant harm or discomfort that will arise from your completion of this questionnaire. Participants may experience the inconvenience in terms of time spent participating in the focus group discussion. In addition there is a slight risk of evoking bad memories for some participants who may have experienced peer victimization in the past.

Counselors will be available to debrief should this happen. The spread of COVID-19 is still a threat so COVID SOPs will be strictly adhered to during the course of the study. Research activities will take place on Saturday and Sundays when there are no scheduled classes, so there will be no risk of missing scheduled classes.

**Benefits:**

The potential benefits of this study are that the participants will be given an opportunity to discuss and respond to questions on peer victimization. Each participant will receive a notebook and a pen as a small token of appreciation for their time. You will receive feedback on the findings and progress of the study, and any new information that affects the study participants (including incidental findings) and recommendations derived from the study will be made available to research participants and other stakeholders.

**Confidentiality:**

The identity of participants in a focus group discussion is difficult to hide from other participants and confidentiality of the information shared by participants cannot be assured by the researchers. However, participants in focus group discussions are encouraged to maintain confidentiality as regards the information obtained through participation in the focus group.

Apart from the other members of the focus group discussion, information obtained through the focus group discussion will only be accessible by the research team. Soft copies of the transcribed data will be protected by password and hard copy files will be kept under lock and key. Confidential information will only be accessed by the principal investigator.

**Alternatives:**

You do not have to participate in this focus group discussion if you are not interested. You will not lose any benefit in case of no participation.

**Cost:**

There will not be any additional cost incurred as a result of participating in this focus group discussion.

**Questions:**

If you have any questions related to the study as a research participant, you can contact the principal investigator, Gooreka Okahaabwa on telephone number 0703996610 or email: okahaabwabagabe@gmail.com

**Statement of voluntariness:**

Participation in the focus group discussion is voluntary and you may join of your own free will. You have a right to withdraw from the focus group discussion at any time without penalty.

If you have any issues pertaining to your rights and participation in the study, please contact the Chairperson, Gulu University Research Ethics Committee, Dr. Gerald Obai Tel: No., 0772305621; email: lekobai@yahoo.com/lekobai@gmail.com; or the Uganda National Council for Science and Technology, on plot 6 Kimera road, Ntinda, Kampala on Tel 0414705500.

**Statement of assent**

..... has described to me what is going to be done, the risks, the benefits involved and my rights as a participant in this study. I understand that my decision to participate in this focus group discussion will not affect me in any way. In the use of this information, my identity will be concealed. I am aware that I may withdraw at anytime. I understand that by signing this form, I do not waive any of my legal rights but merely indicate that I have been informed about the research study in which I am voluntarily agreeing to participate. A copy of this form will be provided to me.

Name of participant .....Signature.....Date.....

Name of interviewer .....Signature.....Date.....

**Statement of consent for recording of focus group discussion**

..... has described to me what is going to be done, the risks, the benefits involved and my rights as a participant in this study. I understand that my decision to participate in the recording of this focus group discussion will not affect me in any way. In the use of this information, my identity will be concealed. I am aware that I may decline the recording of the focus group discussion. I understand that by signing this form, I do not waive any of my legal rights but merely indicate that I have been informed about the audio recording of the focus group discussion in which I am voluntarily agreeing to participate. A copy of this form will be provided to me.

Name .....Signature of participant.....Date .....

Name .....Signature of interviewer.....Date.....





## Annex 4: Brief CV of Principal Investigator

Gooreka Okahaabwa B.Sc, M.Sc, Psy.D.

### Curriculum Vitae

**Contacts:** Email: okahaabwa@yahoo.com, gokahaabwa@ucu.ac.ug, okahaabwabagabe@gmail.com

**Phone:** +256 703 996 610

### Personal Profile

I am a skilled and dedicated clinical psychologist with 19 years' experience. I utilize my strong interpersonal skills in conducting effective individual and group counselling. I am passionate about psychological assessment effectively conducting comprehensive behavioural, personality, career and psycho-diagnostic assessment, with children, youth and adults. I am skilled in developing training programs, in training mental health service providers, training in life skills, and conducting research. I have ably provided mental health services to organizations on mental health issues and ably presented at workshops on the areas of mental health, wellbeing and psychological interventions.

### Education

Aug. 2008-May 2014 Regent University, Psy.D.(Doctorate in Clinical Psychology) Virginia Beach, VA, USA

Aug. 1998-Jan. 2001 Makerere University: Master of Science in Clinical Psychology Kampala, Uganda

Aug.1990-1993 Makerere University: Bachelor of Science (Zoology/Psychology) Kampala, Uganda

### Work Experience

2014 to date Senior Lecturer Counseling Programs Uganda Christian University, Mukono, Uganda

2014 to date Coordinator Counseling Programs Uganda Christian University, Mukono, Uganda

2004-2008 University Counselor Uganda Christian University, Mukono, Uganda

2004-2008 Coordinator of Masters in Counseling Programs, Uganda Christian University, Mukono

### Teaching Experience

2014 to date Senior Lecturer, Faculty of Social Sciences, Uganda Christian University Mukono, Uganda

2004-2008 Lecturer, Faculty of Social Sciences, Uganda Christian University Mukono, Uganda

1994-2003 Teacher's Assistant, International School of Uganda, Kampala, Uganda

Counselling Consultancy & Practice Experience

2021 to date CEO Legacy Training and Psychological Services, Kampala Uganda

2019 to date Counselor Living Stone Medical Services, Kampala, Uganda

2015 to date Counselor SAFE HAVEN Child and Family Counselling Centre, Kampala, Uganda

2015 to date Counselor RELATE Counseling, Kampala, Uganda

2015 to date Counselor Bethel International Christian School, Kampala, Uganda

2013 to 2014 5thYear Doctoral Internship The Mildmay Centre, Entebbe Road, Uganda

### Languages

English, Rukiga/Runyankole & Luganda: Excellent written, spoken and reading

## **Publications**

Okahaabwa, G. (2017). Adaptation and coping among East African immigrants in North America. *African Journal of Clinical Psychology* 1, 51-73.

Okahaabwa, G., Tweheyo, A., Ziryawulawo, P., & Kukugiza, D. (2020). Initiation and prevalence of substance abuse among university students in Uganda. *African Journal of Clinical Psychology*, 2(3), 1-18.

## **References**

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Linda J. Baum, Ph.D. 1000 Regent University Drive, Virginia Beach, VA 23464. Office: +1 (757) 352-4371, Email: lbaum@regent.edu

Jennifer Ripley, Psy.D. 1000 Regent University Drive, Virginia Beach, VA 23464. Office:

+1(757) 352-4296





## Annex 5: NVIVO Codebook on peer victimization

A codebook provides information on the structure, contents, and layout of a data file.

A node is a collection of references about a specific theme, case or relationship. You gather the references by 'coding' sources to a node. With a node one can see all the references (examples) in one place.

In NVivo, coding is the process of gathering related material into a container called a Node. When you open a node, you can see all the references in the project coded to the node. Theme nodes are codes that represent the themes or topics that you find in your data. Whereas subnodes are developed in relation to the main themes

In NVivo, 'sources' is the collective term for your research materials (number of documents a reference or example was picked from)—anything from primary materials such as documents, videos or survey results, to memos that record your ideas and insights is termed as a source. When viewing the number of 'references' in the Sources List View, this is a count of the number of selections within that source that have been coded to any node. The same selection coded to two different nodes would be counted as two references

Name/Node	Description	Files/source	References/ examples
Cyberbullying-meaning, causes and consequences	Meaning: violence that is facilitated by technology, particularly digital technology. What brings about or prompts one to expose someone on media.	36 +6+12	207 +17+41
Peer relations and Peer actions to victimization	Meaning: how one interacts and relates with the fellow peer on a day to day basis	79	88
Recommendations to end victimization	Possible solutions if put in place that can end or reduce victimization. What have peers done in case of PV	99+1964+5	267+34+79+5
Survival mechanisms; Community survival mechanisms on PV; Family members survival mechanisms on PV; School survival mechanisms on PV; Students survival mechanisms on PV	This is support offered or how one can overcome victimization; Support offered from the community to enable one to overcome the act of victimization; Support offered from parents or caregivers to enable one to overcome the act of victimization; Support offered from school to enable one to overcome the act of victimization; Support offered from students to enable one to overcome the act of victimization	76+13 21+2; 43+9; 46+6; 51+4	231+61 41+15; 63+20; 63+19; 64+6

Name/Node	Description	Files/source	References/ examples
Victimization: Emotional victimization; causes and consequences of emotional and Physical victimization	The act of singling someone out with an intention of a cruel or unjust treatment; The act of frightening and or controlling an individual and as a result instils fear; What brings about emotional victimization; The negative outcome of emotional victimization; These are injuries caused as a result of a physical action or assault; What prompts one to harm someone; These are negative decisions or outcomes of physical victimization	104+ 82 +2+61+6+19	728+ 259+3+120+158+9+48
Promoters of peer victimization: community promoters to victimization; Family members promoters to victimization; School promoters to victimization; student promoters to victimization	How different actors encourage peer victimization; How has community supported PV; How have family members supported PV; How has school promoted PV; How have students promoted PV	82+3+32+1+39+1 50+; 67+2	293+14+44+4+72+4 76+3; 101+3
Sexual victimization; Consequences of sexual victimization	Inappropriate touching or demand for sexual intercourse; Outcome as a result of sexual victimization	6+1	12+2





Figure 21 Cyberbullying Word Cloud

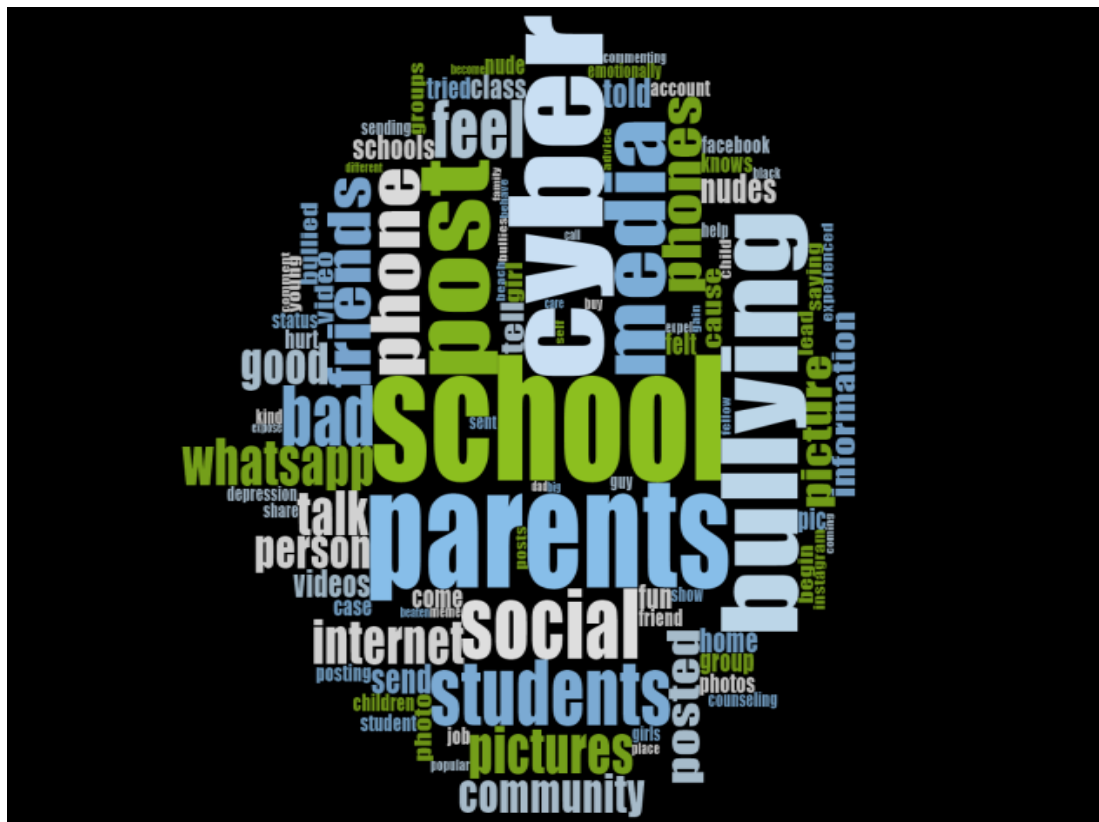


Table 38 Cyber bullying Word Cloud

Word	Length	Count
school	6	51
cyber	5	49
parents	7	46
bullying	8	40
post	4	38
media	5	32
social	6	29
students	8	27
phone	5	26

Figure 22 Peer Victimization Word Cloud



Table 39 Peer Victimization Word Cloud

Word	Length1	Count
People	6	391
School	6	321
students	8	286
parents	7	218
Feel	4	181
Bad	3	177

Figure 21 above is the word cloud and the frequency table that represents the entire analyzed data on peer victimization where by “people” as a word was mentioned 391 times. The word “people” was used interchangeably to mean either students or teachers and or people within the community where they come from or the people that the children interact with on the day to day basis. When they mentioned people as a word they referred to them as the people they had either victimized or had victimized them or people that had supported or comforted them when they were victimized.



Figure 24 Word Cloud for Recommendations to Fight Victimization



Table 41 Word Cloud for Recommendations to Fight Victimization

Word	Length	Count
Students	8	47
Parents	7	41
Children	8	40
School	6	34
Stop	4	32
Tell	4	29
Peer	4	25
Person	6	24
Report	6	24
Talk	4	21
Counseling	10	20



## Annex 7: Workplan

### Staffing and workplan

#### Staffing

The UCU team consists of 6 researchers and 6 research assistants. Each researcher is tasked to recommend at most three research assistants and request them to send in their applications. Researchers will then analyze the applications and select the 6 best qualified to serve as research assistants. Research assistants will then review the tools and be trained in data collection by the researchers during a workshop.

#### Work Plan

Project Activity	Month of the Year												Requirements	
	J	F	M	A	M	J	J	A	S	O	N	D		
Submit proposal to AfriChild														Full proposal
Submit proposal application to GUREC														Approval from AfriChild
Submit proposal application to UNCST														
Train research team (including assistants)														
Purchase of equipment														
Organize preparatory meetings leading into data collection														
Develop research tools														
Pretest research tools														
Collect data														
Analyze data														
Write draft report														
Organize dissemination workshop to receive preliminary findings														
Write final report														
Draft advocacy programs														
Draft manuscript for publication														

### Administration and monitoring

Effective implementation of the budget and workplan was overseen by the principal investigator and team members. The team utilized the assistance of the team mentor for guidance. Regular monitoring was done to ensure strict adherence to the plan and timely completion of all activities.



