

A study to Assess the Occurrence, Pattern and Impact of Bullying Behaviour and to Identify Preventive Strategies Adopted by the school Children to Curb bullying in a Selected School of Hyderabad

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Abstract

Introduction : Bullying in schools is an issue that continues to receive attention from researchers, educators, parents, and students. Despite the common assumption that bullying is a normal part of childhood and encompasses minor teasing and harassment, researchers increasingly find that bullying is a problem that can be detrimental to students' well-being. This report focuses not only on the prevalence of bullying, but also on those subsets of students who reported being the victims of direct, and indirect bullying, and both of them.

Objectives :

- To assess the impact of bullying behaviour among school children in a selected school
- To identify the preventive strategies used by the school children to curb bullying in selected school

Methodology : A Quantitative research approach was adopted for the present study .Research design selected for the present study was non experimental descriptive research design. A structured questionnaire consisted of Part A with seven demographic variables and Part B comprising of 21 questions on impact of bullying on a 3 point likert scale,also separate section on patterns was also studied. A structured checklist was used to collect the data.The sample size was 100 and sampling technique was purposive sampling.

Results: The findings revealed that that 55% of children were having mildly impacted by bullying, 18%of children were having moderate impact on bullying, 5%children were having severe impact on bullying and 22% of children had no impact on bullying. It was reported by maximum school children that is 27 to be bullied in washrooms. Regarding the time of bullying, it was observed relational bullying to be predominant affecting .In terms of prevention strategies adoption, majority of the children that is 65% adopted a neutral approach towards bullying prevention. The researcher in future would devise a protocol to curb bullying in schools and to develop assertive attitude towards bullying.

Conclusion: Bullying is an unwanted , aggressive behaviour among school children that involves real or perceived power imbalance .It can be performed in various ways based on the child background .The bullying activity will lead to some impacts on the victims and can make them mentally weak later on .

Keywords: *bullying behaviour ,school children,impact, preventive strategies.*

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Introduction

World Health Organization defines bullying as a threat or physical use of force, aiming at the individual, another person, a specific community or group which can result in injury, death, physical damage, some

development disorders or deficiency. The concept of bullying at school is not new; however it has been increasing in recent years. There is a crucial increase in studies conducted and the number of news on bullying at school in mass media. Different types of bullying may affect different groups of students, occur in different types of schools, or affect student behaviour in different ways. These distinctions allow readers to differentiate between students who were either physically (directly) or socially (indirectly) bullied, and also to identify those students who were bullied both physically and socially.¹

Bullying in schools is an issue that continues to receive attention from researchers, educators, parents, and students. Despite the common assumption that bullying is a normal part of childhood and encompasses minor teasing and harassment, researchers increasingly find that bullying is a problem that can be detrimental to students' well-being. This report focuses not only on the prevalence of bullying, but also on those subsets of students who reported being the victims of direct, and indirect bullying, and both of them.²

Bullying can be also defined as negative physical, verbal, or relational actions that (a) have hostile intent, (b) cause distress to the victim, (c) are repeated and (d) involve a power imbalance between perpetrators and victims. This definition underlines the key elements that differentiate bullying from other common expressions of aggression among peers, such as fighting, where the imbalance of power is irrelevant, as well as from playful acts based on friendly motives that are part of normal patterns of socialization among youths.³

Methodology

Research approach adopted for the present study was quantitative research approach. The research design adopted was non-experimental descriptive research design. The study was conducted in selected school of Hyderabad that is Zilla Parishad High School, Jinnaram, Sangareddy. The sample consisted of 7th and 8th class children. The data collection was carried from 1/3/2019-3/4/2019. Sample size is of 100 school children. The technique adopted for the study was purposive sampling technique. A Structured questionnaire to assess the occurrence, pattern and impact of bullying behaviour and a structured checklist to identify preventive strategies adopted by the school children to curb bullying. data analysis was carried out by descriptive and inferential statistics.

The scoring and interpretation of the impact of the bullying was done in the following way:

1-7: Mild impact of bullying

8-14: Moderate impact of bullying

15-21: Severe impact of bullying

No impact of bullying was given 0 score. Part C consisted of a structured checklist with 18 items. The scoring and interpretation of the prevention strategies on bullying was done in the following way:

1-6: Non assertive

7-12: Neutral

13-18: Assertive

Results

Table:1 Frequency and Percentage of places of bullying in the school (n =100)

Sl No	Places Of Bullying	Frequency	Percentage
1	Before And After Going /Coming Back From School a) School bus b) Bus stop c) On the way to and fro the school	0 2 8	0 2 8

Cont... Table:1 Frequency and Percentage of places of bullying in the school (n =100)

2	In The School		
	a)Play ground	3	3
	b)Class room	7	7
	c)School verandas	5	5
	d)Wash rooms	27	27
	e)Laboratory	0	0
	f)Parking area	0	0
	i)Stair case	5	5
	j)Auditorium	1	1
	3	Other Places	
a)home		3	3
b)tuition center		3	3
	c)cyber space	10	10
4	a)None of the above	26	26

Table1:represents that .27 %were bullied in the wash rooms ,10 % of them were bullied in the cyber space ,7% of them were bullied in the class room and 5% of them were bullied in the in the school verandas . 8 %of the children were bullied on the way to school. Majority of the children had not reported any specific places, it could be elicited that bullying could have taken place in any other area which was not mentioned in the options .This can be informed that students have reported any place in an around the school premises .There could be a higher possibility that the students could be bullied by a relative ,neighbours ,strangers, parents ,friends which were difficult for parents to trace and often goes unreported.

Table2: Findings related to Frequency and Percentage of types of bullying (n =100)

Si No	Types Of Bullying	Frequency	Percentage
1	Verbal bullying	77	77
2	Physical bullying	18	18
3	Relational bullying	50	50
4	Damaging Of property	27	27
5	Cyber bullying	16	16

Table2: shows that larger proportion of school children report verbal bullying i.e. 77%, followed by 50% experienced relational bullying, 27%of school children were faced the problems like damaging of their property by others (eg: stealing of money and stationary items),16%of them were reported with cyber bullying surprisingly only 18%of students suffered with physical bullying .

Table 3: Domain wise mean of bullying scores and rank order of school children (n =100)

Si No	Types Of Bullying	Mean	Modified Mean	Rank Order
1	Relational Bullying	1.68	0.336	1
2	Verbal Bullying	0.23	0.115	2
3	Damaging Of Property	0.72	0.36	3
4	Physical Bullying	0.28	0.28	4
5	Cyber Bullying	0.24	0.048	5

Table 3: shows the mean scores of types of bullying and further rank order based on the types of bullying .The highest modified mean score was found to be in relational bullying domain (0.36) whereas least modified mean was found in cyber bullying .The descending order of types of bullying domain wise order was cyber bullying(0.048),physical bullying(0.115),damaging of property (0.28),verbal bullying(0.336) and relational bullying (0.36) .

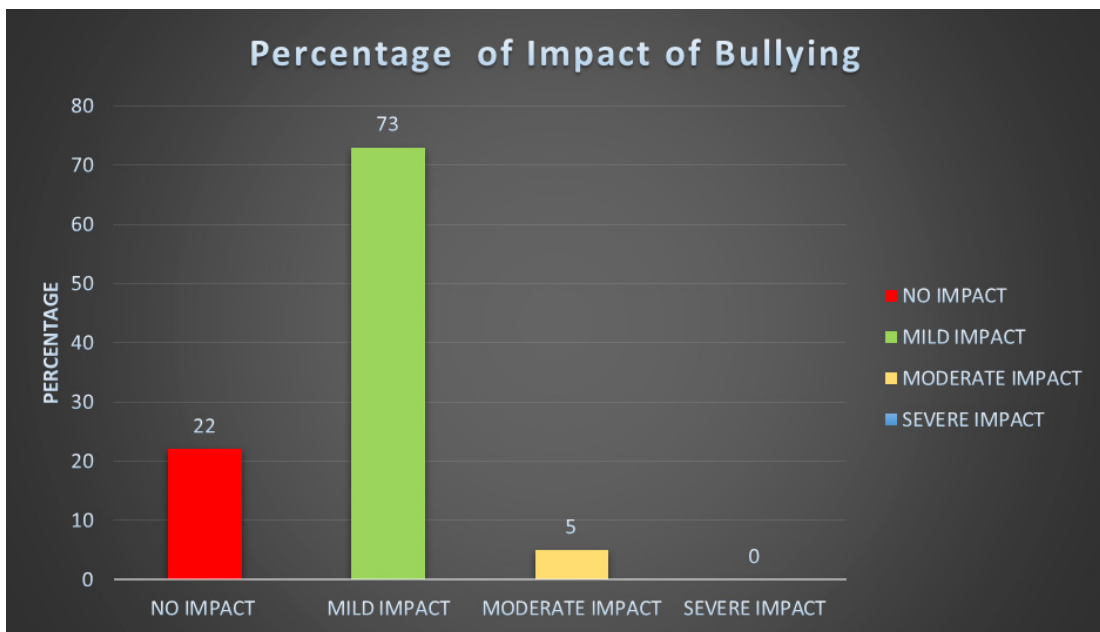


Figure 1: Percentage of Impact on Bullying in Children

Figure 1 represents that 55% of children were having mild impact on bullying, 18%of children were having moderate impact on bullying,5%children were having severe impact on bullying and 22% of children had no impact on bullying.

Table 4: Mean, Median, Mode, Standard deviation and possible range of score and range of obtained score of impact of bullying scores

(n=1)

GROUP	POSSIBLE RANGE OF SCORES	OBTAINED RANGE OF SCORES	MEAN	MEDIAN	MODE	STANDARD DEVIATION
VII & VIII CLASS STUDENTS	0-18	0-8	2.16	4	3	8.40

Table 4 highlights that the mean, median, mode, possible range of scores, obtained range of scores and standard deviation. The investigator found the possible range of scores as 0-18, obtained range of scores obtained is 0-8 with average mean score of 2.16, median is 4, mode is 3 and standard deviation is 8.40.

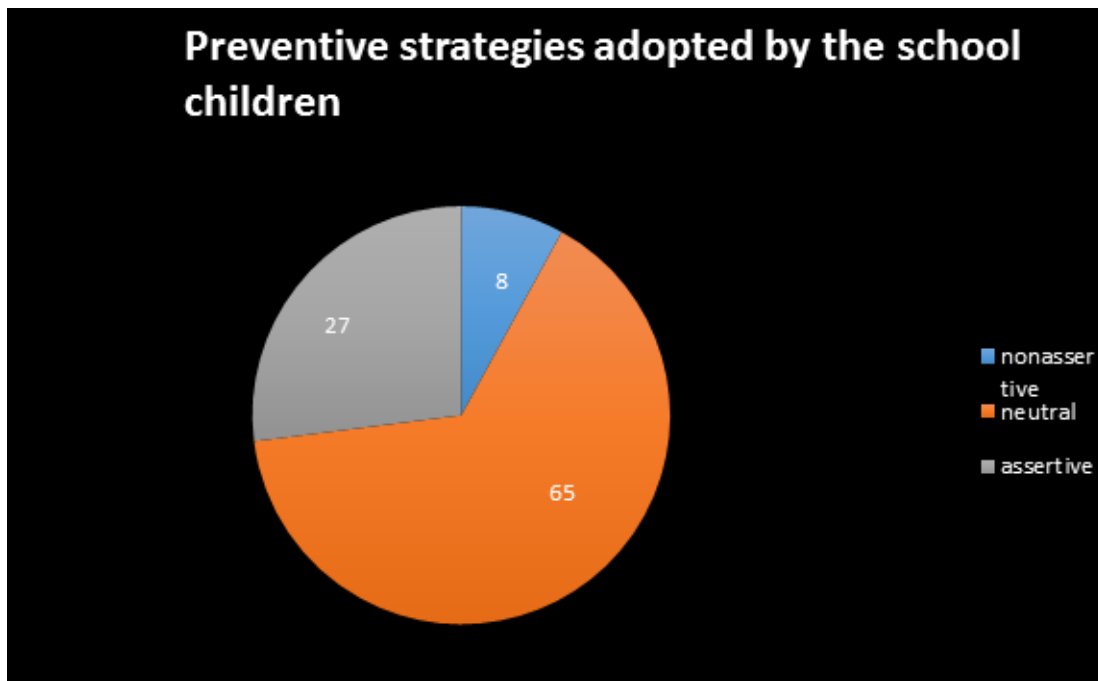


Figure 2 :Pie diagram on preventive strategies in the school

Figure 2 illustrates that majority of the children (65%) chose to be neutral towards bullying, 27% of the children were assertive and vocal about bullying behaviour on bullying prevention strategies and 8% of them were non-assertive, in other words were passive on confronting with bullying.

Table 5 :Item analysis on preventive strategies of bullying among school children (n=100)

Si No	Item /Statements	Response	
		Yes	No
1	INDIVIDUAL STATERGIES The teachers scolded and punished the bully for his misbehaviour	39	61
2	I will report any acts of bullying to my parents	67	33
3	I will not suffer in silence or become a silent bystander when I witness an incident of bullying	63	37
4	I will talk to my parents regularly and openly about bullying and find ways to overcome it .	80	20
5	On witnessing bullying I will bring it into the notice of authorities .	74	26
6	SCHOOL ENVIRONMENT Do you feel free to share your problems with bullying in the class.	28	72
7	Do you feel that if needed you will get support from your parents and teachers?	75	25
8	Do you feel that your school has a positive environment ?	84	16
9	When bullying is reported in your school ,is appropriate action taken	75	25
10	Does your school have an environment to make foster nurturing relationship and friendship pattern.	98	2

As per table no 5 the findings reveal that 98% children reported that their school has an environment that foster nurturing relationship and friendly environment .86% of the children felt safe in school which facilitated conducive environment .

However surprisingly 77%of them had not reported the incident of bullying to their teachers and 72% of them reported that their teachers have not taken any initiation to identify the bully for further actions and the students were not feeling free to share their problems related to bullying in the class.68% of the children were not assertive, that is the children were not reactive towards the incidence of bullying.

Table 6: Association between Impact on bullying and selected demographic variables n =100

si no	Demographic variables	Chi square	Degree of freedom	Table value	Level of significance
1	Age	3.221	6	12.59	NS
2	Gender	1.509	2	5.99	NS
3	Class	8.19	2	5.99	significant
4	Education of the father	4.76	6	12.59	NS
5	Education of the mother	8.59	6	12.59	NS
6	Number of good friends	6.96	4	9.49	NS
7	interest towards school	0	2	5.99	NS

Table 6 shows that there is a significant association between impact on bullying and the class of students which they are studying and there is no significant association between impact on bullying and the selected demographic variables like age, gender, education of the father and mother, number of good friends and interest of the child towards school

Discussion

A study conducted by **Veena sharma, etal⁴** on assessing the pattern and impact of bullying behaviour among school children and the results shows that 74 % of subjects had been called names (mota,moti,kala,kali etc),66%had been made fun of ,62%had been pushed or shoved ,58%had been slapped .it was highlighted 82%children had mild impact of bullying such as feeling sick, not wanting to go to school ,bed wetting , having no friends and feeling frightened when alone ,feeling bad ,having difficulty in sleeping ,low self-esteem ,decrease appetite, not talking to any one becoming irritable ,having nightmares while 10%had moderate impact on bullying and 8%had severe impact on bullying .The children reported that they had informed about the bullying incidents to their school teachers and parent.⁴However in the present study was conducted on school children and found that 77 % of children were verbally bullied like made fun of ,called by nick names ,shown inappropriate gestures ,50%of children were reported relational bullying that is spreading the rumours 27 % of the children reported that their personal properties are damaged by the bullies .When we see the impact on bullying , 55%of children were having mild impact on bullying ,18%of children were having moderate impact on bullying ,5%children were having severe impact on bullying and 22% of children had no impact on bullying .

Similarly a study carried out by **Chapell, et⁵** saying that 119 undergraduates from an eastern university and discovered students who were bullies or were a bully-victim in elementary and/or high school were also bullies or bully-victims in college. This study found there is more bullying in elementary schools than in high schools. At the elementary school level the bullying rate is at 14% and by the end of high school that rate drops down to 2%. According to the study those students who were bullied in elementary and high school experienced more verbal bullying than social bullying or physical bullying ⁵However the present study conducted only on 7th and 8th class students and the result shows that larger proportion

of school children report verbal bullying.55%of children were having mild impact on bullying ,18%of children were having moderate impact on bullying ,5%children were having severe impact on bullying and 22% of children had no impact on bullying .

School children become silent victims of bullying and it may affect their academic performance and mental health .It is important that teachers and parents should carefully deal with the students so that they can be free to share their feeling. This will help us to know about the child more deeply. This present study also attempted to assess the different types of bullying behaviour seen in children and how it affects victim in the school .Many of the victimized children were from the 7th class than from the 8th class. Most of the children were assertive which indicates that they can empower themselves and others.

Conclusion

Bullying is an unwanted ,aggressive behaviour among school children that involves real or perceived power imbalance .It can be performed in various ways based on the child background .The bullying activity will lead to some impacts on the victims and can make them mentally weak later on .As Herber Hoover says “children are our most valuable resources,every child is important”⁷⁵So we should make sure that all the preventive measures against bullying activity are provided in the school which helps the child to be free from the difficulties .This helps the child to mould the proper behaviour so that he or she can be a good resources in the future

Ethical Clearance:The ethical clearance obtained from our institute

Conflicts of Interest :None

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