Teaching Students About Bullying: 
Improving Social Skills Through Education

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Abstract

As the nation continues to focus on the issue of bullying in our schools, more than 160,000 students miss school each day because of bullies. The purpose of this study was to examine the effects that gender and grade level have on bullying in one particular academic setting in light of the continued emphasis on the issue of bullying nationwide. The researcher further sought to determine whether or not bullying incidents were being reported at this school. Students in Grades 3, 4, and 5 in one school in central Virginia (N = 103) were surveyed using the Olweus Bullying Questionnaire about their experiences with bullying either as a victim or as a bully. Raw data from the surveys were aggregated and input into SPSS to determine any statistical significance that gender and grade level had on incidents of bullying. The quantitative data collected from the survey yielded statistical results indicating that gender and grade level were not significant factors affecting bullying in this particular setting. Moreover, findings from this study reflect the need for a well-structured anti-bullying intervention. The findings from this study will assist administrators, teachers, and other community stakeholders as they work to resolve and eliminate incidents of bullying while continuing to meet the need of all students in this school by ensuring they are educated in a safe, nurturing environment.