



2019

Trinidad and Tobago National School Climate Survey Report 2019

Bullying and Gender-Based Violence
in Secondary Schools

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European Union

Funded by the
Delegation of the
European Union to
Trinidad and Tobago



Human Rights project
by A Sexual Culture
of Justice
Community-University
Collaboration



In partnership with
The UNESCO
Associated Schools
Network (ASPNet) in
Trinidad and Tobago



Designed & Implemented by
The Silver Lining Foundation
Reg. NPO: 1243



Krystal Ghisyawan (PhD), Yasphal Kissoon, Dr. Katija Khan

Trinidad and Tobago National School Climate Survey Report 2019

Bullying and Gender-Based Violence
in Secondary Schools

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A project by the Sexual Culture of Justice

Community-University Collaboration led by The University of the West Indies,
Institute for Gender and Development Studies. Project Lead Researcher: Dr. Angelique Nixon, IGDS Lecturer

Strengthening LGBTQ & GBV Partnerships, Capacity & Efficacy to
Promote & Protect Rights in Trinidad and Tobago.

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Preface

This research is a follow-up to our 2016 National School Climate Study on Bullying and Gender-Based Violence. We have made considerable progress from the years of being told that “gay people don’t exist” and “if they did, where’s the data that proves they’re being discriminated”. The evidence lies in these pages. More importantly, these pages tell us that there is much work to be done in making schools a place that is free from the fear of violence and discrimination and where students have equal access to opportunities to achieve their potential.

We must not shy away from the hard conversations on the work needed for Comprehensive Sex Education, integrating Social and Emotional Learning into the school curriculum and creating stronger support systems. This isn’t an academic, cosmetic or partisan plea; Trinidad and Tobago’s future depends on the education and innovation of the next generation, to help lift us from the socio-economic ravages of the COVID-19 pandemic and the historical institutional and systemic inequalities that have stymied our governance for decades.

Any effort to address this requires that everyone, LGBTQ students included, should be allowed opportunities to succeed on their own merit and not based on their sexual orientation, gender identity or expression, just as we continue to break down barriers based on sex, age, race, ethnicity and religion. We need everyone’s efforts on national development. We cannot leave anyone behind.

For Colin Robinson, Leah Gordon, Latchman “Marcus Anthony” Singh, in loving memory.

A handwritten signature in black ink, appearing to read 'J Edwards'.

Jeremy Edwards

Founder / Executive Director



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Executive Summary

About the Survey

In 2016, the Silver Lining Foundation (SLFTT) set out to assess the extent of bullying in secondary schools across Trinidad and Tobago. Six hundred and fifty-one (651) students from twenty (20) schools were surveyed. The results were published in 2017.

Like the previous survey, this survey measured the types of bullying to which students are subjected, and those they perpetrated. In 2019, a total of 2284 surveys were collected from 42 secondary schools across Trinidad and Tobago (T&T), an increased sample size about 3.5 times larger than the group previously surveyed.

Additionally, the survey utilised a combination of tested scales and measures created and utilised by other researchers in this area, as well as some scales we ourselves designed, based on themes that emerged from the previous survey and from existing literature.

The survey assessed for the impact of the following factors as predictors of bullying perpetration

and victimization: aggression (individual); being a homophobic agent (makes homophobic comments); homophobic target or recipient of homophobic taunts and teasing; school climate factors like teasing and bullying, willingness to help, aggressive attitudes (school climate), exposure to school rules and personal safety; exposure to sex education; self-esteem; empowerment; exposure to LGBTQ persons; attitudes towards LGBTQ persons; support from family, friends and a significant other.

The predictors outlined above, were found to better explain the variance in bullying perpetration than in victimization. This implies that these predictors are better at explaining who participated in bullying than those who were its targets.

Major Findings

Bullying Trends

Physical assaults, pushing and hitting, were experienced more by boys than girls. Of all students, 20% sometimes, 5.1% frequently and 5% often resorted to hitting and pushing, although boys were more likely to use physical aggression, push or hit a classmate (12.1% sometimes, 2.9% frequently and 2.9% often). Male students were shown to be teased (23.6%) and called names (24.2%) slightly more than female students (21.1% and 23.3% respectively).

Boys engaged in more teasing (28.2% vs girls at 19.5%) and name calling (22.2% vs girls at 14.5%), through targeting others based on appearance, race, sexual orientation, and religion.

Female students were slightly more likely to be the subject of rumours, while boys were slightly more inclined to be the originators of rumours.

Face to face and word-of-mouth teasing were more prevalent than teasing through the use of phones and social media (cyber-bullying).

Boys were more likely to use cell phones and social media for teasing, name-calling and rumours, while girls were more likely to be the targets of such actions.

Boys engaged in ostracism of peers slightly more than girls did (7.3% vs girls at 6.8%), although girls reported more incidents of being the person who was ostracised from the social group.

Among all students, 9.5% experienced sexual violence, while 5.3% were perpetrators of sexual violence. The majority of students did not perpetrate (94.7%) or experience sexual violence (90.5%).

Greater percentages of boys reported being touched in private body areas without consent and of receiving sexually explicit gestures, than girls, although boys also did most of the touching.

Sexually explicit comments were made at a slightly higher rate online and on phones than in face to face contact.

About 5.1% of students admitted

forcing someone to perform sexual acts on themselves or others.

Boys were more likely to force someone to perform sex acts with them or others (3.9% of boys, compared to 1.4% of girls), while girls were more likely to be forced to perform sexual acts. (5.4% compared to 4.1% of boys).

4.8% of boys and 8.7% of girls report verbal abuse and insults if they turned down a sexual advance.

More students noted the value of sex education, for helping them feel prepared for sexual situations (64.4%), including reducing issues of consent.

Without proper sex education, students rely on other means, like peers (46%), media (45%), or pornography (30.7%) to answer questions.

Comprehensive sex and sexuality education in all schools with age-appropriate materials are essential for breaking cycles of child sexual abuse, incest and sexual bullying.

LGBTQ Exposure And Attitude

Homophobia was associated with significant perpetration of bullying; when homophobia increases, so

does bullying.

While greater exposure to LGBTQ persons also showed increased bullying perpetration, bullying decreased with students' exposure to positive attitudes towards LGBTQ persons.

Exposure to LGBTQ persons also varied significantly based on racial background, with students of African background having greater exposure to LGBTQ persons than students of other racial backgrounds.

Students of East Indian background were found to be most accepting of sexual difference compared to other groups.

Just over sixty-one percent of students said they had met LGBTQ people before, with similar amounts (60.1%) noting the presence of LGBTQ students at their school. Recognizing the presence of LGBTQ students ensures that curricula, policies and practices are sensitive to their needs, including the need for respect.

Over thirty-six percent (36.7%) of students felt that LGBTQ people they knew were treated with respect, while 31.9% disagreed, believing that the LGBTQ people they knew or saw

were not treated with respect.

Over fifty-six percent (56.3%) of students agreed that the LGBTQ people they knew or saw deserved to be treated with respect, and 59.3% felt that all LGBTQ people deserved to be treated with respect.

School Climate

School climate refers to the social environment within the school and encompasses its disciplinary structure, teacher and peer support, academic expectations, and feelings of personal safety and empowerment.

Two dimensions of school climate (teasing & bullying; aggressive attitudes) were significant predictors of victimization. Similarly, two dimensions of school climate (willingness to help and aggressive attitudes) were significant predictors of perpetration.

More than half of the students surveyed (57.3%) felt their school was a supportive and inviting place to learn. A little over a quarter of the students (25.4%) were neutral about this, but 17.3% (396 of the 2284 students surveyed) felt their school was not supportive or inviting, and felt unsafe and unhappy in school. Their learning experience was

being negatively impacted by the conditions within the school's social environment.

When there is a clear understanding of the school rules and the consequences of breaking these rules, students reported being targeted less, which in turn contributed to students feeling safe at school. Where students felt safer at school, there was less perpetration of bullying.

The bystander effect influences students' response to bullying. While 48.6% of students felt peers responded well to incidents of bullying by reporting to a teacher, 51.4% noted that other students did not inform teachers when bullying was occurring.

Only 31.3% of students felt there was mutual respect amongst peers, while 19.3% felt there was not, and 37.4% chose to be neutral, indicative that respect needs to be more explicitly experienced, including from adults, who should model the show of respect and dignity to each other and to students. Only 38.5% of students felt that adults at school showed respect for students; 30.9% of students disagreed, finding that adults did not show respect for students, while 28.7% chose a

neutral response.

Self-esteem, Empowerment And Aggression

Students who bully have higher self-esteem. Alternatively, empowered students were less likely to bully and demonstrated less aggression. Aggressive behaviours in students correlated to increased bullying perpetration.

Aggression was the strongest predictor for both perpetration and victimization models.

There is an inverse relationship between aggression and empowerment, meaning that students who demonstrated more aggression also felt less empowered. Feelings of empowerment significantly and inversely influenced bullying perpetration and victimization. Thus, students who felt empowered to impact their own lives and environment were less likely to participate in acts of bullying.

Social Support

Support of friends and family has been found to reduce participation in acts of bullying.

Although social support inversely impacted bullying perpetration, it was more significant in its role in

preventing victimization.

Having support from a significant other, family, and from friends reduces bullying victimization, perhaps as students had better support systems and could find help for these issues. The more social support a person has the less likely they are to be bullied.

Recommendations

Change should be executed in four (4) overlapping and interrelated areas: reforming school climate; social and emotional learning and social justice learning; creating stronger support systems; and fostering personal development.

A school climate that fosters mutual respect, willingness to help, a clear understanding of school rules and the consequences for acts of violence, will see a decline in bullying.

Strategies Include:

Encouraging the participation of administrators and teachers in programs that give them the tools to evaluate classroom and school climate (such as that offered by SLF) and other opportunities for professional development.

Permitting teachers to utilise creative strategies based on their training and

these findings to promote a climate for learning in our schools.

Creating a shared school vision to guide the development of procedures and practices.

Supporting the development of a social, emotional and ethical learning curriculum for each age-group, whereby students learn to manage their emotions and social relationships. Considering student's psychological needs alongside their academic needs lends itself to Social and Emotional Learning (SEL) and social justice learning. This "whole child" approach to instruction includes a social emotional perspective in curricula, assessment policies, and in disciplinary practices that would seek to preserve relationships, respect dignity, and provide psychological support.

Making inclusive practices a part of regular instruction, such as allowing the curricula of various subjects to reflect the diversity of the student population and the wider society, including teaching about various ethnic groups, genders and sexual orientations, in a respectful manner. Engaging stakeholders: parents, future employers, communities and community organisations all benefit from and provide services to schools.

They can be involved in expanding student's support systems. Partnerships between family, school and community are proven to improve student outcomes, such as university readiness and leadership (Bryan 2017), by increasing exposure to a wider array of interests, promoting improved attendance, and improving access to social capital (the social relationships that can help one succeed).

Collaborating with district, regional or national institutions and organisations allows for wider and stronger support networks that can better cater to students' needs. Indeed, coalitions and collaborations would allow for the pooling of resources and ideas that can reach students in various social, emotional and economic situations.

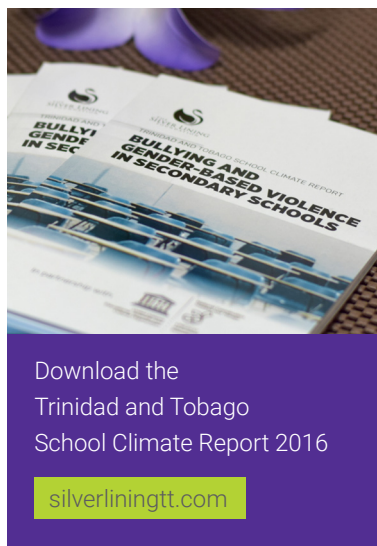
Restorative justice practices empower students and positively impact behaviours rather than perpetuate a culture of punishment without change.

About The Survey

Introduction and Methodology

Survey data collected in 2016 was presented to the public as *TRINIDAD AND TOBAGO SCHOOL CLIMATE REPORT: BULLYING AND GENDER-BASED VIOLENCE IN SECONDARY SCHOOLS (2017)*. Based on the findings of this survey, the SLF implemented a training program for teachers in conflict resolution and diversity management to foster respect in the classroom, and empowered students with a sense of responsibility for one another, who will intervene in instances of bullying and who will seek to repair wrongdoing through restorative justice approaches. This program has had four cycles and trained approximately 80 teachers and guidance counsellors from approximately 40 schools across Trinidad and Tobago from October 2018 to March 2019.

As a way of tracking the changes in bullying, this second school climate survey was conducted, in 2019. A total of 2284 surveys were collected from 42 schools across Trinidad and Tobago (T&T).



Like the previous survey, this survey measured the types of bullying to which students are subjected, and that which they perpetrated. Additionally, the survey utilised a combination of tested scales and measures created and utilised by other researchers in this area, as well as some scales we ourselves designed, based on themes that emerged from the previous survey and from existing literature.

These measures include:

SCHOOL CLIMATE

The **School Climate Bullying Survey** developed by Dewey Cornell (2011), used to measure School Climate, which included aggressive attitudes, teasing and bullying, and willingness to help.

EXPERIENCE

An adapted version of the School crime supplement to the **national crime victimization survey 2005 by the National Center for Education Statistics (2005)** was used to measure students' experience of the strictness, leniency and applicability of school rules.

SELF-ESTEEM

Self-Esteem was measured using the **Rosenberg Self Esteem Scale developed by M. Rosenberg** in 1965.

SOCIAL SUPPORT

Social Support was measured using the **Multi-dimensional Scale of Perceived Social Support** by Zimet et al (1988).

AGGRESSION

Aggression was measured using the **Aggression scale developed by Orpinas, P & Frankowski, R, (2001)**.

HOMOPHOBIC CONTENT AND TARGET

Homophobic Content and Target Scale adapted from **Poteat, V. P., & Espelage, D. L. (2005)**.

EMPOWERMENT

Empowerment was adapted from **the School Climate Module by the California Healthy Kids Survey (2017)**.



Tested
scales and
measures

Appendix Two details the multiple linear regression analyses for bullying victimization and perpetration. We developed our own measure to assess Bullying Victimization and Perpetration, to account for various forms of bullying: physical, verbal, social and sexual. We also developed our own measures to assess the students' exposure to LGBTQ persons in real life and in media, and to assess their knowledge of sex and sexuality including consent, where and how they learn about sex and their attitudes towards sex education in school. We found this last scale necessary to include, as the previous

survey showed that students were unclear about what constitutes rape, suggesting ambiguities in their understanding of consent and their bodily autonomy, as well as the lack of safety and protection from sexual violence in their homes, schools and communities. The factors assessed in the study were shown to have greater impact on bullying perpetration than on bullying victimization, meaning that these factors better signal when and how students would engage in bullying. Appendix One shows the reliability analysis of these factors.

Statistical Software Used

IBM® SPSS (ver. 26) was used for data entry, data cleaning, exploring assumptions of statistical tests, conducting One-Way Analysis of Variance (ANOVA), Exploratory Factor Analysis (EFA) and correlation analyses, crosstabulation analyses and all descriptive analyses. Stata (ver. 14.2) was used for independent samples t-tests and generating effect sizes. R Programming Language was used for multiple regressions. The package Lavaan was used for Confirmatory Factor Analyses (CFA).

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Section One

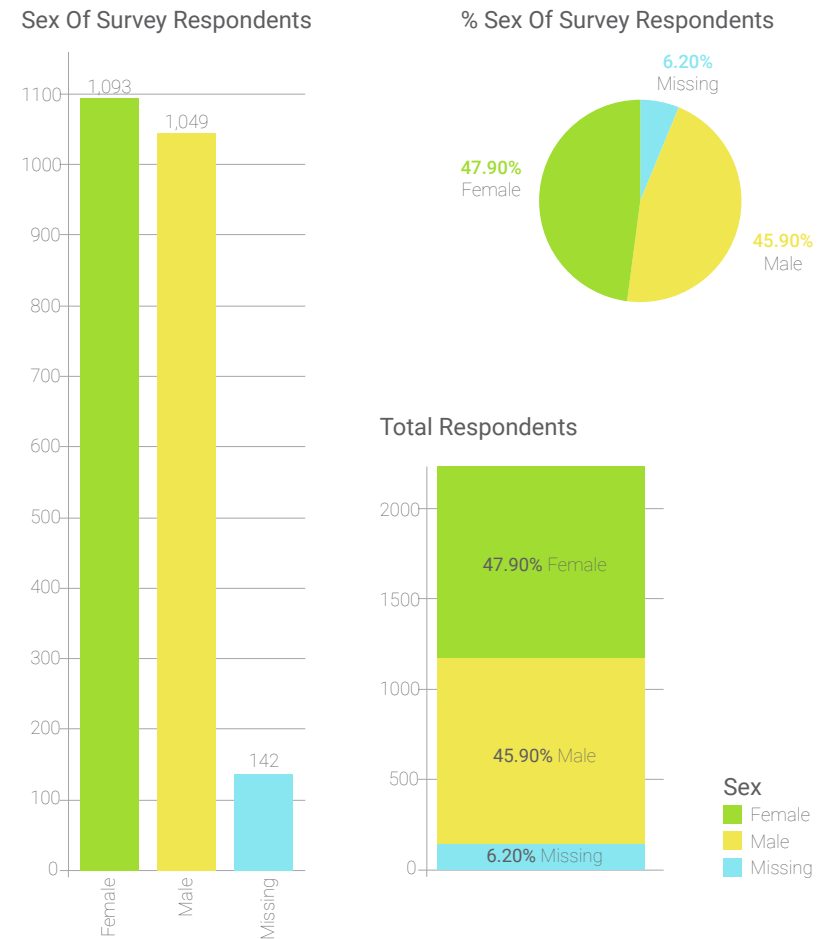
01 — Demographics

A total of 2284 students were surveyed from 39 schools, 14 denominational (700 students, about 30.6%), and 25 non-denomination (1584 students, 69.4%).

Male and female students were fairly equally represented in this sample, with the former accounting for 45.9% (n = 1049), and the latter group accounting for 47.9% (n = 1093). The missing designation (6.2%)

may be due to students' oversight or unwillingness to identify with either of these categories. Future projects will include categories to account for intersex students and various gender identities.

FIGURE 01: SEX OF SURVEY RESPONDENTS





Of the 2284 students surveyed, a greater percentage were from the 15-16 age category (45%, $n = 1027$), while the least represented age categories (19-20 and over 20) made up a combined 2% ($n = 45$) of the sample. Statistical analyses in all areas examined, age-group accounted for less than 1% of the variance (representing a small-sized effect, $\eta^2 = 0.001$), meaning that age

had no bearing overall on whether someone would engage in bullying or experience bullying. Other factors were more impactful on student's expectations and experiences of school violence. Due to the small number of students over 19, their data will be disregarded, for the purposes of the discussions to follow.

The majority of the students were in Form 3 at the time this survey was conducted, making up 35.8% of the

sample, which corresponds to their estimated age. Only 1.5% ($n = 34$) were in Form 2.

FIGURE 02: AGE OF SURVEY RESPONDENTS

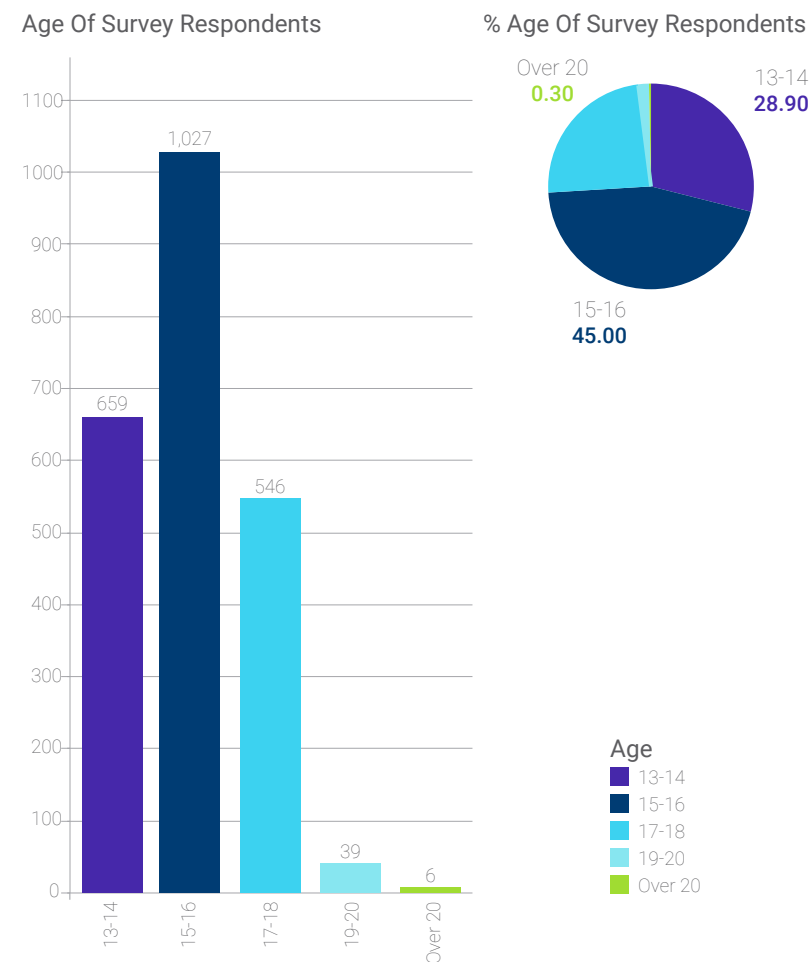
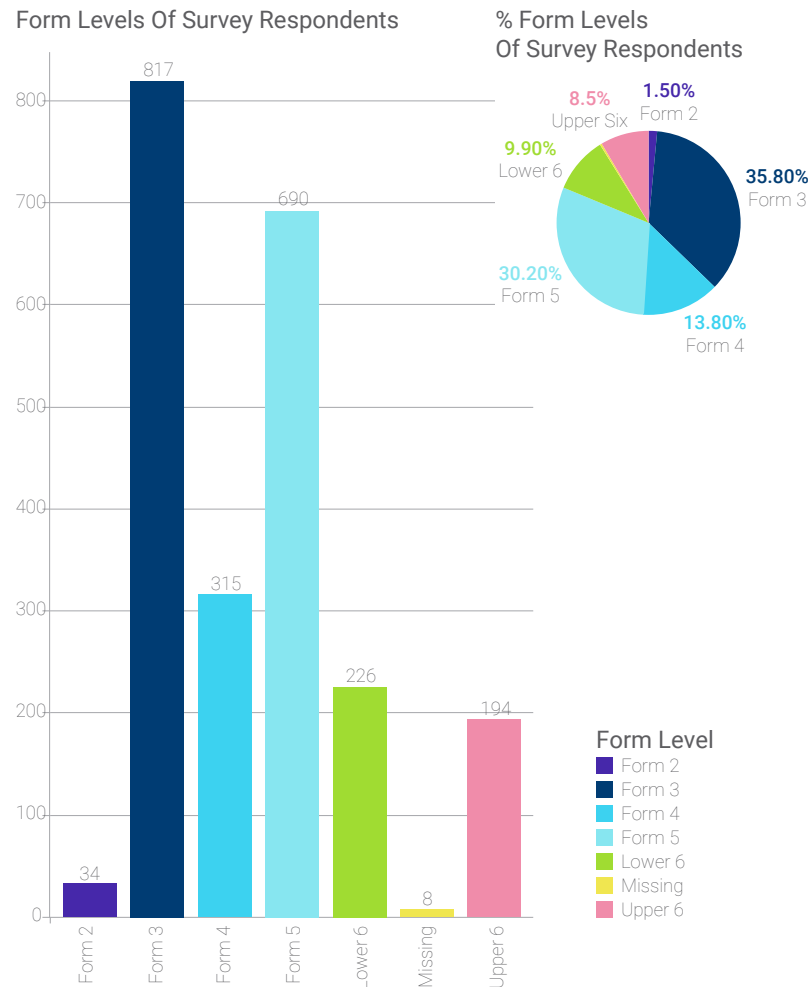
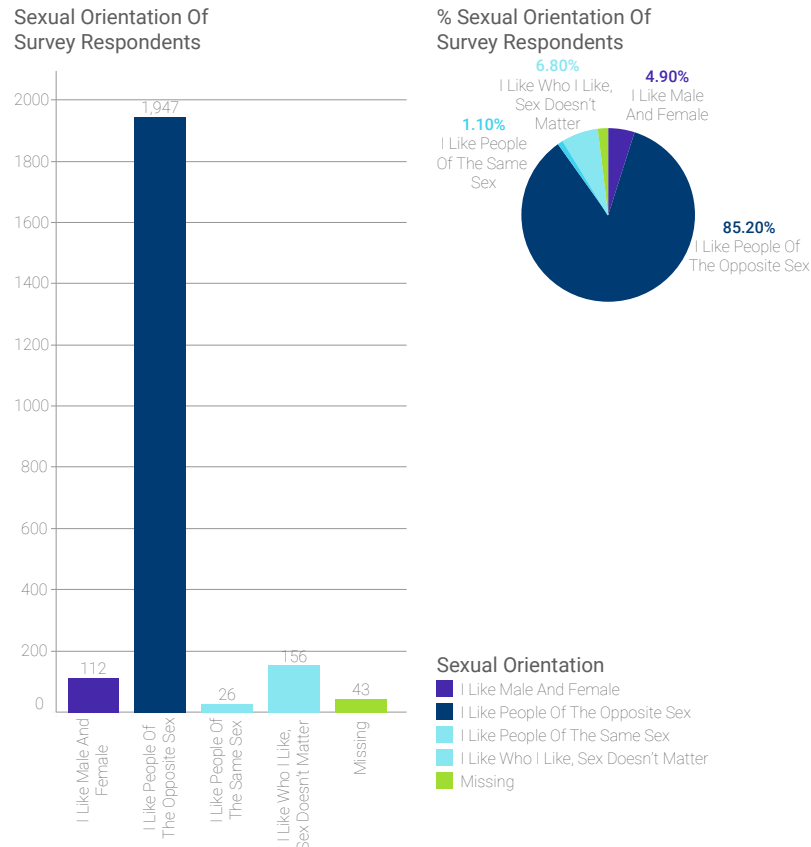


FIGURE 03: FORM LEVELS OF SURVEY RESPONDENTS

Sexual orientation is described in the study in terms of practices rather than as identity categories, to avoid alienating persons who do not identify with any particular category, yet engage in specific kinds of behaviours. Identification based on sexual orientation is not necessarily something we anticipated among students. Research in the Caribbean has shown that such identification is not common or clear, as identity categories can be seen as constraining. Same-sex loving and gender non-conforming people believe their feelings and actions

may not fit the definitions of an identity category and so are alienated from identifying in any particular way. Thus, rather than impose such categories on students who are also likely negotiating their desires in relation to such terminology, we offered descriptive categories instead: I like people of the opposite sex; I like people of the same sex; I like male and female; I like who I like, sex doesn't matter. Data on sexual orientation is missing for 1.9% of the students (n=43) who did not select an option on this list.



FIGURE 04: SEXUAL ORIENTATION OF SURVEY RESPONDENTS

A large percentage of the sample (85.2%, n = 1947) chose the option "I like people of the opposite sex", identified in this report as "Heterosexual". Few students, only 1.1% (n = 26) reported they "liked people of the same sex", while 4.9% (n=112) reported liking male and female persons. An additional 6.8% of students chose the option "I like who I like, sex doesn't matter". These three categories, a combined 12.8% of the sample will be considered "non-heterosexual" and thereby can be referred to as "queer". In this case, "queer" is used to encompass these persons who experience love and desire beyond normative heterosexual desire. According to Nadia Ellis, "Queer emphasizes practice, action, not categorical state. Queer shifts, it moves, it does not rest. It names a practice, it names a moment, it names a person, sometimes all three simultaneously. It might name a different practice, a different person in another moment" (Ellis 2011, 12). This report utilises the acronym LGBTQ, which stands for Lesbian, Gay, Bisexual, Transgender and Queer to refer to this group of students and to sexual and gender non-conforming

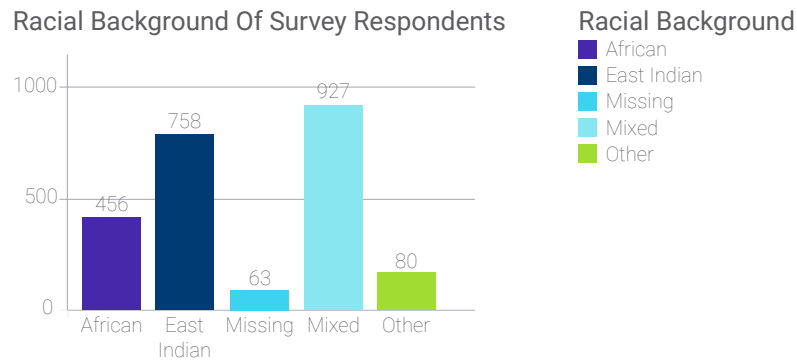
persons in society. According to the Trevor Project's National Survey on LGBTQ Youth Mental Health (2019) in the USA, LGBTQ youth in the survey identified with more than 100 sexual orientations and 100 gender identities. The acronym LGBTQ encompasses this diversity.

This report attends to race as political categories with power in the society. The division of people based on perceived biological differences (race) is the basis of plantation societies like Trinidad and Tobago. Race continues to determine political, socio-economic and geographic developments, including the distribution of wealth and resources (social class) and population distribution (geographical stereotyping of certain areas as belonging to a certain race). Ethnicity, which refers to cultural differences like religion or language, elides the hierarchies of power that are embedded in racial ideologies of postcolonial societies such as ours. We use 'ethnicity' when referring to cultural differences, and 'race' when referring to phenotypical categories.

A variety of racial groups were represented in the sample, with “mixed race” being the most represented group at 40.6% (n = 927) of the sample, although it is unclear what is the precise racial mix of these persons. Persons

of East Indian descent made up 33.2% of the sample, while those of African descent were 20%. Races characterized as ‘other’ made up just 3.5% (n = 80) of the sample.

FIGURE 05: RACIAL BACKGROUND OF SURVEY RESPONDENTS



% Racial Background Of Survey Respondents

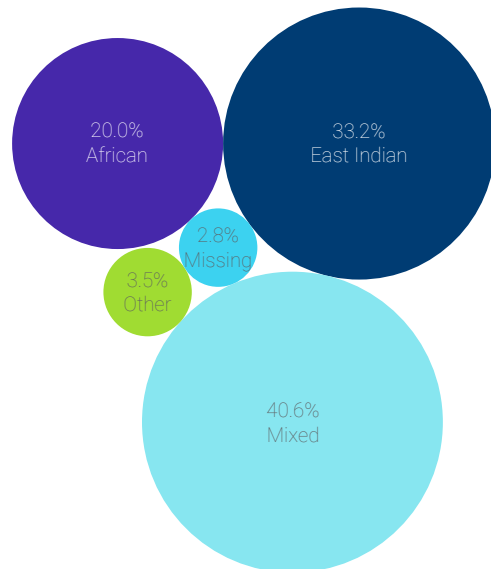
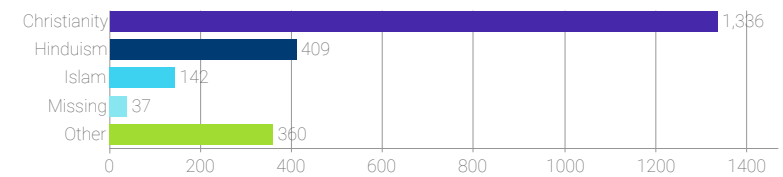
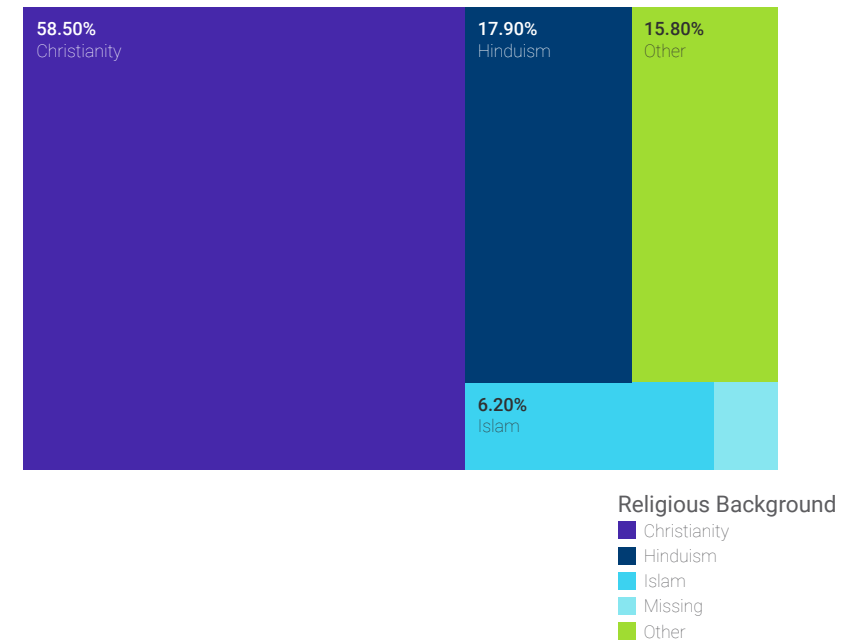


FIGURE 06: RELIGIOUS BACKGROUND OF SURVEY RESPONDENTS

Religious Background Of Survey Respondents



% Religious Background Of Survey Respondents



In terms of religious affiliation, Christianity is the most represented religion, accounting for 58.5% (n = 1336) of

the sample. The least represented religion, Islam, accounted for 6.2% of the sample (n = 142).



Students also belonged to a variety of family types represented in this study, with the nuclear family being the most common family form (47.5%, $n = 1084$). On the other hand, the 'reconstituted' family type was the least represented accounting for just 8% ($n = 182$) of the sample. In terms of the number of family members

in the household, those with 'over 4 members' accounted for 49.9% ($n = 1139$) of the sample and those with '2 members' made up 5.9% ($n = 135$). With respect to the occupation of the head of the household, 24.0% ($n = 549$) were employed at the intermediate level and just 3.3% ($n = 76$) were unemployed.

FIGURE 07: FAMILY STRUCTURE

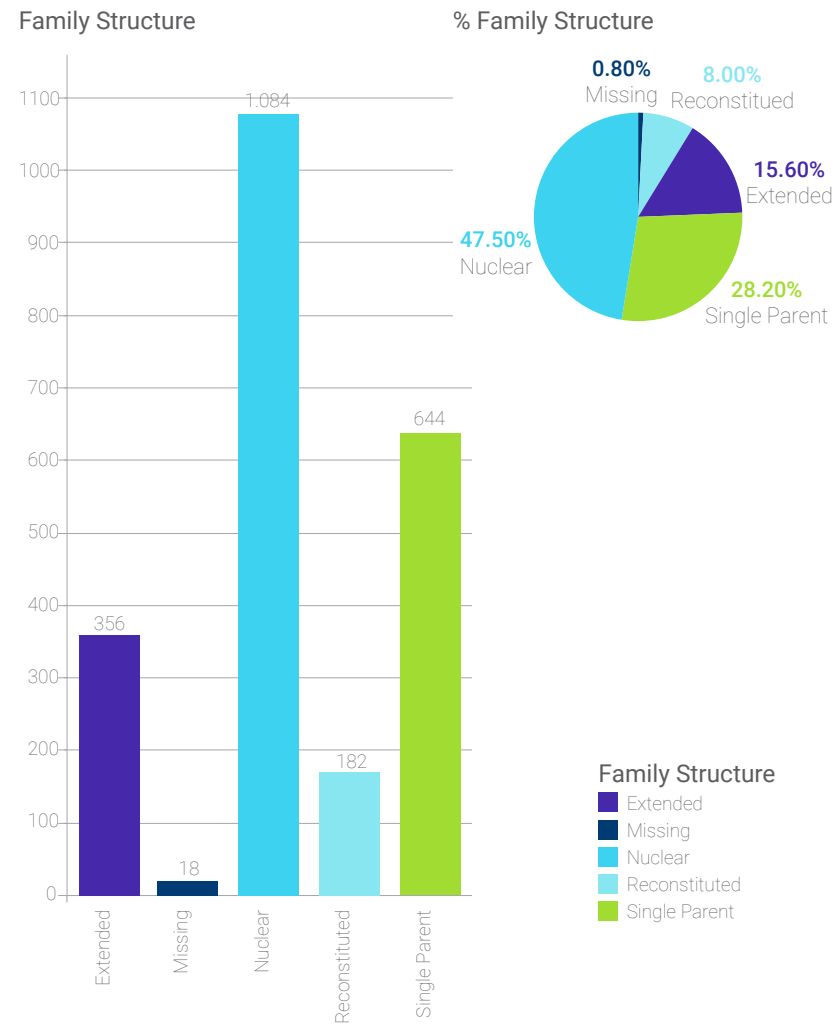
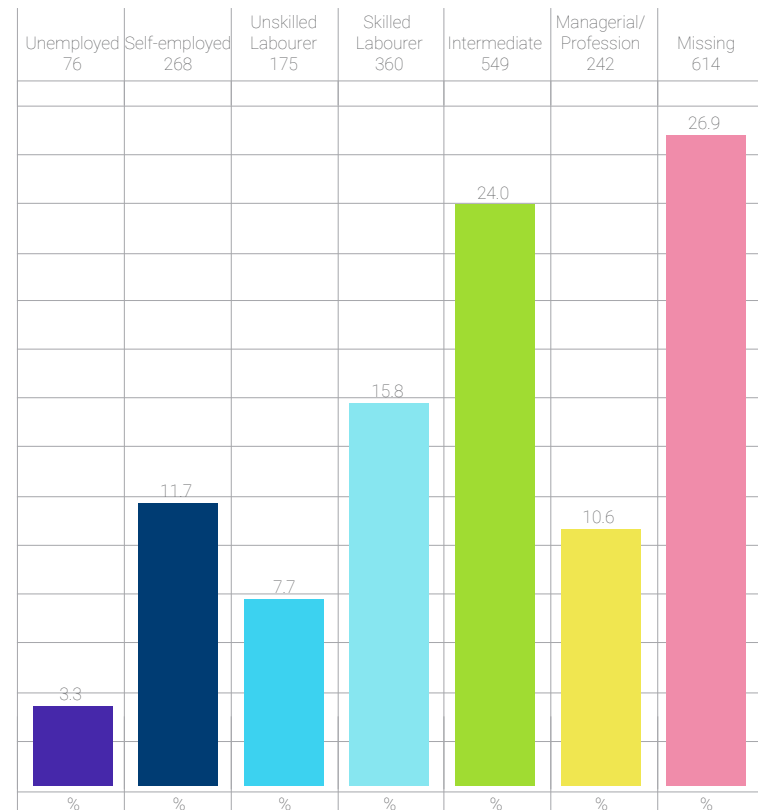


FIGURE 08: NUMBER OF FAMILY MEMBERS**Number Of Family Members****Family Members****Number**

- 2 Members
- 3 Members
- 4 Members
- Missing
- Over 4 Members

FIGURE 09: OCCUPATIONS OF HEADS OF HOUSEHOLD**Occupation Of Heads Of Household****Occupation**

- Unemployed
- Self-employed
- Unskilled Labourer
- Skilled Labourer
- Intermediate
- Managerial/ Profession
- Missing



Section Two

02 — Trends In Bullying Engagement

Understanding Bullying

Bullying is repeated action or an ongoing and sustained pattern of behaviour intended to cause harm and typically entails an imbalance of power that inhibits the victim's ability to defend themselves, and may leave one feeling weak, oppressed, threatened, and vulnerable. Imbalances can be physical or psychological. While physical differences of age size or strength might be easily identifiable, psychological imbalances may not be as easily apparent, but can include social status and influence, cleverness and wit.

Isolated incidents are not considered to be bullying, which is characterised as consistent torment, either through the repetition of the same act or a variety of acts against a person.

Students may not identify with social norms of the label "bullying," (Xu et al 2020), thus, our data collection instrument asked about repeated participation and experience of certain acts in order to circumvent the limitations of labels.

Bullying acts can be categorised as physical, verbal, sexual, social (or relational), prejudicial, and cyber-

bullying.

Physical bullying entails the use of physical actions to gain power and control over their targets, and can include kicking, hitting, punching, slapping, shoving, and other physical attacks.

Verbal bullying is the use of words, statements, and name-calling to belittle and demean another person. The popular adage "sticks and stones may break my bones, but words will never hurt me" undermines the seriousness of verbal bullying and its psychological effects.

Sexual bullying targets a person sexually, through name-calling and sexual shaming, making crude comments about someone's body, vulgar gesturing, uninvited touching, sexual propositioning, and sharing unsolicited pornographic materials. Sexual bullying can be a precursor to sexual assault.

Social bullying, also known as relational aggression, may go unnoticed by parents and teachers, as it is less direct than physical or verbal bullying. The bully or group of

bullies manipulate social groups and situations to undermine the victim's social standing and inclusion. Acts of relational aggression may include spreading rumors, breaking confidences, teasing, insulting, ignoring, excluding and intimidating the victim. Girls tend to use relational aggression more than boys (Lucas et al 2016).

Cyberbullying entails the use of the Internet, a smartphone, or other technology to harass, threaten, embarrass, or target another person. If an adult is involved in the harassment, it is called cyber-harassment or cyberstalking. Cyberbullying can include posting hurtful images, revenge porn, making online threats, and sending hurtful emails or texts. As social media use becomes increasingly widespread, the threat of cyberbullying is also growing. The anonymity offered by technology can embolden bullies to be more aggressive than they would in person. Cyberbullying overlaps with other forms of bullying as it can include verbal assaults, social manipulation and sexual harassment.

Like cyberbullying, **prejudicial bullying** can encompass all the other types of bullying. It is geared toward kids of different races, religions, or

sexual orientation. Severe bullying based on sexual orientation, race, or religion can approach the severity of a hate crime.

All six of these bullying forms were surveyed, yet due to their overlap, the following presentation of data focuses on physical, verbal and sexual acts of bullying, while still highlighting the role of cyber, social and prejudicial bullying within these larger bullying categories.

Students were asked to rate the frequency of their perpetration of or victimization by certain bullying acts using a 5 point Likert scale with the following anchors: Never, Rarely, Sometimes, Frequently, Often. Prevalence rates reflect a combination of "Sometimes," "Frequently" and "Often," unless otherwise stated, as a percentage of the total prevalence of such acts. Notably, no student reported absolutely zero involvement in bullying or no experience of bullying. Every student had engaged in some form of bullying over the preceding three month period, or had been bullied.

Increasingly, research on adult mental health are finding connections to childhood traumas, like sexual abuse and bullying, including substance

abuse, depression and anxiety disorders, and suicidality among victims and bystanders/witnesses (Rivers et al 2009, Arseneault 2017), which may also contribute to poor physical health (Takizawa et al 2014). Additionally, when adults, children who have been victimized by bullies have shown problems with social relationships and financial difficulties, pointing to challenges with building the human and social capital that allow them to overcome

adversity and have successful and fulfilling lives (Takizawa et al 2014). Findings from the 2016 TT School Climate Study corroborated these assertions, with students noting their emotional and psychological distress because of their exposure to bullying. The 2019 version of the survey did not repeat this analysis, instead focusing on student's feelings of personal safety, self-esteem and empowerment (discussed later in this report).

Physical Bullying

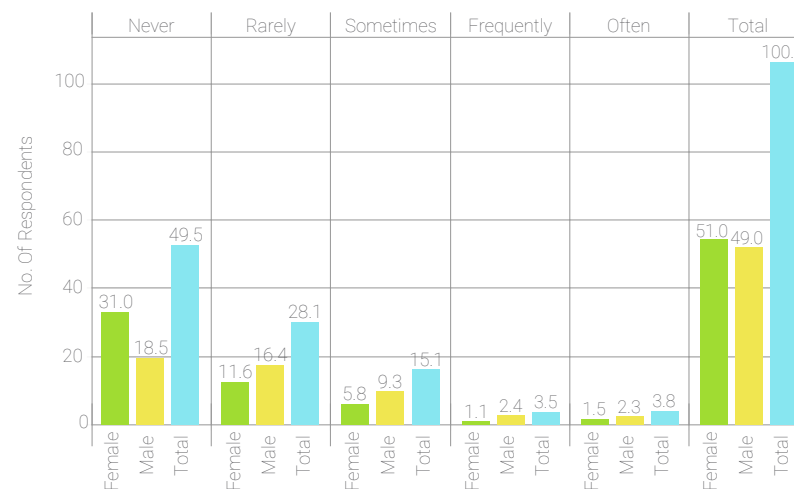
Of all students, 30.1% (20% sometimes, 5.1% frequently and 5% often) resorted to hitting and pushing. Boys were more likely to use physical aggression, push or hit a classmate (12.1 sometimes, 2.9 frequently, and 2.9 often).

With respect to being pushed or hit, 22.4% of all students experienced these acts. Physical assaults, pushing and hitting, were experienced more by boys than girls.

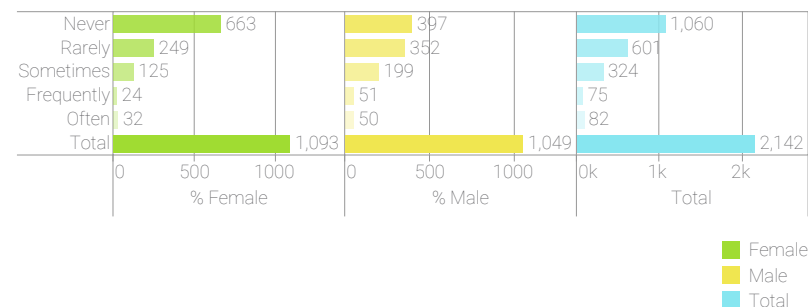


FIGURE 10: STUDENTS WHO HAVE BEEN PUSHED OR HIT BY A CLASSMATE

Students Who Have Been Pushed Or Hit By A Classmate



Response



Girls reported slightly higher incidence of having their belongings taken or damaged, while boys demonstrated slightly higher rates of taking and damaging others' belongings.

FIGURE 11: STEALING AND DAMAGE TO ANOTHER'S PROPERTY

Stealing And Damage To Another's Property



Verbal Bullying

Male students were shown to be **teased (23.6%)** and **called names (24.2%)** slightly more than female students (21.1% and 23.3% respectively). Across the board, boys also engaged in more teasing (28.2% vs girls at 19.5%) and name calling (22.2% vs girls at 14.5%) (targeting others based on appearance, race, sexual orientation, and religion) and encouraged friends to socially alienate others (7.3% vs girls at 6.8%).

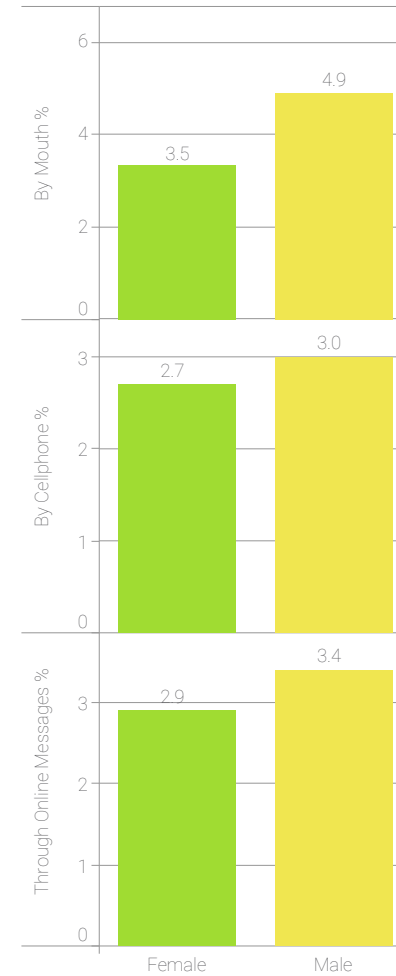
Students reported teasing others based on appearance (17.8%) specifically how one dressed, looked or walked (19.5%).

Girls were teased more because of appearance (12.7%), than boys (11.7%); while boys were teased more on ability or inability (7%) than girls (5.4%). Less than 3% of teasing was based on religion, while teasing based on race affected boys (5.2%) slightly more than girls (4%).

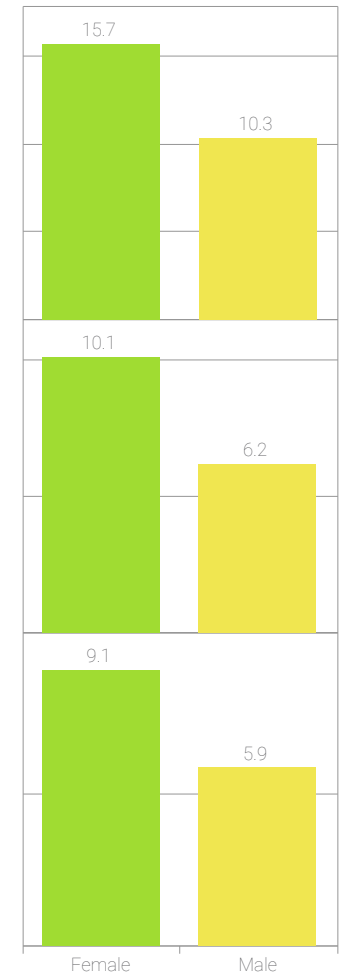


FIGURE 12: PROLIFERATION OF RUMORS**Proliferation Of Rumours**

Originator Of Rumours %



Subject Of Rumours %

**Sex**

Female
Male

Female students were slightly more likely to be the subject of rumours, while boys were slightly more inclined to be the originators of rumours.

The use of phones and social media for these purposes was less prevalent than teasing by word of mouth and face to face contact. Data shows that, compared to girls, boys were more likely to use cell phones and social media for teasing, name-calling and rumours, while girls were more likely to be the targets of such actions.

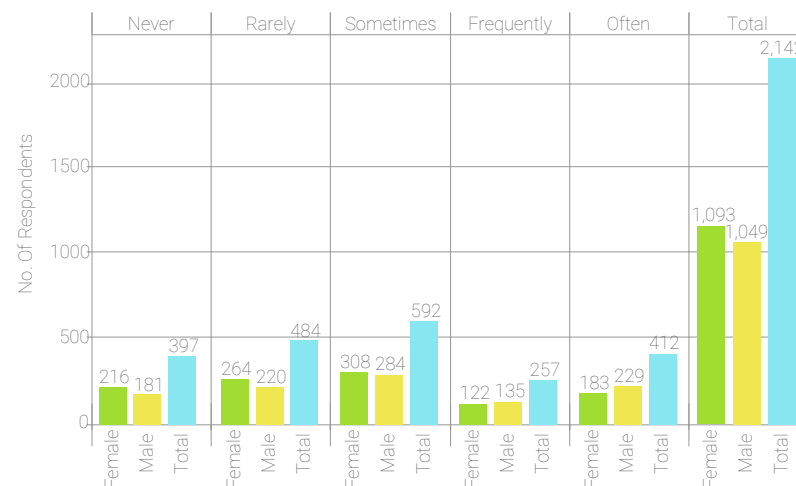
Intimidation and threats whether in person or over phone and social media were rare, with under 10% of

students reporting such incidents with any frequency (Sometimes, frequent or often).

Although 19.2% of students surveyed admitted to often using foul language (27.6% said sometimes, and 12.0% said frequently), compared to girls, boys engaged in more intimidation, threatening behaviours and use of curse words. They were also more likely to be the targets of such language.

FIGURE 13: USE OF FOUL LANGUAGE

Use Of Foul Language



Response

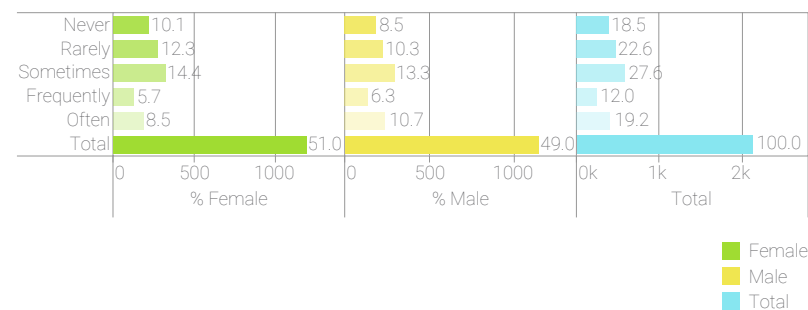
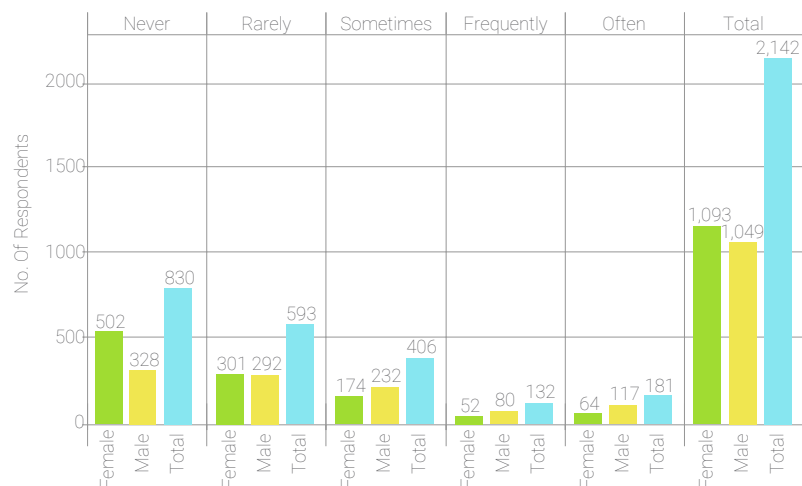
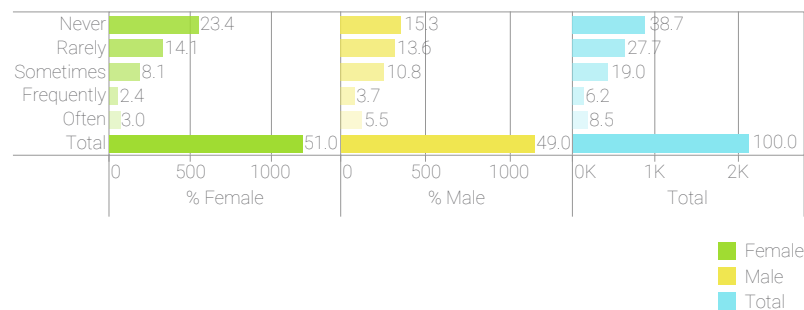


FIGURE 14: BEEN CURSED AT OR VERBALLY ASSAULTED**Been Cursed At Or Verbally Assaulted****Response**

Social Bullying Or Relational Aggression

Spreading rumours and socially ostracising a person are examples of social bullying. The data suggests that boys engaged in ostracism of peers slightly more than girls

did, although girls reported more incidents of being the person who was ostracised from the social group.

FIGURE 15: ENCOURAGED SOCIAL ALIENATION AND EXCLUSION OF PEERS**Encouraged Social Alienation And Exclusion Of Peers**

Encouraged Friends Not To Play With/talk To Someone

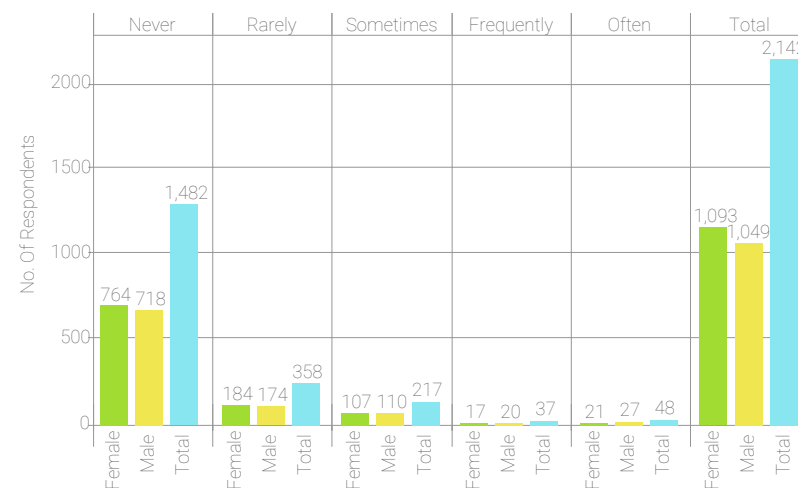
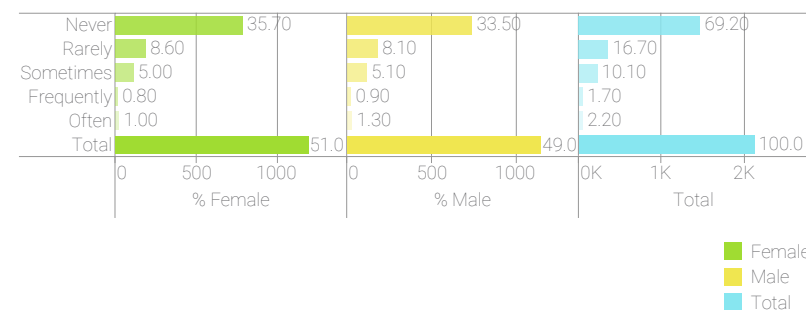
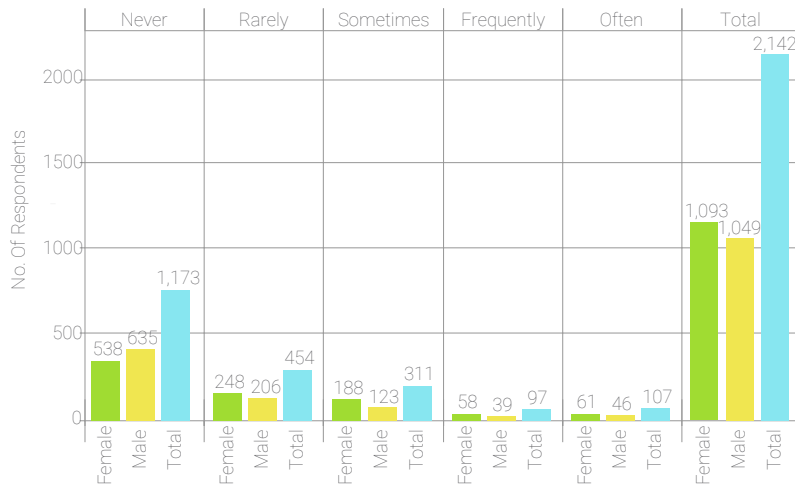
**Response**

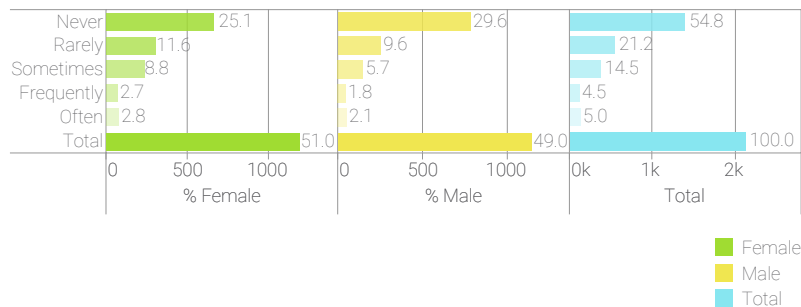
FIGURE 16: STUDENTS WHO FELT SOCIALLY ALIENATED AND EXCLUDED

Students Who Felt Socially Alienated And Excluded

Been Excluded From Friend Groups



Response



Acts Of A Sexual Nature

The majority of students did not perpetrate (94.7%) or experience sexual violence (90.5%).

While the majority of students did not perpetrate or experience sexual violence, 5.7% were perpetrators and 9.5% experienced sexual violence.

Greater percentages of boys reported being touched in private body areas without consent and of receiving sexually explicit gestures, than girls, although boys also did most of the touching.

FIGURE 17: NON CONSENSUAL TOUCHING

Non Consensual Touching

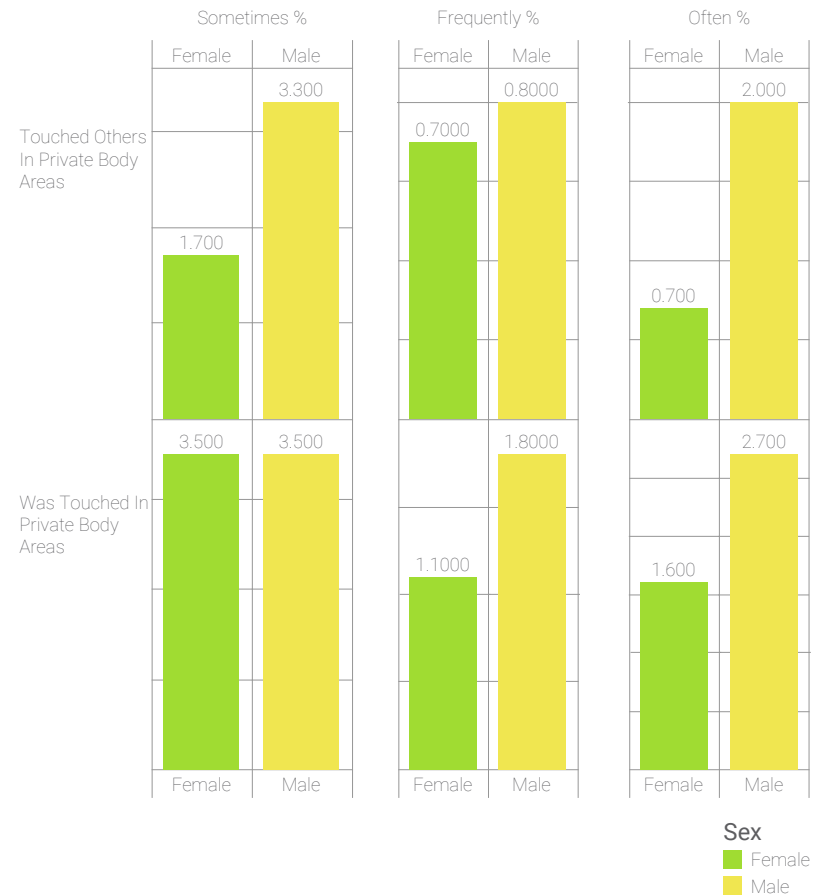
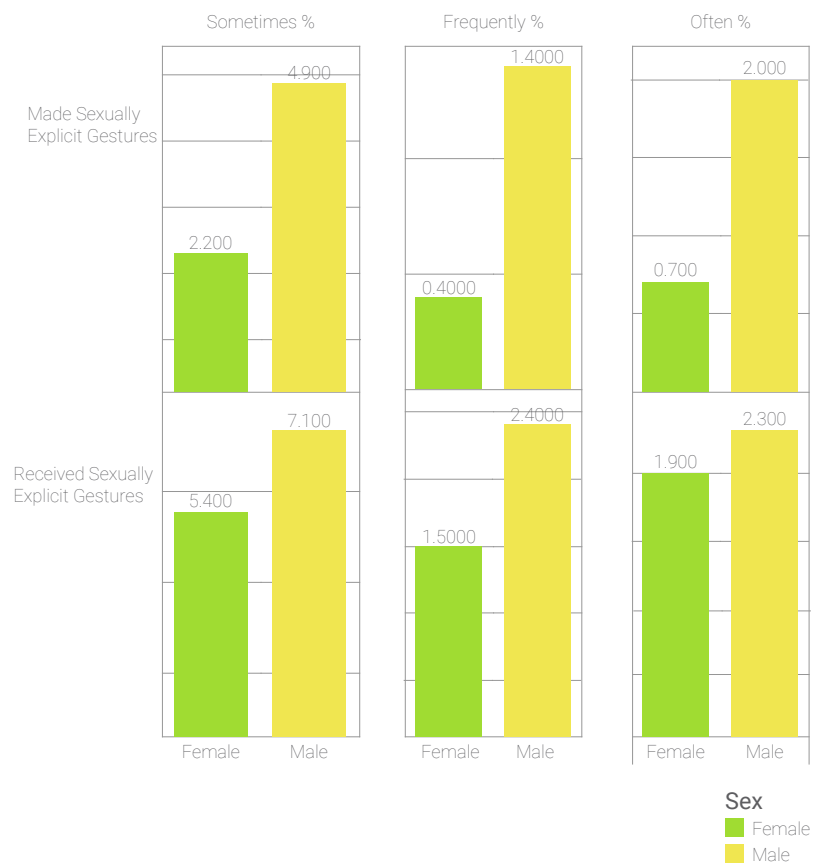
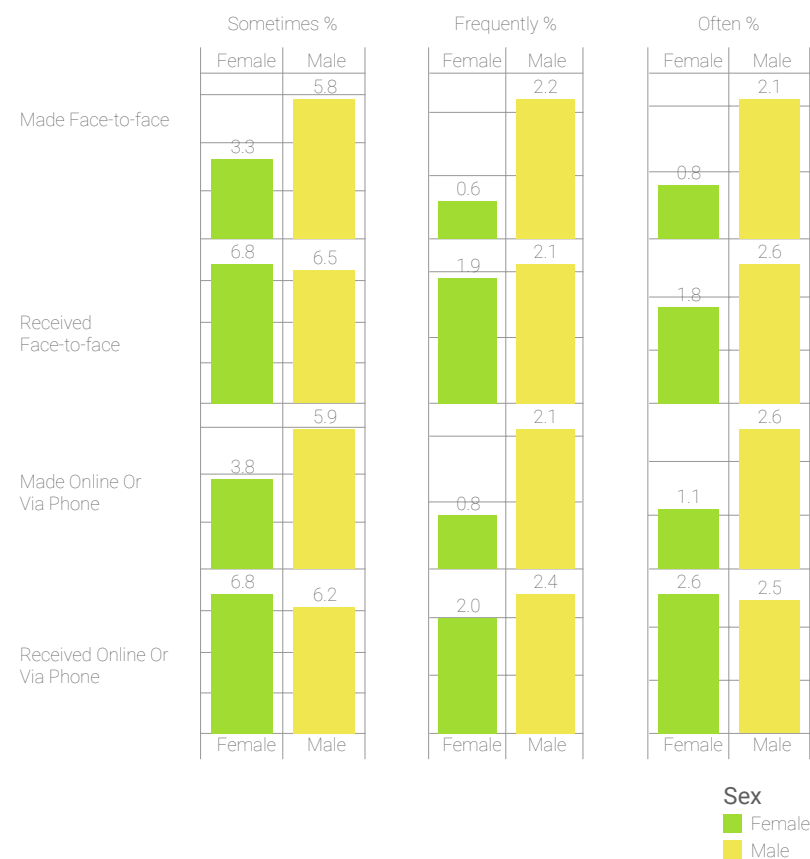


FIGURE 18: EXPLICIT GESTURES**Explicit Gestures**

Sexually explicit comments were made at a slightly higher rate online and on phones than in face to face contact.

There is a need to monitor cyber bullying, due to its relative invisibility. Cyber-bullying can be ignored because it is not manifested openly, but digital technologies can be

powerful tools for perpetuating verbal, social and sexual bullying. Perpetrators are emboldened by the anonymity of being behind the screen.

FIGURE 19: COMPARING THE USE OF TECHNOLOGY WITH FACE-TO-FACE BULLYING REGARDING SEXUALLY EXPLICIT COMMENTS**Comparing The Use Of Technology With Face-to-face Bullying Regarding Sexually Explicit Comments**

About 5.1% of students admitted forcing someone to perform sexual acts on themselves or others. (2.0% rarely, 1.6% sometimes, 0.6% frequently, 0.9% often).

If we disregard the students who noted these incidents as having 'never' or 'rarely' occurred, the data shows that twice as many boys than

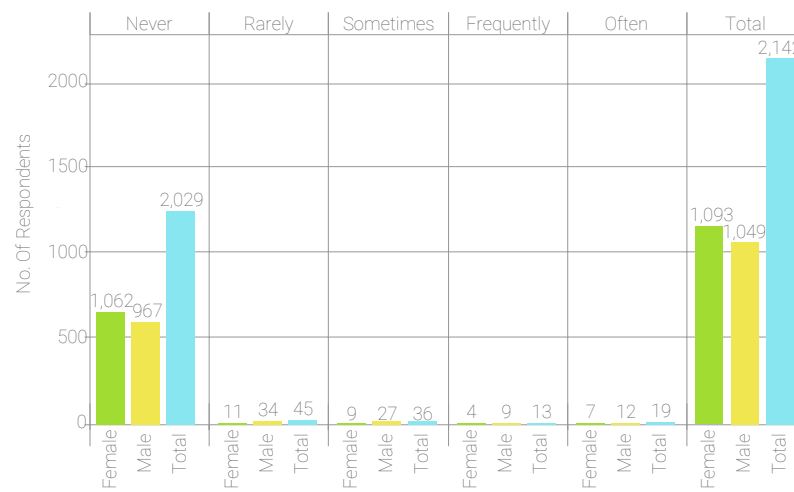
girls forced someone to perform sex acts with them or others (2.3% of boys, compared to 1.14% of girls), while girls were more likely to be forced to perform sexual acts. (2.7% compared to 2.2% of boys). Three times as many girls (6.7%) reported verbal abuse and insults if they turned down a sexual advance compared to boys (2.1%).



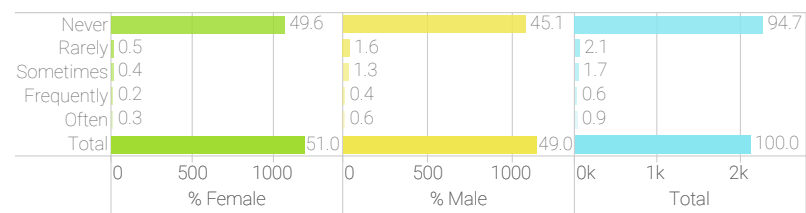
FIGURE 20: STUDENTS WHO FORCED SOMEONE TO PERFORM SEXUAL ACTS

Students Who Forced Someone To Perform Sexual Acts

Forced Someone To Perform Sexual Acts With You Or Others



Response

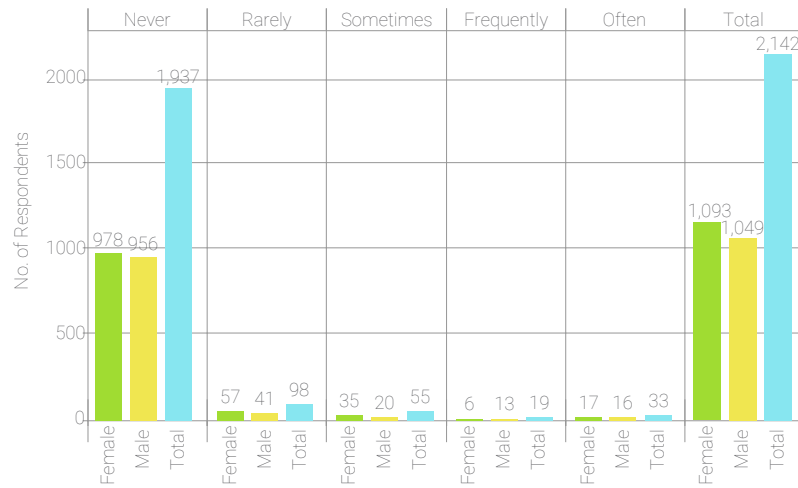


Female
Male
Total

FIGURE 21: STUDENTS WHO WERE FORCED TO PERFORM SEXUAL ACTS

Students Who Were Forced To Perform Sexual Acts

Been Forced To Perform Sexual Acts With Others



Response

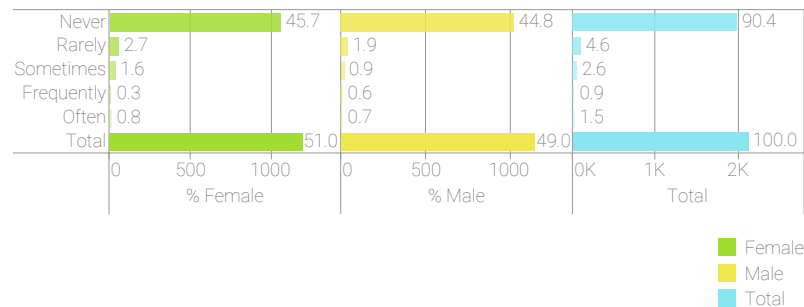
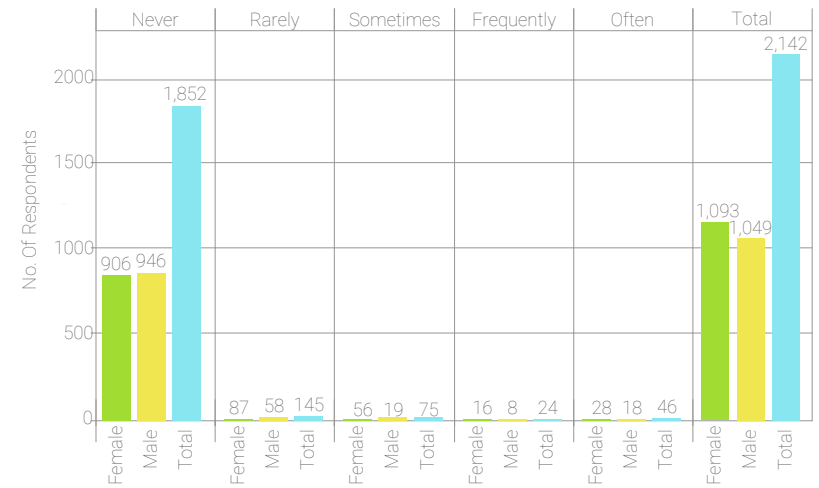


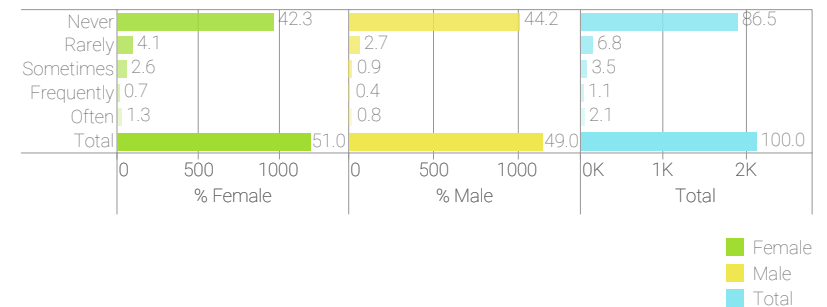
FIGURE 22: STUDENTS WHO HAVE BEEN INSULTED FOR TURNING DOWN SEXUAL ADVANCES

Students Who Had Been Insulted For Turning Down Sexual Advances

Been Insulted When They Turned Down Sexual Advances



Response



The data shows that students in the 15-16 age group were most likely to be targeted and to target others.

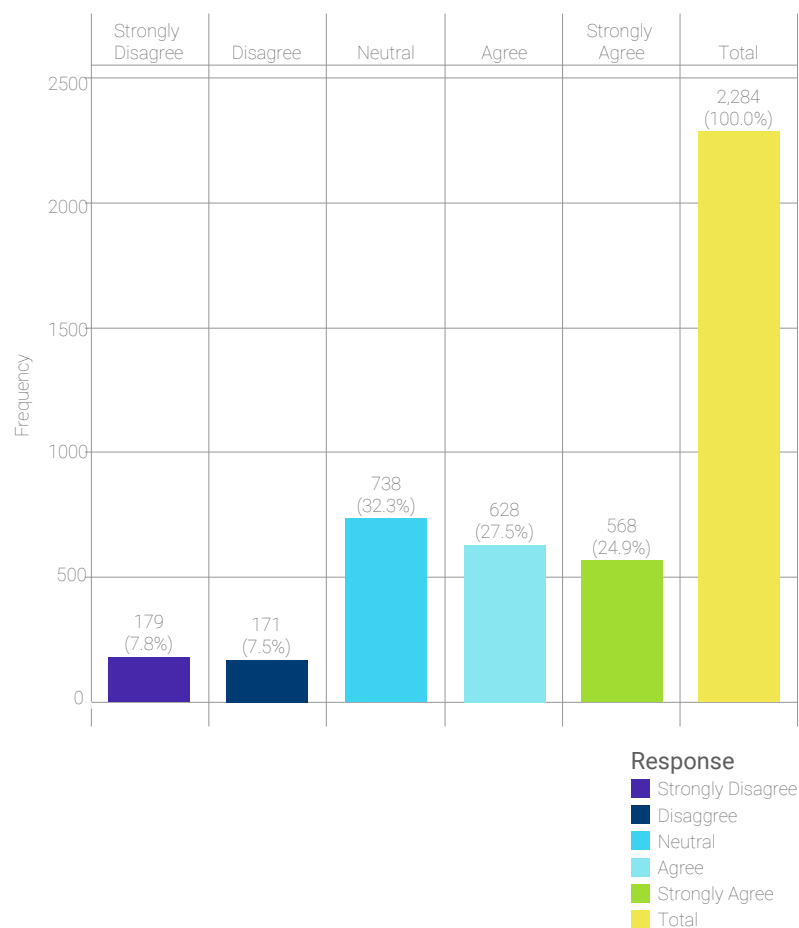
Sex Education At School

Sex education was lacking in schools. When asked about wanting sex education at school, 52.4% of students wanted sex education at school, while 32.3% of students

were neutral. Only 15.3% of students stated they did not want sex education at school.

FIGURE 23: DESIRE FOR SEX EDUCATION AT SCHOOL

Percentage Of Students Who Desire Sex Education To Be Taught At School



More students noted the value of sex education, for helping them feel prepared for sexual situations (64.4%), including issues of consent.

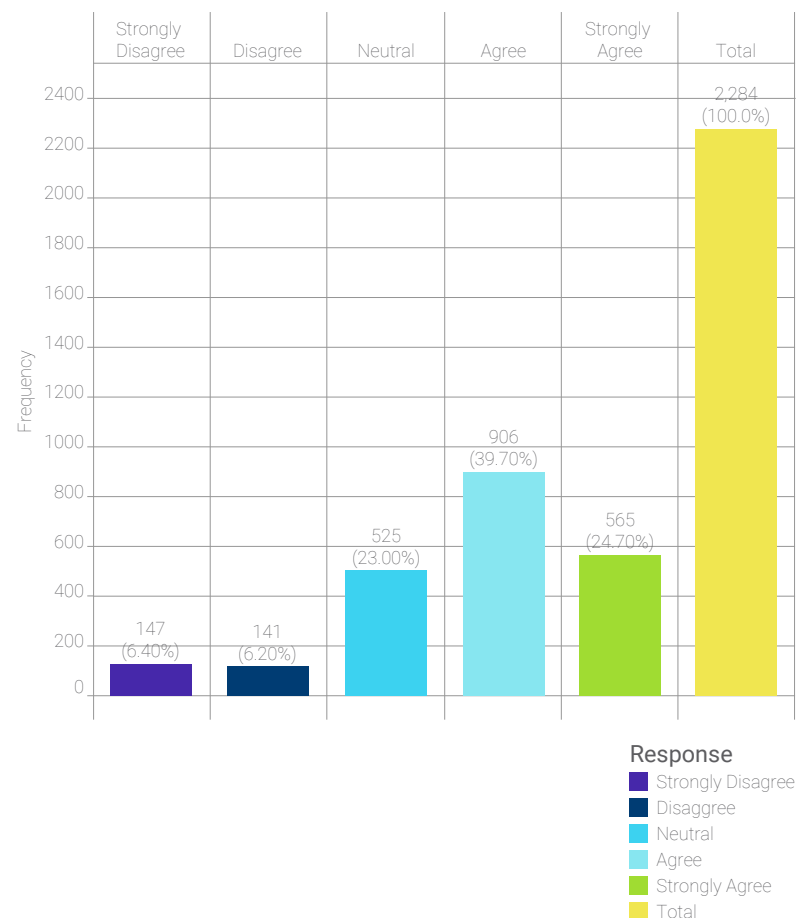
The previous survey (UNESCO 2017) was conducted with 651 students, 100 of whom reported being molested, yet 43 students were unsure if what they experienced was molestation. Similarly, seventeen girls and eleven boys reported having been raped, but an additional nine girls and thirteen boys were unsure of whether their experience was one of rape. This uncertainty points to ambiguities in what constitutes rape and molestation, which ultimately rely on consent. Because these acts often occurred within families, there was hesitation to report it to authorities (similar to findings by Halcon et al 2003). When these assaults were shared with a parent or teacher, their lack of response allowed the abuse to continue. Sex education would provide students with clearer understandings of their bodies and boundaries, and with resources they could access should they require it. It would also allow for more open and honest discussions

of sex, giving student a safe space to raise concerns and ask questions that would leave them feeling more empowered regarding their bodily autonomy. Without proper sex education, students rely on other means, like peers (46%), media (45%), or pornography (30.7%) to answer questions.

For sex education to truly be empowering, it should not be limited only to specific pre-defined sets of information. It should be open to allowing young people to develop their own themes and priorities; offer a multitude of perspectives; utilise different strategies for sexual knowledge building, including learning by doing and online learning (Naezer et al 2017). In other words, sex education needs to respond to the reality of young people's sexual experimentation by allowing them to be honest and open in their seeking of knowledge and guidance. They should not fear shaming or punishment for being honest or seeking assistance about sexual situations, which will only serve to keep adolescent sexual practices hidden and potentially dangerous.

FIGURE 24: SEX EDUCATION AND SEXUAL PREPAREDNESS

Percentage Of Students Who Believe Sex Education Would Help Them Feel More Prepared For Sexual Situations



Sex and sexuality education are important for interrupting the sexual and gender misconceptions that students may be socialised to accept and reproduce. According to Mishna et al (2020) girls are socialized to expect gender-based aggression, violence, and inequality in their lives. Gender surveillance and policing that spotlight girls' behaviors in relation to gendered stereotypes put girls at risk of harassment, violence, abuse, and discrimination, while minimizing their experiences, rendering them invisible and leaving them vulnerable to sexualized bullying and cyberbullying. Devries et al (2019) found that 13% – 18% of girls in Latin America and the Caribbean aged 15 – 19 years experienced physical intimate partner violence (IPV); a problem among same-sex couples as well, since women and men reproduce broken models of love and companionship that are entwined with violence, which they learn in their homes and communities (Kumar 2019).

For instance, children are socialised into accepting and hiding sexual abuse that has long term impacts on their mental health. According to Reid, Reddock & Nickenig (2014), child sexual abuse (CSA) is prevalent in the Caribbean. They reference a study conducted by Halcon

and colleagues (2003), whereby surveys with 15,695 students 10 to 18 years old, found that 34.1% of children in 9 Caribbean countries were sexually active, with 92.3% of these children having had their first sexual intercourse before the age of 16 years, and 42.8% before the age of 10 years. A troubling find was that 47.6% of female students and 31.9% of male students described their first intercourse as forced or somewhat coerced and attributed blame to family members or persons known to their family (Reid, Reddock & Nickenig 2014). While this survey did not test for sexual assault, the previous survey's results showed 7.7% of students had been the victim of rape or attempted rape, and 15.4% of students had been the victim of molestation, likewise implicating family members of adult friends of the family in their abuse. To address this problem, a wide range of professionals in governmental and nongovernmental organizations (NGOs), community organizers, women's movement activists, service providers, medical professionals and other stakeholders, initiated the Breaking the Silence (BTS) research project. As described by Reid, Reddock & Nickenig (2014:258), "the BTS project was established to understand ethnographically the sociocultural meanings associated

with CSA within the sexual cultures in Trinidad and Tobago and its diverse character in different ethnic, religious, class, and geographical contexts” through the use of action research methodology, in which the actual intervention is also the mechanism by which data is collected. BTS serves as an education strategy to bring awareness about issues related to CSA/incest and implications for HIV, including the existing resources for preventing and responding to CSA/incest and HIV; and to emphasise the use of gender sensitive, evidence-based and human rights based policies and interventions to prevent and address CSA/incest and HIV. The BTS project recognises and emphasises the need for unilateral cooperation across all sectors of society - families, communities, schools, economic and governmental institutions - for there to be re-education and transformation of norms and culture around sex and sexuality and break the cycles of child sexual abuse. Comprehensive sex and sexuality education in all schools with age-appropriate materials is an essential asset for effecting such a change.

Additionally, Gentle-Genitty et al (2017) found that girls had higher risks of domestic violence, whereas male students were at higher risk

of accessing drugs and weapons. Gender expectations for boys emphasize their “right” expressions of masculinity, including machismo and sexual bravado, or the show of sexual dominance. Homophobic behavior is part of adolescent boys’ socialization as they attempt to assert their masculinity (Pascoe 2013, Birkett and Espelage 2015). Birkett and Espelage (2015) found that students who were victims of homophobic name-calling increased their own perpetration of homophobic name-calling over time. Additionally, non-homophobic bullying was related to homophobic name-calling, but only for male peers. [Homophobia is discussed further in the following section.]





Section Three

03 — LGBTQ Exposure And Attitudes

Homophobia was associated with significant perpetration of bullying, meaning that when homophobia increases, so does bullying.

Students who are the targets of homophobic bullying are more likely to perpetrate bullying (0.55, $p < 0.01$) in all its forms, than those who employ homophobic bullying in particular. Students who are the victims of bullying have been shown to engage in bullying themselves (UNESCO ASPnet 2017). Both this survey and the previous 2016 survey found that LGBTQ students experienced bullying at higher rates than non-LGBTQ students, but also showed higher propensity in all categories for engaging in bullying (UNESCO ASPnet 2017).

The data from 2019 showed that

students who were exclusively same-sex loving had the highest mean scores for bullying perpetration ($M = 1.58$, $SD = 0.49$) and bullying victimization ($M = 1.95$, $SD = 0.68$). Students who selected having heterosexual desires, while the majority, had comparatively least perpetration ($M = 1.50$, $SD = 0.41$) and victimization ($M = 1.60$, $SD = 0.49$). Students who expressed same-sex desire, bisexuality and queer desire comprised about one seventh of the school population, and so were far fewer in number than heterosexual students. The mean values may give the impression that LGBTQ students dominate the bullying arena, but in reality, they demonstrate the increased likelihood of LGBTQ students to face bullying and to engage in bullying.



TABLE 01: MEANS, NUMBERS AND STANDARD DEVIATION SCORES FOR BULLYING PERPETRATION AND VICTIMIZATION BASED ON SEXUAL ORIENTATION

What Is Your Sexual Orientation ?		Bullying Perpetrators	Bullying Victimization
I Like People Of The Opposite Sex	Mean	1.5009	1.6066
	N	1947	1947
	Std. Deviation	.41078	.48803
I Like People Of The Same Sex	Mean	1.5757	1.9514
	N	26	26
	Std. Deviation	.49072	.67823
I Like Male And Female	Mean	1.5477	1.7441
	N	112	112
	Std. Deviation	.40754	.57346
I Like Who I Like, Sex Doesn't Matter	Mean	1.5515	1.7138
	N	156	156
	Std. Deviation	.45353	.54740
Total	Mean	1.5077	1.6249
	N	2241	2241
	Std. Deviation	.41479	.50187

Students with greater exposure to LGBTQ persons also showed increased bullying perpetration, yet bullying significantly decreased with students' exposure to positive attitudes towards LGBTQ persons.

The findings show that age-groups varied in their exposure to LGBTQ persons, but age did not impact their attitudes toward the LGBTQ community. The group of 17-18 year olds showed greater exposure to LGBTQ persons in real life and in the media, and had positive attitudes towards them. Students over the age

of 20 had the highest mean scores for being targets of homophobic statements, but as homophobic agents ($M = 2.00$, $SD = 0.91$), were also most inclined towards homophobic behavior. The 15-16 age group were most likely targeted for homophobic content ($M = 1.72$, $SD = 0.78$), while the 13-14 age group were shown to be ($M = 1.4$, $SD = 0.55$) agents of homophobia.

Exposure to LGBTQ persons also varied significantly based on racial background, with students of African background having

greater exposure to LGBTQ persons than students of other racial backgrounds, while students of East Indian background were found to be most accepting of sexual difference compared to other groups.

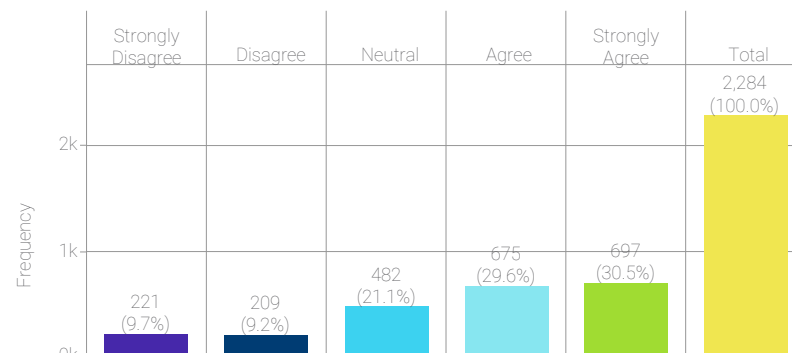
Recognizing the presence of LGBTQ students within school communities ensures that curricula, policies and practices are sensitive to their needs, including the need for respect. Just over sixty-one percent of students said they had met LGBTQ people before, with similar amounts (60.1%) noting the presence of LGBTQ students at their school. Over thirty-six percent (36.7%) felt that LGBTQ

people they knew were treated with respect, while 31.9% disagreed, believing that the LGBTQ people they knew or saw were not treated with respect. Over fifty-six percent (56.3%) agreed that the LGBTQ people they knew or saw deserved to be treated with respect, and 59.3% felt that all LGBTQ people deserved to be treated with respect. There is a significant and inverse relationship between persons who have positive attitudes toward the LGBTQ community ($M = 3.44$, $SD = 1.04$) and bullying perpetrators, meaning that **students with positive attitudes towards LGBTQ persons were less likely to engage in bullying.**

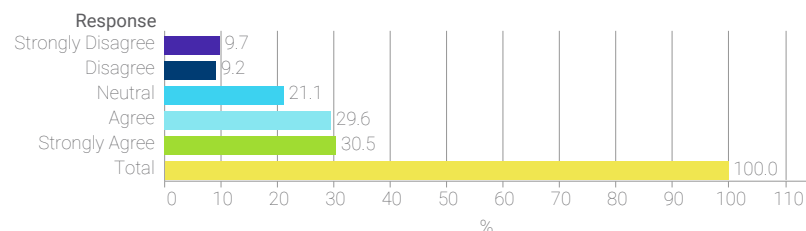


FIGURE 25: THERE ARE LGBTQ STUDENTS AT MY SCHOOL

There Are LGBTQ Students At My School



Data Sheet

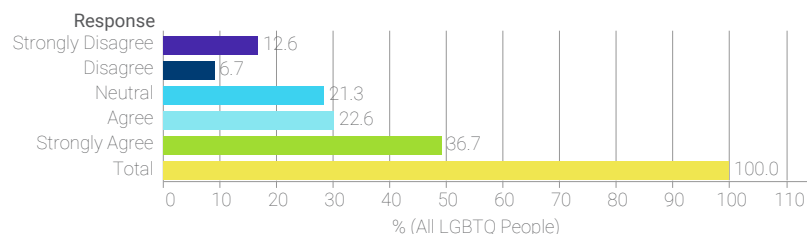


Response

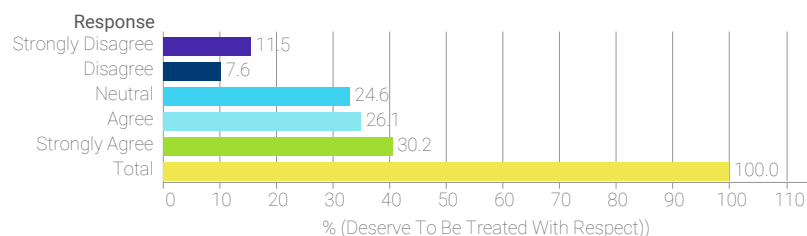
- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree
- Total

FIGURE 26: THE LGBTQ PEOPLE I KNOW/SEE ARE TREATED WITH RESPECT

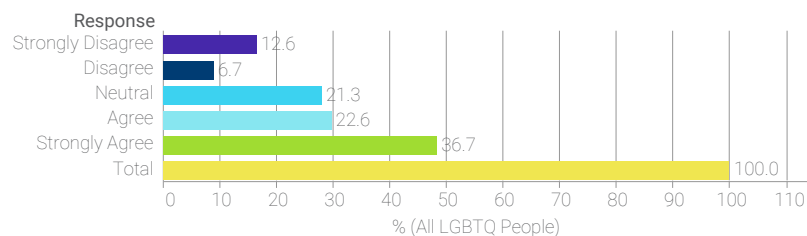
The LGBTQ People I Know/See Are Treated With Respect



The LGBTQ People I Know/see Deserve To Be Treated With Respect



All LGBTQ People Deserve To Be Treated With Respect



Homophobic slurs like “fag, gay or bullerman” were most commonly shared between friends. Students admittedly used homophobic slurs towards friends ($M=2.16$), someone they did not like ($M=1.75$), someone they thought was gay ($M=1.75$), someone they did not think was gay ($M=1.51$) and someone they did not know ($M=1.45$). Students who reported being called a homophobic slur named friends as the most likely to call them a name ($M=1.84$), followed by people they did not like ($M=1.41$), followed by someone they did not know ($M=1.29$), someone they did not think was gay ($M=1.28$), and lastly someone they did think was gay ($M=1.27$). These results show that calling each other homophobic names was mostly done as playful banter between friends, and secondly as a malicious act among students who did not like each other.

While the data suggests that exposure to sex education [$r(2284) = 0.20$] and to persons who are LGBTQ [$r(2284) = 0.21$] may increase

one's chance of being a victim of bullying, it alternatively shows that positive attitudes towards sex and sexual differences reduces bullying perpetration. Effort should be made to expose children and adolescents to sex positive information that is appropriate to different age groups in order to foster more tolerant attitudes. Studies have found that a positive school environment, defined as greater disciplinary structure, teacher support, teacher diversity (Larochette, Murphy, & Craig, 2010), and higher academic expectations (Konold, Cornell, Shukla, & Huang, 2017), had positive impacts on decreasing bullying perpetration and victimization across racial groups, and in creating a safer school environment for transgender students (McGuire et al 2010), with lower anxiety and depressive symptoms among lesbian, gay, bisexual and transgender students (Colvin et al 2019). The impact of the school environment on bullying is discussed in the following section.



Section Four

04 — School Climate

School climate refers to the social environment within the school and encompasses its disciplinary structure, teacher and peer support, academic expectations, and feelings of personal safety and empowerment. More than half of the students surveyed (57.3%) felt their school was a supportive and inviting place to learn. A little over a quarter of the students (25.4%) were neutral about this, but 17.3% (396 of the 2284 students surveyed) felt their school was not supportive or inviting, and felt unsafe and unhappy in school. Their learning experience was being negatively impacted by the conditions within the school's social environment.

Teasing and aggressive attitudes are shown to have a statistically significant and affirmative impact on bullying perpetration, meaning that where students experience teasing and aggressive attitudes, there is also more bullying. Bullying reduced where students were more willing to help one another. The table in Appendix Three ranks the mean scores of the schools surveyed for aggressive attitudes, a measure of aggression related to school climate. Eight of the ten schools with the lowest mean scores were denominational, with four of them being all-girl schools; two were all-

boys, and two (Iere and St Stephen's) were unisex. Apart from Holy Name Convent, the all-girl schools were ranked comparatively low on aggressive attitudes, making up four of the top five.

Additionally, when there is a clear understanding of the school rules and the consequences of breaking these rules, students reported being targeted less, which in turn contributed to students feeling safe at school. Where students felt safer at school, there was less perpetration of bullying.

Indeed, studies (such as Gregory et al, 2010) have found that consistent enforcement of discipline in schools through the enforcement of rules (structure) and the availability of caring adults (support) were associated with school safety, reducing both bullying behaviours and victimization. Both aspects complemented each other, thus, the enforcement of school rules must be coupled with support from adults (teachers, parents, administrators) in order to positively impact school safety for adolescents.

Where teachers and peers responded well to students' reports of bullying, students felt safer. 71.3% of students felt that teachers were helpful when

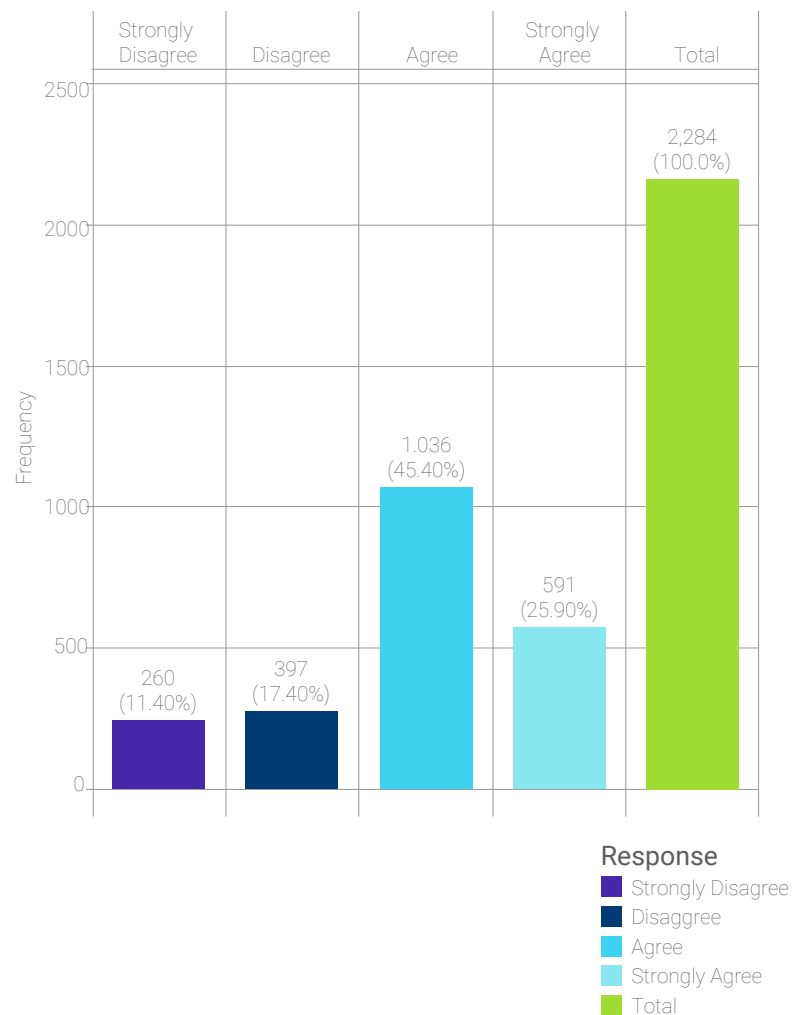
bullying occurred. Consequently, 71.7% of students said they would tell a teacher or staff member if they were being bullied. A study of gendered harassment in Canadian secondary schools, conducted by Elizabeth Meyer (2008), showed that teachers were motivated or inhibited from intervening because of a combination of external and internal influences, such as institutional support from administrators;

formal education on the issue; consistency in the responses from colleagues; fear of parent backlash; and negative community response. Teachers should feel like it is safe for them to intervene; they should be trained in mediating conflict so that intervention is not just about interrupting acts of violence, but also entail resolving the issue, repairing damage and rebuilding relationships.

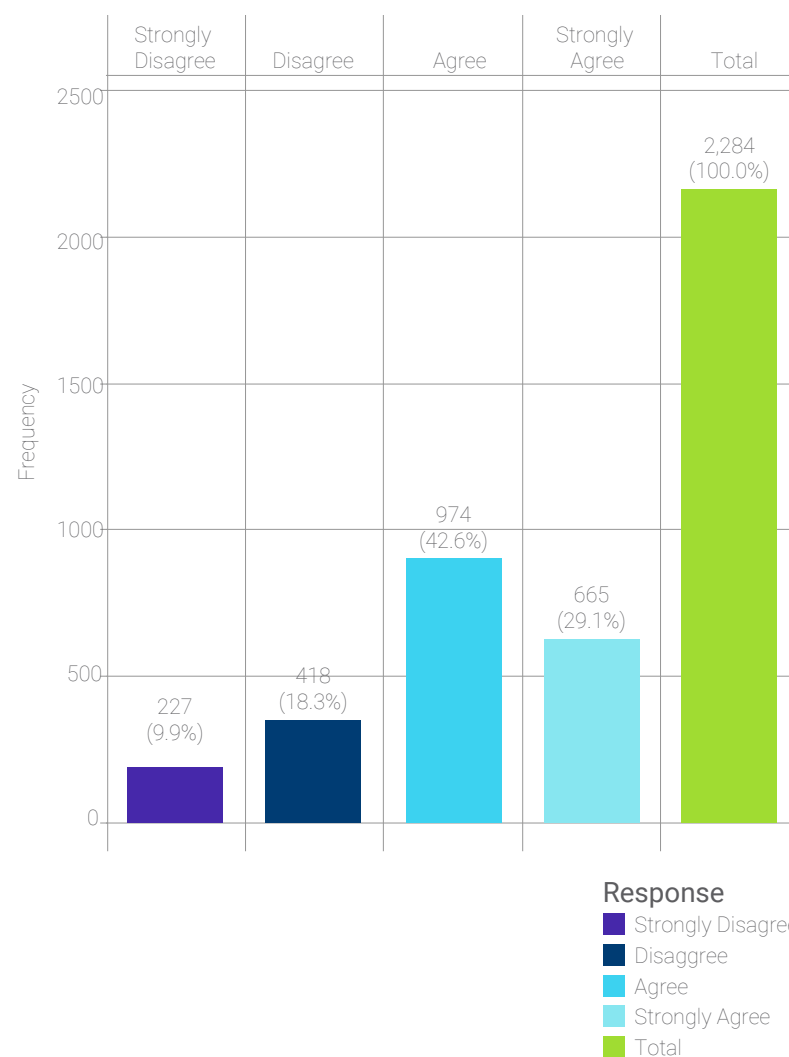


FIGURE 27: TEACHERS' RESPONSE TO BULLYING**Teachers' Response To Bullying**

If I Tell A Teacher That Someone Is Bullying Me, The Teacher Will Do Something To Help

**FIGURE 28: COMING TO A TEACHER IF BULLYING OCCURS****Coming To A Teacher If Bullying Occurs**

If Another Student Was Bullying Me, I Would Tell One Of The Teachers Or Staff



The data suggests the bystander effect is still at play, since although 48.6% of students felt peers

responded well to incidents of bullying by reporting to a teacher, the majority (51.4%) noted that other

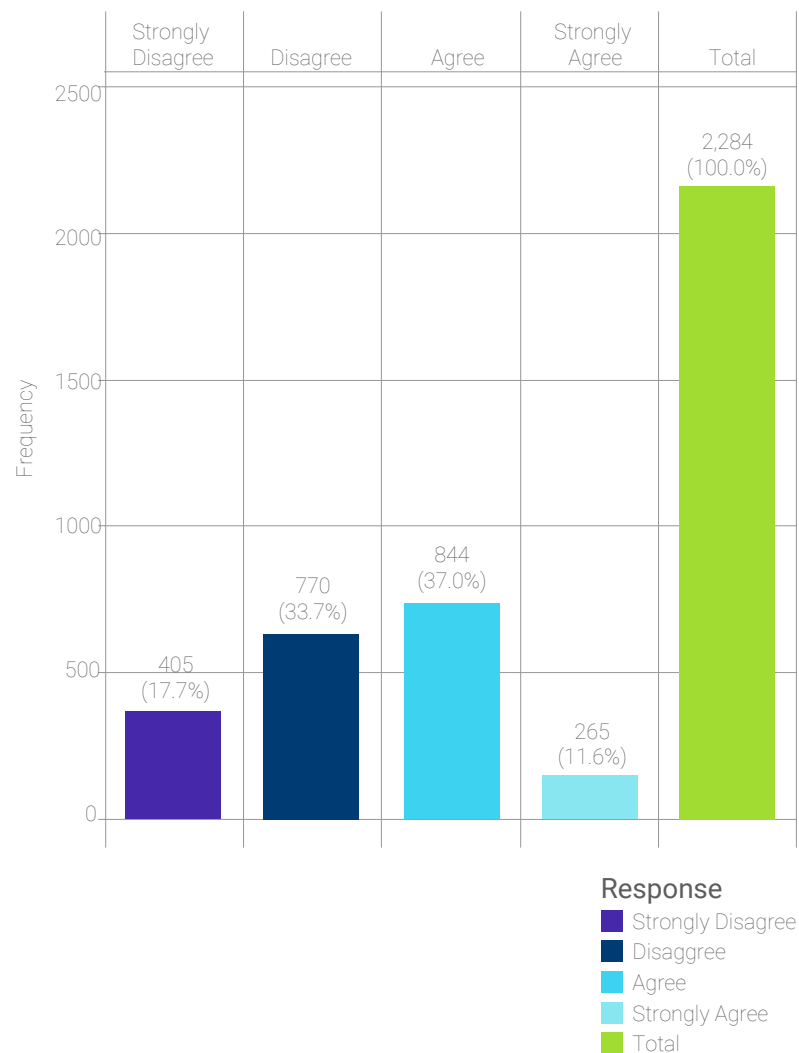
students did not inform teachers when bullying was happening. More should be done to encourage

students to stand up for others, to intervene or tell a teacher when they witness violence in school.

FIGURE 29: PEERS' RESPONSE TO BULLYING

Peers' Response To Bullying

Students Tell Teachers When Other Students Are Being Bullied



Racial background had a medium-sized effect on students' feelings of personal safety, and indicated that students of East Indian descent felt safest compared to students of other racial backgrounds. Greater exposure to racial and ethnic diversity is associated with decreased reports of bullying (Lanza, Echols, & Graham, 2018). Almost a quarter of students surveyed (23.8%) believed there was tension in school between people of different cultures, races and ethnicities. About the same amount (22.6%) were neutral, while the majority of students disagreed, believing their school did not have a lot of such tension (53.8%). A similar majority of students (54.3%) also felt that teachers demonstrated the value of respecting other races, cultures and sexualities. Although 28.6% were neutral, 17% felt their teachers did not demonstrate the importance of valuing and respecting difference. In a diverse setting, if schools do not foster a culture of respect for differences, conflict and bullying may increase (Vervoort, Scholte, & Overbeek, 2010).

Promoting respect for diversity and for differences between students is associated with decreased reports of bullying (Gage, Prykanowski, & Larson, 2014). Only 31.3% of students felt there was mutual

respect amongst peers, while 19.3% felt there was not, and 37.4% chose to be neutral, a response indicative of insincerity when it comes to respect. Respect should be more definitely experienced, including from adults, who should model the show of respect and dignity to each other and to students. Only 38.5% of students felt that adults at school showed respect for students; 30.9% of students disagreed, finding that adults did not show respect for students, while 28.7% chose a neutral response. Trust, respect and empowerment work together to create better working and learning environments (Edwards et al 2002). Devreis et al (2019) found that while the prevalence of physical violence by students (17% – 61%) declined with age, emotional violence remained constant (60% – 92%). In our survey, although age had a small effect, meaning it has little bearing on bullying perpetration and victimization, there were still differences among different age groups (See Appendix Four). The fifteen to sixteen age group was also shown to perpetrate bullying more than younger students, but less than older students. The 17-18 age group were the least bullied. Their mean scores for bullying victimization was 1.58, lower than all the other groups. They also had the strongest feelings

of personal safety ($M = 3.77$, $SD = 0.91$).

Younger students tended to take the rules more seriously, or have a stricter understanding and experience of the rules. These results are statistically significant. This makes sense as younger students are more careful to follow the rules in the new environment, and as students become older, they experience greater leniency regarding the rules.





Section Five

05 — Self-esteem, Empowerment and Aggression

Self-esteem refers to how much a person values themselves, their self-worth; thus, based on assessments or evaluations of self, one's behavior or attributes, self-esteem is laden with feelings and judgements (Rosenberg et al 1995, Leary et al 2000). While global self-esteem refers to an overall sense of self, individuals also possess 'specific self-esteem' or evaluations of self in relation to specific areas, behaviours or skills, which are ranked based on a person's hierarchy of self-values (Rosenberg et al 1995). For instance, two people may have high self-esteem regarding their ability to sing, but have poor self-esteem regarding their ability to cook, or their appearance. One person may rank singing above appearance, and so feel confident enough to sing in public, while the other believes appearance is more impactful and thus shy away from public appearances and keep their singing abilities hidden. The popular rhetoric of bullies as insecure and having low self-esteem has been found to be false (Olweus 1978, 1991, 1993, 1994). Our survey found a significant and positive relationship between self-esteem and bullying perpetration, meaning that students who bully have higher self-esteem. Having self-esteem, or feeling good for oneself did not equate to feelings of empowerment, which

means feeling in control of one's life, one's options and abilities. Feeling empowered may bolster self-esteem and vice versa, but we noted these were not the same and not necessarily comparable. Empowerment involves increased individual motivation, brought about by organizational structure, policies and practices. While self-esteem is an individual's valuation of themselves, empowerment is institutional or organizational, referring to "a process of enhancing feelings of self-efficacy among organizational members through the identification of conditions that foster powerlessness and through their removal by both formal organizational practices and informal techniques providing efficacy information" (Conger and Kanugo 1988: 474). Empowered students were less likely to bully and demonstrated less aggression. Aggressive behaviours in students correlated to increased bullying perpetration.

Students did not show significant variation in self-esteem based on age group (1% effect size; See Appendix Four), but racial background did have significant although small effect (1%) on students' self-esteem. Although East Indian students showed more self-esteem ($M = 22.44$, $SD = 5.99$) compared to students of other racial

backgrounds, as a group, they were less likely to bully, possibly as they also exhibited greater empowerment. Racial background had a greater impact on perpetration of bullying ($\eta^2 = 0.06$) and on bullying victimization ($\eta^2 = 0.04$), than on self-esteem ($\eta^2 = 0.01$) and on empowerment ($\eta^2 = 0.03$). Yet, like self-esteem, the findings show significant variations in empowerment based on racial background. Feelings of empowerment significantly and inversely influenced bullying perpetration and victimization. Thus, students who felt empowered to impact their own lives and environment were less likely to participate in acts of bullying. Students of African descent demonstrated more inclination to bully, and were also the racial group that experienced the most bullying, and had the lowest mean score for empowerment ($M = 3.13$, $SD = 0.58$). Empowerment strategies in schools and classrooms are necessary for fostering feelings of empowerment among students. A majority (76.8%) of students noted that teachers allowed their participation in class discussions and activities, and 60.7% noted that teachers would go out of their way to assist students and provide additional attention. As noted earlier however, respect and trust are also essential elements to

fostering empowerment, not just at school, but also at home and in the workplace. Section Seven details how system-wide change can be possible to foster empowerment.

There is an inverse relationship between aggression and empowerment, meaning that students who demonstrated more aggression also felt less empowered. The aggression scale used in this survey was developed specifically to gauge individual aggression among adolescents. It asked about students' feelings, like anger, and actions such as whether they name-called, threatened or teased students to make them angry, hit others or fought back when hit, or encouraged fighting. Students of East Indian background were shown to be least aggressive, while students of African descent were found to be most aggressive. **We resist associating this finding with antiquated stereotypes of Indian docility and African aggression; ethnic or geographic stereotyping of certain groups as more aggressive may contribute to a self-fulfilling prophecy, where others behave in ways that elicit aggressive behaviors from those they stereotype as aggressive (Zimmerman, Khoury, Vega, Gil, & Warheit, 1995), or they may judge the behaviours of this**

group as aggressive when the same behaviours exhibited by another group would not be viewed and treated in the same way (Rodkin

et al 2000). Further research is needed to account for these ethnic differences in aggression, self-esteem and empowerment.

TABLE 02: ANOVA SHOWING DIFFERENCES IN RACIAL BACKGROUND IN RELATION TO BULLYING PERPETRATORS AND VICTIMIZATION

Measures	East Indian		African		Mixed		Other		F (3,2217)	η^2
	M	SD	M	SD	M	SD	M	SD		
Bullying Perpetrators	1.37	0.39	1.63	0.40	1.55	0.39	1.63	0.45	49.37*	0.06
Bullying Victimization	1.50	0.48	1.73	0.47	1.67	0.5	1.71	0.49	27.35*	0.04

Note. M = Mean. SD = Standard Deviation.

* $p < 0.05$.

TABLE 03: ANOVA SHOWING DIFFERENCES IN RACIAL BACKGROUND IN RELATION TO AGGRESSION

Measures	East Indian		African		Mixed		Other		F (3,2217)	η^2
	M	SD	M	SD	M	SD	M	SD		
Aggression	0.92	0.95	1.57	1.15	1.33	1.09	1.34	1.19	39.91*	0.05

TABLE 3.1: PAIRWISE COMPARISONS FOR MEAN SCORE DIFFERENCES IN AGGRESSION BASED ON RACIAL BACKGROUND

Based On Racial Background				
Racial Background	1	2	3	4
1. East Indian	-	-0.65*	-0.41*	-0.42*
2. African		-	-0.41*	0.23
3. Mixed			-	-0.01
4. Other				-

Note. Post-Hoc Analyses conducted using Games-Howell method for unequal variances.

* $p < 0.05$

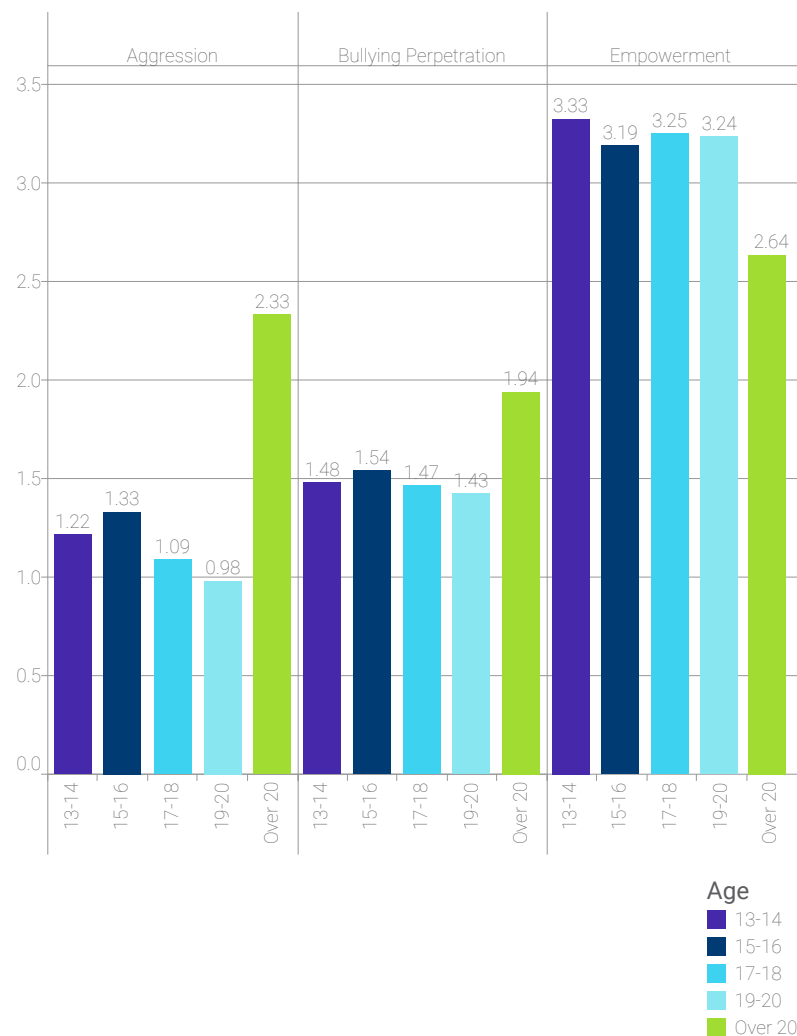
Additionally, students of nuclear-family households ($M = 3.28$, $SD = 0.61$) and those in the 13-14 age group ($M = 3.33$, $SD = 0.60$) felt more empowered than their peers. As

the table below demonstrates, age groups with lower empowerment scores, showed higher aggression scores and higher participation in acts of bullying.



FIGURE 30: COMPARISON OF MEANS FOR BULLYING PERPETRATION, EMPOWERMENT AND AGGRESSION, BASED ON AGE

Comparison Of Means For Bullying Perpetration, Empowerment And Aggression, Based On Age



Students in the 15-16 age group were comparatively more aggressive than students in the 13-14, 17-18 and 19-20 age group. Age has a small-sized effect ($\eta^2 = 0.01$) on aggression and empowerment, compared to racial background ($\eta^2 = 0.05$) which has a medium-sized effect on both (5% and 3% respectively). Differences in students' aggression based on racial background is shown (in the pairwise comparison above) to be statistically significant (see Table 2.1), thus representative of differences in the wider society.

Studies have correlated aggression with popularity and leadership (Waasdorp, Baker, Paskewich, & Leff, 2013, Rodkin, Farmer, Pearl, & van Acker, 2000). Bullies may use aggression to gain popularity

and social acceptance (Salmivalli, 2010). Aggression has been linked to community and home environments, such as the chronic exposure to violence, perceived neighborhood threats, poor neighbourhood quality, poverty, and violence in the home, where aggressive behavior is coded as a viable and acceptable way to resolve conflict (Coie & Dodge, 1996; Colder, Mott, Levy, & Flay, 2000). Sykes et al (2017) found that, in the United States, on average, bullies experienced a greater number of disadvantages, such as neighborhood quality and disorder, lack of social cohesion, parental incarceration, witnessing intimate partner violence (IPV), and other adverse childhood experiences than non-bullies.



A group of people, including children and adults, are gathered at night, holding lit candles. They are wearing face masks. The scene is dimly lit, with the primary light source being the candles. A purple rectangular box is overlaid on the right side of the image, containing the text 'Section Six'.

Section Six

06 — The Impact of Social Support- Home and Community

Support of friends and family has been found to reduce participation in acts of bullying. Although social support inversely impacted bullying perpetration, it was more significant in its role in preventing victimization. Having support from a significant other [$r(2284) = -0.06$], from family [$r(2284) = -0.22$], and from friends [$r(2284) = -0.12$] reduces bullying victimization, perhaps as students had better support systems and could find help for these issues. The regression coefficients show significant and inverse relationships between social support and bullying victimization; the more social support a person has the less likely they are to be bullied.

Family Support

This finding was corroborated by Abdurahman et al (2012) whose study of data from 6780 participants who respond to the Global School-based Student Health Survey (GSHS) conducted in the Cayman Islands, St Lucia, St Vincent and the Grenadines, and Trinidad and Tobago in 2007, showed that students who felt that their parents were understanding and monitored their free time activities reported fewer mental health issues and were somewhat less likely to report being a victim of a bully. While the findings show no significant variation in social support

from a significant other [$F(4, 2272) = 1.18, p = 0.32$] or social support from friends [$F(4, 2272) = 1.38, p = 0.24$] based on age group, social support from family was significant based on age group [$F(4, 2272) = 5.76, p < 0.05$]. As students aged, their mean scores for family support decreased, suggesting that older students have less family support. Devries et al (2019) also found that the physical and emotional violence families and caregivers inflict upon children also decreased with age.

Parental and authority figures provide important models for healthy development in youth. Family conflict and violence in homes and communities may socialize children to accept these behaviors as normal, and even model them in their relationships outside of the home (Devries et al 2019, Xu et al 2020). Family structure only accounted for 1.4% of the variation in perpetration and 2% of the variation in victimization, representing a small-sized effect. Still, family support is shown to inversely impact bullying perpetration ($r(2284) = -0.16$) and bullying victimization ($r(2284) = -0.22$). Students of nuclear families and extended families had more support from family members and stronger feelings of personal safety (Tables 5 and 7). Although

they also had lower self-esteem scores, they had stronger feelings of empowerment.

Different family structures were shown to provide varying amounts of social support ($\eta^2 = 0.02$). Students of nuclear-family households ($M = 4.95, SD = 1.67$) felt most supported by their families, followed by those of extended-family households ($M = 4.82, SD = 1.68$), reconstituted family households ($M = 4.60, SD = 1.64$), and lastly, single-parent households ($M = 4.47, SD = 1.74$). Nuclear, extended and reconstituted families may have a lower adult to child ratio, allowing adults to be able to give more time, effort and energy to children in their care, than in a single-parent family. However, the wide deviation range for scores indicates that the students' experiences of support vary within these categories.

The data shows trends connecting family type to racial background: 47.8% of students ($n = 1053$) were from nuclear family households; 44% of nuclear family households (21% of total) were of East Indian descent, and 36.9% (17.6% of total) were of mixed descent. The largest segment of students surveyed (41.8%) were from mixed race backgrounds, followed by those of East Indian descent (34.3%), so the absolute figures shown in Table 4 can be misleading if taken at face value. For instance, students of African descent comprise 20% of the total sample. While students of African background may comprise only 15% of nuclear families (7% of total), 37% of families of African background were nuclear (37.7% single family, 16.7% extended, and 8% reconstituted).



TABLE 04: RACIAL BACKGROUND AND FAMILY STRUCTURE

	Single Parent (N)	Nuclear (N)	Extended (N)	Reconstituted (N)
East Indian	125	465	122	45
African	169	166	75	38
Mixed	305	389	137	90
Other	28	33	12	6

Racial background was more impactful, having a medium-sized effect ($\eta^2 = 0.01$) on social support received from a significant other, from family, and from friends. Pairwise comparisons show significant differences in family

support between students of East Indian and African descent; and between students of East Indian and Mixed descent, with students of East Indian descent receiving the most support.

TABLE 05: RATINGS OF FAMILY SUPPORT BY FAMILY STRUCTURE

Family Support		
	Mean	SD
Single Parent	4.47	1.74
Nuclear	4.95	1.67
Extended	4.82	1.68
Reconstituted	4.60	1.64

TABLE 06: RATINGS OF FAMILY SUPPORT BY ETHNICITY

Family Support		
	Mean	SD
Single Parent	4.94	1.73
Nuclear	4.61	1.71
Extended	4.68	1.66
Reconstituted	4.83	1.73

Students from nuclear families showed lower perpetration of acts of bullying than students with other types of family forms. Students of single-parent families, and reconstituted families had about the same levels of participation in acts of bullying, followed by students of extended families.

Similarly, students of single-parent households demonstrated higher averages for victimization, followed by students from reconstituted families, extended family households. Students of nuclear family households had the lowest mean scores for bullying victimization.

TABLE 07: COMPARING MEAN SCORES FOR BULLYING PERPETRATION, VICTIMIZATION, PERSONAL SAFETY AND AGGRESSION, BASED ON FAMILY STRUCTURE

	Nuclear Family	Single Parent Family	Extended Family	Reconstituted Family
Bullying Perpetration	M = 1.46, SD = 0.40	M = 1.56, SD = 0.40	M = 1.53, SD = 0.42	M = 1.56, SD = 0.36
Bullying Victimization	M = 1.57, SD = 0.48	M = 1.72, SD = 0.50	M = 1.62, SD = 0.52	M = 1.65, SD = 0.45
Personal Safety	M = 3.72, SD = 0.90	M = 3.58, SD = 0.90	M = 3.67, SD = 0.92	M = 3.49, SD = 0.92
Aggression	M = 1.09, SD = 1.03	M = 1.44, SD = 1.14	M = 1.27, SD = 1.10	M = 1.27, SD = 1.04
Self-Esteem	M = 21.56, SD = 5.96	M = 22.49, SD = 6.04	M = 21.64, SD = 6.14	M = 22.95, SD = 5.94

The impact of family structure on personal safety was comparable to its influence on the levels of bullying perpetration and victimization. Although, family structure accounted for 1% of the variance representing a small-sized effect ($\eta^2 = 0.01$), result is statistically significant ($F(3, 2262) = 5.14, p < 0.05$). Students of nuclear family households felt most safe compared to students of extended family households, single-parent households and reconstituted families.

Aggression also varied based on family structure [$F(3, 645) = 14.45, p < 0.05$], with students of single-parent households showing the highest mean scores for aggression, and those of nuclear-family households scoring the least. The relationship between aggression and self-esteem, based on the influence of family structure, mimics other indicators that pair higher self-esteem with higher aggression.

Support from Friends

The findings show significant variations in social support from friends based on racial background. Students of East Indian descent were shown to have the most social support from friends ($M = 5.08, SD = 1.66$), followed by students of mixed descent ($M = 5.00, SD =$

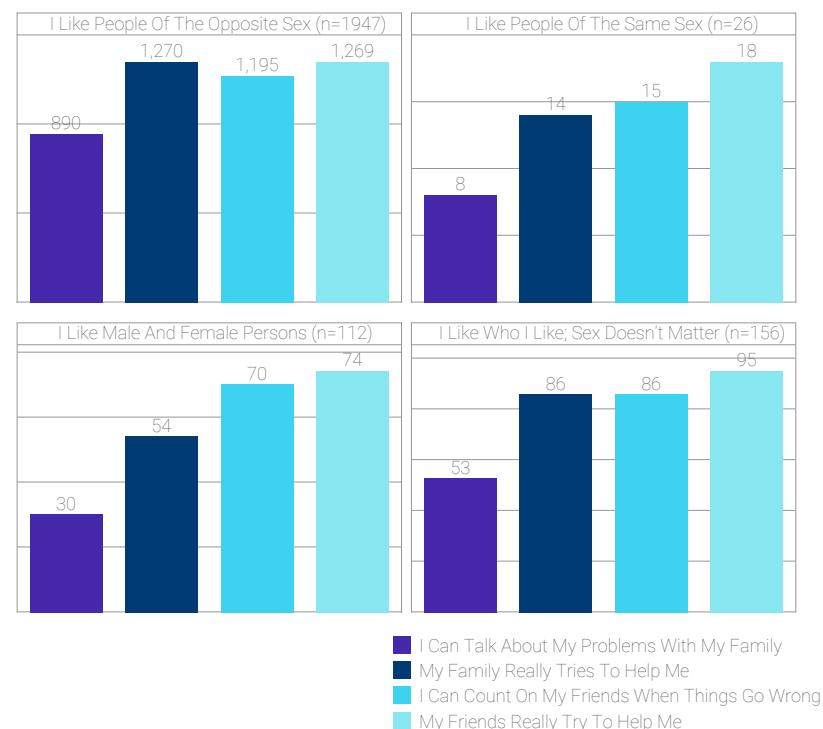
1.54), African descent ($M = 4.73, SD = 1.56$) and lastly, those of 'Other' racial backgrounds ($M = 4.49, SD = 1.60$). The differences among these groups were shown to be statistically significant, thus reflective of the wider student population. Research on friendships among children and adolescents show in-group bias, whereby race and racial background were used to determine who they accepted, and with whom they formed social groups and friendships (Aboud, Mendelson, & Purdy 2003); yet, building relationships across racial, ethnic and other social boundaries fostered respect for diversity, deterred involvement in bullying and reduced related victimization (Kawabata & Crick, 2011).

While family structure did not significantly impact engagement in homophobic acts of bullying, it was an important support structure for students who were the targets of homophobic bullying (see Regression tables in Appendix Two for more causal and relational information regarding the factors assessed). Students' responses demonstrate that families are supportive and try to be there for their children, even though the students felt they could not talk to their families about their problems. Regardless of sexual

orientation, students felt they could more than the support of family. rely on the support and help of friends

FIGURE 31: DIFFERENCES IN FAMILY SUPPORT BASED ON SEXUAL ORIENTATION

Differences In Family Support Based On Sexual Orientation



As long as students have someone trusted to turn to, whether a teacher, family member, significant other or friend, it can help reduce

their participation in bullying, their victimization, and the long-term emotional trauma they might experience.



Section Seven

07 — Recommendations

Based on the findings of this survey, recommendations are suggested in the following four overlapping areas:

- Reforming school climate
- Social and emotional learning and social justice learning
- Creating stronger support systems
- Fostering personal development

Family Structure

Improving school climate entails restructuring education curricula to foster change, acceptance and personal development, while at the same time expanding support services so that students feel safe and empowered in school environments.

As the environment wherein bullying is perpetrated, the school needs to be the first point of intervention and prevention. A school climate that fosters mutual respect, willingness to help, a clear understanding of school rules and the consequences for acts of violence, will see a decline in bullying.

National School Climate Council (2007) outlines a positive school climate as:

- Norms, values, and expectations that support people feeling socially, emotionally and physically safe

- People are engaged and respected
- Students, families, and educators work together to develop and contribute to a shared school vision
- Educators model and nurture attitudes that emphasize the benefits and satisfaction gained from learning
- Each person contributes to the operations of the school and the care of the physical environment

They designate four interrelated categories for intervention:

- Safety
- Teaching and Learning
- Institutional Environment
- Interpersonal Relationships

Each school should do an assessment of their school climate and develop an action plan that meets their specific needs, including building of community, and promoting student, parent and community participation.

This includes:

- Encouraging the participation of administrators and teachers in programs that give them the tools to evaluate classroom and school climate (such as that offered by SLF) and other opportunities for professional development.
- Permitting teachers to utilise

creative strategies based on their training and these findings to promote a climate for learning in our schools.

- Creating a shared school vision to guide the development of procedures and practices.
- Supporting the development of a social, emotional and ethical learning curriculum for each age-group, whereby students learn to manage their emotions and social relationships.
- Making inclusive practices a part of regular instruction, such as allowing the curricula of various subjects to reflect the diversity of the student population and the wider society, including teaching about various ethnic groups, genders and sexual orientations, in a respectful manner.
- Engaging stakeholders: parents, future employers, communities and community organisations all benefit from and provide services to schools. They can be involved in expanding student's support systems.
- Collaborating with district, regional or national institutions and organisations allow for wider and stronger support networks that can better cater to students' needs. Indeed, coalitions and collaborations

would allow for the pooling of resources and ideas that can reach students in various social, emotional and economic situations.

One strategy is the use of Positive Behavioral Intervention and Supports (PBIS), a framework that utilizes a multi-tiered continuum of supports to benefit the academic, social, emotional, and behavioral competence of all students, by improving school climate, preventing problem behavior, increasing learning time, promoting positive social skills, and delivering effective behavioral interventions and supports, that can also be responsive to the cultural diversity within the school community (OSEP 2015, Banks and Obiakor 2015). It is based on continuous screening, monitoring and data-based interventions and practices implemented by a leadership team that includes school leaders, stakeholders, and content experts.

The Positive Learning Collaborative provides an example of how a broad yet strategic approach can be beneficial for transforming school climate. Comprising public school educators, psychologists and social workers with several decades of experience working in New York City, the Positive Learning Collaborative

(PLC) strives to eliminate the major inequities among public school students, noting that punitive school discipline disproportionately impacts, already disadvantaged, students of color. The PLC advocates for a multitiered system of support, utilising reflective and restorative practices that center on building student relationships, empowering administrative teams to become leaders in the school for gathering data, planning, and implementing ongoing strategies for preventing and coping with behavioural issues.

Another example is the Appleton Area School District (AASD) in Wisconsin targeted interventions for students who demonstrated need for additional support, such as a daily Check in/Check out system, where the student meets with an adult before and after the school day for structured feedback and encouragement. They have also increased collaboration with community partners, including mental health providers, truancy/runaway centers and the local Boys and Girls Club, resulting in greater access to mental health and alcohol/substance services, and has improved students' attendance. They trained all staff in restorative practices and trauma-informed care which allowed for better student

support (US DoE 2019).

The Laconia School District, located in the Lakes Region of New Hampshire, also expanded access to school-based mental health services. By increasing the number of in home-visits from school social workers and by offering new parent education and engagement events, they have increased family engagement threefold (US DoE 2019).

For any program, sustainability needs to be part of its first conceptualisation. How is the project going to sustain itself? Where will funding and resources come from? Proactively planning for sustainability can help organize short-term versus long-term strategies, make best use of limited resources, and define levels of commitment over time. For school climate strategies to be effective, they must be incorporated with other important district or school initiatives, such as monitoring educator effectiveness and professional learning, school improvements and multi-tiered systems of support. School climate work must also be treated as an ongoing and integrated effort, as part of school and classroom policies and practices. Respectful teaching needs to be part of the classroom dynamic with teachers modeling appropriate

language and behaviours, fostering a culture of respect, and integrating social and emotional skills into academic instruction.

Social and Emotional Learning (SEL) and Social Justice Learning

Considering student's psychological needs alongside their academic needs lends itself to Social and Emotional Learning (SEL) and social justice learning, which approach instruction via the "whole child" perspective on student development, by including a social emotional perspective in curricula, assessment policies, and in disciplinary practices that would seek to that preserve relationships, respect dignity, and provide psychological support (Hamedani and Darling-Hammond 2015). Integrating SEL and social justice learning into curriculum content and instructional practices, includes the use of collaborative, project-based learning as a vehicle for student application and practice of SEL; the use of performance-based assessments that provide students with the opportunity to be reflective, resilient, and responsible, and to develop a growth mindset; and the establishment of restorative disciplinary practices to help students preserve relationships, foster responsibility, and respect the dignity of others.

The Trinidad and Tobago School Climate Report: Bullying and Gender-based Violence In Secondary Schools (2017) report advocated for restorative justice practices in order to empower students and positively impact behaviours rather than perpetuate a culture of punishment without change. We continue to believe that such practices would be beneficial to the school climate by demonstrating:

- Clear guidelines for behaviour
- Accountability in wrongdoing
- The humanity of making a mistake and correcting one's behaviours
- The opportunity for growth and development, instead of being punished
- And, that wrongdoing can be opportunities for learning

To help establish such practices and assist in teacher readiness for challenges in the classroom, the Sexual Culture of Justice Project has provided teacher training programs for conflict resolution and diversity management, called Safer Schools: Diversity and Inclusion in the Classroom. These trainings are a mere starting point for a strategic program that needs to expand throughout schools and across school districts. How can these training programs translate to the rest of the school to establish

a school-wide system of support? What would this entail?

A school-wide application of SEL, social justice learning and restorative justice practices would teach social emotional skills explicitly, while ensuring these skills are reflected and reinforced by school practices. According to Hamedani and Darling-Hammond (2015), some strategies to consider employing include:

- Emphasising the structure of the school as an interdependent community based on empathy and social responsibility
- Promoting strong relationships and a respectful, caring, and cohesive community
- Ensuring the norms and expectations are clear and consistent across different school environments

Academic and non-academic staff and structures in the school should support each other. Societal structures beyond the school walls should also support this type of learning.

Creating Stronger Support systems

Partnerships between family, school and community are proven to improve student outcomes, such as college readiness and leadership (Bryan 2017), by increasing exposure

to a wider array of interests, promoting improved attendance, and improving access to social capital (the social relationships that can help one succeed). Schools benefit from an increased pool of resources, and can complement and reinforce the academic curriculum with a wider range of services and activities, but without over-exhausting the teaching staff. Partnerships mean that families, teachers, administrators, and other school staff can benefit from collectively working to solve problems, exchange views, influence other decision-makers, and advocate for children. While the following section speaks to the actions or initiatives that could be employed by a school or schools, these partnerships can also be shared among schools of a particular district or town, or even as part of a national policy for inclusion and collaboration.

An initial step would be differentiating the ways in which each community member can contribute their resources, skills and time, including administrators, teachers, school staff, students, families, and communities, to improve school climate. Their responsibilities overlap and support the formal and informal structures of the children's education. Cultural, ethnic and language

aspects of each community can present opportunities and challenges for establishing responsive partnerships, yet creativity and open communication can make these liaisons fruitful for all involved. The different interests, races, religions, and educational status of its participants should be recognised, along with the potential for conflict. The processes of mediation, negotiation, and compromise can be modelled in this environment as well as in classroom settings.

Schools should make themselves family friendly, in order to encourage and sustain parent involvement. One strategy is the establishment of a parent or family center where the whole family can have access to resources, like school computers and libraries, or attend social activities for teachers and families, where they will be exposed to the school setting in a way that inspires future involvement.

Parent Education

The school can offer workshops and other programs for parents' training and education. For instance, computer literacy can assist parents, especially those of younger students, with the current transition to online schooling. Schools can hold workshops showing parents how to navigate their web platform, access

resources and how to safeguard their children from online threats. The school can host a class on "How to File Your Taxes" and have it open to parents as well. Opportunities like this would bring parents into the school setting and encourage them to participate further.

Volunteer Activities

Family members can volunteer to assist teachers, administrators, and children in the classroom or other areas, especially with sports, arts and other school events. The school can accommodate parents with flexible schedules, varying the ways in which parents can volunteer, and matching their talents and interests of parents to needs of students and teachers. For example, a group of parents may be able to instruct an extracurricular skill, like hairdressing classes, carpentry, driving safety classes, or coaching a sport. They can help sew costumes or build sets for a theater production that the school can use as a fundraiser. They can even include mentoring programs, advisory systems to address well-being, and professional development programs for staff, students, families, and communities.

Communication

There should be sustained and bidirectional communication, where

the schools proactively communicate with parents and caregivers, who in turn actively reach out to teachers and administrators about what risks and behaviours happening in the home setting. The school can utilise a variety of formats, such as memos, reports, conferences, telephone calls, newsletters, informal conversations, e-mail, and websites, providing oral or written translation for parents who speak other languages. Parents should be welcomed and encouraged to share information and express concerns.

Opportunities to participate in decision-making

Developing effective partnerships is a democratic process (Davies 2000). Parents should be involved in setting goals for their child's learning program. If the school shows that it values parents' opinions, concerns, ideas, and visions, as key contributors to their child's school experiences, it will encourage their ongoing support and involvement. Parents can contribute in the development of school discipline procedures, codes of conduct, and positive support roles.

Community involvement

Teachers and administrators must not assume that a lack of parental involvement means non-caring.

Some parents face barriers, like poverty or abusive home lives that keep them from being more involved in their child's education.

These partnerships can be mutually beneficial to schools, families and communities, as they work to build long-term solutions for students who are struggling or at-risk, and in whom they have a vested interest. Where parents lack resources, the school can act as a link to community services, by engaging the help of public and private community agencies and organizations, religious institutions, employers, health and social services. Families can be connected to other services such as recycling, food pantries, cultural events, tutoring or mentoring services, before-and-after school programs.

Fostering Personal Development

Students should not be viewed merely as children in need of instruction. They are being reared to become actors in society. How are we raising? What type of adults are being produced in our homes, schools and communities? The three aforementioned areas emphasise the shared responsibility of creating well-rounded young people. No singular strategy will be effective at producing broad and long lasting

change; there needs to be reform and cooperation across different learning environments, including the home and community, so that the same messages and patterns of behaviour are reinforced.

Ultimately, the goal of education should be to foster preparedness for the challenges of adulthood, and to reform society to eradicate some of its plaguing issues, including interpersonal and intimate partner violence, which stem from an inability to handle conflicts, exacerbated by substance use and misguided ideological expectations, including gender expectations. The above described initiatives would foster positive growth, such as feelings of empowerment and control over oneself and one's life; respect for others, for self and for property; accountability and responsibility for one's actions; and a commitment to the social good and to social justice.

Finally...

The aforementioned strategies are key to transforming the culture of discipline and punishment that so far has criminalised and condemned "troubled" and "at-risk" youth rather than helping to mitigate their troubles and risks. Students who are the victims of bullying are at risk of developing psychological

problems, including depression and anxiety disorders. As the study indicated, no student scored zero for bullying victimization or perpetration, meaning that every student experienced bullying or participated in acts of bullying. They all, including bystanders, are in some way exposed to the physical, verbal, social, and psychological effects of bullying, that can have lasting effects. Currently, all students are vulnerable to these effects, including LGBTQ students who are victimized at higher rates and also bully others at higher rates. Unless these cycles of bullying are interrupted, we will witness a perpetuation of interpersonal and institutional relationships premised on violence and abuse. We must take steps to create a more inclusive, gentler, kinder, and less violent society, and it begins with instilling values, habits and practices that reinforce and support these ideals. The onus is on us. The opportunity is at hand.

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APPENDIX ONE: RELIABILITY ANALYSIS

All measures with the exception of the school climate dimension teasing and bullying had high reliability with alpha coefficients ranging from .766 to .901 (see table below and continuing on page 123).

Scale	No. of Items	α
Bullying Perpetrators	27	.901
Bullying Victimization	27	.912
School Climate Dimensions		
<i>Willingness To Help</i>	9	.766
<i>Teasing & Bullying</i>	4	.555
<i>Aggressive Attitudes</i>	6	.708
Homophobic Target	5	.807
Homophobic Agent	4	.835
Personal Safety	7	.901
Experience Of School Rules	7	.766
Aggression	11	.870
Self-Esteem	10	.839
Perceived Social Support		
<i>Significant Other</i>	9	.892
<i>Family</i>	4	.890
<i>Friends</i>	6	.898
Empowerment	5	.879
Exposure To Sex Education	4	.793
Bullying Victimization	27	.912

Scale	No. of Items	α
LGBTQ Dimensions		
<i>Exposure to LGBTQ</i>	11	.812
<i>Attitudes toward LGBTQ</i>	10	.777
Note. α = Cronbach's Alpha coefficient.		

APPENDIX TWO: REGRESSION COEFFICIENTS

Regression analysis is used to produce an equation that will predict a dependent variable using one or more independent variables. In each of the following two sections, there are three tables. Table 1 shows the impact of the variables on bullying perpetration.

(R²)= shows the rate of change in the dependent variable that is accounted for/ caused by the independent factors. In other words, it describes the size of the effect the independent variables are having on your dependent variable.

An R² of 0.38 means 38% of variance in victimization can be accounted for by these factors.
62% of variance can be accounted for by variables not taken into account.

For bullying perpetration, an R² of 0.514 means 51% of variance in victimization can be accounted for by these factors.
49% of variance can be accounted for by variables not taken into account.

In Table 2, The Bosch Pagan test

lists the variables in order of relative importance to predicting bullying perpetration or victimization. It tells how strongly each independent variable is associated with the dependent variable. Aggression is shown to be the most impactful predictor of bullying perpetration and victimization. Social support of a significant other was the least important predictor of bullying victimization, while this factor was not impactful at all on predicting bullying perpetration, hence it is left out of the model.

Of the 16 predictors, 12 were significant and retained in the final model for bullying victimization. All 12 predictors accounted for 37.5% of the total variance found in bullying victimization, meaning that 62.5% of bullying victimization could be accounted for by other factors not assessed. The variables that contribute the most variance are aggression (9%), homophobic agent (7%), teasing and bullying (4%) and aggressive attitudes (3%). These 4 variables alone contributed 23% of the variance in victimization.

The 4 variables (homophobic target, willingness to help, empowerment, LGBTQ attitudes) that were not retained did not significantly improve the model, $F(4) = 1.51$, $p = 0.19$.

Regarding bullying perpetration, nine (9) factors were significant and retained in the final model (see table 1) below. All 9 predictors accounted for 51% of the total variance found in bullying perpetration. The predictors with the most contributions are aggression (17%), homophobic target (11%) and aggressive attitudes (10%) (see table 2). Together these 3 variables alone accounted for 38% of the variance. The other seven (7) variables (teasing and bullying, personal safety, self-esteem,

support from significant other, family support, support from friends and empowerment) that were not retained did not significantly improve the model, $F(7) = 1.30$, $p = 0.25$. In other words, they were not strong predictors of bullying perpetration.

Table three shows the multiple linear regressions. The size of the coefficient for each independent variable gives you the size of the effect that variable is having on your dependent variable (with all other independent variables assumed to be constant), and the sign on the coefficient (positive or negative) gives you the direction of the effect, whether positive or inverse.

Summary Of Relationships Among The Factors Assessed

Altogether, the regression analyses showed how these variable factors predicted victimization and perpetration of bullying:

- Aggression was the strongest predictor for both perpetration and victimization models.
- Predictors that were significant explained more of the variance in the perpetration model than in the victimization model. This implies that these predictors are better at explaining perpetration

than victimization.

- Two dimensions of school climate (teasing & bullying; aggressive attitudes) were significant predictors of victimization. Similarly, two dimensions of school climate (willingness to help and aggressive attitudes) were significant predictors of perpetrators.
- The social support dimensions (significant other, family, friends) significantly predicted victimization but not

- perpetrators.
- LGBTQ Exposure and attitudes significantly predicted perpetrators but not victimization.
- Homophobic Content Agent was a stronger predictor of Victimization than Perpetrators. Homophobic Content Target only predicts perpetrators but not Victimization.
- Exposure to sex education and exposure to school rules significantly predicted victimization but only exposure to school rules significantly predicted perpetrators.

BULLYING PERPETRATION

TABLE 01: REGRESSION COEFFICIENTS FOR THE MODEL PREDICTING BULLYING PERPETRATORS

95% CI for b						
Predictor	b	SE	β	t	LL	UL
(Intercept a)	0.81***	0.08	-	10.72	0.66	0.96
Aggression	0.13***	0.01	0.34	17.69	0.11	0.14
Homophobic Target	0.10***	0.01	0.19	9.57	0.08	0.12
Aggressive Attitudes	0.13***	0.02	0.18	10.03	0.11	0.16
Willingness to Help	-0.06***	0.01	-0.08	-4.27	-0.08	-0.03
Homophobic Agent	0.05***	0.01	0.07	4.20	0.03	0.08
Exposure to School Rule	-0.06***	0.01	-0.08	-4.83	-0.08	-0.03
Sex Education	0.11***	0.02	0.09	5.76	0.07	0.15
LGBTQ Attitudes	-0.01*	0.01	-0.04	-2.27	-0.03	-0.01
LGBTQ Exposure	0.02**	0.01	0.05	2.76	0.01	0.03

95% CI for b	
R ²	0.514
F (df)	267.30 (9, 2274)

- Note. b represents unstandardized regression weights. β indicates the standardized regression weights. LL and UL indicate the lower and upper limits of a confidence interval, respectively. t indicates the t-statistic for the unstandardized regression weight b. SE (HC3) indicates the type of robust standard errors that were computed to correct for heteroscedasticity. R² indicates the proportion of variance explained by the predictors. F indicates the F-ratio used to evaluate model fit.
- a Criterion Variable: Bullying Perpetrators.
- ***indicates $p < 0.001$. **indicates $p < 0.01$. *indicates $p < 0.05$

TABLE 02: RELATIVE IMPORTANCE OF THE PREDICTORS

Predictor	Contribution (R ²)
1. Aggression	0.174
2. Homophobic Target	0.110
3. Aggressive Attitudes	0.101
4. Homophobic Agent	0.042
5. Willingness to Help	0.036
6. Exposure to School Rules	0.021
7. Sex Education	0.015
8. LGBTQ Attitudes	0.008
9. LGBTQ Exposure	0.005
Total	0.51

TABLE 03: BULLYING PERPETRATION: REGRESSION COEFFICIENTS FOR THE VARIABLES USED IN THE STUDY

Variable	1	2	3	4	5	6
1. Bullying Perpetrators	1	-.35* *	.27**	.52**	.55**	.37**
2. Willingness To Help		1	-.20* *	-.37* *	-.26* *	-.17* *
3. Teasing & Bullying			1	.36**	.21**	.15**
4. Aggressive Attitudes				1	.43**	.26**
5. Homophobic Target					1	.53**
6. Homophobic Agent						1
7. Personal Safety						
8. Exposure To School Rules						
9. Aggression						
10. Self-Esteem						
11. Significant Other						
12. Family						
13. Friends						
14. Empowerment						
15. Sex Education						
16. LGBTQ Exposure						
17. LGBTQ Attitudes						

Continuation of Table 03 data

7	8	9	10	11	12	13	14	15	16	17
-.19* *	-.26* *	.62**	.05*	-.07* *	-.16* *	-.05*	-.26* *	.18*	.09**	-.17* *
.31**	.48**	-.29* *	-.19* *	.23**	.34**	.21**	.56**	.01	-.06* *	.16**
-.26* *	-.19* *	.24**	.13**	.01	-.10* *	-.05*	-.23* *	.14**	.17**	-.04
-.20* *	-.23* *	.52**	.04	-.12* *	-.16* *	-.12* *	-.27* *	.11**	-.03	-.21* *
-.19* *	-.16* *	.56**	.00	-.07* *	-.10* *	-.06* *	-.21* *	.10**	.04	-.22* *
-.19* *	-.11* *	.36**	.11**	-.10* *	-.09* *	-.08* *	-.15* *	.07**	.04	-.08* *
1	.36**	-.19* *	-.20* *	.17**	.21**	.18**	.43**	.07**	.06**	.16**
	1	-.17* *	-.11* *	.16**	.21**	.13**	.53**	.02	-.04*	.14**
		1	.06**	-.07* *	-.16* *	-.08* *	-.24* *	.12**	-.08* *	-.14* *
			1	-.22* *	-.36* *	-.18* *	-.20* *	.01	.10**	.07**
				1	.48**	.59**	.31**	.16**	.11**	.15**
					1	.42**	.38**	.05*	-.08* *	.03
						1	.31**	.16**	.10**	.15**
							1	.11**	-.05*	.17**
								1	.26**	.09**
									1	.39**
										1

** p < 0.01. * p < 0.05.

BULLYING VICTIMIZATION

TABLE 01: REGRESSION COEFFICIENTS FOR THE MODEL PREDICTING BULLYING VICTIMIZATION

95% CI for b						
Predictor	b	SE (HC3)	β	t	LL	UL
(Intercept a)	0.42***	0.11	-	3.94	0.21	0.64
Aggression	0.11***	0.01	0.24	10.87	0.09	0.12
Homophobic Agent	0.19***	0.02	0.21	10.51	0.16	0.22
Teasing & Bullying	0.10***	0.01	0.14	6.98	0.08	0.13
Aggressive Attitudes	0.04*	0.02	0.05	2.17	0.01	0.08
Personal Safety	-0.05***	0.01	-0.10	-5.00	-0.07	-0.03
Sex Education	0.17***	0.03	0.11	5.74	0.11	0.22
Self-Esteem	0.01***	0.00	0.10	5.39	0.01	0.01
LGBTQ Exposure	0.06***	0.01	0.13	7.03	0.04	0.08
Exposure To School Rule	-0.05**	0.02	-0.06	-2.89	-0.08	-0.02
Family Support	-0.02***	0.01	-0.07	-3.29	-0.03	-0.01
Friend Support	-0.02***	0.01	-0.07	-3.54	-0.03	-0.01
Significant Other Support	0.02***	0.01	0.08	3.60	0.01	0.03
R2			0.37			

95% CI for b	
F (df)	112.90* (11, 2271)

Note. b represents unstandardized regression weights. β indicates the standardized regression weights. LL and UL indicate the lower and upper limits of a confidence interval, respectively. t indicates the t-statistic for the unstandardized regression weight b. SE (HC3) indicates the type of robust standard errors that

were computed to correct for heteroscedasticity. R2 indicates the proportion of variance explained by the predictors. F indicates the F-ratio used to evaluate model fit. a Criterion Variable: Bullying Victimization. ***indicates $p < 0.001$. **indicates $p < 0.01$. *indicates $p < 0.05$.

TABLE 02: RELATIVE IMPORTANCE OF THE PREDICTORS

Predictor	Contribution (R2)
1. Aggression	0.089
2. Homophobic Agent	0.073
3. Teasing & Bullying	0.044
4. Aggressive Attitudes	0.033
5. LGBTQ Exposure	0.027
6. Personal Safety	0.026
7. Self Esteem	0.025
8. Sex Education	0.021
9. Family Support	0.015
10. Exposure to School Rules	0.014
11. Friends Support	0.005
12. Significant Other Support	0.003
Total	0.375

TABLE 03: BULLYING VICTIMIZATION: REGRESSION COEFFICIENTS FOR THE VARIABLES USED IN THE STUDY

Variable	1	2	3	4	5	6
1. Bullying Victimization	1	-.27* *	.34**	.33**	.36**	.38*
2. Willingness To Help		1	-.20* *	-.37* *	-.26* *	-.17* *
3. Teasing & Bullying			1	.36**	.21**	.15**
4. Aggressive Attitudes				1	.43**	.26**
5. Homophobic Target					1	.53**
6. Homophobic Agent						1
7. Personal Safety						
8. Exposure To School Rules						
9. Aggression						
10. Self-Esteem						
11. Significant Other						
12. Family						
13. Friends						
14. Empowerment						
15. Sex Education						
16. LGBTQ Exposure						
17. LGBTQ Attitudes						

Continuation of Table 03 data

7	8	9	10	11	12	13	14	15	16	17
-.27* *	-.22* *	.44**	.22*	-.06* *	-.22* *	-.12* *	-.24**	.20**	.21**	-.02
.31**	.48**	-.29* *	-.19* *	.23**	.34**	.21**	.56**	.01	-.06* *	.16**
-.26* *	-.19* *	.24**	.13**	.01	-.10* *	-.05* *	-.23* *	.14**	.17**	-.04
-.20* *	-.23* *	.52**	.04	-.12* *	-.16* *	-.12* *	-.27* *	.11**	-.03	-.21* *
-.19* *	-.16* *	.56**	.00	-.07* *	-.10* *	-.06* *	-.21* *	.10**	.04	-.22* *
-.19* *	-.11* *	.36**	.11**	-.10* *	-.09* *	-.08* *	-.15* *	.07**	.04	-.08* *
1	.36**	-.19* *	-.20* *	.17**	.21**	.18**	.43**	.07**	.06**	.16**
	1	-.17* *	-.11* *	.16**	.21**	.13**	.53**	.02	-.04*	.14**
		1	.06**	-.07* *	-.16* *	-.08* *	-.24* *	.12**	-.08* *	-.14* *
			1	-.22* *	-.36* *	-.18* *	-.20* *	.01	.10**	.07**
				1	.48**	.59**	.31**	.16**	.11**	.15**
					1	.42**	.38**	.05*	-.08* *	.03
						1	.31**	.16**	.10**	.15**
							1	.11**	-.05*	.17**
								1	.26**	.09**
									1	.39**
										1

** p < 0.01. * p < 0.05.

APPENDIX THREE: MEAN SCORES FOR AGGRESSIVE ATTITUDES IN SCHOOLS

	School	Mean	Standard Deviation
1	ASJA Girls College San Fernando	0.5085	.56448
2	Lakshmi Girls Hindu College	0.5100	.55453
3	St Stephen's College	0.7544	.79393
4	St Augustine Girls High School	0.7679	.65413
5	ASJA Girls College Charlieville	0.8802	.91274
6	Chaguanas North Secondary School	0.8864	.99030
7	Naparima College	0.9136	1.17450
8	Couva East Secondary School	0.9407	1.26649
9	Presentation College San Fernando	0.9584	.72163
10	Iere High School	0.9911	1.08657
11	Princes Town West Secondary School	1.0295	1.13910
12	Tunapuna Secondary School	1.0545	.88634
13	St Augustine Secondary School	1.1313	1.12113
14	Manzanilla Secondary School	1.1647	1.31523
15	San Fernando Central Secondary School	1.2045	.98492
16	Rio Claro East Secondary School	1.2086	1.12416
17	Vessigny Secondary School	1.2091	1.16087
18	Valencia Secondary School	1.2298	1.04255
19	Arima Government Secondary School	1.2476	.99585
20	Cedros Secondary School	1.2528	1.15875
21	Aranguez North Secondary School	1.2693	1.20867
22	Queen's Royal College	1.2780	1.08993

	School	Mean	Standard Deviation
23	ASJA Boys College Charlieville	1.3084	1.33049
24	Blanchissuese Secondary School	1.3184	1.21266
25	Hillview Boys College	1.3227	1.19055
26	Presentation College Chaguanas	1.3547	1.25108
27	Marabella South Secondary School	1.3651	1.29478
28	Scarborough Secondary School	1.3769	1.02411
29	Holy Name Convent Point Fortin	1.3794	1.16208
30	Mayaro Secondary School	1.4233	1.29745
31	Williamsville Secondary School	1.4939	1.28525
32	Moruga Secondary School	1.7229	1.25835
33	Guayaguayare Secondary School	1.7373	1.27044
34	Diego Martin Central Secondary School	1.8511	1.26623
35	St James Secondary School	1.9015	1.63399
36	St. Mary's College	1.9076	1.40689
37	South East Port of Spain Secondary School	1.9334	1.41624
38	Speyside High School	2.1849	1.55263
39	Penal Secondary School	2.2581	1.33136

APPENDIX FOUR: COMPARING VARIABLES BASED ON AGE GROUP

Age		Bullying Victimization	Bullying Perpetrators	Aggression
13 - 14	Mean	1.5826	1.4773	1.2176
	N	659	659	659
	Std. Deviation	.47627	.39742	1.08437
15- 16	Mean	1.6554	1.5394	1.3322
	N	1027	1027	1027
	Std. Deviation	.50778	.42363	1.11206
17 - 18	Mean	1.5949	1.4761	1.0878
	N	546	546	546
	Std. Deviation	.51249	.41294	1.01633
19 - 20	Mean	1.7273	1.4227	.9787
	N	39	39	39
	Std. Deviation	.60785	.35641	1.10282
Over 20	Mean	2.0794	2.1367	2.3327
	N	6	6	6
	Std. Deviation	.54021	.57315	1.40391

Continuation of Appendix 03 data

Self- Esteem	Empowerment	Personal Safety	Social Support	Exposure To School Rules	Willingness To Help
21.6103	3.3285	3.6677	5.0680	2.8709	2.9218
659	659	659	659	659	659
6.15376	.60341	.88985	1.33100	.54272	.54850
22.2547	3.1911	3.5905	4.8634	2.7870	2.7823
1027	1027	1027	1027	1027	1027
5.87469	.59122	.89807	1.34040	.54633	.55445
21.6848	3.2462	3.7677	4.9543	2.8218	2.8539
546	546	546	546	546	546
6.10896	.57448	.91344	1.38498	.57911	.55318
23.1538	3.2436	3.4835	4.8248	2.5385	2.8291
39	39	39	39	39	39
5.89174	.61045	1.02473	1.58423	.67601	.52044
23.0000	2.6404	3.4762	4.6806	2.4286	2.1667
6	6	6	6	6	6
5.25357	.68499	.56182	1.23425	.46948	.57413

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