

**A STUDY ON THE PREVALENCE AND CAUSES OF  
PHYSICAL, VERBAL AND CYBER BULLYING  
AMONG SCHOOL GOING ADOLESCENTS  
WITH SPECIAL REFERENCE TO  
KAMRUP DISTRICT**

*A Thesis*

*Submitted to the Gauhati University for the Degree of  
Doctor of Philosophy (Ph.D) in Education  
in the Faculty of Arts*



*Submitted by*

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**CERTIFICATE**

*This is to certify that the thesis titled "A study on the prevalence and causes of physical, verbal, and cyber bullying among school going adolescents with special reference to Kamrup district" submitted by Ms. Ranjeeta Kakoti, Research Scholar, Department of Education, Gauhati University, Guwahati is the result of her original work and personal investigation carried out under my guidance and supervision. She has fulfilled all the requirements under the Ph.D rules of Gauhati University for submission of the thesis. This thesis as a whole or any part thereof has not been submitted for any degree in this or any other university.*

*I am happy to recommend this thesis for submission and award of Ph.D degree.*

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## **DECLARATION**

I, Ms Ranjeeta Kakoti, do hereby declare that the thesis titled “A study on the prevalence and causes of physical, verbal, and cyber bullying among school going adolescents with special reference to Kamrup district” submitted under Gauhati University for the degree of Doctor of Philosophy is an original research work carried out by me under the guidance and supervision of Dr. Gayatree Goswamee, Professor, Department of Education, Gauhati University, Guwahati, Assam. This thesis is the result of my own investigation and the whole or part thereof not been submitted for any degree in this or any other university.

Place: Guwahati

  
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Date: 6<sup>th</sup> NOV, 2019

Research Scholar

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Place: Guwahati

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Date: 6<sup>th</sup> NOV, 2019

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## **CHAPTER I**

### **INTRODUCTION**

Adolescence is the period of significant physical, cognitive, emotional, social and sexual maturity and development. The social world of adolescents is far wider than that of the younger children. As the relationship outside the home grows in significance, interaction with family evolves, taking on a new and sometimes difficult character. At this stage adolescents are highly susceptible to the influence of peer group.

In recent years, indiscipline, campus disturbance and school violence has become a topic of great concern. As educators struggle to reduce indiscipline and school violence, dealing with bullying behaviours comes to the forefront. The common perception among the greater part of people around the globe has been that bullying is a comparatively normal and not detrimental experience that the majority of children go through as part of growing up. Thus, people who once considered bullying or like behaviours as harmless and helpful in building social relationship among the students now view it as to have long-term physical, emotional and educational effects on bully and victims.

#### **1.1.Theoretical framework on bullying**

Aggression and violent behaviour has taken a new form and dimension among the adolescents under the name of Bullying behaviour. Bullying is a form of harassment and violence which needs to be understood from different perspectives like developmental, social, and educational. It is regarded as a special form of aggressive behaviour in the context of power imbalanced relationship. Bullying can be defined as the use of power and aggression among the peer group which can result in distress. The new form of violent behaviour (bullying) may be carried out directly and indirectly. Direct bullying can include physical abuse (hitting, kicking) and verbal abuse (insult, threats), and racial or sexual harassment. Indirect bullying can be basically relational /social abuse by manipulating social relationship, gossiping and spreading rumours etc. with the maturity and development among the adolescents there is change in the nature of bullying as well as in victimization. Direct bullying is found to be common in form of physical and verbal bullying among the young children. However with the development of social maturity and understanding, they become more indirect in nature. As the children mature and reach adolescence, physical bullying tends to decrease and verbal bullying increase. Further in the later adolescence period a new form of bullying has been used by the adolescents via electronic media and internet. This new form of bullying is called cyber bullying or electronic bullying. The survey carried out by WHO reflects that there is a decline in peer victimization in most of the countries due to intervention of Anti-bullying

programme. However there has been an increasing trend of online harassment and cyber bullying appears to be on the rise as access to technology becomes more omnipresent

The bullying behaviour among the school going children is certainly an old phenomenon. Many countries have faced such problem from early days yet the systematic research in this field has been fairly recent. The first systematic research started in Sweden in the late 1960s and early 1970s under the name mobbing. The word used for bullying in Scandinavia is 'mobbing' in Norway and Denmark while in countries like Sweden and Finland the word used is 'mobbing'. The term mobbing has been borrowed from the Swedish version of a book on aggression written by the well known Austrian ethologist, Konrad Lorenz (1963, 1968). This word has been used with different meaning and connotations. The original word 'mob' implies that it is usually large and anonymous group of people which is engaged in the harassment. (*Bullying at School, Dan Olweus; page no8; ed.2013*).The term has also been used by the layman as someone who harasses or pesters another. In social psychology, the word mobbing is used as a large group of individuals or a crowd joined in common activity or goal. Such mobs are loosely organised and formed and exist for a short period of time.

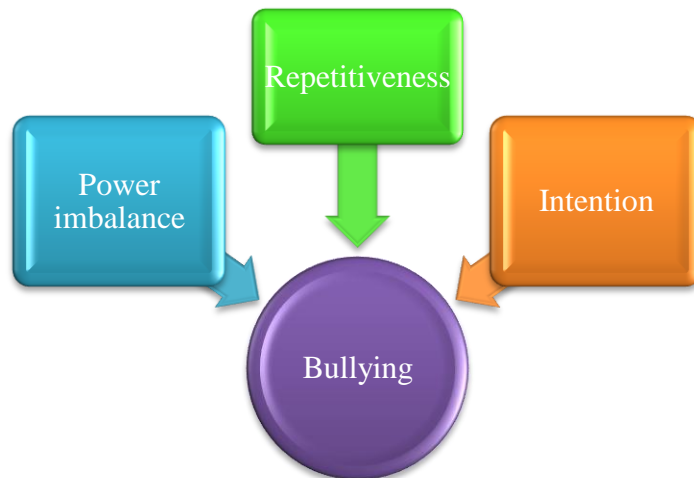
In the year early 1970, Scandinavian researcher Dan Olweus for the first time make a systematic research on bullying by peers. In fact, Olweus is considered as

the pioneer in the field of bullying behaviour. His research work has been published as a book in Swedish in 1973. In 1978 Olweus investigate aggression in school is considered a landmark as the first systematic study on the phenomenon of bullying behaviour and an expanded version of this book title as “Aggression in the Schools: Bullies and Whipping Boys” was published in the United States. In this research he had sketch the anatomy of peer harassment in schools. Although for several years these research studies were confined to Sweden and Norway. In spite of such extensive research, schools officials in Scandinavia did not take serious action against bullying until a daily newspaper reported suicide of three adolescents boys due to peer bullying in 1982. In fact this event sparks off a countrywide crusade against bullying problems.

It was however in the late 80s and 90s on nineteenth century bullying among school children attracted attention also in several other countries such as Japan, Great Britain, the Netherland, Canada, USA and Spain. In the recent years there has been an explosive development in the research.

Bullying as defined by Olweus has three distinguishing features: (a) It has a power imbalance in which the child doing the bullying has more power because of factors such as age, size, support of peer group or higher status; (b) It is carried out with the intent of harming the targeted child; and (c) It is usually an activity in which a particular child is bullied repeatedly. These behaviours differ from

aggression on three dimensions. First, bullying behaviours are more systematic and self-initiated as students who bully carefully select their victims and create encounters in which they can control others. Secondly contrasting with the nature of other aggressive youth, students who bully tend to attack their victims again and again. Thirdly, the bullying behaviours often comprise of a variety of hurtful actions like physical attacks, name calling, social exclusion, damaging belongings, extortion, vicious rumors, and verbal threats.



**Fig.1 Basic features of bullying**

Bullying can be practised by an individual or a group. The students involved in bullying others are called as bully/bullies. The target of bullying can also be a single individual- a group, who is named as the victim/victims. It must be borne in mind that the term bullying should not be used when two students of same/similar physical or psychological strength are engaged in any form of violence or

harassment. A very unique characteristic of bullying is that there should be imbalance in strength (an asymmetric power relationship).

Bullying research classify participants in bullying phenomenon into four group based on their involvement or lack of involvement in bullying behavior. These include:

(a) Bully: A bully is one who repeatedly and intentionally uses aggression towards someone with less power.

(b) Victim: A victim of bullying is someone who sustains repeated and intentional acts of aggression from someone holding more power in the situation.

(c) Bully-Victim: Those who bully others and are also victimized by bullies are labeled bully-victims. A bully-victim sustains repeated acts of intentional harm from someone more powerful, as well as repeatedly and intentionally harming someone else with less power.

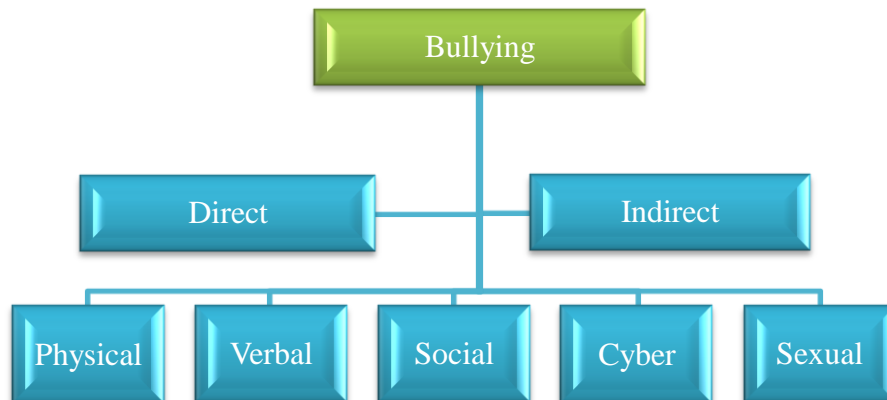
(d) Bystander: A bystander is someone who is not involved in any kind of bullying behaviour but witness the act of bullying incidences.

The primary methods in which the subjects are classified in a bully typology vary in research studies and are based on self-reports and observer reports from parents, teachers, and peers. Bullies generally target those who are weaker than they are. These acts can include, but are not limited to, teasing, hitting, and destruction of personal belongings, threatening, spreading rumors about and forcing power over another student.

Bullying behavior can be classified into direct bullying and indirect bullying.

However, bullying itself can be classified into four types:

1. Physical (hitting, punching, or kicking)
2. Verbal (name-calling or taunting)
3. Relational/Social (destroying peer acceptance and friendships)
4. Cyber-bullying (using electronic means to harm others)
5. Sexual bullying (direct bullying expressed through inappropriate and unwanted touching and/or sexual comments)



**Fig.2 Types of bullying**

## **1.2. Definitions on Bullying**

Norwegian researcher Dan Olweus was one of the first researchers to investigate bullying and to define it, claiming that “a person is being bullied or victimized when he or she is exposed, repeatedly and over time, to negative action on the part of one or more persons”. He studied the characteristics of bullies and victims, provided figures about prevalence and stability, and designed a self report measure to detect the bullies and the victims.

The definition of bullying used later has been expanded in the Revised Olweus Bully/Victim Questionnaire 2007(ROBQ, 2007). In the revised version of the questionnaire 2007 this (copyrighted) definition reads as follows:

“We say a student is being bullied when another student, or several other students, say mean and hurtful things or make fun of him or her or call him or her mean and hurtful names completely ignore or exclude him or her from their group of friends or leave him or her out of things on purpose hit, kick, push, shove around, or lock him or her inside a room tell lies or spread false rumors about him or her or send mean notes and try to make other students dislike him or her and other hurtful things like that. When we talk about bullying, these things happen repeatedly, and it is difficult for the student being bullied to defend himself or herself. We also call it bullying when a student is teased repeatedly in a mean and hurtful way. But we do not call it bullying when the teasing is done in a friendly and playful way. Also, it is not bullying when two students of about the same strength or power argue or fight.”

According to the National Education Association, bullying is the act of inflicting psychological distress and/or physical harm in a systematical and chronic manner onto a targeted victim. Olweus says bullying occurs when a person is "exposed, repeatedly and over time, to negative actions on the part of one or more other persons". He says negative actions occur "when a person intentionally inflicts injury or discomfort upon another person, through physical contact, through words or in other ways."

Smith and Sharp (1994) have defined bullying as 'a systematic abuse of power'. They explicate that there is repetition and an imbalance of power of the victim who is unable to defend due to the fact of being physically and psychologically weak. *(Smith, P. K. & Sharp, S. (1994) (Eds.). School Bullying: Insights and Perspectives. Routledge: London.)*

An extensive definition on bullying has been given by Batche and Knoff in 1994. They have defined bullying as a form of aggression in which one or more pupils either physically, psychologically harasses another pupil repeatedly. They have also point out another dimension of bullying where the pupils is harasses sexually and electronically *(Batsche, G. M., & Knoff, H. M. (1994). Bullies and their victims: Understanding a pervasive problem in the schools. School Psychology Review, 23, 165-174.)*

Murphy and Lewers (2000) have defined bullying as a gratuitous aggressive behaviour, deliberately created by someone with more power on individual with lesser power. The use of power by someone on the weak is persistent and repetitive in nature. (Mynard, H., & Joseph, S. (2000): *Development of the Multidimensional Peer-Victimization Scale. Aggressive Behaviour*, 26, 169-178.)

In the recent times, Rigby (2002) has defined bullying as a systematic abuse of power imbalance which is an experience suffered by children who are considered as vulnerable or different. (Rigby, K. (2002): *New perspective on bullying. London: Jessica Kingsley.*)

### **1.3. Possible characteristics of victims and bully/bullies**

The extensive study conducted by Dan Olweus and other researchers have sketch out the possible signs and characteristics of bullies and victims. One or several signs can indicate that students is being repeatedly bullied or victimized by peers. Further, certain signs also indicate that the student bully one or several students in several situation. The definition put forwarded by Olweus have stated that a student is being bullied or victimized when he or she is exposed repeatedly and over time, to negative action on the part of one or more students. It also implies bullying is an imbalance in strength and the students exposed to the negative action could not defend him or her.

### **1.3.1.Characteristics of typical victims**

Victims of bullying behaviour can be passive and also proactive in nature. The most common type of victims usually found is the passive or submissive victims. These victims have certain specific characteristics such as-

- i. Victims of bullying are sensitive and quiet. They withdrawn themselves from various situation and remain shy.
- ii. Victims have the tendency of anxiety, insecurity, and being unhappy.
- iii. Victims also exhibit poorer social functioning and have been found to be more withdrawn, depressed, worried, and fearful of new situations in studies conducted by Byrne, 1994
- iv. They have low self-esteem
- v. They are depressed and engage themselves in suicidal tendency
- vi. Victims are found not to have any good friend.
- vii. In case of boys, the victims of bullying are often physically weaker than their peers.
- viii. The proactive victims are usually characterized by a combination of both anxious and aggressive reaction pattern of behaviour.
- ix. The victims have learning and reading difficulties and also show certain problems of concentration.

- x. These victims act in an irritable way which often create an environment of tension and nervousness

The behaviour of the proactive behavior may provoke some students in class as well as sometimes the entire class. It has been observed that some of these characteristics may contribute in making them victims of bullying. Thus, these characteristics both become the causes and consequences of bullying.

Victims respond to bullying in various ways (Perry et al 1988), avoidance/escape behaviors, such as not going to school, refusing to go certain places, and running away from home are common; suicide attempts might occur in extreme.

### **1.3.2 Characteristics of typical bullies**

Bullies have a tendency to exhibit some of the following characteristics:

- i. Bullies have strong desires to dominate and suppress other students.
- ii. They are impulsive in nature and are easily get angry.
- iii. Bullies show little or no empathy toward students who are victimized by their acts.
- iv. Their behaviour toward adults like parents and teachers are rebellious and aggressive.
- v. Bullies are found to be habitually involved in certain antisocial activities such as vandalism, delinquency, and drug abuse.

- vi. Bullies boys are found to be physically stronger than other boys as well as their victims.

As regards the possible psychological sources underlying bullying behaviour, the pattern of empirical findings suggests at least three, partly interrelated motives. First, the bullies have strong needs for power and dominance; they seem to enjoy being "in control" and to subdue others. Second, considering the family conditions under which many of them have been reared (Olweus, 1980, 1993), it is natural to assume that they have developed a certain degree of hostility toward the environment; such feelings and impulses may make them derive satisfaction from inflicting injury and suffering upon other individuals. Finally, there is clearly an "instrumental or benefit component" to their behaviour.

Bullies often coerce their victims to provide them with money, cigarettes, beer, and other things of value. In addition, it is obvious that their aggressive behaviour is in many situations rewarded in the form of prestige

#### **1.4. Bullying at school**

Bullying is considered as a type of harassment and violence that prevails in the educational institutions. This phenomenon can be perceived and understood from the developmental, social, and educational perspective. It is essential to investigate and analysis the educational backdrop in which it takes place to provide the preventive measures to bring positive change in the school situation.

However, educational administrators, teachers, and related personnel lack in basic training to deal with bullying.

Till 70's it was generally believed and accepted by the researchers and the teaching community that bullying behaviour mainly occurs beyond the walls of school campuses. Subsequently, various researchers through their studies in different length of time have observed that bullying is very much prevalent within the school premises itself. The studies conducted by Olweus, 1978; Rivers & Smith, 1994; Wolke, Woods, Stanford & Schultz, 2001; Ziegler & Rosenstein-Manner, 1991 bring to light that the playground is the breeding ground for the bullying behaviour, followed by the classroom, corridors ,staircase and toilets.

Bullying of different types like physical, verbal, and social bullying is most commonly found among the pupils at elementary school. Cyber-bullying is found to be prevalent in secondary school than in primary school. Bullying can usually happen in any part in or around the school boundary. Bullying also takes place in school corridor, toilets, on school bus stoppage as well as on school buses, and in presence as well as in absence of teachers in the classroom.

Bullying has become an integral part of the social environment in middle school, and, as social relationships change with increased maturity, so does the nature of bullying. With the changes in social relationship among the peers in the

adolescence stage, bullying behaviour may change from direct forms of physical and verbal bullying used in the primary school to more subtle forms of verbal, social and sexual bullying. This type of bullying behavior can have a distressing impact on victims' emotional and psychological health on one hand and negative effects on others in the school climate.

Bullying has been used in various ways and includes a variety of hurtful actions such as name-calling, social exclusion, and having money taken or belongings damaged, as well as the more obvious forms of hitting and kicking. Thus, bullying in schools can be redefines as the repeated exposure of an individual or group to negative interactions (social aggression) by one or more dominant persons.

Bullying affects those who bully, those who are bullied, and those who witness bullying. They are also far more likely to develop long term emotional problems. Therefore, schools need to identify these causes and identify the behaviors at a young age, so they are able to eliminate the bullying behavior at school.

In fact, a number of studies highlight that bullying can result in certain serious consequences affecting emotional and psychological health. The victims of bullying are found to be absent from school as they feel insecure in the school. These result in low academic achievement among victims. Bullying can also have harmful effects on adolescents who bully others. They are expected to have the tendency of alcohol and drugs abuse in adolescence stage and as adults also.

Moreover they have the inclination to get involve into fights, ransack property, sexual activity and become school dropouts.

Bullying is pervasive in all grades and all schools nationwide. It is observed across gender, race, ethnicity, and socio-economic status. The percentages of students involved in bullying vary widely. According to American Educational Research Association's report 2013 "Bullying grasp within its hold numerous forms. It begins with direct physical injury and coercion (physical bullying); to verbal mocking (verbal bullying); to isolation, disgrace, and rumor-spreading (social bullying); to electronic nuisance via texts, emails (cyber bullying). Physical and cyber bullying are of utmost concern for the people related to educational community. Yet at the same time it is observed that social and verbal bullying are the more frequent forms of bullying experienced by students.

While winding up bullying taking place in school, it has been brought to light that there is no end to what children being bullied live with. They undergo even at home in night as it lives within their heart and mind and troubles them. Bullying does not stop at the end of the day so neither should the efforts to bring to an end to it.

## **1.5 NEED AND SIGNIFICANCE OF THE STUDY**

Bullying continues to be a serious problem affliction school youth in both developed and developing countries. It has become a common culture among the young school students in India. It is at times the unprovoked teasing which in some situation takes the form of unintentional power abuse upon one or more children in order to inflict pain on repeated circumstance. It is a phenomenal which is characterized by aggressive behaviour towards those who are considered weaker and who are unable to respond. Parents, students and teachers should know well that bullying is not an act of growing up, but rather it is serious that might cause long-lasting harm to victims as well as the bullies themselves.

A survey was done by the Indian Journal of Pediatrics in 2011 that showed that 60.4% of the students were being bullied. It also revealed disappointing statistics regarding parents' awareness about the bullying incidences. The result shows that only 39% of the victim's parents aware about bullying incidents. However according to McAfee's report 2014, 66% of the Indian youth have experienced some form of cyber bullying. This highlights the need to increase awareness about bullying behaviour in India.

Some of the cases also reveal the incidences of school bullying in India. The 11-year-old girl in Orissa suffered severe trauma after a group of her seniors locked her inside a toilet after school hours in the year 2013. She was severely traumatized and admitted to a local hospital for treatment. However she could not

survive which triggered violent protests by angry parents and anti-bullying activists in the city.

Another case of atrocity happened in 2007 Gurgaon in India, when two boys studying in class VII shot a classmate dead in school with the licensed revolver of one of the father. This has shocked the entire nation. The murder was intentional planned and the boys were not sorry for their act as their 14 year old victim was a bully and they had had enough of him.

In 2016, a 14 years old school boy committed suicide from the 10<sup>th</sup> floor of his apartment in Bengaluru. He left behind a suicide note citing bullying by a group of boys as a reason for the same.

Another case of bullying took place in 2017 in Assam where a student of class VII of a school of repute was bullied by his seniors. The boy was severely injured as he had to undergo jaw surgery which further makes him unable to chew his food.

These cases of bullying across India have drawn the attention of the people on school bullying. It has also been considered as a major issue in schools nowadays. It is the general observation of stakeholders, law enforcing agencies and social workers that school bullying adversely impacts on students in particular and school climate in general. In fact Raghavan Committee Report 2007 had recommended many ways to control ragging/bullying in schools and colleges. In 2015 the Central Board of Secondary Education (CBSE) ordered to set up Anti-

Bullying committees to prevent bullying and ragging in schools. It also suggested various methods to deal with the menace. Further in October 2018, the Ministry of Home Affairs, Govt of India, has published "*A Handbook for adolescents /students on cyber safety*" to create awareness regarding various cyber threats including cyber bullying. It has also included certain ways to safeguard themselves against cyber crimes. In spite of all these recommendations and suggestions bullying phenomenon is still prevalent in India. To cite here a reputed school in Assam has 'Anti-Bullying Committee' formed in 2016 yet an unfortunate incident of bullying took place in the same school.

The school may have qualitative resources but most of the schools lack in anti school bullying program or prevention and intervention programs for bullying. The limited research on bullying in the Indian context seems to reflect that the schools are in the grip of this problem, though the challenge has not been completely comprehended or confronted. Although in Assam, adolescents often witness and become the victim of school bullying yet this area of research has still been unexplored in any studies so far.

Today, the bulk of the research still originates in different parts of the world, with a substantial magnitude of work. Yet limited research has been conducted in this part of the globe. Thus in the light of above need, the study on prevalence of physical, verbal and cyber bullying and the causes behind it seems to be worth taking to throw some light on this serious problem.

## **1.6 OBJECTIVES OF THE STUDY**

1. To find out the prevalence of bullying among the school-going adolescents in respect of physical, verbal and cyber bullying.
2. To identify the causes of bullying among the school-going adolescents
3. To make a comparative study on school going adolescent boys and girls in respect of physical, verbal and cyber bullying.
4. To make a comparative study on school going adolescents of upper primary, high school and higher secondary schools in respect of physical, verbal and cyber bullying.
5. To make a comparative study on school going adolescents of urban and rural areas in respect of physical, verbal and cyber bullying.
6. To study the teachers' perception about bullying among the school going adolescents.
7. To study the remedial measure adopted by the school toward physical, verbal and cyber bullying.

## **1.7 HYPOTHESES OF THE STUDY**

In light of the above objectives, the following hypotheses have been framed for Objective no 3, 4 and 5:

**H<sub>0</sub> in relation to objective 3:**

*H<sub>0</sub> 1a: There is no significant difference between victim boys and victim girls in respect of physical, verbal and cyber bullying.*

*H<sub>0</sub> 1b: There is no significant difference between bullies boys and bullies girls in respect of physical, verbal and cyber bullying*

**H<sub>0</sub> in relation to objective 4:**

*H<sub>0</sub> 2a: Victims at different educational level are found to be independent to each other in respect of physical bullying, verbal bullying and cyber bullying.*

*H<sub>0</sub> 2b: Bullies at different educational level are found to be independent to each other in respect of physical bullying, verbal bullying and cyber bullying.*

**H<sub>0</sub> in relation to objective 5:**

*H<sub>0</sub> 3a: Victims in urban and rural areas are found to be independent to each other in respect of physical, verbal and cyber bullying*

*H<sub>0</sub> 3b: Bullies in urban and rural areas are found to be independent to each other in respect of physical, verbal and cyber bullying.*

**1.8 STATEMENT OF THE PROBLEM**

The present study aimed at studying the physical, verbal and cyber bullying among school going adolescents in Kamrup (metro and rural) district. The study has been formulated under the following title:

**A study on the prevalence and causes of physical, verbal, and cyber bullying among school going adolescents with special reference to Kamrup district**

**1.13 OPERATIONAL DEFINITION USED IN THE PRESENT STUDY**

The terms used in the present study has been defined as follows:

- Bullying: In this present study ‘Bullying’ is defined as intentionally repeated behavior, either verbal, physical, to inflict pain or cause distress to another child. Bullying is a behaviour that requires two or more participants where one is the bully and the other one is the victim.
- Physical bullying: In this study ‘Physical Bullying’ refers to physical abuse like kicking, hitting, pushing which may be direct in nature.
- Verbal bullying: In the present study ‘Verbal Bullying’ includes verbal abuse like teasing, insulting, and name calling which can be in direct and indirect.
- Cyber bullying: In the present study ‘Cyber-bullying’ refers to as an act of sending or posting (messaging or emailing) harmful/hurtful messages or images using the internet or other digital forms of communication.

- Adolescents: In the present study, the school –going individual who falls under the age group of 13-18 years old.
- Bully/Bullies: In the study ‘Bully/bullies’ refer to those who teased/abuse either in direct or indirect way, repeatedly with the intention of hurting other.
- Victims: In this present study ‘Victims’ refer to the one who are abused either in direct or indirect way by others. They often faced it on repetitive basis with an intention to hurt/abuse them. However they are unable to defend themselves.
- Bully-Victim: In the present study, Bully-victim refers to those who are engaged in bullying activities and at the same time repeatedly bully by others.
- Upper primary: In this study, upper primary refers to the classroom VII and VIII.
- High school: The word ‘high school’ in this study refer to students studying from class IX to class X
- Higher secondary: In this study ‘higher secondary’ refers to the students studying in class XI and XII.

## **1.9 DELIMITATION OF THE STUDY**

The present study suffer from certain limitations which has been as follows

1. The first and foremost limitation of the study is of the geographical area that falls under it. The area of the Kamrup metro and Kamrup rural has been taken up as the field of the study.
2. The present study has been limited to the provincialised Assamese medium higher secondary schools under AHSEC in Kamrup metro and rural.
3. The Higher secondary schools taken for study are co- educational in nature.

### **1.10 PROFILE OF THE STUDY AREA**

The district of Kamrup has been carved out from the erstwhile undivided Kamrup district comprising present Barpeta and Nalbari district in the year 1983. The Kamrup district is located in the northeastern part of the state of Assam. It is situated between 25° 46' and 26°49' North Latitude and between 90°48' and 91°50' East Longitude. The Kamrup district has been bifurcated in the year 2003 as Kamrup metropolitan and Kamrup rural.

Kamrup (Metro) has five sub-divisions namely, Guwahati, Dispur, Azara, Chandrapur and Sonapur. It is surrounded by Morigaon in East, Kamrup in west; a part of Kamrup and Morigaon, Darrang in north; Meghalaya in South. The administrative headquarter of Kamrup (M) is Guwahati. It has the area of 1527.84 km<sup>2</sup> and population of 1,260,419 according to 2011 census.

Kamrup (Rural) is also known as Kamrup district. The administrative headquarter of Kamrup(R) is Amingaon. The area of Kamrup rural is 6,882 km<sup>2</sup> and the population is 35, 96,292 according to 2011 census. It has three subdivisions

namely, Kamrup, Rangiya and Dakshin Kamrup. Kamrup district is surrounded by Baksa, Nalbari and Barpeta district in the north; Kamrup metropolitan district and Darrang in the East; Nalbari and Goalpara District in West; and Meghalaya in South.

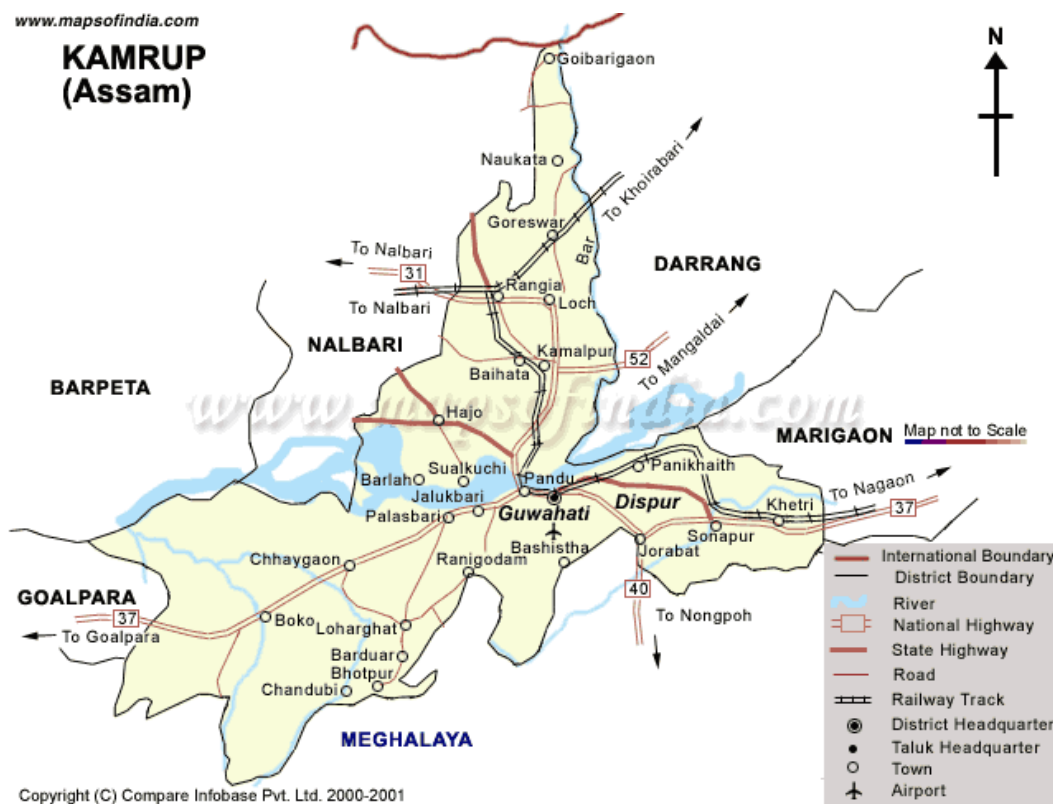


Fig.3 Map of Kamrup district

## **CHAPTER 2**

### **REVIEW OF RELATED LITERATURE**

Review of related literature is a quintessential part of a research project. It is the base for deciding the research problem, selecting objectives and formulating hypotheses. Review of related literature is helpful to the researcher basically in two ways. Firstly it informs the researcher about what has already been done in a particular field so that unnecessary duplication could be avoided. Secondly it also helps to know what is to be done and in which direction one have to march.

After going through a number of related literatures from different research journals, books, theses, and other study materials, the researcher found that there is dearth of literary contribution on bullying behaviour of school going adolescents. Here, an attempt is made to survey the earlier works which were carried out related to the school bullying. The researcher has collected sufficient number of related studies conducted both abroad as well as India and have arranged serially. The related studies were categorized into 3 sub-heads based on the objectives of the study. The three broad categories are-

- a) Prevalence of bullying
- b) Causes/Factors of Bullying
- c) Teachers' perception on Bullying

d) Other related studies

## **2.01: PREVALENCE OF BULLYING**

*Kshirsagar, et.al (2007)* conducted a study to estimate the prevalence of bullying in school. The sample of the study was randomly selected from public and private school in a rural areas and the sample size is of 500 children studying in 3<sup>rd</sup> and 7<sup>th</sup> grade. The findings of the study have shown that bullying is very much prevalent in Indian schools. It was noted that 31.4% of children were bullied by their friends and peer-group. Further the prevalence is found to be higher among the students of English medium i.e., 34% than the vernacular medium students (30%). The most common form of bullying experiences reported were teasing and keeping names.

*Darmawan (2010)* investigated the prevalence of bullying among students and forms of aggression (proactive and/or reactive) associated with bullying behaviour. The findings showed that boys were found to be more involved in bullying than girls, mostly in physical bullying. However, girls were found to be more involved in indirect and verbal bullying.

*Suresh et.al (2012)* conducted a study which focuses on 95 college students who were victims of bullying in schools. It reveals that there was prevalence of bullying in the primary schools as well as in the secondary school level.

This has resulted into a numerous problems of inter-personal, and family problems along with academic and problems related to self-esteem.

*Pengpid et.al (2013)* examined to assess prevalence of bullying among school-going adolescents in Thailand. A sample of 2758 adolescents was assessed in this survey. The study found 27.8% of prevalence of being bullied on one or more days during the past 30 days. It was also found that 32.9% of males and 23.2% of females were engaged in bullying activities.

Further, 24.8% were bullied by sexual comments and gestures; 22.5% were physically bullied.

*Srisiva, et.al (2013)* conducted the study to understand the prevalence estimation of bullying among the school children in urban areas. For the study, sample of 300 respondents were chosen from four zones of the city- north, south, east and central zone. The findings of the study show that 56% of the students have been bullied by their peer or classmates and 37% has been bullied by both classmates as well as senior students. Majority of the respondents (59%) have reported that they had been subjected to more than verbal and social bullying.

*Turkmen, et.al (2013)* investigated the prevalence of bullying behaviour; its victims and the types of bullying and places of bullying among 14-17 years

old adolescents in a sample of school children in Bursa Turkey. A total of 6127 participants consisting of 2879 female and 3248 male students have taken as sample. A cross-sectional survey questionnaire was used to identify the bullies and victims as well as to know the prevalence and its types.

The findings of the study revealed that a majority (96.7%) of the students were involved in bullying behaviour as aggressors or victims. 95.8% were involved in physical aggressiveness; 48.5% in emotional harassment; 25.3% in verbal assault. While the victims of these bullying activities were 41.2% were physically bullied; 64.1% were bullied emotional and 47.3% were verbally abused. It has also been found that 99.2% of male and 93.9% of female were involved in one form of bullying behaviour at least one time. Further, involvement in bullying behaviour of male is 8.4 times higher in comparison to female students.

**Malhi, et.al (2014)** examined the prevalence of school bullying and to investigate the behavioural, emotional, socio-economic and demographic correlated of bullying behaviour among Indian school going adolescents. The sample of the study is 209 comprising of 9<sup>th</sup> and 10<sup>th</sup> class students from government and private school of north Indian city. The tool used is the Indian adaptation of the Piers Harris Children's Self Concept Scale (CSCS) and Youth Self Report measure of the Strength and Difficulties Questionnaire.

The findings highlighted that the prevalence of bullying behaviour is 53% among the adolescents. 19.2% were victims of bullying followed by 27.9% boys were more likely to be bully-victim and 21.6% of girls were victims of bullying.

*Ockerman, et.al (2014)* aimed to increase the knowledge on bullying and cyber bullying and to explore its relationship. The composite result indicate that on average, respondents had score of 2.77 (S.D=3.88) regarding physical bullying. The respondents reported of being physically abuse with 32% and damage to property was responded by 31% of participants. More than 60% reported of verbal bullying. The composite result indicate respondents had score of 4.69% (S.D=6.19). In case of cyber bullying, the findings show that mostly students were bullied by a cell phone to take embarrassing pictures, sending a photo to embarrass someone and by 'calling name' through text message.

*Jan, et.al (2015)* conducted the study which aimed at to study the nature of bullying in elementary schools. The population of the study was all the students of elementary schools in district Mianwali. A sample of 234 boys and girls of government as well as private schools was selected. A self-develop questionnaire was used to collect the data. The findings of the study highlight

the fact that the rate of bullying for boys is greater than girls. It also focuses that physical and verbal bullying is mostly prevalent among the students.

***Singh, et.al (2015)*** focuses their study on the prevalence of cyber-bullying between the age-group of 12-18 years. A sample of 357 students was identified and survey on it. The study show that majority of the students were cyber-bullied by the peer groups. It was basically done through online rumours, hurtful comments online, post which contains meanful and hurtful photo.

***Yadav, et.al (2015)*** aimed at studying bullying experiences and bullying behaviour of VII class students of Varanasi city. A total of 100 students were selected from four schools of Varanasi city.

The findings show that majority of the students get bullied by their own classmate. It shows that 56% students said that they have been bullied by mainly one student where 37% students said that they bully mainly one student. 31% of the students have been bullied in playground while 21% have got bullied in the classroom.

***Kulkarni, et.al (2016)*** aimed at studying the differences between male and female secondary school students on aspects of experienced bullying from boarding schools. A sample size of 84 students from two boarding schools

was selected. The finding shows that the mean of the bullying score is 10.48 which imply that students have experienced a significant form of bullying. Further, the findings reported that there exists no differences on the domains of verbal, physical and social bullying among boys and girls while among boys physical assaults and aggressiveness is found.

**Jain, et.al (2017)** conducted the study to find out the cyber-bullying activities of adolescents. The sample composes of 1014 higher secondary and college students of age-group (16-20 years) were randomly selected from the 8 schools and 8 colleges of Ernakulum districts, Kerala. The findings of the study reveals that cyber-bullying activities exist at varying degree and the percentage of students who witness cyber-bullying is comparatively found to be higher than those of being victimized and bullying. However, students do not report about cyber-bullying activities yet they experience it.

**Ogboghodo, et.al (2017)** investigated to assess and compare the knowledge, perception and practice of bullying amongst school adolescents in an urban and rural setting in Edo state. A sample of 700 respondents was selected. The findings of the study show that the urban respondents had better knowledge and better perception of bullying. However the rate of prevalence of bullying is also found to be higher in comparison to the rural respondents.

*Patel, et.al (2017)* undertook a study to determine the profile of bullying among students of 7<sup>th</sup>, 8<sup>th</sup>, and 9<sup>th</sup> grades of urban schools of Gujarat. It was cross-sectional survey conducted on 2 English medium schools of Vadadora and 3 schools from Anand. The tools used were 'Peer Interaction in Primary Schools and Strength'. The findings of the study reveal that 49% of students were engaged in bullying behaviour. Boys were more likely to be bullies, whereas students having fewer friends overweight/obese were more likely to be victims. An association between bullying behaviour and poor academic performance was also found.

*Abdalqader, et.al (2018)* conducted a study to identify the relationship between bullying factors such as age, gender, family structure and income, race with bullying among high school students in the Selangor high school in the year 2018. The study was cross sectional in nature and universal sampling method was used, which include all the school students. The sample size was thus 337.

The findings of the study show that 63.5% of the students were bullied while 36.5% of the students were not bullied. The types of bullying were that prevailed were 24.9% of physical victimization, 24.7% of verbal victimization, 25% of social manipulation, 25.4% attack on belongingness and property. The percentage of bullying is found to be higher among the age of

14 years old adolescents. Even bullying among the boys was found to be higher as compared to female which is 62%. It has also been found that bullying incidences often take place in classroom (25.9%), corridors (9.1%), canteen (11.1%), toilet (8.7%), dormitories (31.7%) and in other places (13.7%). The study also stress on the fact that students with high economics status were found to be engaged in bullying which was 51.9%. Further, the students with low academic performance have the highest bullying percentage with 57%.

*Shiba, et.al (2018)* aimed at to measure the prevalence of bullying behaviours among adolescents. It also aimed at to determine the effect of bullying and being bullied on psycho-social adjustment. The study was a cross-sectional study where 300 samples of adolescents was selected from the age group of 11-18 years using multistage sampling from 10 schools of 5 community development blocks of Rohtak. The tool used for the study was predesigned pretested semi structured schedule. The findings of the study revealed that 24.4% of boys were engaged in bullying in comparison to 17.7%. it is also found that spreading rumours(23.77%) forms the most commonly used form of bullying followed by excluding from group(21.31%) and 9.80% of physical abuse.

***Vilhjalmsson, et.al (2018)*** focuses the study on the frequency and variation in bullying among school age children. It also stress on socio-demographic characteristics as associated with bullying. The sample population of the study includes all the students in Iceland studying in classes 6, 8, and 10 and thus the sample size is 11018. The findings of the study reveal that victims of bullying at least 2-3 times every month were 5.5%. The relatively low prevalence of bullying in Iceland might be the result of extensive work in many Icelandic schools to promote a friendly and safe atmosphere and to reduce bullying. It also reveals that bullying including repeated name calling, being left out and being repeatedly lied to. Bullying is found to be more prevalent among the metropolitan areas than rural areas.

***Winnaar, et.al (2018)*** conducted the study with the purpose to investigate the association between school climate and the prevalence of bullying at schools. The sample size includes 12514 students from 292 schools. The findings of the study reveal that the students who feel a sense of belongingness to the school were less likely to be bullied. A gender differences exist where boys were bullied more than girls. It has also been highlighted that students in low score in mathematics were found to be bullied than the other students.

## **2.02: CAUSES OF BULLYING**

*Darmawan (2010)* investigated the factors behind bullying behaviour of the adolescents. It was indicated that proactive and reactive aggressiveness was strongly related to bullying behavior for girls in grade seven, but not for boys. Furthermore, it was indicated that power-related aggressiveness was a good predictor for being involved in bullying among girls, but not for boys. However, affiliation-related aggressiveness was a good predictor for boys, but not for girls

*Gorea, et.al (2012)* highlighted the causes of ragging which later on take the form of bullying. 27% of the participants responded that ragging was due to institutional trend, and carelessness of authorities. Thus the study reflects the causes of ragging as weakness of the system, indifferences of the society, as well as the institutions which give way to harassment and morbidity.

*Madaan (2012)* examines the role of personal, family and school factors in school bullying. The results indicated that family relation, trait anger, peer relation, school adjustment and state anger were the significant predictors of school bullying in school children. Anger experience and expression is also highly related with school bullying. The findings further reveal that peer relation is significantly related and predicted school bullying in boys and girls. It also shows that children with poor relation

with peers are high on school bullying; therefore, it is imperative to understand peer relations among school children to reduce school bullying and also victimization in school children.

***Pengpid et.al (2013)*** conducted a study on factors associated with bullying were many. The causes of being bullied/victims were physically inactive; truancy, psycho-social distress among boys and girls, having been in a physical fight, lack of parental bonding, and psycho social distress were reasons behind being bullied. Some of the other factors associated with it were younger age, physical fighting and mental distress.

***Srisiva. et.al (2013)*** explores the cause behind bullying among 300 respondents. The findings of the survey have shown that 67% of the respondents were bullied because of poor performance in studies, followed by appearance and skin colour/complexion. Economic class or poverty has also been the factors behind bullying. Thus the study show that apart of traditional forms of bullying, racial and economic bullying was also prevalent.

***Tine, et.al (2013)*** investigates the link between bullying and later School performance and the determinants and potential effects of bullying in elementary school on academic achievement. . It shows that the quality of the family environment as well as individual child characteristics such as

poor early mental health, indicators of hyperactive behavior and physical appearance are important drivers of victimization.

**Malik (2014)** conducted a study aims to delve the factors which contribute in the making of a potential bully. The studies show that it may be their underlying temperament, combined with influences from home, School, community and the media that “allow” bully Behavior to flourish. The factors that affect bullying are role reversals, family environment & demographics, poor social skills, intrinsic factors, uncontrolled anger.

**Jan, et.al (2015)** conducted a study on “Bullying in elementary Schools:Its causes and effects on students”. The major objective of the study was to find out the causes of bullying. It also aimed at to study the study the students’ perception about the causes of bullying. The sample taken for the study is 234 boys and girls of government and private schools of Mianwati district. A self-constructed questionnaire was used to collect the required data for the study. The findings of the study show that the most common cause of bullying is powerfulness and physical abuse, followed by revenge seeking. The study also highlight the fact the gender differences also plays an important role between the students regarding bullying. Girls are most likely to show absentees from school than boys for bullying phenomena.

**Rao, et.al (2015)** made a study to analysis the reasons behind bullying. A sample of 6 schools in urban India was selected. The survey highlight that caste, religion continues to be factors that play a role in the triggering bullying. Apart from these, academic performances, teachers' favouratism, for fun, to teacher a lesson etc

**Singh, et.al (2015)** focuses on cyber bullying, its causes and effects on kids and adolescents. It stress that internet facilities, computer, smart phones, easy to bully other through social media were the causes behind this. In fact, imbalance of power and aggressiveness plays important role as factors behind cyber bullying.

**Jain, et.al (2017)** conducted a study on "Cyber bullying among adolescents". The study reveals that reasons behind not reporting cyber-bullying were students' distrust those adults and they fear that cyber-bully could get back at them and escalate the problems. In fact, lack of awareness about cyber crime is also a factor behind the cyber crime and cyber- bullying.

**Jenkins, et.al (2017)** explores the association between bullying experiences and social, emotional and cognitive factors. Data were collected from 246 sixth to eighth grade students. Results show that emotional difficulties were positively associated with victimization for boys and girls. It also reflects that social skills were significantly and

positively related to defending behaviour for boys and girls. These results emphasize the importance of examining the social, emotional and cognitive factors associated with bullying.

**Vilhjalmsson, et.al (2018)** conducted a study on “Bullying in school-aged children in Iceland: A cross sectional study” which examined the key factors behind bullying among the school aged children in Iceland. The sample population of the study includes all the students studying in classes 6, 8, and 10 in Iceland and thus the sample size is 11018. The findings reveal that children from minority groups who speak a language other than Icelandic at home were more likely to be bullied. It also indicates that separation and hostility in the peer context is more strongly correlated with language than foreign background. It also reveal that a younger age, use of foreign language, not living with one’s parents and residing in the countryside were all the risk factors for bullying.

### **2.03: TEACHERS’ PERCEPTION ON BULLYING**

**Allen (2010)** conducted a study on ‘*Classroom Management, Bullying and Teacher Practices*’. The purpose of this paper is to find whether there is a link among three variables: classroom management, school bullying and teacher practices. The findings show that classrooms and schools use coercion and punishment to deal with inappropriate students’ behaviour.

Furthermore authoritarian centered schools tend to use more punishment. Untrained and teachers with low quality are more likely to use punishment. Such environment and situation often lead to bullying behaviour among the students.

***Kennedy, et.al (2012)*** conducted a study which primarily aimed to explore differences between teacher and administrators perception of bullying. Data were collated from 139 practicing educators and administrators. The finding reflects that teachers felt more strongly that educators played an important role in bullying prevention. Yet, administrators felt more comfortable in communicating with the parents of bullying victims, Teachers even opines that there is a need for increased bullying prevention training.

***Caldwell, Robert David (2013)*** focuses the study on perception of teachers bullying behaviour, who are employed in public middle school .A qualitative descriptive research design method was used in this study. The sample of the study 10 students and 10 educators and the tool used is semi-structure interview. The findings reveals that teachers consider bullying as a serious problem and opine that physical, verbal, emotional and cyber bullying often prevalent among the students. The study also highlights the fact that the students usually hide the incidences of bullying from the teachers

**Pfieffer (2013)** explores a study which reflects that all the teachers stop students from being verbally abusive to each other. Further 97.8% of the teachers opine that they teach students to reach out and help other in situation which might lead to bullying. This throw light on the issue that teachers take all the initiative quite positively to stop as well as prevent bullying activities.

**Veenstra, et.al (2014)** examines the role of the teachers in reducing bullying behaviour and develops a strong and healthy anti-bullying attitude. The sample of the study includes 31 schools and 2776 students. The findings of the study shows the students' perception of their teachers' efficacy in decreasing bullying was found to be much low. It highlight that in efficacious teachers requires great deal of efforts to reduce bullying. It also focuses on the fact that anti-bullying programme proves to be of immense help to reduce bullying. Thus it shows the importance and necessity of the teachers to play a pivotal role in anti bullying programme.

**Rao, et.al (2015)** conducted a study which focuses that according to teachers a large majority of students engaged in bullying in order to feel powerful and to gain popularity. Further around 40% of the students according to teacher engaged in bullying as they consider it as entertainment options. The teachers' perception about some of the others reason were to teacher a lesson, revenge, etc

The study also stress on impact of bullying on students. It shows that 63% of the teacher felt that bullying would harm students'self-esteem.54% thought that their self confidence would be injured while 45% felt that bullying could cause serious mental problems. Yet an interesting aspect is also revealed that 16% of the teachers believe that bullying would toughen the victims and prepare them for the real world.

***Tina (2015)*** attempted to find the awareness about bullying among teacher trainees in educational institutions. It also made an effort to compare the awareness about bullying among teacher trainees with respect to their background, gender & school education. The sample for the study was a stratified random sample with 450 teacher trainees from Teacher Education Institutions. The findings of the study show that there exit some differences regarding bullying between urban and rural teacher trainees. It also highlighted on the fact that however, there exists no significant difference in the awareness of male and female teacher trainees regarding bullying. Further, there exists significant difference in the awareness about coping strategies for bullying among teacher trainees with respect to their background, gender & school education. The study bring to light that fact that 42.42% bullied shared their problem with parents as they believed that parents play a crucial role in the life of the children. Children also share their bullying experiences with teachers 9.09

% and 18.18% confided in friends. The reason behind is parents do not treat the bullying as passing phase and make attempt to combat with the problem of children.

*Yoon, et.al (2016)* investigated teachers' responses to bullying incidences and the effect of individual. The sample of the study includes 236 teachers. The findings of the study revealed that the teachers reported how they would respond to bullies and victims when they encounter it. It also highlighted that the teachers were more likely to discipline bullies and to teach the victims of bullying certain pro-social skills in aspects of physical bullying. It also bring to light the fact that teachers have an indifferent attitude toward students of different ethnicity and less likely to discipline them. However, they are at the comfort zone in handling bullies and victims of same gender.

*Cunningham, et.al (2007)* explores the ways which will help in identifying the bullying behaviour and at the same time help to formulate a strategic position to overcome it. The study focuses on understanding of early adolescents bullying by the teachers and the middle school counselors. Further, it also studies different approaches and comprehensive set of interventions that can be implemented to support a whole school and create a wholesome and healthy environment for the students.

**Hakim, et.al (2017)** explores in the study about the use of anti bullying techniques and strategies by the primary school teachers at district Haripur. It aim was to identify frequently used and least used anti bullying strategies by the primary teachers. The sample of the study is 50 primary school teachers selected using convenient sampling technique. The findings of the study reveal that the teachers adopt the strategy of providing safe school environment to ensure the prevention of bullying. It also highlight the fact that majority of the teacher aware the parents regarding bullying behaviour and how to prevent it. The teachers also train the students to solve any conflict and confrontation by the techniques of meditation which is followed by early intervention. Thus this technique further helps in preventing bullying in school.

**Waters, et.al (2017)** investigated rural middle school teachers perspectives regarding bullying. It stresses on teachers definitions of bullying, where bullying occurs in school as well as its preventive strategies. A sample of 21 teachers was taken in the study. The finding of the study show that the teachers of middle schools were mostly concern with the academic responsibilities and classroom teachings and instructions further they consider bullying as the least important responsibility. It also highlights the fact that the verbal bullying was most common type of bullying followed by relational bullying. The study also tries to find about teachers

training to bullying behaviour. It highlights that 79% responded to receive training from schools to handle bullying. While 21% responded that they had not receive any such training to handle bullying. Furthermore, these teachers have responded to the existence of anti-bullying policy in schools. Yet the involvement of these middle school teachers was found to be dissatisfied and not up to the mark.

*Sims (2018)* focuses on to understand educators' perspectives on bullying as well as on the anti bullying programme. The study stress on areas like bullying, useful content of the 'No place for hate-anti bullying programme, and also resources made available for the teachers to identify and respond to bullying. The sample of the study was 10 teachers and 3 administrators at ABC Elementary School in Georgia. The findings of the study highlight the fact that the anti-bullying programme under the name 'No place for hate' has helped the teachers to activity acknowledge and respond to the issues of bullying. It also stress that the teachers held the opinion to implement the anti-bullying programme more consistently to increase its effectiveness as well as help the students in solving the bullying phenomenon. Further the study stress upon the fact that federal and state government should come up with sound policies and programs on bullying for creating as safer and healthier educational climate for the students.

#### **2.04: OTHER RELATED STUDIES:**

*Gorea (2012)* conducted a study on ragging in educational institutions in India. It shows that 34% of the students faced ragging and 11% were in favour of ragging tradition. The study further unfolds that 10% of the students faced minor injuries while 18% students went through mental agony.

*Sharma, et.al (2014)* explores in the study about the prevalence of aggression among youth and also assess the risk factors of aggression among youth. The sample comprises of 5476 participants using survey design. The finding reveals that 17.7% of the youth has high aggression score. Further among male verbal aggression, physical aggression and anger is found to be higher than female. The factors that influence aggression were identified as physical abuse in children, substance abuse, negative peer influence, family violence, and academic disturbance, psychological problems, ADHD, suspicious, loneliness, mood disturbance, negative childhood experience, TV and media.

*Duru, et.al (2015)* conducted a study “*Teacher attachment & intention of aggressive behaviour among school children*”. The study determines the relationship between teachers’ attachment and intention of aggressive behaviour among school children. The sample includes 426 school children between age group of 13-17 years. The findings of the study

shows that the students with lower levels of school connectedness were significantly more likely to be involved in aggressive behaviour. The study revealed a weak relationship between teacher attachment and school children intention of aggressive behaviour ( $r = -0.126$ ;  $p < 0.05$ ). The t-test analysis also shows that there is no significant difference between males and female school children in terms of intention aggressive behaviour ( $t = 1.050$ ;  $p = 0.294$ ). This indicates lack of teachers monitoring and co-operation influence students to engage in intention of aggressive behaviour.

**Rao, et.al (2015)** explores the procedure and similarities as well as the dissimilarities between bullying in school and ragging in institutions of higher education as they both involve aggressive behaviour. The findings of the study reflect that about 50.6% of the study were involved in verbal aggression followed by 33.7% of physical aggression, 25.3% of social aggression and only 9.6% of cyber bullying. Yet 41% were involved in all the above four types of aggression or bullying. While comparing with the data of ragging, higher percentage of students in school reported having experienced bullying in some form. Even only 4.2% of students were physically abused as a part of ragging while 17.5% of students reported such physical abuse as a part of bullying. The data also shows that girls

may engage in more indirect bullying like spreading rumour, gossiping, social exclusion etc.

***Kumar, et.al (2016)*** conducted a study that focuses on prevalence of aggression among school going adolescents. The findings highlight that the level of aggression was found to be high among adolescents. It also revealed that 66.5% of adolescents were engaged in physical aggression. Furthermore, boys were found to be more physical aggression than the girls. Verbal aggression is however found to be more prevalent among the girls.

***Murlidhar, et.al (2016)*** focuses on prevalence of different form of aggression in elementary school in relation to gender and grade. The investigator has identified 366 children who display aggressive. The findings of the study highlight that there is a significant gender differences in direct aggression between boys and girls. Boys were found to be in higher level of direct aggression than girls. It is also found that direct aggression is followed by verbal and indirect aggression. Girls were found to be engaged in verbal aggression.

***Muralidhar (2017)*** conducted a study that aimed at to understand the relationship of parenting styles, supervision, conflict, T.V watching habits and gaming habits on the display of aggressive behaviour of children in school. A sample of 288 students was identified as aggressive children. it

has been found that direct aggression followed by physical and verbal form of aggression were commonly prevalent in school. Further girls were found to be engaging in indirect aggression in comparison to boys. It is also found the parental supervision in home and neighbourhood and the content watched on the T.V had significant relationship with aggressive behaviour displayed by children at school.

## **2.05: RESUME OF THE LITERATURE REVIEW**

The literature review gives a glimpse of the studies conducted across the globe on bullying behaviour. The present chapter sketches out a review of total of 50 research studies. These studies were review from international as well as national level on prevalence of bullying, its causes, and teachers' perception on bullying. It also reflects on the aggressive behaviour and ragging which has some relationship with bullying. These literature reviews were systematically arrange in four categories- prevalence of bullying; Causes/Factors of Bullying; Teachers' perception on Bullying and Other related studies.

Studies conducted in India as well as aboard in relation to the prevalence of bullying reflect the occurrence of bullying phenomenon among the school going adolescents. It has also been observed that bullying is most commonly found among the students studying in secondary stage. Further boys were found to show more tendencies toward bullying others than girls. In fact,

adolescents from urban areas were frequently involved in bullying in rural areas. The studies done bring to light the physical and verbal bullying were repeatedly take place. It also reflected that bullying commonly occur within the school campus and in absence of teachers.

A significant number of studies were review regarding causes of bullying. Most of the studies highlight poor academic performance, aggressive, anger, religion and physical appearance as the cause behind bullying victimization. In fact, it has been observed in majority of the studies that powerfulness including power imbalance, revenge seeking, and physical abuse were the reason behind bullying. Unconducive family environment, hyperactive behaviour, and poor mental health trigger bullying victimization. The reasons behind cyber bullying were easy availability of internet, computer, smart phone and social media.

Literature reviewed regarding teachers perception on bullying focuses on the teachers' view toward bullying and measures adopted toward prevention of bullying behaviour. Studies highlighted that according to teachers bullying is a serious matter of concern and most prevalent among the adolescents. The common types of bullying that prevalent among the school going adolescents were physical and verbal in nature. The teachers believed that awareness about bullying, implementation of anti bullying programme/strategies and

teaching certain pro-skills among the adolescents certainly help to cope with bullying phenomenon.

A number of studies were done on aggressive behaviour and ragging. These studies have highlighted that physical, and verbal aggression is commonly found among the students, followed by ragging. Direct aggressiveness is more commonly found among the boys while girls were involved in indirect aggressive. Aggressive behaviour and ragging were influence by physical abuse in children, substance abuse, negative peer influence, family violence, and academic disturbance. A few studies also stress on weak relationship between teacher attachment and school children as the intention of aggressive behaviour.

From these literature reviews it has been made clear that bullying phenomenon is a grave problem that has challenged the conducive school climate globally. In fact studies on bullying in the Indian context seem to reflect that the schools are in the grip of this problem. Although in Assam, adolescents often witness and become the victim of school bullying yet this area of research has still been unexplored in any studies so far. Henceforth, studies in this area will provide ample scope to create awareness about bullying and build a positive school climate.

## **CHAPTER 3**

### **METHODOLOGY**

Research is a systematic and scientific approach to knowledge. The term ‘research’ means searching again and again or to search something novel and modifies the existing body of knowledge or idea. It may be defines as the systematic and objective analysis and recording of controlled observation that may lead to the development of generalization, principles, or theories, resulting in prediction and possibly ultimate control of events. Research is an art of scientific analysis to the research problem. It is a process for collecting, analyzing and interpreting the data and information to the problem.

According to Best and Kahn (2006:25), “Research may be defined as the systematic and objective analysis and recording of controlled observations that may lead to the development of generalizations, principles or theories, resulting in prediction and possibly ultimate control of events”.

Webster’s seventh New collegiate Dictionary (1966:730) defines “Research is a careful or diligent search or studious inquiry or examination; especially investigation or experimentation aimed at the discovery and interpretation of facts, revision of accepted theories or law in the light of new facts, or practical application of such new or revised theories or law.”

Therefore research is well planned scientific process that involves definite steps to arrive at something new to the existing stock of knowledge that help in solving the research problem

Research in social sciences aims at to comprehend and develop the behaviour of the individuals as well as the group through the application of scientific and systematic research methods. Educational research signifies the quest for development of well organised scientific and systematic body of knowledge to the issues and problems with which the teaching- learning community is associated.

### **3.1 RESEARCH METHODOLOGY**

Research methodology is a means to solve the research problem in a systematic and scientific way. It can be understood as a body of knowledge which provides the scientific and systematic path to research. Research involves an assortment of methods and techniques used with rational supporting the objective and purpose of the study. Research methodology provide the inclusive design to the researcher regarding justification of the study, defining research problem, the methods and techniques used, qualitative and quantitative analysis of data. Thus, the methodology of educational research is an enormous domain of evolving literature which brings together various elements to suit numerous problems in different educational aspects.

### **3.2: RESEARCH DESIGN OF THE STUDY**

A research design is the detail blueprint of the research process. It helps the investigator to conceptualize an operational plan to carry out the research with valid research methods and techniques to arrive at the research findings.

The present study falls under “Descriptive Research”. Descriptive research studies the relationships between variables, test the hypotheses, and the develop principles and theories that are accepted authentically worldwide. It justify the educational phenomena in relation with the conditions that exist, opinions that are held by the different personal like students, teachers, parents, and the trends that are seen developing.

In this present study the investigator aims to study the prevalence of physical, verbal and cyber bullying phenomenon among the adolescents in Kamrup district, the factors behind it and the teachers perception towards bullying. This method was used to obtain relevant information regarding physical, verbal and cyber bullying among the adolescents of Kamrup and draw a general conclusion from the valid data and information discovered. Thus the researcher has brought the study under the umbrella of descriptive study.

### **3.3 POPULATION OF THE STUDY**

A population refers to any collection of specified group of human beings, or of non-human entities such as objects, educational institutions, time, units, geographical areas, etc. According to Best and Kahn, “A population is any

group of individuals that have one or more characteristics in common and that are of interest to the researcher” (2006; 13).

In this present study, the population of the present study constitutes all bullies, victims and bully-victim in the age group of 13-18 years studying in the co-educational higher secondary schools recognized by SEBA and AHSEC in Kamrup (M) and Kamrup (R).

### **3.4 SAMPLE OF THE STUDY**

A sampling design is the methodical blue print for acquiring a sample from the targeted population. It represents the techniques and the course of action that the investigator would take up in selecting the sample for the study. In the present study purposive sampling technique is used to select the sample for the study. The present study comprise of 362 identified bullies and victims and 91 teachers.

### **3.5 SAMPLING TECHNIQUE**

In the present study, the sampling was done in three phases and different sampling techniques were used. Kamrup district (Metro and Rural) was taken as the study area.

In the first phase a total of 43 co-educational higher secondary schools of Kamrup district (*Source: Directorate of Secondary Education, Government of Assam, 2017*) was identified. From these, 30% was taken as sample randomly and thus 13 schools were selected. Out of these 13 schools, 4 schools were from Kamrup (M) and 09 schools were from Kamrup (R).

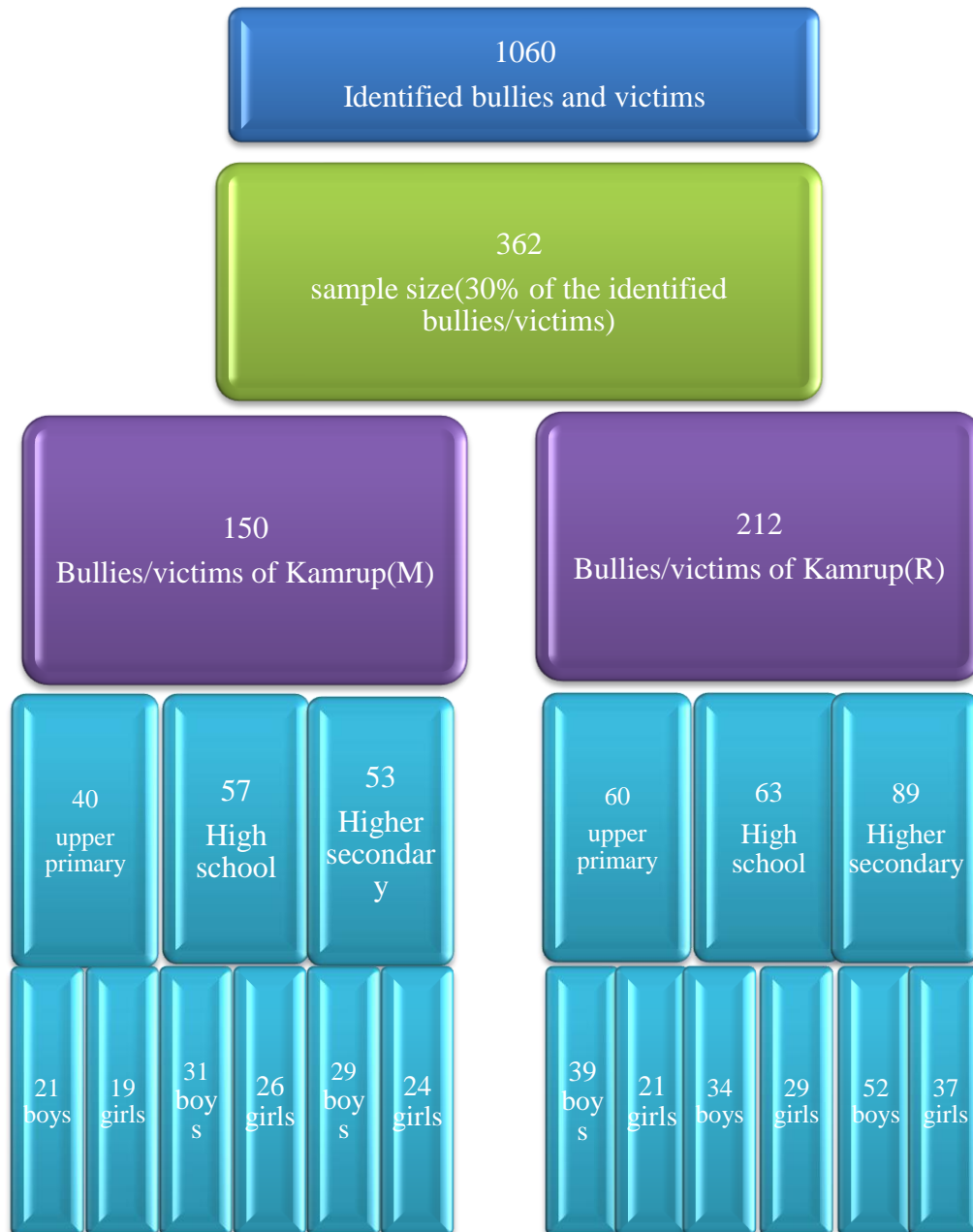
The second technique applied in selecting the sample is purposive sampling. In this study the targeted population was the bullies and victims of the age group 13-18 years. The bullies and victims were not listed and identified by the sample schools earlier. Usually the adolescents associated with bullying phenomenon were identified by the anti-bullying cells or counseling cells of the school. But due to absence of such cells in the schools, the investigator have to identify it with the help of the teacher through self develop checklist for identification of bullies and victims.

After rating the adolescents as bullies and victims by the teachers, a total of 1060 bullies and victims were identified and 30% of 1060 that is 362 has been taken as sample size in the present study. Out of the 362 sample 150 is from urban area and 212 is from rural area.

Based on the objectives formulated for the present study the sample has been further categorized on the basis of gender and level of education (Upper Primary, High school and higher secondary classes). Thus, the investigator has identified that 100 adolescents were from upper primary stage, 120 from high school and 142 from higher secondary. Further it has also been found that 206 were identified as adolescent boys and 156 as adolescent girls.

The investigator has also selected the teacher sample from the selected school. A number of 7 teachers were selected from each school with the help of purposive sampling. Thus a sample of 91 teachers has been selected for the study.

The sample size and structure is shown in the fig 6



**Fig.4 Schematic Diagram of the sample for the study**

### **3.6 TOOLS USED FOR DATA COLLECTION**

The investigator framed the blue print of the research design by sketching out the research problem, its objectives and hypotheses of the study. In order to verify and validate the inferences and hypotheses, the investigator has to develop suitable tools for data collecting. The instruments or techniques used to collect necessary information and data are known as tools for data collection. The core of good quality research lies in selecting of appropriate tool for the study. An investigator requires thorough knowledge about the availability and utility of the research tools. The investigator needs necessary data gathering tools or techniques which is required in testing of the hypothesis. The selection of the data collection tools and techniques, of course depends upon the objective of study, availability of resources and skills and understanding of the researcher. In some cases the investigator may have to modify the tool or self develop them in order to suit the purpose. There are a number of research tools like questionnaire, observation, interview schedule, psychological test, rating scale etc primarily used in behavioural sciences for data collection.

In this present study the investigator keeping in line with the objectives and hypotheses of the study the following were used.

- a) Identification of the bully and victim rating scale (Self-developed)

- b) Revised Olweus Bullying Questionnaire (ROBQ),2007  
(Modified and localized accordingly)
- c) Self-developed questionnaire for teachers.
- d) Case study Performa

### **3.7 IDENTIFICATION OF THE BULLY AND VICTIM RATING SCALE (SELF-DEVELOPED)**

The ‘**Identification of the bully and victim rating scale**’ to identify bullies and victims were developed by the investigator due to unavailability of any suitable tool to identify the bullies and victims. The rating scale was prepared with 5 point stating from 0 to 4. The rating scale has been developed on the basis of the characteristics of bullies and victims identified by the originator of the bullying concept, Dan Olweus (1978, 1984, 1993, and 1996.). It has been believed that one or several signs can indicate that students is being repeatedly bullied by peers or bully one or several students in several situation. The definition put forwarded by Olweus as well as the questionnaire developed by him “Revised Olweus Bullying Questionnaire (previously referred to as the Olweus Bully/Victim Questionnaire) give us the detail sketch of the signs of bullies and victims.

These characteristic and signs of bullies, victims and bully-victims were also supported by studies conducted by Smith and Brain in 2000; Rigby (2002) etc. The investigator has also studied and reviewed the standardized tools on bullying as developed by various researchers and psychologists.

Thus, the scale to identify the bully and victim has been prepared after previous research studies, opinion of subject experts in the concerned field and personal observation of the researcher. The 'Identification of the bully and victim rating scale' has two sections- Section A to identify the bully/bullies and Section B to identify the victims. The items were arranged rationally in terms of each section of the scale. The preliminary draft was prepared and presented to the subject experts of the concerned area. Personal meeting with the psychologists as well as with teachers of some of the reputed schools were also arranged to discuss about the bullying and its characteristics seen among the adolescents in the school. Thus the validity as well as the suitability of the contents was found to be satisfactory.

### **3.8 SCORING OF THE RATING SCALE**

The 'Identification of the bully and victim rating scale' of the study has been given to the headmaster/Headmistress of the sample schools along with the teachers of the classes from VII to XII. The teachers were asked to rate between 0-4 who they think to have the signs of bullies or victim. The respondents were to give a tick mark [✓] according to their identification and judgment. The scoring procedure of the scale has been given below:

**Table.1 Scoring procedure for the Identification of the bully and victim  
rating scale**

<b>Scoring Procedure</b>	0- Never  1- only once or twice  2- 2 or 3 times a month  3- about once a week  4- several times a week
--------------------------	---

The maximum possible scores for the Section A (For bully) with 5 point rating scale are 52 and the minimum possible score is 1. For the section B (For victims) the maximum possible score is 40 and the minimum possible score is 1. The lowest total score for both the section were also considered as the identified population as bullying (being bullied or bullied others) has at least happen once. Furthermore the investigator also interacted with the students (peer group) who were not the targeted population to cross verify the identified bullies and victims.

The scale was in the beginning prepared in English. However keeping in view with the social and demographic context of selecting the sample schools, it has been translated to Assamese with the help of language expert. Yet, importance has been given to retain the meaning of the items while translating.

### **3.9 REVISED OLWEUS BULLYING QUESTIONNAIRE (ROBQ), 2007**

‘Revised Olweus Bullying Questionnaire (ROBQ)’, 2007 has been used in the present study. The questionnaire has been developed by Dan Olweus as early as in 1973 under the name ‘Olweus Bully/Victim Questionnaire’ (OQB). Olweus has defined bullying in this questionnaire and focuses on three important criteria for bullying. These three criteria were power imbalance, repetitiveness and intentions. However, in 2006 the questionnaire has been revised and the definition of the bullying has been expanded by including cyber bullying along with traditional bullying. The questionnaire begins with a general about being bullied in the past couple of months (or bullying other students in a different section of the questionnaire). The reliability of the tools has been estimated by using the Cronbach’s alpha. The bully perpetration has been estimated as 0.88 and bully victimization as 0.87. The questionnaire can be administrated to the age group of 11-18 years.

The questionnaire used in the present study is ‘Revised Olweus Bullying Questionnaire (ROBQ), 2007 which has been modified and localized keeping in view with the social and demographic context of the society. The present study has focuses on prevalence of bullying in respect of physical, verbal and cyber. Thus the questionnaire has taken into consideration of these three forms of bullying. The ‘Revised Olweus Bullying Questionnaire (ROBQ), 2007 has been modified and certain racial and sexual content were scraped out. The questionnaire comprises of various type of bullying such as direct physical and verbal harassment, threatening, and coercive behaviors. There are also some

questions on the questionnaire about digital or cyber bullying. It has also given stress on the places where bullying often occurs. Certain words and terms used in the original tool have been replaced by certain other commonly used words. These words were such- 'hallway' has been replaced by 'corridor'; 'in the bathroom' has been replaced by 'toilet or washroom'; in the lunch room has been replaced by 'in the canteen'. The investigator has also included certain questions like the factors and reasons behind the bullying phenomenon from the perspective of victims and bullies. Keeping in view with the social and demographic context, the questionnaire has been translated to Assamese with the help of language expert. However, necessary emphasis has been given to retain the meaning of the items while translating.

### **3.10. RELIABILITY OF THE QUESTIONNAIRE**

The reliability of the questionnaire has been estimated through test-retest method. The questionnaire has been administrated to 50 students. The reliability of the modified version of the Revised Olweus Bullying Questionnaire (ROBQ), 2007 (For victim) has found to be 0.79 and (For bully/bullies) was 0.81. The reliability of the whole questionnaire has been found to be 0.87. Thus, the questionnaire is reliable to use in the present study.

### **3.11. ADMINISTRATION OF THE TOOL**

The questionnaire was administered in anonymous mode where the name of the students was not revealed. The respondents were asked to write only class, gender and name of the school. The sitting arrangement has been made in a separate room to administrate the questionnaire. The identified bullies and

victims were asked to sit apart in the assigned rooms. The investigator has made it clear that the survey is to gather information from the students about bullying and to improve the school environment. The students are asked to respond to questions about specific forms of bullying they may have been exposed to. They were asked to put tick mark [✓] whichever they think has happen to them. The questionnaire has five options stating ‘It has not happened to me in the past’; ‘couple of months’; ‘only once or twice’; ‘2 or 3 times a month’; ‘about once a week’; ‘several times a week’. The investigator has explained the words that have been found difficult to understand by the students. The students were assured that the information is purely for research purpose and will be kept confidential.

### **3.12. SELF-DEVELOPED QUESTIONNAIRE FOR TEACHERS**

The investigator has prepared a questionnaire for teacher for estimating the awareness and knowledge of the bullying along with the coping strategies. Due to unavailability of suitable tool for the teacher, the investigator has developed it after sufficient literature review, opinion of subject experts in the concerned field and personal observation of the investigator. The questionnaire has 14 items which focuses the following aspects:

- Awareness and knowledge on bullying at school
- Places where bullying occur
- Gravity/seriousness of the bullying problem
- Reason behind bullying
- Consequences of bullying

➤ Steps/measures taken to deal with bullying

Personal meeting with experts from the concerned field were also arranged to discuss bullying along with the coping strategies. The self developed questionnaire has been found to be valid and satisfactory for the present study.

### **3.13 RELIABILITY OF THE QUESTIONNAIRE**

The reliability of the questionnaire was established by test-retest method. The questionnaire has been administrated to 30 teachers. The reliability scores for the self-developed questionnaire for teacher have been found to be 0.91.

### **3.14 ADMINISTRATION OF THE TOOL**

The questionnaire has been given to the headmaster/headmistress and teachers from class VII to class XII. They were asked to put tick mark [✓] whichever they think appropriate to them.

### **3.15. CASE STUDY PERFORMA**

Case study is a technique of collecting data through analysis of individual case. It is popularly used for qualitative analysis of individual, family, institutions etc. The aim of the case study is to study the behavioural pattern, and its relationship with various variables. This technique provides an opportunity to analysis the details of the individual case intensively and thoroughly. In this study the investigator has provided certain case studies of the identified bullies and victims. The investigator has prepared certain question in form of performa. The performa comprises of questions relating to personal details, bullying that they have been exposed to, factors behind it and places where and when it occurred

### **3.16 DATA COLLECTION**

The information and data regarding bullying phenomenon were collected through primary and secondary source of data. Data were collected from the identified bullies and victims through the Revised Olweus Bullying Questionnaire (ROBQ), 2007 which was a modified version. Data were also collected from the teachers of the sample schools.

In the beginning, the investigator took the help of the teacher to identify the bullies and victims. The investigator explains the purpose of the study to the identified bullies and victims. Then they were given the questionnaire and assurance that these information will not be used any other purpose. During data collection the investigator has tried to develop a cordial relationship with the identified bullies and victims.

In the same way, data were collected from the teachers through administrating the self developed questionnaire for the teacher. Before collecting the data, the investigator explained the purpose of the study to the teachers.

In this way data were collected from 362 identified bullies and victims and 91 teachers. The period of data collection was from February 2018 till October 2018.

### **3.17 COLLECTION OF SECONDARY DATA**

The secondary data for the present study has been collected through various sources. They were

- Krishna Kanta Handique library, Gauhati university

- Omeo Kumar Das Institute of Social Change and Development library,  
Guwahati
- The National Library, Kolkata
- Shodhganga
- ERIC

### **3.18 TREATMENT OF THE DATA AND STATISTICAL TECHNIQUES**

The data collected through primary sources were treated using various statistical techniques. To interpret the data quantitatively as well as qualitatively, the investigator in the present study has used the following statistical techniques:

- a) Percentage
- b) Chi-square( $\chi^2$ )
- c) Graphical representation.

## **CHAPTER 4**

### **ANALYSIS AND INTERPRETATION OF DATA**

The present chapter deals with the analysis of data followed by interpretation and qualitative observation. The data collected for the study by the researcher were untreated, unorganized and unsystematic in nature. It should be treated statistically and tested on the basis of the objectives and hypothesis of the study. After statistically treating the data, the investigator should interpret and add meaning to the data. Interpretation helps the data to give a qualitative dimension to the results by citing its importance in the present situation.

In the present study, the data were collected by using various tools like Identification of the bully and victim rating scale (Self-developed), Revised Olweus Bullying Questionnaire (ROBQ), 2007 (Modified and localized accordingly), Self-developed questionnaire for teachers, and Case study Performa. These data were collected from 362 identified bullies and victims and 91 teachers. The data was analyzed by using the suitable statistical techniques like frequency, percentage, and chi square. It was also graphically represented and presented according to the objective of the study.

#### **4.01 ANALYSIS AND INTERPRETATION TO OBJECTIVE NO. 1**

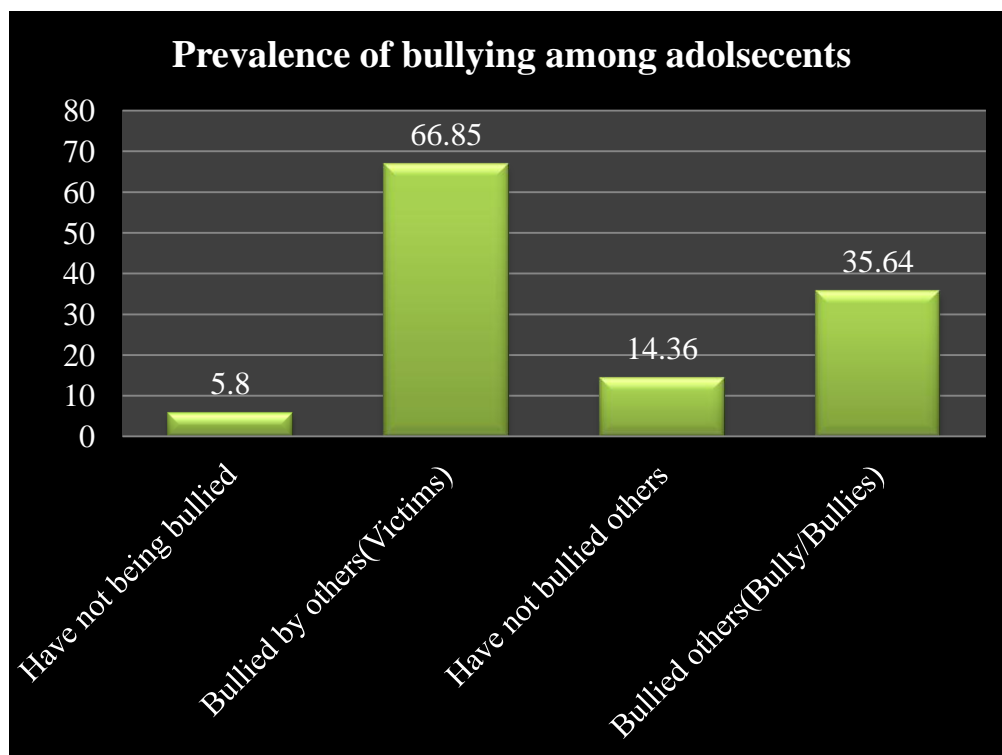
*To find out the prevalence of bullying among the school-going adolescents in respect of physical bullying, verbal bullying and cyber bullying*

In order to find out prevalence of bullying among the school going adolescents primary data were collected through the help of questionnaire. The items were individually analyzed with the help of simple percentage and graphical representations were used to show the results of the data.

**Table no 2: Data representing prevalence of bullying among the adolescents**

<b>Response</b>	<b>No of respondents (N=362)</b>	<b>%</b>
<b>Have not being bullied</b>	21	5.8%
<b>Bullied by other(Victims)</b>	242	66.85%
<b>Have not bullied others</b>	52	14.36%
<b>Bullied others(Bully/Bullies)</b>	129	35.64%

**Fig.5: Graphical representation showing prevalence of bullying among the adolescents**

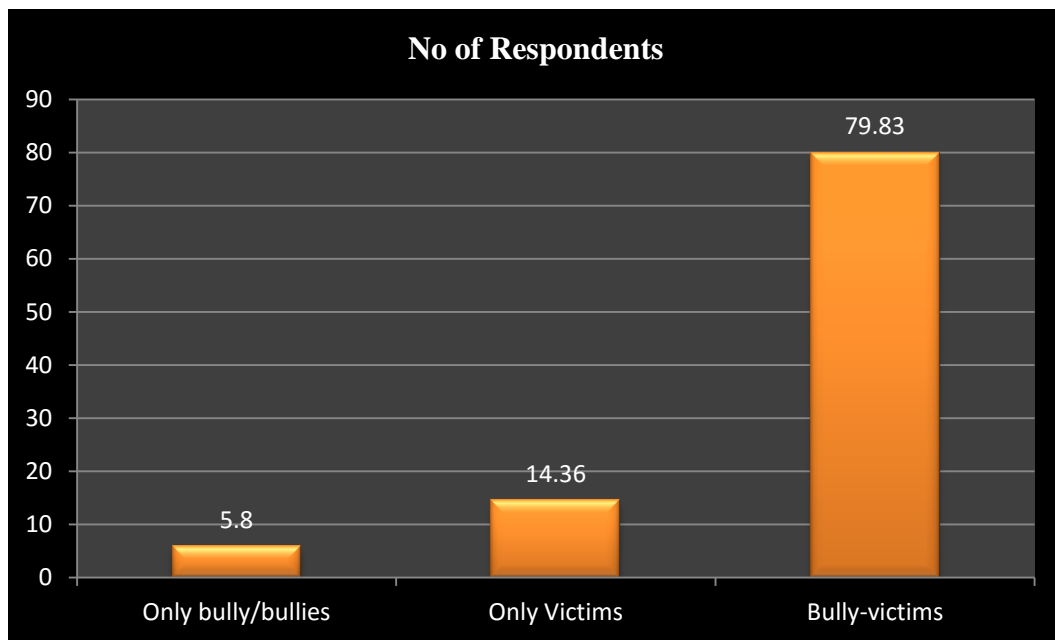


**Interpretation:** Table 2 shows the prevalence of bullying behaviour among the school going adolescents. The table as well as the graphical representation (fig.5) shows that 5.8% of school going adolescents have not been bullied by anyone and 14.36% have not bullied anyone. Yet, 66.85% of school going adolescents was victim of bullying and 35.64% are found to engage in bullying others. This shows that bullying is prevalent among the school going adolescents and victims of bullying found to be quite high in comparison to bully/bullies.

**Table no 3: Data representing only bullies, only victims and bully-victims  
that has been identified**

<b>Responses</b>	<b>No of respondent (N=362)</b>	<b>%</b>
<b>Only Bully/Bullies</b>	21	5.8%
<b>Only Victims</b>	52	14.36%
<b>Bully-Victims</b>	289	79.83%

**Fig.6: Graphical representation showing only bullies, only victims and bully-  
victims that has been identified**



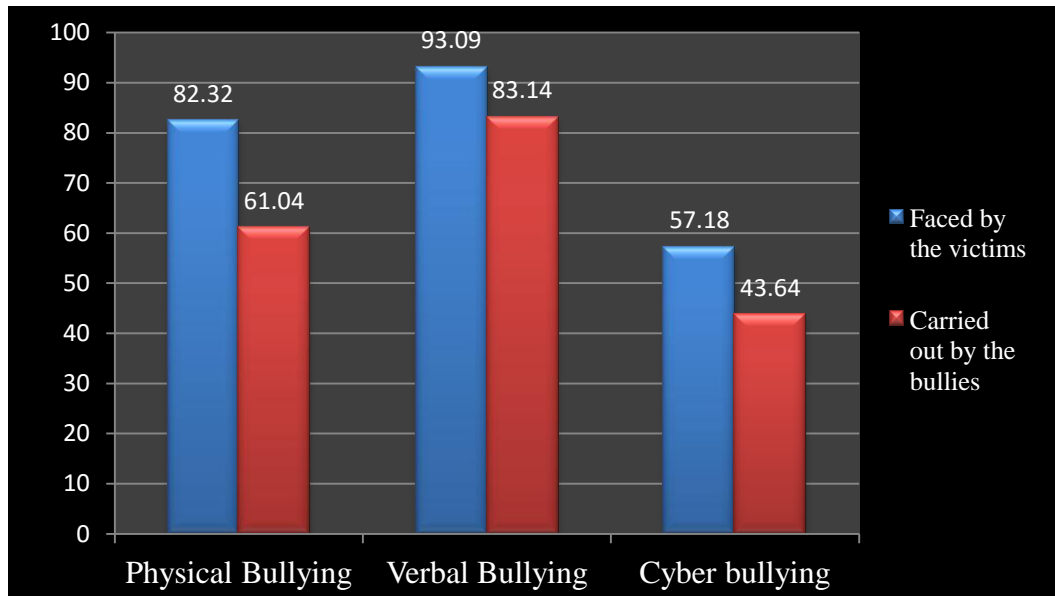
**Interpretation:** Table 3 shows the percentage of only bully/bullies, only victims and bully-victims. The table as well as the graphical representation (fig 6) shows that 5.8% of the adolescents were only bullies and 14.36% was only victim of bullying behaviour. 79.83% were found to be bully-victims. These bully-victims were victims of bullying at the same time they bully others. Thus it show that majority of the adolescents were victims of bullying behaviour and also engaged in bullying others.

**Table no 4: Data representing different types of bullying as faced by the victims and carried out by the bullies**

(N=362)

<b>Types of bullying</b>	<b>Faced by the Victims</b>	<b>Carried out by the Bully/Bullies</b>
Physical bullying	298 (82.32%)	221 (61.04%)
Verbal Bullying	337 (93.09%)	301 (83.14%)
Cyber Bullying	207 (57.18%)	158 (43.64%)

**Fig 7: Graphical representation showing types of bullying as faced by the victims and carried out by the bullies**



**Interpretation:** Table 4 reveals the type of bullying found among the school going adolescents. It shows that 82.32% of school going adolescents has become the victim of physically bullying while 57.18% were victim of cyber bullying. But majority of the school going adolescents are found to be the victim of verbal bullying with 93.09%.

The table also shed light on the types of bullying engaged by the bully/bullies. It has been found that 61.04% were engaged in physically bullying, 83.14% in verbal bullying and 43.64% in cyber bullying. This highlight the fact that school going adolescents are involved in bullying activities with a high percentage of verbal bullying faced by the adolescents. It also shows that cyber bullying is

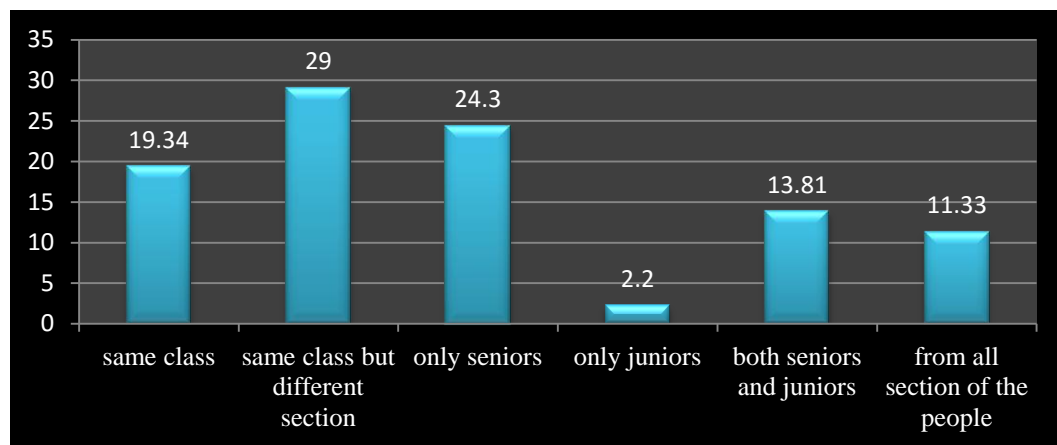
found to be high and used by the bullies as new means of bullying the victims.

The data are graphically represented by bar diagram in fig 7.

**Table 5: Percentage showing students from which class usually bully the victims**

<b>Classes</b>	<b>Total responses (N=362)</b>	<b>%</b>
<b>Same class</b>	70	19.34%
<b>Same class but different section</b>	105	29%
<b>Only seniors</b>	88	24.30%
<b>Only juniors</b>	08	2.20%
<b>Both seniors and juniors</b>	50	13.81%
<b>From all section of the people</b>	41	11.33%

**Fig.8 Graphical representation of students from which class usually bully the victims**



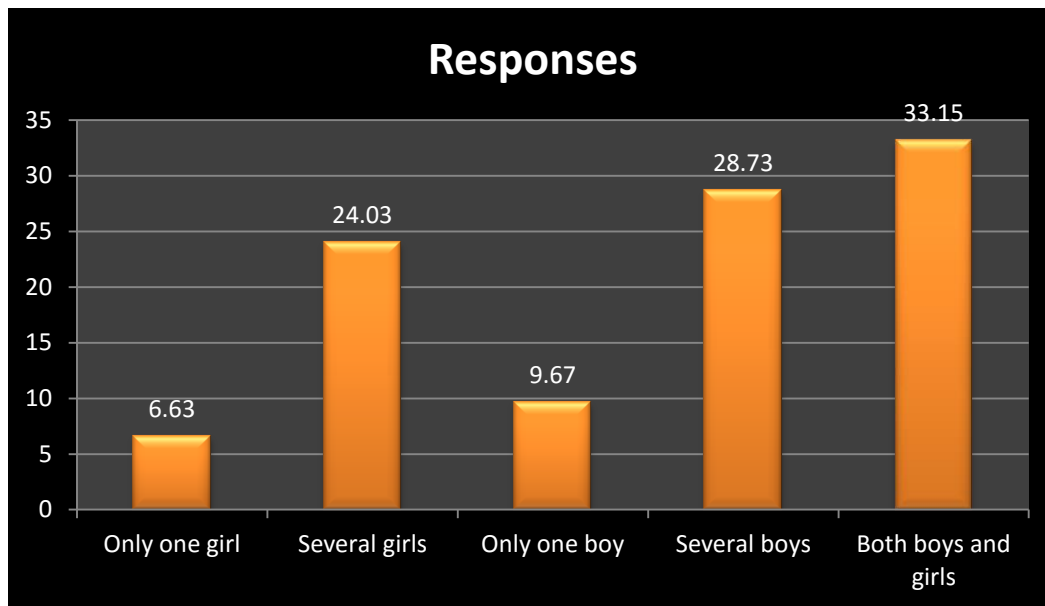
**Interpretation:** Table 5 and fig 8 shows the responses of students from class usually bully the victims. It has been found that 29% were from the same class but different section, followed by seniors with 24.3% and 19.34% were from the same class. It also bring to light that 13.81% include both seniors and juniors, followed by people from all sections with 11.33%. The data also reveal an interesting fact that 2.2% of the juniors were also engaged in bullying activity.

These data highlight the fact that students from the same class but different section along with seniors and classmates primarily engaged in bullying phenomenon. Another interesting fact that has been seen is that juniors though negligible in number still were also engaged in this phenomenon.

**Table 9: Percentage showing responses of being bullied by others in respect of gender**

<b>No of students</b>	<b>Responses (N=362)</b>	<b>%</b>
<b>Only one girl</b>	24	6.63%
<b>Several girls</b>	87	24.03%
<b>Only one boy</b>	35	9.67%
<b>Several boys</b>	104	28.73%
<b>Both boys and girls</b>	120	33.15%

**Fig.9 Graphical representation showing the respondents responses of being bullied by others in respect of gender**



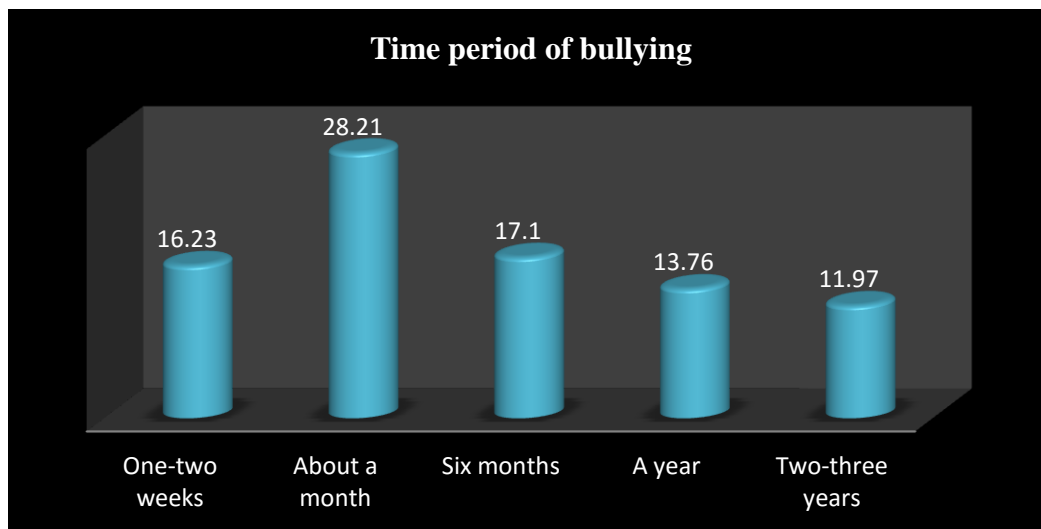
**Interpretation:** Table 9 reveals responses of being bullied by others in respect of gender. The data shows that 33.15% were bullied by both boys and girls followed by 28.73% by several boys and 24.03% by several girls. It also highlight that 9.67% were bullied mainly by one boy and 6.63% mainly by one girl. The data has been graphically represented in fig.9.

These data bring to light that bullied were mostly carried out by both boys and girls and a group of boys and a group of girls. However, single boy and single girl have found to be involved in bullying others.

**Table 13: Data representing the responses of victims regarding time period of bullying**

<b>Duration</b>	<b>No of Respondents (N=362)</b>	<b>%</b>
One-two week	57	51.75%
About a month	103	28.45%
Six Months	79	21.82%
A year	56	15.47%
Two-Three Years	45	12.43%

**Fig.10: Graphical representation showing the responses of victims regarding time period of bullying**



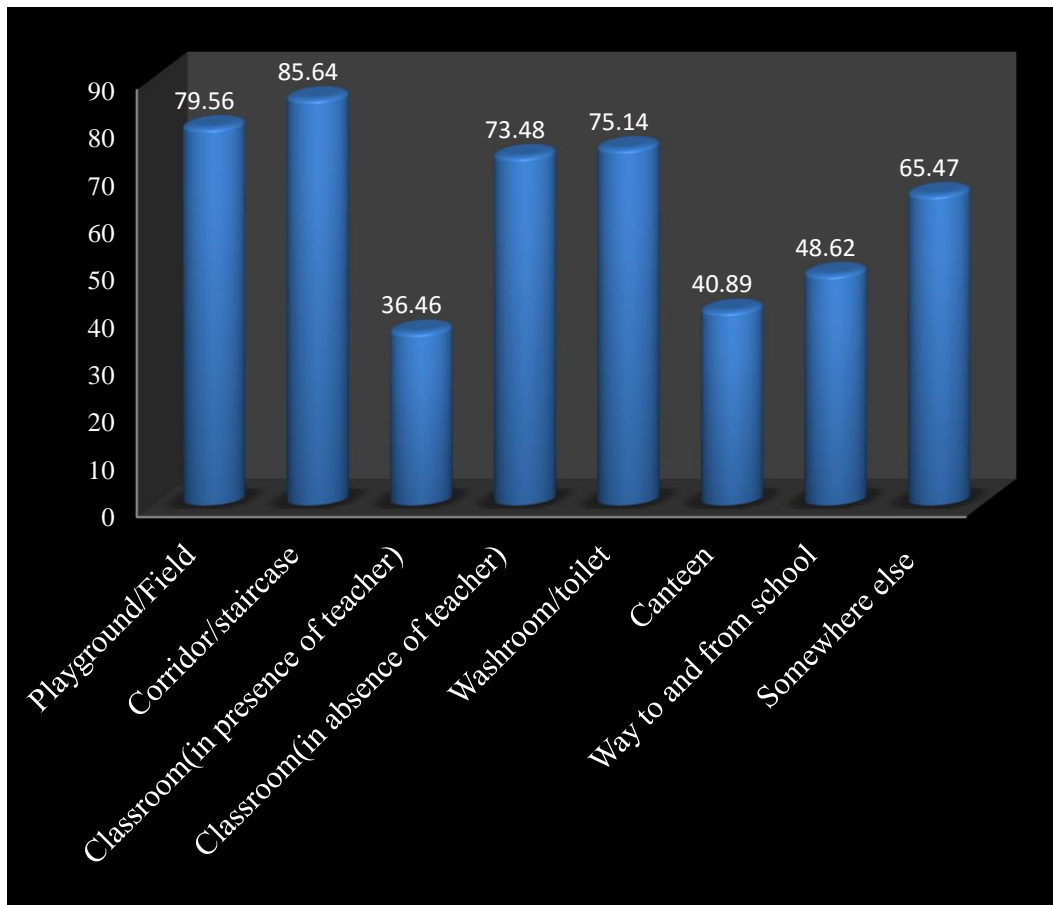
**Interpretation:** Table 13 shows the duration of bullying as faced by the victims. It reveals that 16.23% of school going adolescents has faced bullying for one-two weeks but 28.21% of school going adolescents has faced it for about a month. 17.1% have faced it for six month duration and 13.76% have reported of facing it for a year. Further 11.97% have reported to face it for two-three years.

This has highlighted the fact that most of the students have faced bullying for the time period of a month followed by one–two weeks, six months, and a year. Furthermore some of the victims have faced bullying for the period of two to three years. The data has been graphically represented in fig 10.

**Table 14 Data representing the places where bullying usually take place**

<b>Places where bullying take place</b>	<b>No of respondents (N=362)</b>	<b>%</b>
Playground/field	288	79.56%
Corridor/Staircase	310	85.64%
Class(in presence of teacher)	132	36.46%
Class( in absence of teacher)	266	73.48%
Washroom/toilet	272	75.14%
Canteen/During mid-day meal	148	40.89%
Way to and from school	176	48.62%
Somewhere else (tuition classes, market places etc)	237	65.47%

**Fig.11 Graphical representation showing places where bullying usually take place**



**Interpretation:** Table 14 draw attention to the places where bullying usually take place. It revealed that 85.64% of bullying takes place in corridor or staircase, followed by 79.56% in playground/field, 75.14% on washroom and toilet. The investigator has found that 73.48% take place in classroom in absence of teachers, followed by 65.47% in somewhere else like tuition classes, markets etc, and

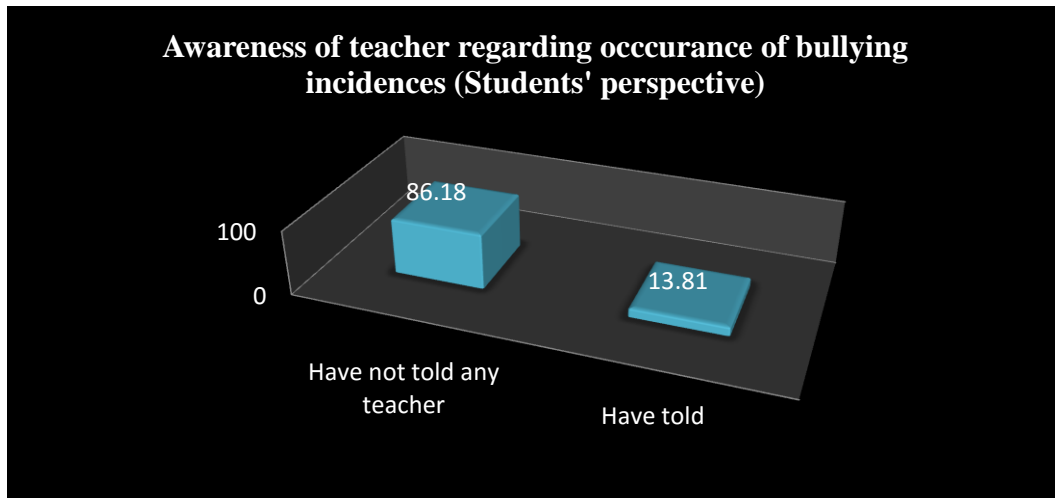
48.62% in way to and from school. It also revealed that 40.89% happened at canteen, and in fact, bullying also takes place in presence of teachers (36.46%). The data has been graphically represented with the help of a bar diagram in fig 11.

This bring to light that bullying primarily takes place corridors/staircase, playground, washroom/toilet and in absence of teacher in classroom. Further places canteen and on the way to and from the school, tuition classes, market etc were found to be the breeding ground for bullying activities. This data also point up the fact that bullying usually takes place in presence of teachers.

**Table 15 Data representing awareness of teacher regarding occurrence of bullying incidences from students' perspective**

<b>Responses</b>	<b>No of respondents (N=362)</b>	<b>%</b>
<b>Did not told any teacher</b>	312	86.18%
<b>Have told</b>	50	13.81%

**Fig.12: Graphical representation of knowledge of teacher regarding occurrence of bullying from students' perspective**



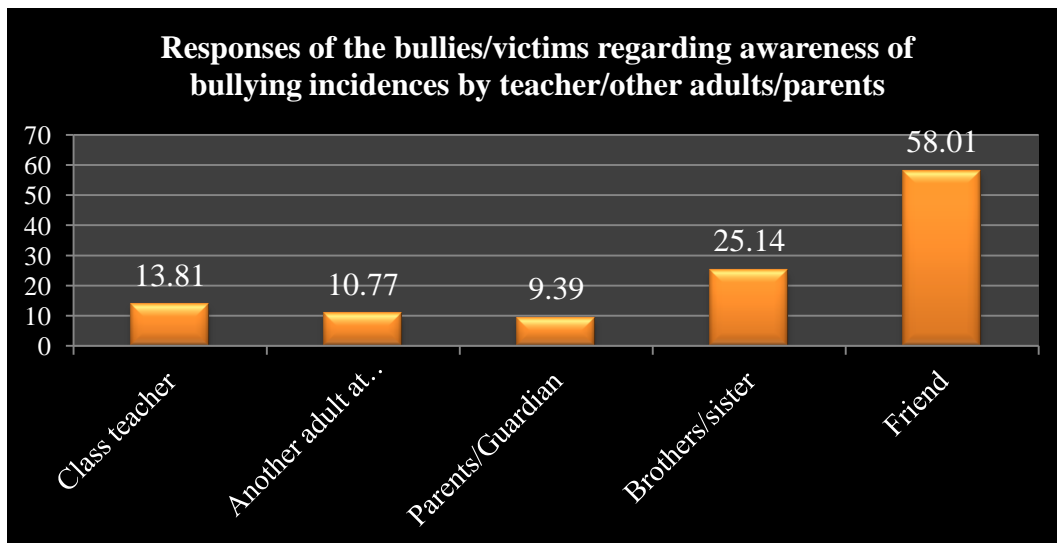
**Interpretation:** Table 15 represents the data and frequency of knowledge of teacher regarding bullying according to students' perspective. It has been found that 86.18% of the adolescents have not report about the bullying incidence to their teachers. Only 13.81% of adolescents have reported it to the teacher. The data has been graphically represented in fig.12.

This data shed light to the fact that majority of the students have not told anything about bullying incidences that has happen to them. Only a handful of adolescents have reported so far. Thus it reflects that fact that bullying has been so far goes unnoticed by the teachers without any serious action against it. This also gives a notion that bullying incidences does not happen in schools though data shows its high prevalence rate.

**Table 16 Data representing the responses of the bullies/victims regarding awareness of bullying incidences by teacher/other adults/parents**

<b>Responses</b>	<b>No of respondents (N=362)</b>	<b>%</b>
<b>Class-teacher</b>	50	13.81%
<b>Another adult at school</b>	39	10.77%
<b>Parents/guardian</b>	34	9.39%
<b>Brothers/sisters</b>	91	25.14%
<b>Friend</b>	210	58.01%

**Fig.13 Graphical representation of the responses of the bullies/victims regarding awareness of bullying incidences by teacher/other adults/parents**



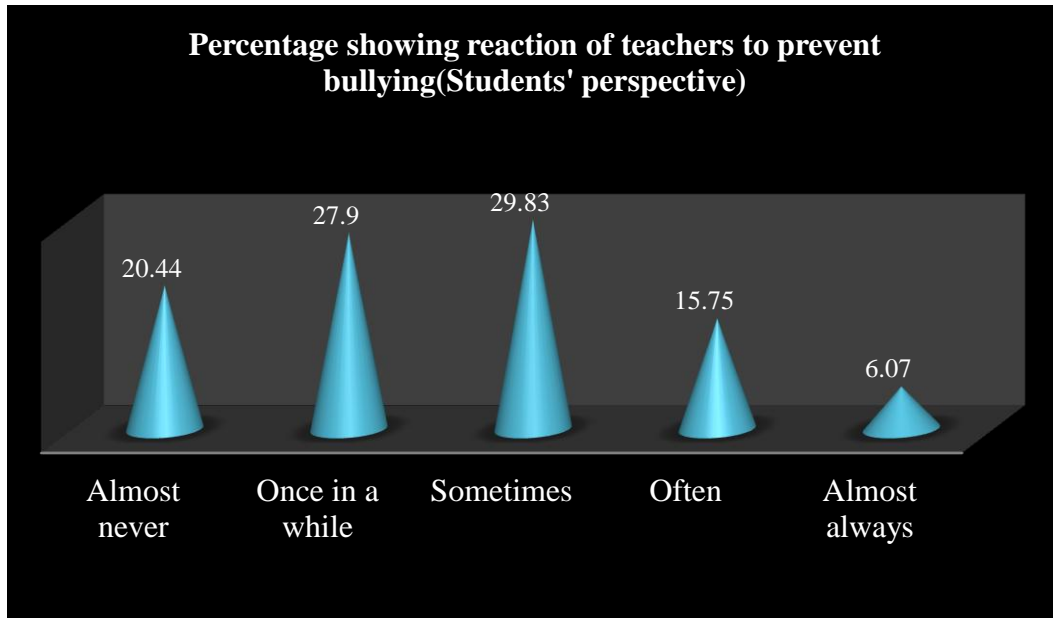
**Interpretation:** Table 16 shows the percentage of the responses of bullies/victims whether teacher/other adults/parents were reported about occurrence of bullying. It has been found that bullying incidences were reported to friends by 58.01% followed by 25.14% siblings (brother/sister), 13.81% to class teacher, 10.77% to another adult at school, 9.39% to parents and guardians. The data has been graphically represented in fig 13.

The data thus shed light on the fact that bullying incidences were mostly reported to friends followed by siblings or cousins. It has been seen that bullying incidences were least reported to teachers and parents. Thus, in certain cases school authority and family members were not aware of such incidences and so the bullies and victims do not get necessary support to handle such problems.

**Table 17: Data showing the responses of bullies/victims regarding reaction of teachers to prevent bullying of students**

<b>Responses</b>	<b>No of respondent (N=362)</b>	<b>%</b>
<b>Almost never</b>	74	20.44%
<b>Once in a while</b>	101	27.90%
<b>Sometimes</b>	108	29.83%
<b>Often</b>	57	15.75%
<b>Almost always</b>	22	6.07%

**Fig.14 Graphical representation showing reaction of teachers to prevent bullying of students according to students' perspective**



**Interpretation:** Table 17 and fig 14 shows the reaction of the teachers to prevent bullying from students point of view. It has been found that 29.83% responded that teachers sometimes try to prevent bullying incidences followed by 27.9% once in a while and 20.44% almost never. The investigator has also found that 15.75% of teachers often come forward to prevent and check bullying followed by 6.07% of teachers who almost always come to do the same.

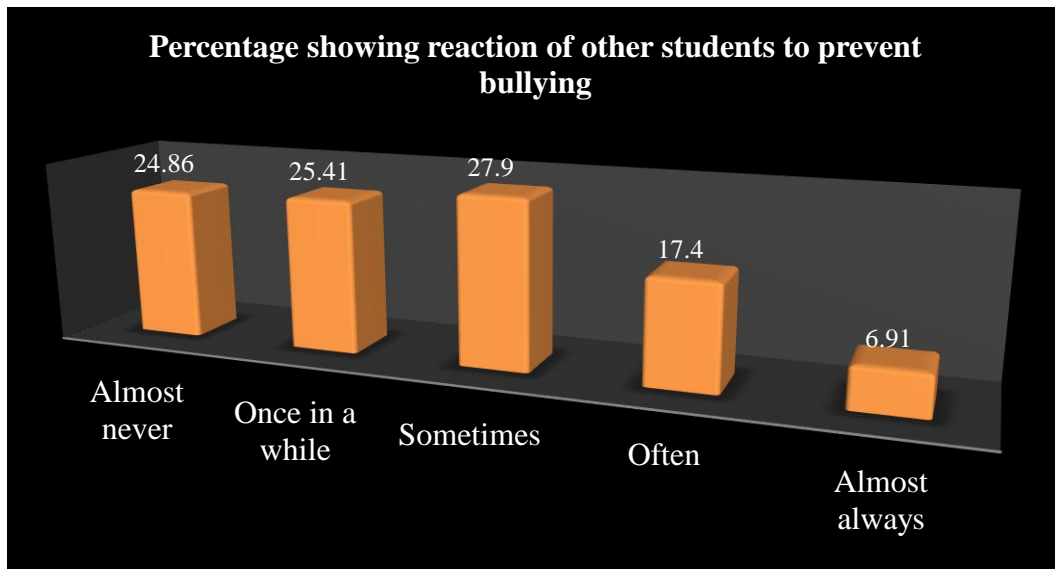
The data thrown light on the fact that sometimes or once in a while teacher do come to rescue and prevent the victims from being bullied. But the data shows a

considerable percentage of teachers who were least bother about bullying incidences. Yet, a handful of teachers come in preventing bullying.

**Table 18 Data showing the responses of bullies/victims regarding reaction of other students to prevent/intervene bullying activities**

<b>Responses</b>	<b>No of respondent (N=362)</b>	<b>%</b>
<b>Almost never</b>	90	24.86%
<b>Once in a while</b>	92	25.41%
<b>Sometimes</b>	101	27.90%
<b>Often</b>	63	17.40%
<b>Almost always</b>	25	6.91%

**Fig.15 Graphical representation showing the responses of bullies/victims regarding reaction of other students to prevent/intervene bullying activities**



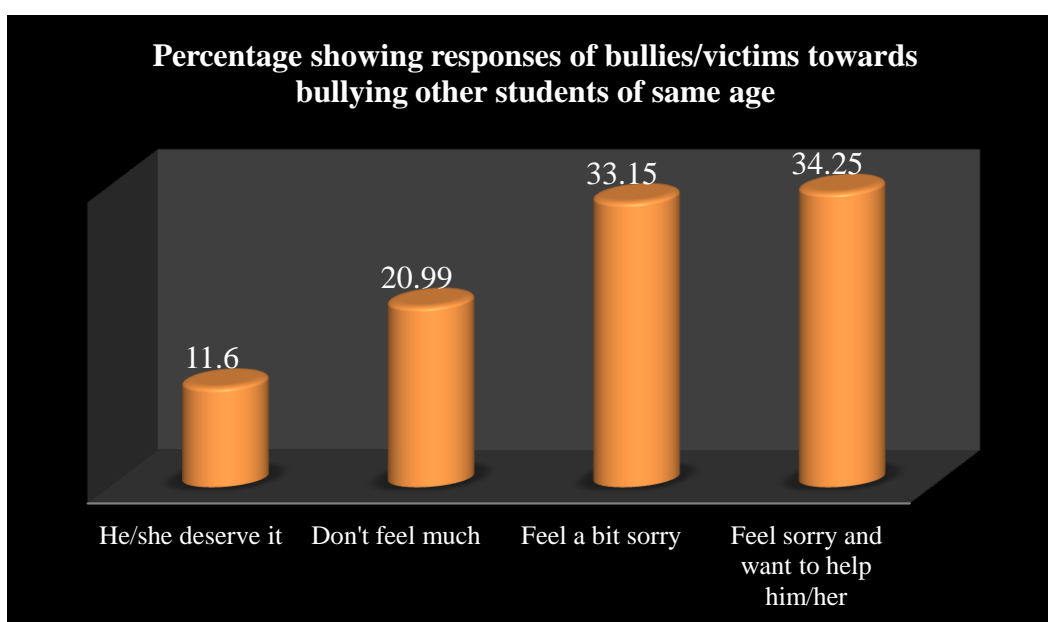
**Interpretation:** Table 18 revealed the reaction of others students to prevent bullying. The data shows that 27.9% of the students and peer group try to prevent bullying followed by 25.41% once in a while and 24.86% almost never. It has also been revealed that 17.4% often try to prevent bullying incidences of other students followed by 6.91% who almost always come forward to prevent it. The data has been graphically represented in fig.15.

These data bring to light sometimes and once in a while some students come forward to prevent bullying. The data shows a considerable percentage of students who were least bother about bullying incidences. However, a handful of students try to prevent bullying incidences.

**Table 19: Data representing the responses of bullies/victims towards bullying other students of same age**

<b>Responses</b>	<b>No of respondent (N=362)</b>	<b>%</b>
<b>He/she deserve it</b>	42	11.60%
<b>Don't feel much</b>	76	20.99%
<b>Feel a bit sorry</b>	120	33.15%
<b>Feel sorry and want to help him/her</b>	124	34.25%

**Fig.16 Graphical representation showing responses of bullies/victims towards bullying other students of same age**



**Interpretation:** Table 19 and fig 16 revealed the responses of bullies/victims towards bullying other students of same age. It has been found that 34.25% of the students of other group feel sorry and wants to help him/her, followed by 33.15% feel a bit sorry, 20.99% don't feel much and 11.6% feel that they deserve it.

The data reflects that majority of the peer group have empathy towards their fellow mates and want to help him/her. Yet some of the peer group members feel indifferently towards victims of bullying.

#### **4.02 ANALYSIS AND INTERPRETATION TO OBJECTIVE 2:**

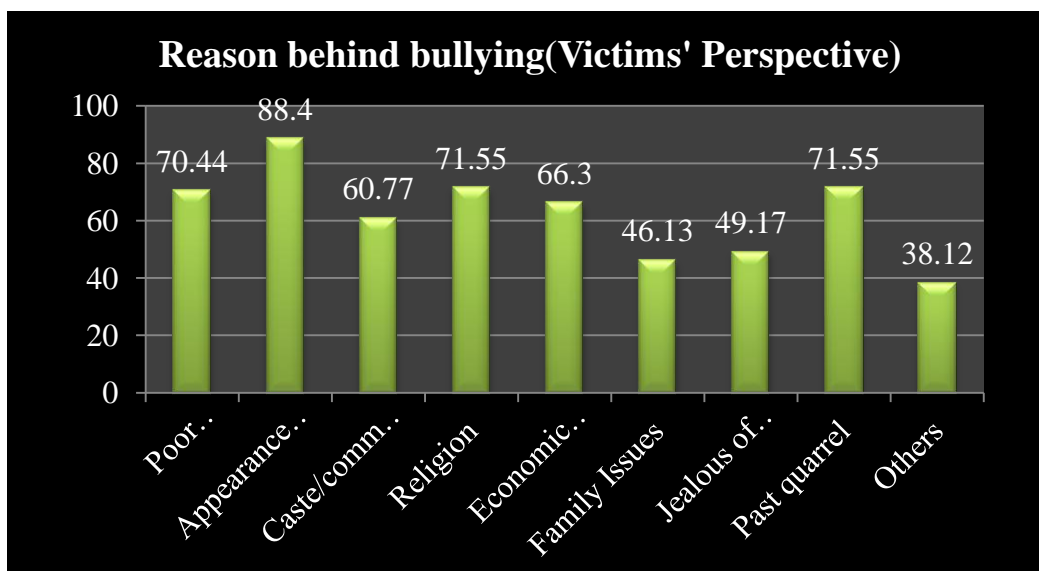
##### ***To identify the causes of bullying among the school-going adolescents***

The data and information regarding the factors/causes behind bullying phenomenon has been collected through the questionnaire. The items were analyses with the help of simple percentage and graphical representation were used to display the result of the data.

**Table 20: Percentage showing reasons behind bullying (From victims' perspective)**

<b>Reasons</b>	<b>No of respondent (N=362)</b>	<b>%</b>
Poor performances in studies	255	70.44%
Appearance/look/skin/complexion	320	88.40%
Caste/Community	220	60.77%
Religion	259	71.55%
Economic class/poverty	240	66.30%
Family Issues	167	46.13%
Jealous of high class status/richness	178	49.17%
Past quarrels	259	71.55%
Others	138	38.12%

**Fig.17 Graphical representation showing reasons behind bullying (From victims perspective)**



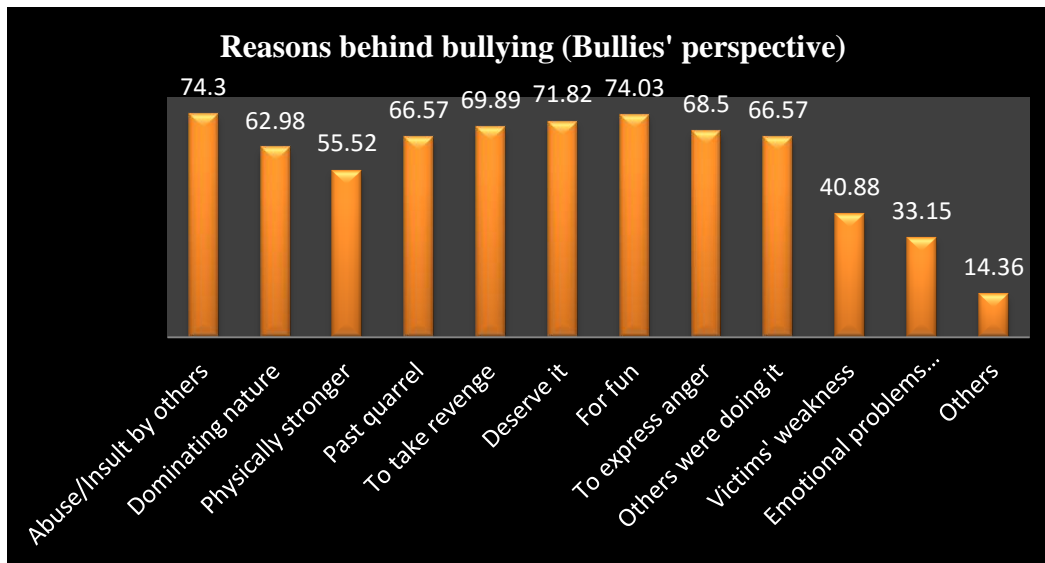
**Interpretation:** Table 20 shows the reasons behind bullying phenomenon from the victims' perspective. The data reveals that 88.4% were bullied due to appearance/look or complexion followed by 71.55% for religion and past quarrels, and 70.44% due to poor performances in studies. It also shows that 66.3% were bullied for being poor, 60.77% for their caste/communities, 49.17% for jealousy of high class, 46.13% for family issues and 38.12% for other issues. The data are graphically represented in fig 17.

The data bring to light that primary reason behind bullying phenomenon is appearance/ complexion followed by religion past/ old quarrels and poor performances in studies.

**Table 21 Percentage showing reasons behind bullying (Bully/bullies' perspective)**

<b>Reasons</b>	<b>No of respondents</b> (N=362)	<b>%</b>
Abuse/Insult by others	269	74.30%
Dominating Nature	228	62.98%
Physically stronger	201	55.52%
Past quarrel	241	66.57%
To take revenge	253	69.89%
Deserve it	260	71.82%
For fun	268	74.03%
To express anger	248	68.50%
Others were doing it	241	66.57%
Victims' weakness	148	40.88%
Emotional problems like anxiety, frustration	120	33.15%
Others	52	14.36%

**Fig 18. Graphical representation showing reasons behind bullying from the perspective of bully/bullies**



**Interpretation:** Table 21 shows the reasons behind bullying from the perspective of the bully/bullies. The data display that 74.30% bullied others due to abuse/insult by other, 74.3% for fun, 71.82% deserve it and 69.89% to take revenge. The investigator highlighted that 68.5% bullied others to express anger, 66.57% were bullied due to past quarrels and as others were doing it. It has also been found 62.98% were bullied due to dominating nature, followed by 55.52% due to physical strength, 40.88% due to victims weakness, 33.15% due to emotional problems, and 14.36% for others reasons. The data are graphically represented through the bar diagram in fig 18.

These data bring to light the fact that bullying (bullies perspective) due to abuse/insult by other, fun, deserve it and to take revenge Even it is also found that dominating nature, physical strength, and aggressiveness, for fun and victim weakness plays pivotal role in bullying. It has also been observe that some of the adolescents engaged in bullying due to peer pressure, to be member of a gang or cliques. Even it has been found that some force or instigate others to do so.

#### **4.03: ANALYSIS AND INTERPRETATION TO OBJECTIVE 3:**

*Objective 3: To make a comparative study on school going adolescent boys and girls in respect of physical bullying, verbal bullying, cyber bullying.*

##### **Ho in relation to objective 3:**

*H<sub>o</sub> 1a: There is no significant difference between victim boys and victim girls in respect of physical, verbal and cyber bullying.*

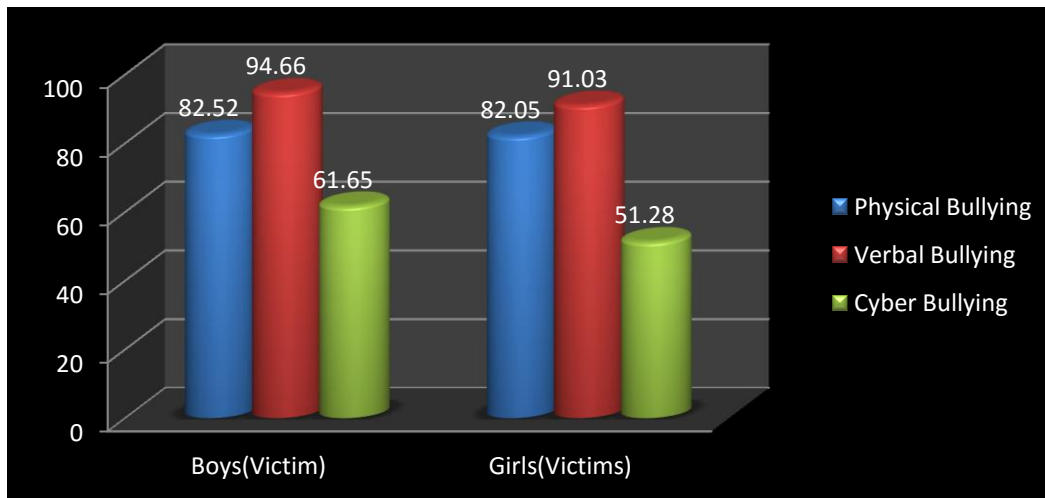
*H<sub>o</sub> 1b: There is no significant difference between bullies boys and bullies girls in respect of physical, verbal and cyber bullying.*

The study made an attempt to compare different types of bullying on the basis of gender. The primary data collected through the tools has been statistically analysed using simple percentage and  $\chi^2$  was used to test the hypotheses. The data has been graphically represented using bar diagrams.

**Table no 22 Data representing different types of bullying on the basis of gender {(Only Victims);( Boys=206; Girls=156)}**

<b>Gender \ Types</b>	<b>Physical Bullying</b>	<b>Verbal Bullying</b>	<b>Cyber Bullying</b>
Boys (Victims)	170 (82.52%)	195 (94.66%)	127 (61.65%)
Girls (Victims)	128 (82.05%)	142 (91.03%)	80 (51.28%)

**Fig 19: Graphical representation showing percentage of different types of bullying on the basis of gender (Only victims)**



**Interpretation:** Table 22 shows the frequency and percentage of different type of bullying on the basis of gender. It is also graphically represented in fig 19. It has

been revealed that 82.52% of boys (victims) and suffer physical bullying. Similar kind of percentage has also been found regarding girls (victims) i.e., 82.05%. Regarding verbal bullying, boys (victims) have faced highest percentage of 94.66% followed by 91.03% by girls (victims). In case of cyber bullying it has been found that 61.65% of boys (victim) and 51.28% girls (victims) faced it.

This above data focuses on the fact that there exist no differences among the victim boys and victim girls in respect of physical bullying and verbal bullying. It has also been observed that there exist differences between in regards to cyber bullying between boys and girls. Further it throws light on the fact that the physical bullying is highly prevalent among the boys than the girls. Regarding verbal and cyber bullying there exist no significant difference between boys and girls.

However, to find the differences of victim boys and victim girls as well as bullies boys and girls in respect of physical, verbal and cyber bullying,  $\chi^2$  is applied and shown in tables 23

**Table no. 23 Data representing chi-square value relating to H<sub>0</sub> 1a**

Value of $\chi^2$	df	Table values		Significant/ Not- significant	Accepted/ Rejected
		0.05	0.01		
1.0072	2	5.991	9.210	Non- significant	Accepted

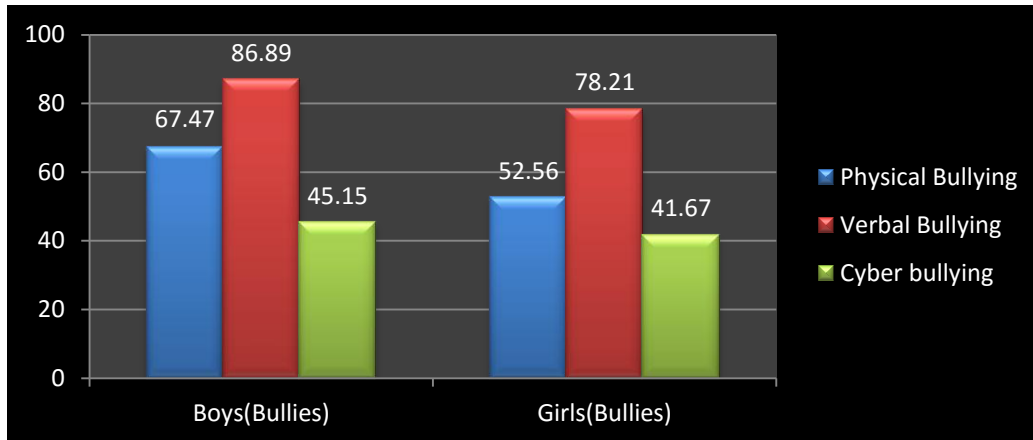
**Interpretation:** Table 23 reflects the  $X^2$  for victims of boys and girls is 1.0072 which is found to be insignificant at both the level (5% and 1%). The insignificant differences can be possible the victims and bullies studied in co educational school. In such school the peer groups were often comprise of both boys and girls. Further regarding cyber-bullying boys and girls were found to expose to internet and technology without any discrimination. This implies that there is no difference between victim boys and victim girls in respect of physical, verbal and cyber bullying. Thus the null hypothesis is accepted.

**Table 24 Data representing different types of bullying on the basis of gender**

**{{(Only Bullies) ;( Boys=206; Girls=156)}}**

<b>Gender \ Types</b>	<b>Physical Bullying</b>	<b>Verbal Bullying</b>	<b>Cyber Bullying</b>
Boys (Bullies)	139 (67.47%)	179 (86.89%)	93 (45.15%)
Girls (Bullies)	82 (52.56%)	122 (78.21%)	65 (41.67%)

**Fig 20 Graphical representation showing percentage of different types of bullying on the basis of gender (Only bullies)**



**Interpretation:** Table 24 display the data from the perspective of bullies. It has been observed that 86.89% of boys often engaged in verbal bullying followed by 78.21% of girl bullies. It has also been found that 67.47% of bully boys were engaged in physical bullying followed by 52.56% of bully girls. 45.15% of boys often engaged in cyber bullying in comparison to girl bullies with 41.67%. However, to find the differences of bullies boys and girls in respect of physical, verbal and cyber bullying,  $\chi^2$  is applied and shown in table 25

**Table 25. Data representing chi-square value relating to  $H_0$  1b**

Value of $\chi^2$	df	Table values		Significant/ Non-significant	Accepted/ Rejected
		0.05	0.01		
0.8411	2	5.991	9.210	Non significant	Accepted

**Interpretation:**

Further in Table 25,  $\chi^2$  for bullies of boys and girls is found to be 0.8411 which again are significant at 5% and 1% and the  $H_0$  is rejected. This implies that there is no significant difference found between bullies' boys and bullies girls in respect of bullying. In this regard, bully boys and girls forming the same peer group and peer group influence lead to bullying others. Further it has been observed that the basic characteristics of adolescents reflect significant changes in developmental aspect which may sometimes lead them to be aggressive and abusive in nature. Thus the hypothesis is accepted that there exist no significant differences between bullies boys and bullies girls in respect of physical, verbal and cyber bullying.

**4.04 ANALYSIS AND INTERPRETATION TO OBJECTIVE 4:**

***Objective 4:** To make a comparative study on school going adolescents of upper primary, high school and higher secondary schools in respect of physical bullying, verbal bullying and cyber bullying*

***H<sub>0</sub> in relation to objective 4:***

*H<sub>0</sub> 2a: Victims at different educational level are found to be independent to each other in respect of physical bullying, verbal bullying and cyber bullying*

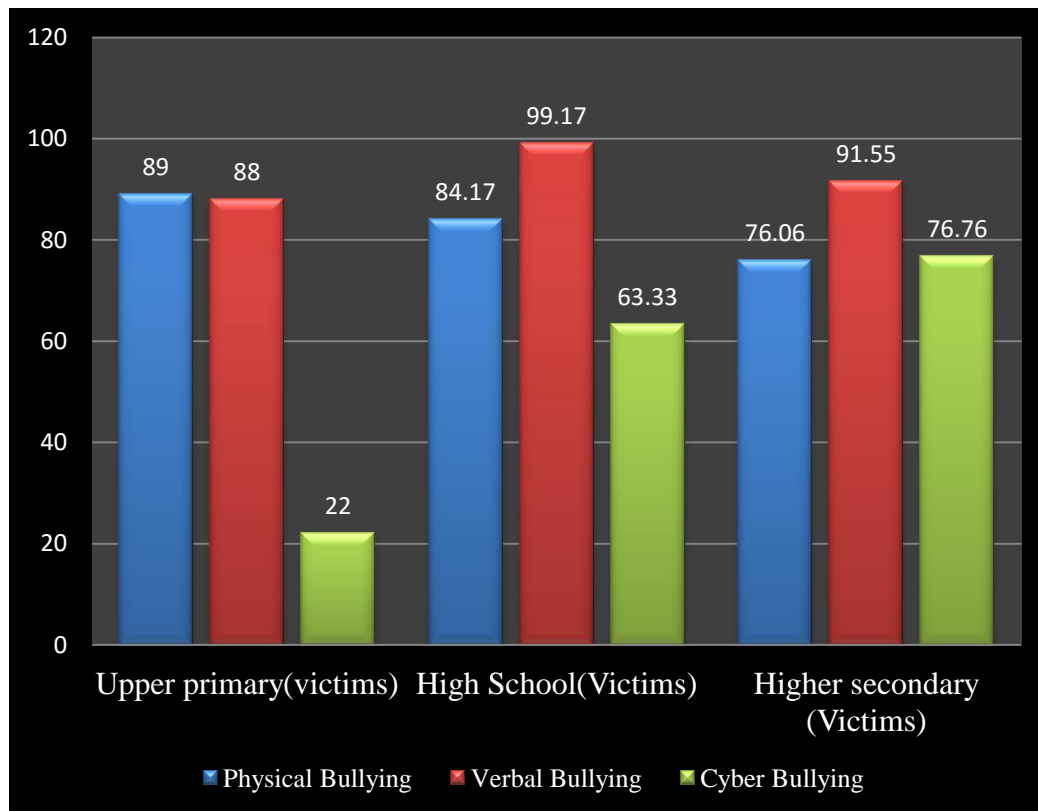
*H<sub>0</sub> 2b: Bullies at different educational level are found to be independent to each other in respect of physical bullying, verbal bullying and cyber bullying*

In order to compare different types of bullying on the basis of different education level data has been collected through the questionnaire. The data has been statistically analysed using simple percentage and  $\chi^2$  was used to test the hypotheses. The data has been graphically represented using bar diagrams.

**Table 26. Frequencies and percentage showing different types of bullying on the basis of level of education {(Only Victims); (Upper primary=100; High school=120; Higher secondary=142)}**

<b>Types Level of Education</b>	<b>Physical Bullying</b>	<b>Verbal Bullying</b>	<b>Cyber Bullying</b>
Upper primary(Victims)	89 (89%)	88 (88%)	22 (22%)
High School(Victims)	101 (84.17%)	119 (99.17%)	76 (63.33%)
Higher Secondary(Victims)	108 (76.06%)	130 (91.55%)	109 (76.76%)

**Fig 21. Graphical representation showing percentage of different types of bullying on the basis of level of education (Only victims)**



**Interpretation:** Table 26 shows the frequency and percentage of different type of bullying on the basis of level of education. It is also graphically represented in fig 21. It has been revealed that 89% of upper primary adolescents faced physical bullying followed by 84.17% of high school and 76.06% of higher secondary. Regarding verbal bullying high school victims have faced highest percentage of 99.17% followed by 91.55% among the higher secondary victims and 89% among

upper primary victims. It has been found that 76.76% of higher secondary students become victims of cyber bullying followed by 63.33% of high school students and 22% of upper primary.

This focuses on the fact that physical and verbal bullying does not differ among the victims of upper primary, high school and higher secondary schools. The high school and higher secondary students were mostly victimized through internet rather than upper primary victims. However, to find the differences of victim at different level of education in respect of physical, verbal and cyber bullying,  $\chi^2$  is applied and shown in table 27.

**Table no 27: Data representing chi-square value relating to H<sub>0</sub>2a**

Value of $\chi^2$	df	Table values		Significant/ Non-significant	Accepted/ Rejected
		0.05	0.01		
35.6291	4	9.488	13.277	Significant	Rejected

*S=Significant; NS= Non Significant*

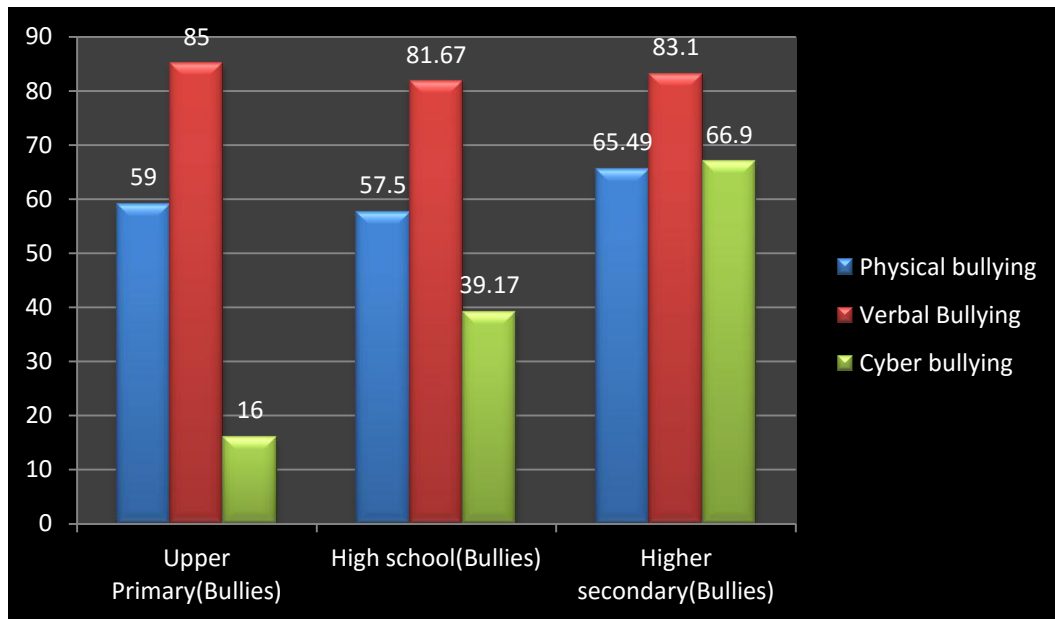
**Interpretation:** Table 27 reflects the  $\chi^2$  for victims at different educational level is 35.6291 which are found to be significant at both the level (5% and 1%). This implies that there exist differences among the victims of bullying studying in upper primary, high school and higher secondary level irrespective of different types of bullying. Thus, the null hypothesis is rejected and victims at different

educational level are found to be dependent to each other in respect of physical bullying, verbal bullying and cyber bullying.

**Table 28. Frequencies and percentage showing different types of bullying on the basis of level of education {(Only Bullies); (Upper primary=100; High school=120; Higher secondary=142)}**

<b>Types Level of Education</b>	<b>Physical Bullying</b>	<b>Verbal Bullying</b>	<b>Cyber Bullying</b>
Upper Primary (Bullies)	59 (59%)	85 (85%)	16 (16%)
High School(Bullies)	69 (57.5%)	98 (81.67%)	47 (39.17%)
Higher secondary(Bullies)	93 (65.49%)	118 (83.1%)	95 (66.90%)

**Fig 22 Graphical representation showing percentage of different types of bullying on the basis of level of education (Only bullies)**



**Interpretation:** Table 28 and fig 22 reflects the perspective of bullies regarding the different types of bullying. It has been observed that 65.49% of higher secondary often engaged in physical bullying followed by 59% of upper primary school adolescents and 57.5% of high school. Verbal bullying is found to be higher among upper primary bullies with 85% followed by 83.1% of higher secondary school bullies and 81.67% of high school bullies. 66.9% of higher secondary bullies often engaged in cyber bullying in comparison to 39.17% of high school bullies and 16% of upper primary bullies.

The data shed light on the fact that bullies from the three level of education were commonly involved in physical and verbal bullying without any differences. Cyber bullying has been mostly found among the high school and higher secondary bullies rather than upper primary bullies. They often use cyber media to bully others.

However, to find the differences of bullies at different educational level in respect of physical, verbal and cyber bullying,  $\chi^2$  is applied and shown in tables

**Table no 29: Data representing chi-square value relating to H<sub>0</sub> 2b**

Value of $\chi^2$	df	Table values		Significant/ Non-significant	Accepted/ Rejected
		0.05	0.01		
26.8095	4	9.488	13.277	Significant	Rejected

*S=Significant; NS= Non Significant*

**Interpretation:** In Table 29,  $\chi^2$  for bullies at different educational level is 26.8095 which is found to be significant at 5% and 1%. This implies that there exit differences among the bullies studying at different educational level at 5% and 1%. Thus the investigator rejects the H<sub>0</sub> at both levels.

Statistical testing of the hypotheses shows that among the victims and bullies reflect the differences in bullying studying in different level of education. The

difference reflected is due to the different level of education where victims and bullies study. The developmental characteristics of adolescents reflect certain changes in their thinking process as well as in their maturity level. These changes in thinking process also mould their bullying behaviour in different classes and level of education. It has also been found that victims and bullies of upper primary don't use internet and mobile as they were not allowed by the parents and thus cyber bullying is relatively low.

#### **4.05 ANALYSIS AND INTERPRETATION TO OBJECTIVE 5:**

*Objective 5: To make a comparative study on school going adolescents of urban and rural areas in respect of physical bullying, verbal bullying and cyber bullying*

##### **Ho in relation to objective 5:**

*H<sub>o</sub> 3a: Victims in urban and rural areas are found to be independent to each other in respect of physical, verbal and cyber bullying.*

*H<sub>o</sub> 3b: Bullies in urban and rural areas are found to be independent to each other in respect of physical, verbal and cyber bullying.*

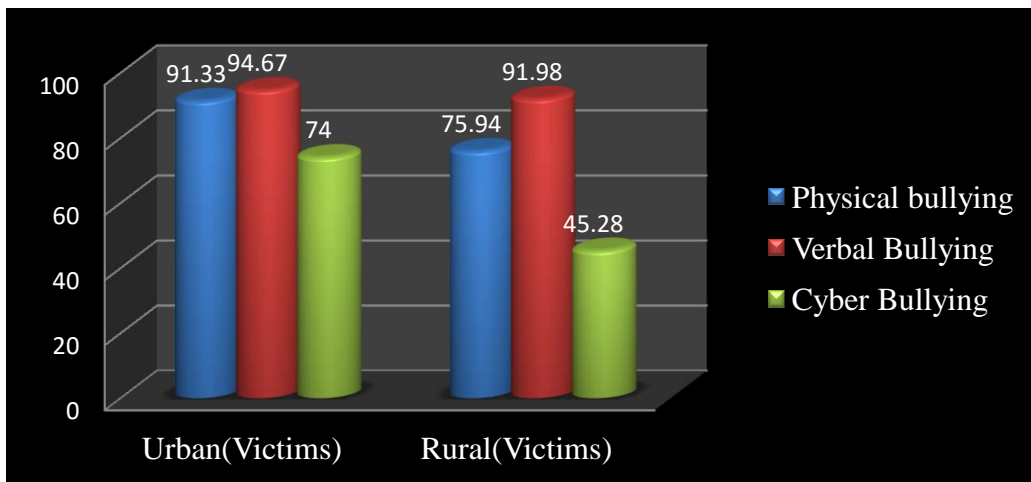
In order to compare different types of bullying on the basis of location data has been collected through the questionnaire. The data has been statistically analysed

using simple percentage and  $\chi^2$  was used to test the hypotheses. The data has been graphically represented using bar diagram.

**Table 30: Frequencies and percentage showing different types of bullying in respect of location {(Only Victims) (Urban=150; Rural=212)}**

	Physical Bullying	Verbal Bullying	Cyber Bullying
Urban (Victims)	137 (91.33%)	142 (94.67%)	111 (74%)
Rural (Victims)	161 (75.94%)	195 (91.98%)	96 (45.28%)

**Fig 23 Graphical representation showing percentage of different types of bullying on the basis of location**



**Interpretation:** Table 30 shows the frequency and percentage of different type of bullying on the basis of location. It is also graphically represented in fig 23. It has been found that 91.33% of urban victims and 75.94% of rural victims faced bullying which is physical in nature. Regarding verbal bullying, urban victims have faced highest percentage of 94.67% followed by 91.98% among the rural victims. It has been found that 74% of urban students become the victim of cyber bullying in comparison to 45.28% of students in rural area.

This focuses on the fact that in both urban and rural areas verbal bullying is prevalent without any drastic differences. In urban areas majority of the victims have faced physical bullying in comparison to rural victims. Further rural bullies are slightly higher than urban bullies regarding verbal bullying. Another interesting fact has been seen that cyber bullying has been found to be much high among urban bullies in comparison to the rural bullies.

However, to find the differences between victim in urban and rural areas in respect of physical, verbal and cyber bullying,  $\chi^2$  is applied and shown in table 41. Again, to find the differences between bullies in urban and rural areas in respect of physical, verbal and cyber bullying,  $\chi^2$  is applied and shown in table 31.

**Table 31 Data representing chi-square value relating to H<sub>0</sub> 3a**

Value of $\chi^2$	df	Table values		Significant/ Non-significant	Accepted/ Rejected
		0.05	0.01		
6.8268	2	5.991	9.210	*S at 5%  **NS at 1%	Reject at 5%  Accept at 1%

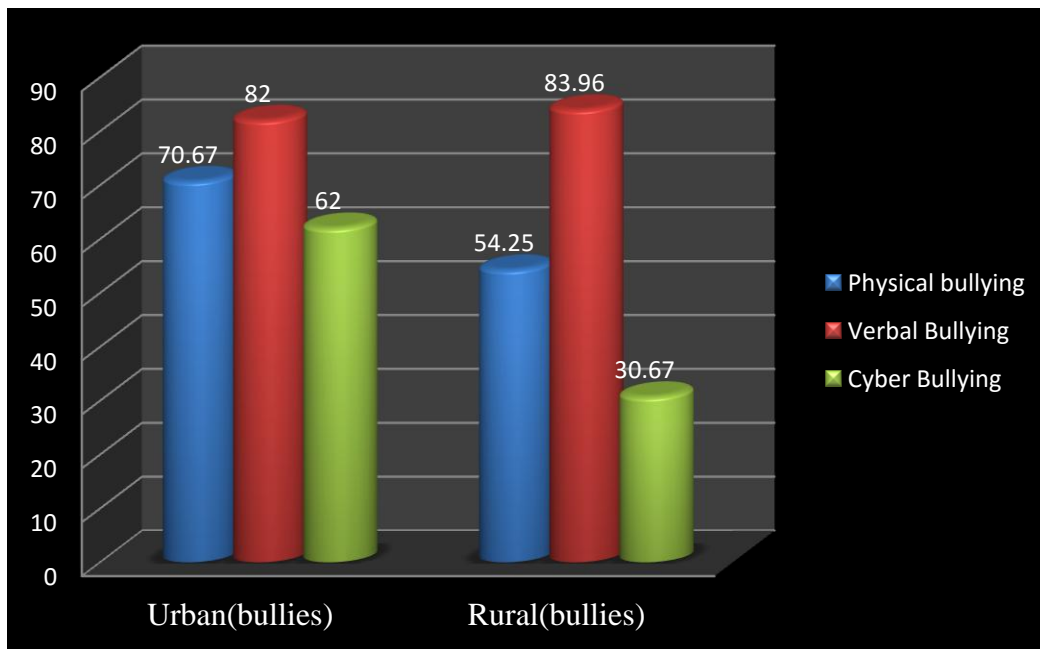
*\*S=Significant; \*\*NS=Non Significant*

**Interpretation:** Table 31 reflects the  $\chi^2$  for victims in urban and rural areas are 6.8268 which are found to be significant at 5% level and insignificant at 1%. This implies that victims in urban and rural areas are found to be partially independent to each other in respect of physical, verbal and cyber bullying. This can be possible due to the socio-economic composition of the urban and rural society. As both the societies differ so the bullying behaviour does changes accordingly. However, developmental characteristics of adolescents and influence of peer group can be seen irrespective location. Thus the investigator, while rejecting the hypothesis at 5% partially accepts the hypothesis at 1%.

**Table 32.Frequencies and percentage showing different types of bullying in respect of location {(Only Bullies) (Urban=150; Rural=212)}**

<b>Types</b> <b>Location</b>	<b>Physical Bullying</b>	<b>Verbal Bullying</b>	<b>Cyber Bullying</b>
Urban (Bullies)	106 (70.67%)	123 (82%)	93 (62%)
Rural (Bullies)	115 (54.25%)	178 (83.96%)	65 (30.67%)

**Fig24. Graphical representation showing percentage of different types of bullying on the basis of location**



**Interpretation:** Table 32 and fig 24 highlight the perspective of bullies regarding different types of bullying. It has been observed that 70.67% of urban bullies often engaged in physical bullying followed by 54.25% of rural bullies. Verbal bullying is found to be higher among the rural bullies with 83.96% than the urban bullies with 82%. It has also been observed that 62% of urban bullies often engaged in cyber bullying in comparison to 30.67% rural bullies.

**Table 33. Data representing chi-square value relating to H<sub>0</sub> 3b**

Value of $\chi^2$	df	Table values		Significant/ Non-significant	Accepted/ Rejected
		0.05	0.01		
13.5104	2	5.991	9.210	*S( at 5% and 1% level)	Rejected

*\* S=Significant; \*\*NS=Non Significant*

**Interpretation:** In Table 33,  $\chi^2$  for bullies in urban and rural areas is found to be 13.5104 which is significant at both level (5% and 1%). This implies that bullies in urban and rural areas are found to be not independent to each other in respect of physical, verbal and cyber bullying. The reason behind this is the supervision and mentoring of the teachers. The teachers of the rural areas were found to be more involved and supervised the bullies' activities even after school. It is possible due to the fact that most of the teachers live in the same neighbourhood as the students. Thus the investigator rejects the hypothesis.

#### **4.06 ANALYSIS AND INTERPRETATION TO OBJECTIVE 6:**

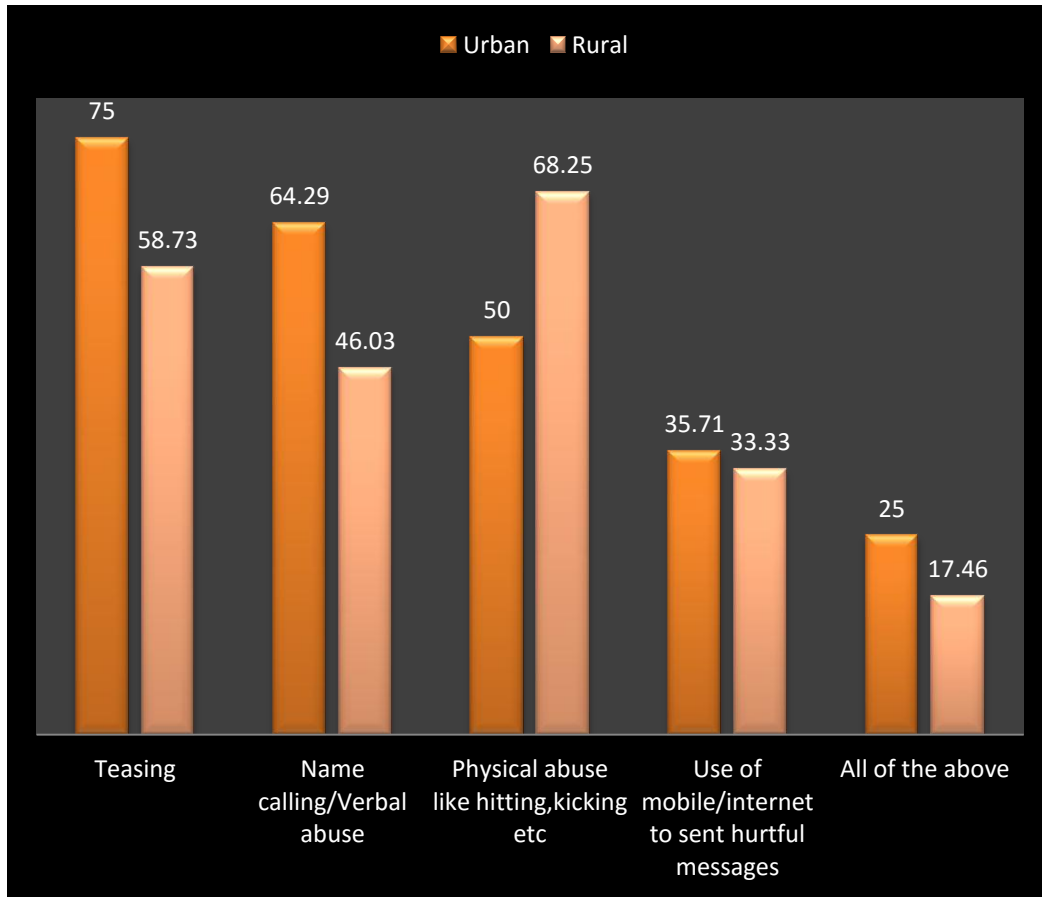
***Objective 6:** To study the teachers' perception about bullying among the school going adolescents*

In order to find out the teachers' perspectives about bullying among the school going adolescents, primary data were collected through the help of self-developed questionnaire. The tool was given to a sample of 91 teachers and necessary information in this aspect has been gathered. The items were individually analysed with the help of simple percentage and graphical representation were used to show the results of the data.

**Table 34: Data representing views of teachers regarding the elements of bullying**

Elements/Characteristics of bullying	No of responses		Total Response and %
	Urban (N=28)	Rural (N=63)	
Teasing	21 (75%)	37 (58.73%)	58 63.74%
Name calling/verbal abuse	18 (64.29%)	29 (46.03%)	47 (51.65%)
Physical abuse like hitting, kicking etc	14 (50%)	43 (68.25%)	57 (62.64%)
Use of mobile/internet to sent hurtful messages	10 (35.71%)	21 (33.33%)	31 (34.07%)
All of the above	7 (25%)	11 (17.46%)	18 (19.78%)

**Fig 25: Graphical representation showing views of teachers regarding the elements of bullying**



**Interpretation:** Table 34 gives an idea about the perception of the teachers regarding the elements of bullying. The data reflects that 63.74% opines that teasing constitutes the prime element of bullying followed by 62.64% of physical abuse, 51.65% of verbal abuse, and 34.07% by sending hurtful message through use of internet and 19.78% by all of the above.

It has been found that 75% of teachers from urban schools opines that teasing constitute the element of bullying. The data also reflect that 64.29% and 50% of the urban teachers believe that name calling/verbal abuse and physical abuse respectively is the characteristic of bullying. However 35.71% of the urban teachers think cyber media as the constituent elements of bullying followed by 25% of the urban teachers responded all the said characteristics as constitutes the characteristics of bullying.

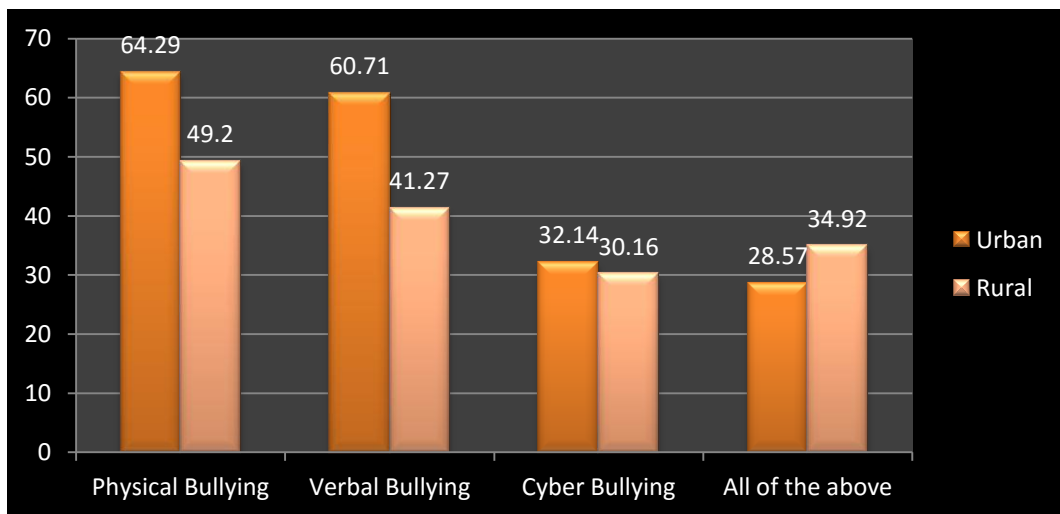
It has been found that 68.25% of rural teachers presume physical abuse as one of the elements of bullying. 58.73% of rural teachers regard teasing as one of the elements of bullying followed by 46.03% of rural teachers considers that name calling and verbal abuse. However 33.33% of rural teachers think cyber media as the constituent elements of bullying and 17.46% of rural teachers consider all these as the elements of bullying. The data are graphically represented in fig 25.

These data throw light on the perception of the teachers that majority of the urban and rural consider teasing as the element of bullying. Even verbal abuse and physical abuse also form the prime element of bullying. It also reflects that although a large number of teachers cite all the elements as the components of bullying but a few teachers agreed to the point. Another interesting fact has been observed regarding bullying is that majority of the teachers has wrong conception that bullying involves only physical and verbal abuse.

**Table 35: Percentage showing types of bullying phenomenon occur in school according to teachers**

Types of bullying	No of responses and %		Total responses and %
	Urban (N=28)	Rural (N=63)	
Physical Bullying	18 (64.29%)	31 (49.20%)	49 (53.85%)
Verbal Bullying	17 (60.71%)	26 (41.27%)	43 (47.25%)
Cyber Bullying	9 (32.14%)	19 (30.16%)	28 (30.77%)
All of the above	8 (28.57%)	22 (34.92%)	30 (32.97%)

**Fig 26. Graphical representation showing occurrence of bullying phenomenon in school according to teachers**



**Interpretation:** Table 35 reveals the types of bullying occurred in schools. The data figure out that 53.85% of the teachers responded that physical bullying occurs mostly followed by 47.25% of verbal bullying, 32.97% with all kinds of bullying and 30.77% by cyber bullying.

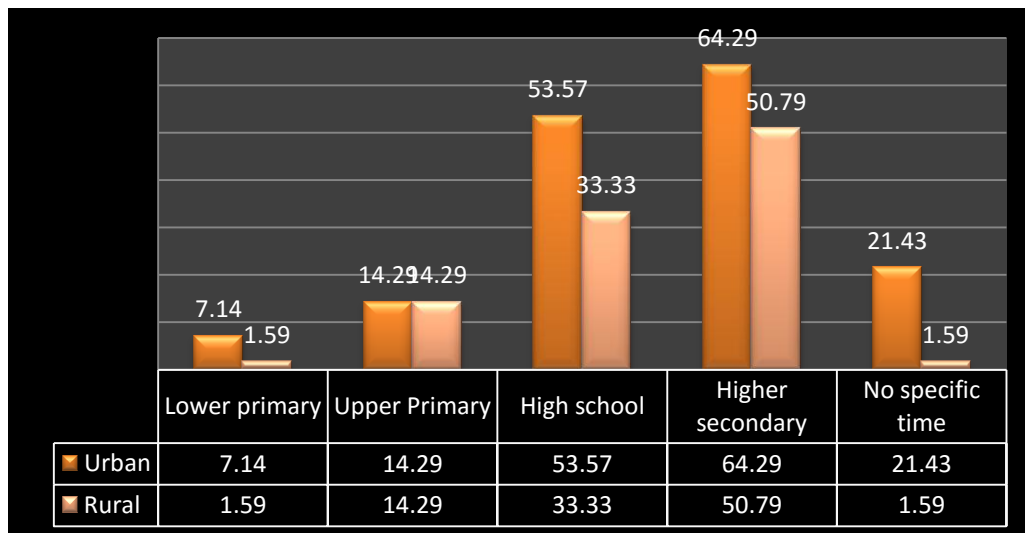
The responses of the urban teachers show 64.29% of occurrence of physical bullying while in 49.2% in rural areas. In case of verbal bullying 60.71% of urban school teacher and 41.27% of rural school teachers responded to it. 32.14% of urban teacher responded to cyber bullying while 30.16% rural teachers responded to it. Further, 28.57% of the urban teacher opines occurrence of all the types of bullying but 34.92% of the rural teachers responded to occurrence of all the types of bullying in schools. The data is graphically represented in fig 26.

These data bring to light that according to the teachers physical bullying in urban schools is high in comparison to the responses of rural areas. The teachers from urban areas held the view that verbally bullying is mostly prevalent in the schools in comparison to the verbal areas. The teachers from the urban schools notion in occurrence of cyber bullying is slightly high than the rural school teachers. It also shed light on the fact that in comparison with the urban school teacher, a considerable number of teachers from rural school consider all types of bullying occur in school.

**Table 36 Data representing the responses of teachers regarding their assumption as when bullying started**

Beginning of bullying	No of responses and %		Total responses and %
	Urban (N=28)	Rural (N=63)	
Lower primary	02 (7.14%)	01 (1.59%)	03 (3.3%)
Upper primary	04 (14.29%)	09 (14.29%)	13 (14.29%)
High school	15 (53.57%)	21 (33.33%)	36 (57.14%)
Higher school	18 (64.29%)	32 (50.79%)	50 (54.95%)
No specific time	06 (21.43%)	01 (1.59%)	7 (7.69%)

**Fig 27: Graphical representation showing the responses of teachers regarding their assumption as when bullying started**



**Interpretation:** Table 36 and fig 27 shows the responses of the teachers regarding start of bullying from which class/level of education. It has been found that 54.17% of teachers responded that bullying begins in high school, followed by 54.95% in higher secondary classes and 14.29% in upper primary. It has also been observed that 7.69% responded that there is no specific time for bullying followed by 3.3% in lower primary.

The data throw light on the scenario of urban and rural teachers' responses regarding beginning of bullying. It has been found that 64.29% of the urban school teachers responded that bullying primarily starts in higher secondary stage, followed by 53.57% in high school, and 21.43% responded that there is no specific time for bullying. Further, 14.29% of the urban school teachers responded that bullying starts at upper primary followed by 7.14% at lower primary.

In rural areas, it has been found that 50.79% of teachers responded that bullying starts from higher secondary stage followed by 33.33% from high schools, and 14.29% in upper primary. The data also shed light that a negligible percentage of rural teachers responded that bullying can start either at lower primary or there is no specific time for it.

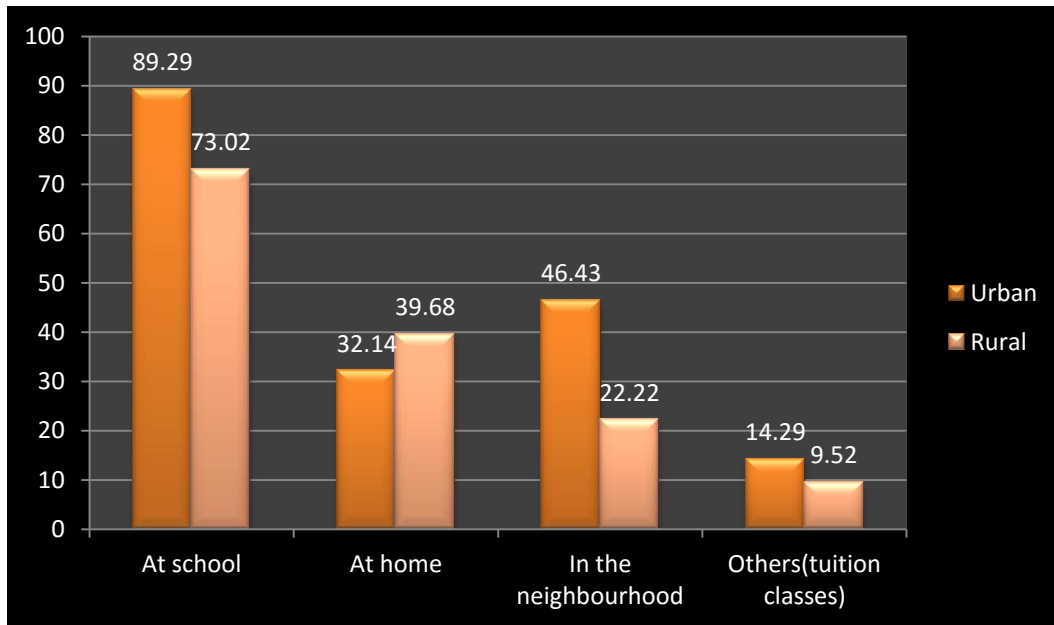
These data bring to light that teachers from urban and rural schools responded that bullying primarily starts from higher secondary stage followed by high school. It has also been reflected that urban school teachers believes that there is no specific

time for bullying in comparison to rural school teachers. Another interesting has been reflected that a significant percentage of urban school has responded that bullying begins at lower primary section. This is a matter of serious concern that if bullying starts at such lower stage of education.

**Table 37 Data showing responses of the teachers regarding the places where bullying mostly occurs**

<b>Places where Bullying occurs</b>	<b>No of responses and %</b>		<b>Total responses and %</b>
	<b>Urban (N=28)</b>	<b>Rural (N=63)</b>	
At school	25 (89.29%)	46 (73.02%)	71 (78.02%)
At home	09 (32.14%)	25 (39.68%)	34 (37.36%)
In the neighbourhood	13 (46.43%)	14 (22.22%)	27 (29.67%)
Others( tuition classes)	04 (14.29%)	06 (9.52%)	10 (10.99%)

**Fig.28 Graphical representation showing places where bullying mostly occurs according to teachers**



**Interpretation:** Table 37 and fig 28 show the places where bullying mostly occurs. It has been found that 78.02% of teachers responded that bullying mostly occur at school, followed by 37.36% at home, 29.67% in the neighbourhood and 10.99% in other places like tuitions classes, markets etc.

The data also examines the responses of both urban and rural school teachers. It has been found that 89.29% of urban teachers were of the opinion that bullying occurs at school followed by 46.43% in the neighbourhood, 32.14% at home and 14.29% in other places like tuition classes, market etc.

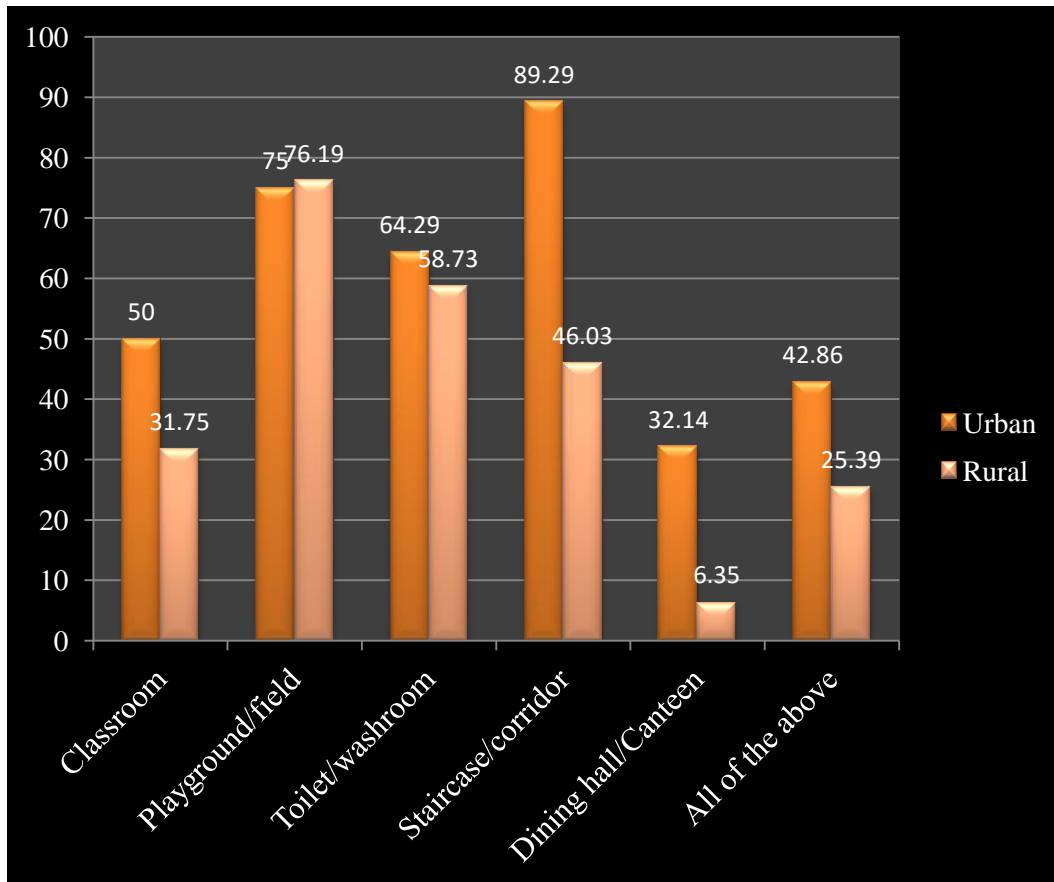
In rural areas, the school teachers has responded that bullying primarily occurs at home with 73.02%, followed by 39.68% at home, 22.22% in the neighbouring localities and 9.52% in other places like tuition classes and markets.

Thus, these data reflect that teachers from both urban and rural areas responded that bullying primarily occur at school. Further it shed light on the fact that in urban areas, bullying taking place in the neighbouring localities is found to be high in comparison to rural areas.

**Table 38 Data showing places in school where bullying mostly occurs according to teachers**

Places in school where bullying occurs	No of responses and percentages		Total responses and %
	Urban (N=28)	Rural (N=63)	
Classroom	14 (50%)	20 (31.75%)	34 (37.36%)
Playground/field	21 (75%)	48 (76.19%)	69 (75.82%)
Toilet/washroom	18 (64.29%)	37 (58.73%)	55 (60.44%)
Staircase/corridor	25 (89.29%)	29 (46.03%)	54 (59.34%)
Dining hall/canteen	09 (32.14%)	04 (6.35%)	13 (14.29%)
All of the above	12 (42.86%)	16 (25.39%)	28 (30.77%)

**Fig.29 Graphical representation showing places where bullying mostly occurs according to teachers**



**Interpretation:** Table 38 show the places where bullying mostly occurrence according to the teachers. The data give an idea that 75.82% of the teachers responded that bullying by and large occur in the playground/field in the school, followed by 60.44% in the washroom or toilet, 59.34% in the staircase/corridor, and 37.36% in the classroom. 30.77% of the teachers has responded that it occurs

in all the places within the school campus and 14.29% confirmed that it takes place in canteen or during mid day meal period.

89.29% of the urban teachers revealed that bullying mostly occurrence in classroom, followed by 75% in playground and 64.29% in toilet or washroom. It has also been found 50% of the urban school teachers responded that bullying take place in classroom, followed by 42.86% in all the places within the walls of the school and 32.14% in canteen or during midday meal.

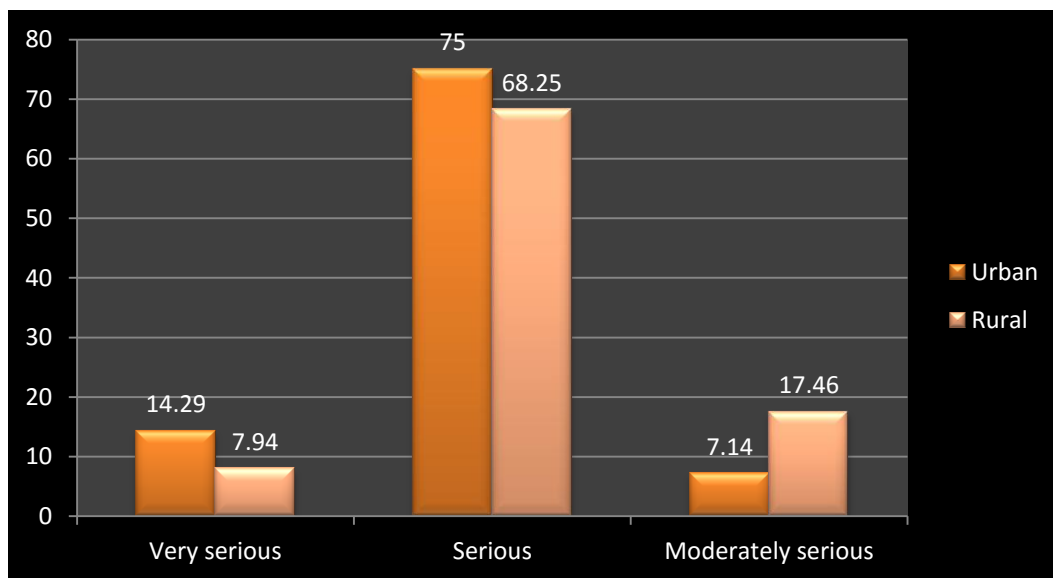
While 76.19% of the rural teachers show that bullying mostly take place in playground, followed by 58.73% in toilet/washroom, 46.03% in staircase or corridor. The rural teachers also revealed that 31.75% occurs in classroom followed by 25.39% in all places within the school and 6.35% in canteen or during midday meal. The data are graphically represented with the help of bar diagram in fig 29.

The data in general reflect that bullying mostly occurs in playground, toilet and staircase/corridors. Yet the data also highlight that bullying mostly occurs in staircase/corridor, playground, and toilet according to urban teachers. But according to the rural teachers, playground, washroom and corridor are the places where bullying mostly occurs. An interesting fact has been observed that bullying inside the classroom and during midday meal is much less in the rural areas because of strict discipline and supervision.

**Table 39 Data showing the gravity/seriousness of the bullying problem according to the teachers (N=91)**

Seriousness of the bullying problem	No of responses and%		Total responses and %
	Urban (N=28)	Rural (N=63)	
Very serious	04 (14.29%)	05 (7.94%)	09 (9.89%)
Serious	21 (75%)	43 (68.25%)	64 (70.33%)
Moderately serious	02 (7.14%)	11 (17.46%)	13 (14.29%)

**Fig.30 Graphical representation showing gravity/seriousness of the bullying problem according to the teachers**



**Interpretation:** Table 39 displays the gravity/seriousness of the bullying problem according to the teachers. It has been found that 70.33% of the teachers were serious regarding bullying problem followed by 14.29% of teachers being moderately serious and 9.89% being very serious.

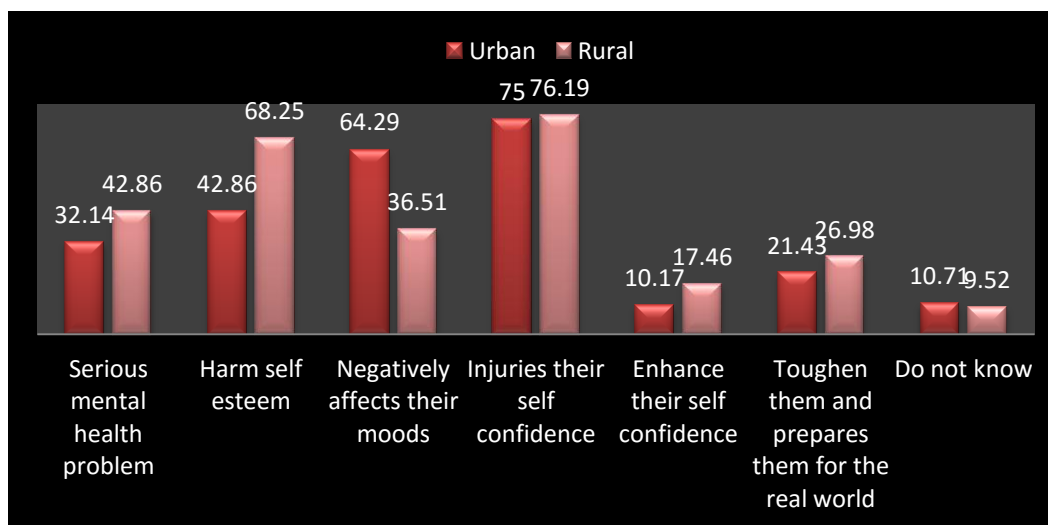
The data revealed that 75% of the urban school teachers were serious and concern about bullying problems followed by 14.29% teachers being very serious and 7.14% moderately serious. In rural school, 68.25% of teachers were serious about bullying problem followed by 17.46% being moderately serious and 7.94% being very serious. The data has been graphically represented in fig 30.

These data reveal the fact that most of the teachers in general were serious and are concerned about bullying problems. In urban school it has been found that teachers were more concerned about gravity of the bullying problem than rural school teachers.

**Table 40: Data showing teachers' responses regarding the consequences of bullying on students**

Consequences of bullying	No of responses and %		Total responses and %
	Urban (N=28)	Rural (N=63)	
Serious mental health problems	9 (32.14%)	27 (42.86%)	36 (39.56%)
Harm self-esteem	12 (42.86%)	43 (68.25%)	55 (60.44%)
Negatively affects their moods(looks sad, lonely and angry)	18 (64.29%)	23 (36.51%)	41 (45.05%)
Injuries their self confidence	21 (75%)	48 (76.19%)	69 (75.82%)
Enhance their self-confidence	3 (10.71%)	11 (17.46%)	14 (15.38%)
Toughens them and prepares them for the real world	6 (21.43%)	17 (26.98%)	23 (25.27%)
Do not know	3 (10.71%)	6 (9.52%)	09 (9.89%)

**Fig.31 Graphical representation of percentage of teachers' responses regarding consequence of bullying on students**



**Interpretation:** Table 40 and fig 31 give you an idea about the consequences of bullying as felt by the teachers on the victims of bullying phenomenon. It has been found that 75.82% of the teachers responded that bullying injures the self-confidence of the pupils who were bullied by others, followed by 60.44% responded that bullying can harm self-esteem, and 45.05% responded that it can negatively affect their mood by making them look sad, angry and lonely. 39.56% of the teacher responded that bullying can have serious mental health problem. 25.27% of the teachers responded that bullying toughen them and prepares them for the real world and 15.38% believe it bullying can increase self confidences. Further 9.89% of the teachers responded that they have no idea as what impact bullying may have on the victims in specific and pupils in general.

The data also shed light on the comparative responses of the urban school teachers and rural school teachers regarding impact of bullying. It has been found that 75% of the urban school teachers and 76.19% of teachers of rural school responded that bullying can injures self confidences. 64.29% of teachers from urban school responded that it can negatively affects their moods followed by 42.86% responded self esteem can be harm, and 32.14% responded for serious mental health problems as faced by the students. Further 21.43% of the teachers from urban school responded that bullying can toughen them to face the real world and 10.17% responded that it may enhance their self confidence.

In rural school it has been found that the teachers have responded that 68.25% thinks that bullying can harm self esteem. 42.86% and 36.51% of the teachers responded that pupils can suffer from serious mental health problem, and negatively affect the pupil moods respectively. 26.98% and 17.46% of the teachers responded that bullying can toughen them to face the real world and enhances their self confidence respectively.

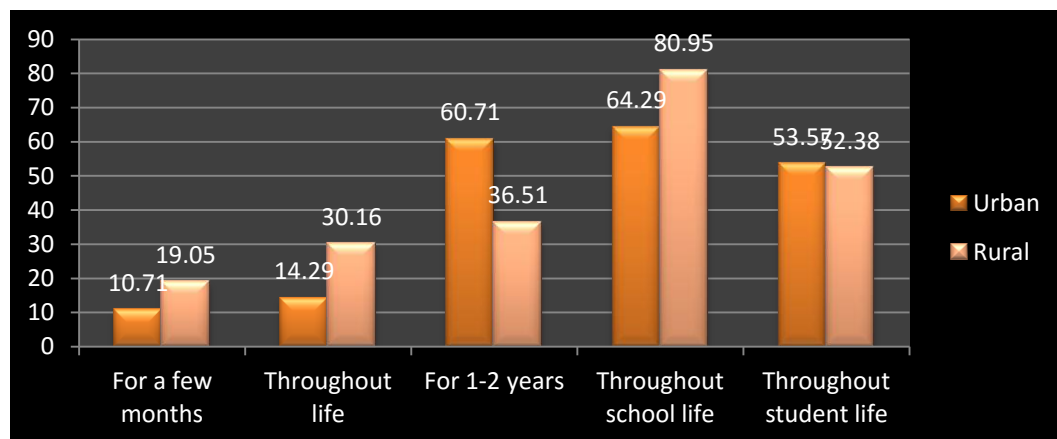
These data throw light on the fact that teachers from both the demographic areas urban and rural thinks that bullying have severe and harmful impact on the victims in particular as well as in other students in general. They thinks that bullying can injures the self-confidence, harms self-esteem and affects the mood negatively by making them look sad, lonely and angry. Further, it has also been

observed that some teachers from urban and rural school feel that bullying might toughen them to face the real world and enhance self confidence.

**Table 41: Data showing the responses of teachers regarding time duration of bullying that have impact on bullies and victims**

Duration of bullying impact on students	No of responses and %		Total responses and %
	Urban (N=28)	Rural (N=63)	
For a few months	3 (10.71%)	12 (19.05%)	15 (16.48%)
Throughout life	4 (14.29%)	19 (30.16%)	23 (25.27%)
For 1-2 years	17 (60.71%)	23 (36.51%)	40 (43.96%)
Throughout school life	18 (64.29%)	51 (80.95%)	69 (75.82%)
Throughout student life	15 (53.57%)	33 (52.38%)	48 (76.19%)

**Fig.32 Graphical representation showing the responses of teachers on duration of bullying that have impact on bullies and victims**



**Interpretation:** Table 41 and fig 32 shows the duration of bullying impact on bullies and victims according to the teachers. The data revealed that 76.19% of the teachers responded that impact of bullying in the mind of the students can stay throughout students life followed by 75.82% responded that it can linger throughout school life and 43.96% for 1- 2 years. 25.27% of the teachers responded that bullying can have impact throughout life followed by 16.48% for a few months.

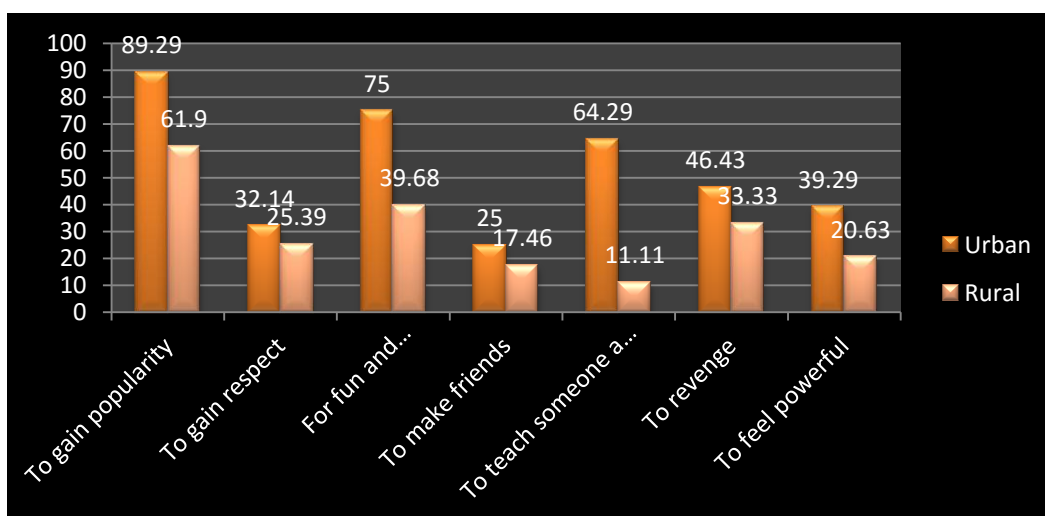
The teachers of urban areas responded that bullying impact can last for throughout school life by 64.29%, followed by 60.71% for 1-2 years, 53.38% for throughout students' life, 14.29% throughout life and 10.71% for a few months. The rural school teachers responded that bullying can have its impact throughout school life by 80.95%, followed by 52.38% for throughout students' life, 36.51% for 1-2 years, 30.16% for throughout life, and 19.05% for a few months.

These data bring to light that according to the teachers the impact of bullying can last either throughout school life or throughout students' life. Further an interesting fact has been observed that teachers from rural school strongly hold the opinion that impact of bullying can last throughout life than urban school teachers.

**Table 42. Data showing reasons behind bullying according to the teachers**

Reasons	No of responses and %		Total responses and %
	Urban (N=28)	Rural (N=63)	
To gain popularity	25 (89.29%)	39 (61.90%)	64 (70.32%)
To gain respect	9 (32.14%)	16 (25.39%)	25 (27.47%)
For fun and entertainment	21 (75%)	25 (39.68%)	46 (50.55%)
To make friends	7 (25%)	11 (17.46%)	18 (19.78%)
To teach someone a lesson	18 (64.29%)	7 (11.11%)	25 (27.47%)
To take revenge	13 (46.43%)	21 (33.33%)	34 (37.36%)
To feel powerful	11 (39.29%)	13 (20.63%)	24 (26.37%)

**Fig.33. Graphical representation showing reasons behind bullying according to the teachers**



**Interpretation:** Table 42 throws light on the reasons behind bullying from the teachers' perspectives. It has been found that 70.32% of teachers responded to gain popularity as the reason behind bullying phenomenon. 50.55% for fun and entertainment, 37.36% for revenge, and 27.47% to gain respect as well as to teach someone lesson. Further it has been found that 26.37% of the teachers stated that power as a reason behind bullying while 19.78% for making friendship.

The data also revealed that 89.29% of urban teachers responded to gain popularity as the reason behind bullying phenomenon, followed by 64.29% to teach someone lesson, 75% of urban teachers responded fun and entertainment as the reason behind bullying in their schools. 64.29% of urban teacher feels to teach someone a lesson as a reason. 46.43% of the urban teachers rated 'to take revenge' as a reason and 39.29% revealed 'powerfulness' as the reason behind bullying. 32.14% and 25% of teachers from urban school feel to gain respect and to make friends as the reasons behind bullying respectively.

In rural school 61.9% of teachers responded to gain popularity as the reason behind bullying phenomenon, followed by 39.68% for fun and entertainment, 33.33% for revenge, 25.39% to gain respect, 20.63% for powerful. 17.46 to make friends and 11.11% for teaching someone lesson. The data has been graphically represented by bar diagram in fig 33.

The data bring to light the reasons behind the bullying phenomenon. According to the urban teachers, popularity, fun and entertainment followed by to teach someone lesson are the reasons behind bullying. The teachers from the rural school also consider popularity, fun and entertainment as well as revenge as the reasons behind this phenomenon.

#### **4.07 ANALYSIS AND INTERPRETATION TO OBJECTIVE 7:**

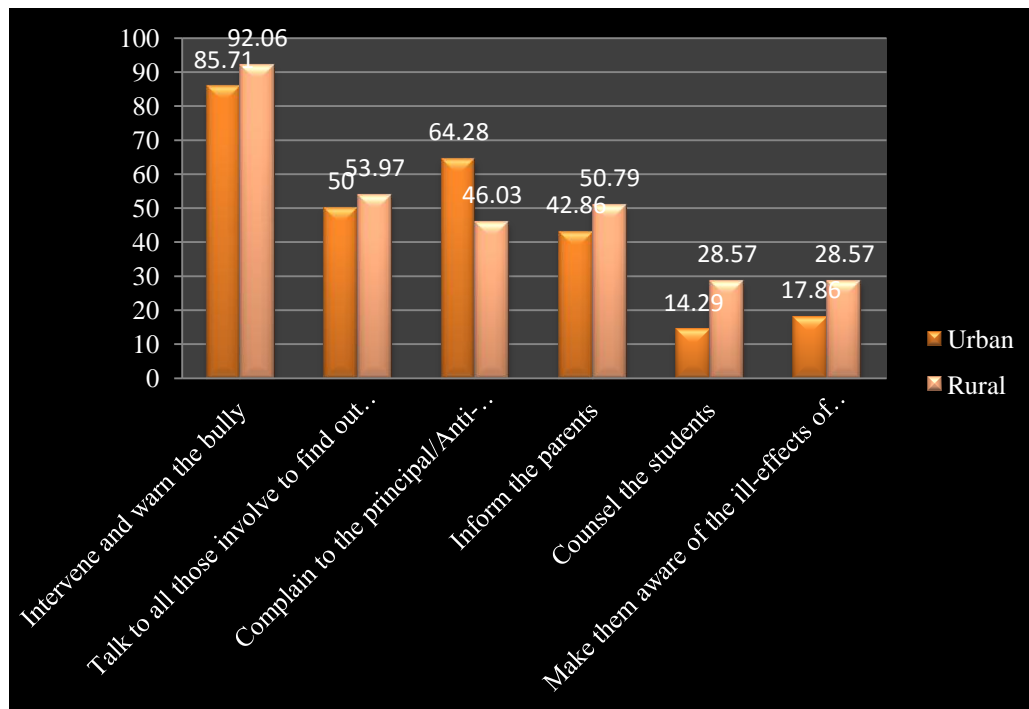
*Objective 7: To study the remedial measure adopted by the school toward physical, verbal and cyber bullying*

The study made an attempt to study the remedial measure adopted by the school toward bullying. The primary data were collected through the help of self-developed questionnaire. The tool was given to a sample of 91 teachers and necessary information in this aspect has been gathered. The items were individually analysed with the help of simple percentage and graphical representation were used to show the results of the data.

**Table 43 Data showing steps adopted by teachers when bullying is being witness**

Ways or means adopted by teachers	No of responses and percentage		Total responses and %
	Urban (N=28)	Rural (N=63)	
Intervene and warn the bully	24 (85.71%)	58 (92.06%)	82 (90.11%)
Talk to all those involve to find out the problem	14 (50%)	34 (53.97%)	48 (52.75%)
Complain to the principal/Anti-bullying committee	18 (64.28%)	29 (46.03%)	47 (51.65%)
Inform the parents	12 (42.86%)	32 (50.79%)	44 (48.35%)
Counsel the students	4 (14.29%)	18 (28.57%)	22 (24.18%)
Make them aware of the ill-effects of bullying	5 (17.86%)	18 (28.57%)	23 (25.27%)

**Fig.34 Graphical representation steps adopted by teachers when bullying is being witness**



**Interpretation:** Table 43 highlights the step taken by the teachers of urban and rural school when bullying phenomenon is witness. The data show that 90.11% of the teachers would intervene and warn the bully from bullying followed by 52.75% would discuss the matter with those who were involved in it to find the problem. Further it has been seen that 51.65% would complain to the principal when need arise, followed by 48.35% responded to inform parents about the matter, 25.27% would try to make them aware of ill-effect of bullying and 24.18% believe in counseling of the students

85.71% of the teachers from both urban schools responded that they intervene and warn when bullying takes place, followed by 64.28% responded that they make complain to the principal when need arise, 50% responded that they discuss the matter with those who were involved in it to find the problem. It has been found that 42.86% of the urban teachers responded that they will inform their parents if bullying take place followed by 17.86% would try to make them aware of ill-effect of bullying and 14.29% believe in counseling of the students

The data also revealed the responses from the teachers of rural school. It has been observed that 90.06% of rural teachers responded that they would intervene and warn when bullying takes place, followed by 53.97% discuss the matter with those who were involved in it to find the problem, 50.79% would inform their parents if bullying take place while 46.03% of the would complain to the principal when need arise. Further, it has been found that 28.57% of rural teachers responded that they would try to make them aware of ill-effect of bullying and 14.29% believe in counseling of the students. The data has been graphically represented in fig 34.

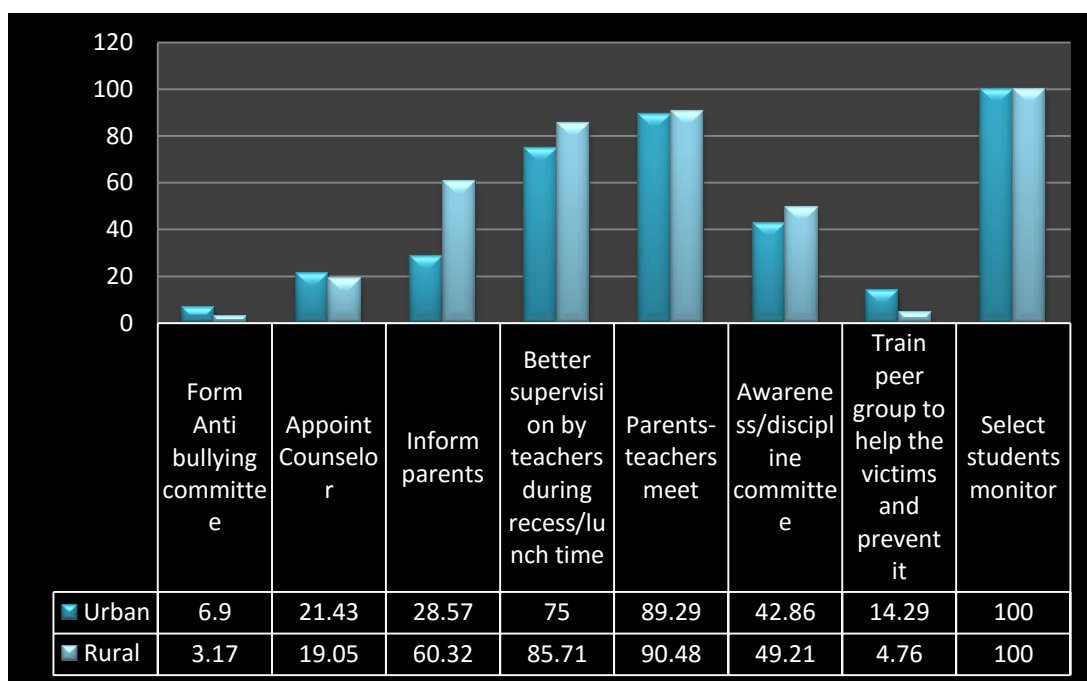
These data shed light that the teachers from urban and rural schools taken necessary step whenever bullying is being witness in school. The steps usually taken by the urban teachers are they intervene and warn the bully, followed by complain to the principal, counseling the students, informing parents as well as

the try to find out the problems. It has also been seen that the teachers try to make them aware of ill-effect of bullying phenomena. While the steps taken by rural teachers are they intervene and warn the bully, followed by finding out the solution to the problems, complaining the principal and counseling the students.

**Table 44 Data showing measures that can be adopted for awareness of bullying phenomenon**

<b>Measures adopted for awareness of bullying</b>	<b>No of responses and %</b>		<b>Total responses and %</b>
	<b>Urban (N=28)</b>	<b>Rural (N=63)</b>	
Form Anti bullying committee	4 (6.9%)	2 (3.17%)	6 (6.59%)
Appoint Counselor	6 (21.43%)	12 (19.05%)	18 (19.78%)
Inform parents	8 (28.57%)	38 (60.32%)	46 (50.55%)
Better supervision by teachers during recess/lunch time	21 (75%)	54 (85.71%)	75 (82.42%)
Parents-teachers meet	25 (89.29%)	57 (90.48%)	82 (90.11%)
Awareness/discipline committee	12 (42.86%)	31 (49.21%)	43 (47.25%)
Train peer group to help the victims and prevent it	4 (14.29%)	3 (4.76%)	7 (7.69%)
Select students monitor	28 (100%)	63 (100%)	91 (100%)

**Fig 35 Graphical representation showing measures adopted for awareness of bullying phenomenon**



**Interpretation:** Table 44 represent the responses of the teachers regarding measure adopted for awareness of bullying phenomenon. The data revealed that 100% the teachers responded in selecting student monitor, followed by 90.11% parent teachers meet, and 82.42% responded in better supervision during recess period. It has also been found that 50.55% of the teachers inform parents about bullying, followed by 47.25% of the teachers favours in formation of awareness and discipline committee. Another interesting data found is that 19.78% of the teachers favours in appointment of counselor, followed by 7.69% of the teachers

favour training peer group to help the victim and prevent it and 6.59% support forms Anti Bullying Committee.

The urban school teachers responded that 100% desire selecting school monitor as a measures adopted for bullying. It has been found that 89.29% of urban teachers responded regarding parent teachers meet followed by 75% of better supervision during recess period, 46.86% for formation of awareness/disciplinary committee, 28.57% by informing parents, 21.43% responded for appointment of counselor, 14.29% favour training peer group to help the victim and prevent it and 6.9% responded for formation of Anti-bullying Committee.

It is also observed that 100% of teachers from rural schools responded in selecting students monitor as a measure for bullying, followed by 90.48% believe in informing parents as a mean of creating awareness for bullying phenomenon. 85.71% of rural teachers opines in better supervision by teachers during recess time. 60.32% of urban and rural teacher favour in 'Parents-Teacher Meet' for creating awareness reading bullying phenomenon. Another interesting data show that 49.21% of the rural teacher only favour formation of awareness committee or discipline committee. 19.05% responded in appointment of counselor followed by 4.76% rural teacher favour training of peer group to help the victims and prevent it and 3.17% supports in formation of Anti-Bullying committee. The data has been graphically represented in fig. 35

The data bring to light the measures that are necessary to make the students and parents aware about the bullying phenomena. It has been seen that teachers from both urban and rural school consider selecting students monitor, organizing Parents-teachers meet about the bullying can considerably help to make the school campus bullying free. They also take into account that better supervision during the recess period can also help in creating awareness. An interesting fact has been revealed while majority of the rural teachers are in favour informing parents, most of the urban teachers however did not favour it. The reason behind not supporting formation of anti- bullying committee is that the school is already overburdening with the academic and school works. Some teachers are also of the opinion that instead of appointing counselors, teachers can be themselves act as counselors.

#### **4.08 CASE STUDIES**

**Case 1: Ria** (name changed) is a girl who studies in class X. She is a victim of verbal bullying several times a week. She is being bullied mainly by one girl but many other later on joined the bully in course of bullying. She is being bullied within the school campus and the bully is from the same class. The prime reason behind bullying the victim is her look and appearance. She has not disclosed the bully in front of her teacher and guardian but has shared it with her friends.

The teacher's analysis on the '**Identification of the bully and victim rating scale**' has been given below:

**Table 45: Total score on 'Identification of the bully and victim rating scale'**

<b>Rating scale</b>	<b>Possible signs of victim</b>	<b>Score (0-4)</b>
0-Never	Repeatedly teased in a nasty way	4
1-Only once or twice	Made fun of and laughed in a mocking way	3
2- 2 or 3 times a month	Physically assault by others	1
3-About once a week	Cannot defend themselves	3
4-Several times a week	Appeared depressed, sad and tearful	3
	Excluded from the peer-group and have few friends	2
	Their books, money, and belongings were taken away	2
	Have injuries, cut scratches or torn clothes that don't have natural explanation	0
	Withdraw from social/school activities	2
	Stay close to teacher or other adults	4
	<b>Total score</b>	<b>24</b>

**Teacher's view on Ria:** The teacher's analysis on rating scale has been found to be 24. Teachers knew that Ria is a victim of bullying as she often stays close to her teachers. She is mostly teased by her classmates for various reasons. Though she is academically bright but for last one year she has not doing well in her studies. She mostly appeared depressed, shy and scared. The teachers came to know about the bullying incidences from her friends who try to help her. The teachers try to help her but it has affected her in some way or other.

**Case 2: Jeet** (name changed) is a boy who is a victim of verbal and physical bullying. He was bullied several times a week by a group of boys. These bullies were from the same class of the victim. These incidents have continued for last six months. He is often bullied in playground, in the classroom in both presence and absence of teacher and in way to and from school. The victims has not disclosed about the incident to anyone. The reason behind bullying is mostly due to poor performance in studies, complexion and appearance and economic status.

The teacher's analysis of the '**Jeet**' on the '**Identification of the bully and victim rating scale**' has been given below:

**Table 46: Total score on ‘Identification of the bully and victim rating scale’**

Rating Scale	Possible signs of victim	Score (0-4)
0-Never	Repeatedly teased in a nasty way	4
1-Only once or twice	Made fun of and laughed in a mocking way	4
	Physically assault by others	4
	Cannot defend themselves	3
2- 2 or 3 times a month	Appeared depressed, sad and tearful	3
	Excluded from the peer-group and have few friends	2
3-About once a week	Their books, money, and belongings were taken away	3
4-Several times a week	Have injuries, cut scratches or torn clothes that don't have natural explanation	1
	Withdraw from social/school activities	2
	Stay close to teacher or other adults	3
	<b>Total score</b>	32

**Teacher’s view on Jeet:** The total score on the rating scale for **Jeet** is 32. The teacher has the knowledge of **Jeet** being bullied by others. He comes from a economically poor family and his academic performance is found to be dissatisfactory.

**Case 3: Sameer** (name changed) is an adolescent bully who study in H.S 2<sup>nd</sup> year. He often engaged in verbal bullying like name calling, and teasing. The prime

reasons behind his bullying are to show physical strength and power. The victims of Sameer were usually junior to him and basically include boys.

The teacher's assessment of **Sameer** on the '**Identification of the bully and victim rating scale**' has been given below:

**Table 47 Total score on 'Identification of the bully and victim rating scale'**

Rating scale	Possible signs of bully	Score (0-4)
0-Never 1-Only once or twice 2- 2 or 3 times a month 3-About once a week 4-Several times a week	Make fun and tease repeatedly in nasty ways	4
	Taunt and threaten	3
	Hit and kick	2
	Involves in physical fight	1
	Hot tempered and have aggressive behaviour	2
	Physical hurt and damage belongings	1
	Rude remark and name calling	4
	Show no or little empathy	3
	Use internet/ mobile phone to sent hurtful message and pictures	1
	Wrote nasty things in social media	0
	Left out alone by everyone	0
	Ignored by friends	0
	Friends turns against a particular student	1
	<b>Total score</b>	22

**Teacher's view on Sameer:** The teacher's assessment on Sameer was found to be 22. According to his teacher, Sameer is one of the naught boys in the class who often disturb the class. He shows his physical strength to bully others. Further he belongs to the influential family in the locality and he misuse the influential and power to bully his classmates.

**Case 4: Raj** is a student of class VIII and often engaged in verbal and physical bullying like name calling, teasing and physical abuse. Raj involve in verbal bullying several times a week and physical bullying at least once a week. He also takes away money and other belongings of the victims forcefully. Raj also uses internet and mobile as a means of bullying other. The reasons behind bullying others are insult, past quarrels and for fun.

The teacher's assessment of Raj on the '**Identification of the bully and victim rating scale**' has been given below:

**Table 48 Total score on ‘Identification of the bully and victim rating scale’**

<b>Rating scale</b>	<b>Possible signs of bully</b>	<b>Score (0-4)</b>
0-Never	Make fun and tease repeatedly in nasty ways	4
1-Only once or twice		
2- 2 or 3 times a month	Taunt and threaten	3
	Hit and kick	2
3-About once a week	Involves in physical fight	2
	Hot tempered and have aggressive behaviour	2
4-Several times a week	Physical hurt and damage belongings	3
	Rude remark and name calling	4
	Show no or little empathy	2
	Use internet/ mobile phone to sent hurtful message and pictures	3
	Wrote nasty things in social media	2
	Left out alone by everyone	1
	Ignored by friends	3
	Friends turns against a particular student	2
	<b>Total score</b>	<b>33</b>

**Teachers' view on case Raj:** The teacher's analysis score for Raj is found to be 31. According to his teacher, Raj is the eldest among his siblings and come from a middle class family. He was caught once in the school carrying mobile phone which is prohibited inside the school campus. He often involves in fights with other students and abuses others. Parents were called over and over again to discuss his misconduct and behaviour.

**Case 5: Rakesh** (name changed) study in X and engaged in physical and cyber bullying. He often hit and physically abuse other students, take away others money and belongings. Rakesh even forced the victim to do certain things which they don't want to do. He physically bullies the victim several times a week. He also bullies the victims through mobile phone and internet. The key reason behind it is physical strength. The victims were usually his junior to him and mainly boys.

The teacher's analysis of Rakesh on the '**Identification of the bully and victim rating scale**' has been given below:

**Table 49 Total score on ‘Identification of the bully and victim rating scale’**

<b>Rating scale</b>	<b>Possible signs of bully</b>	<b>Score (0-4)</b>
0-never	Make fun and tease repeatedly in nasty ways	1
1- only once or twice	Taunt and threaten	1
	Hit and kick	4
2- 2 or 3 times a month	Involves in physical fight	4
	Hot tempered and have aggressive behaviour	3
3- about once a week	Physical hurt and damage belongings	4
	Rude remark and name calling	1
4- several times a week	Show no or little empathy	3
	Use internet/ mobile phone to sent hurtful message and pictures	4
	Wrote nasty things in social media	3
	Left out alone by everyone	2
	Ignored by friends	3
	Friends turns against a particular student	2
	<b>Total score</b>	<b>35</b>

**Teachers’ view on Rakesh:** Rakesh score on teacher’s rating scale is 35. He is a spoil brat of the family and often creates nuisance in the class. He has the habit of

stealing the money and involve in all kinds of fighting in the school. He even has physically injured two boys of the school. He carries his mobile phone to school and misuses it to bully others. He somehow manages to score passing marks in the examination.

**Case 6: Vishal** (name changed) is a boy studying in Class VIII. He is a victim of both physical and verbal bullying. He is mostly abused physically and his belongings were mostly taken away by others. Even he becomes the victim of cyber bullying. He is being mostly bullied by his seniors and it comprises of both boys and girls. Furthermore this bullying phenomenon has continued for several years. He is bullied due to his appearance and religion and it occurs within the school campus. The victim does not have any empathy for the other students who also become the victim of bullying. Rather **Vishal** thinks that they deserve it.

**Vishal** at the same time bullies other verbally and physically. He mostly bullies his classmates at least once or twice a week. The main reason behind bullying is past quarrel, anger and aggressiveness, and weakness of the victim.

The teacher's analysis of Vishal on the '**Identification of the bully and victim rating scale**' has been given below:

**Table 50: Total score on ‘Identification of the bully and victim rating scale’**

<b>Rating scale</b>	<b>Possible signs of victim</b>	<b>Score (0-4)</b>
0-Never	Repeatedly teased in a nasty way	4
1-Only once or twice	Made fun of and laughed in a mocking way	4
	Physically assault by others	2
2- 2 or 3 times a month	Cannot defend themselves	3
	Appeared depressed, sad and tearful	2
3-About once a week	Excluded from the peer-group and have few friends	1
4-Several times a week	Their books, money, and belongings were taken away	2
	Have injuries, cut scratches or torn clothes that don’t have natural explanation	1
	Withdraw from social/school activities	2
	Stay close to teacher or other adults	1
	<b>Total score</b>	22

**Table 51 Total score on ‘Identification of the bully and victim rating scale’**

<b>Rating scale</b>	<b>Possible signs of bully</b>	<b>Score (0-4)</b>
0-Never	Make fun and tease repeatedly in nasty ways	4
	Taunt and threaten	2
1-Only once or twice	Hit and kick	3
	Involves in physical fight	3
2- 2 or 3 times a month	Hot tempered and have aggressive behaviour	4
	Physical hurt and damage belongings	2
3-About once a week	Rude remark and name calling	4
	Show no or little empathy	2
	Use internet/ mobile phone to sent hurtful message and pictures	1
	Wrote nasty things in social media	1
	Left out alone by everyone	2
	Ignored by friends	3
	Friends turns against a particular student	2
	<b>Total score</b>	33
4-Several times a week		

**Teacher's view on Vishal:** The teacher's assessment on Vishal as victim is 22 and as bully is 33. He is aggressive in nature and inattentive in class. Academically he is found to be poor as his scores in examination is low. He is bullied by his seniors which makes him more abusive in nature. He often bullied his classmates to express his anger. His parents were not aware of his behaviour in school.

**Case 7: Sunil** (name changed) is a victim of physical, verbal and cyber bullying and study in class X. He is physically abused by hitting, punching him by his seniors and some of his classmates once or twice a week. He is verbally abused by teasing, name-calling by his seniors most of the time. Even he is bullies through sending pictures and message in social media through mobile phone and use of internet. The key reason behind bullying is his appearance and mostly bullied in absence of teacher in classroom and corridor during recess time. Sunil does not feel sorry when others were bullied for various other reasons.

Sunil on the other hand bullies other. He is a victim as well as a bully. He mostly bullies other physically as well as verbally abuses others several times a week. His victims are mostly his classmates and juniors. The prime reason of bullying others was to express his anger and to seek revenge.

The teacher's analysis of Sunil on the '**Identification of the bully and victim rating scale**' has been given below:

**Table 52 Total score on ‘Identification of the bully and victim rating scale’**

<b>Rating scale</b>	<b>Possible signs of victim</b>	<b>Score (0-4)</b>
0-Never	Repeatedly teased in a nasty way	4
1-Only once or twice	Made fun of and laughed in a mocking way	4
2- 2 or 3 times a month	Physically assault by others	2
3-About once a week	Cannot defend themselves	2
4-Several times a week	Appeared depressed, sad and tearful	3
	Excluded from the peer-group and have few friends	2
	Their books, money, and belongings were taken away	2
	Have injuries, cut scratches or torn clothes that don't have natural explanation	1
	Withdraw from social/school activities	3
	Stay close to teacher or other adults	2
	<b>Total score</b>	<b>25</b>

**Table 53 Total score on ‘Identification of the bully and victim rating scale’**

<b>Rating scale</b>	<b>Possible signs of bully</b>	<b>Score (0-4)</b>
0-Never	Make fun and tease repeatedly in nasty ways	4
1-Only once or twice		
2- 2 or 3 times a month	Taunt and threaten	3
	Hit and kick	2
3-About once a week	Involves in physical fight	3
4-Several times a week	Hot tempered and have aggressive behaviour	4
	Physical hurt and damage belongings	2
	Rude remark and name calling	4
	Show no or little empathy	3
	Use internet/ mobile phone to sent hurtful message and pictures	1
	Wrote nasty things in social media	1
	Left out alone by everyone	3
	Ignored by friends	2
	Friends turns against a particular student	1
	<b>Total score</b>	<b>33</b>

**Teacher's view on Sunil:** The teacher's score for Sunil as victim is 25 and as bully is 33. Sunil belongs to a middle class family and youngest of three brothers. He is shy and introvert in nature. He does not take part in school activities and often misses school. He is mostly bullied by his seniors. But at the same time, Sunil use to bully his classmates and juniors to express his aggressiveness and to seek revenge. He does fairly well in studies in spite of the fact that he does not attend school regularly.

#### **4.09. OVERVIEW OF THE CASE STUDY**

The bullying incidences are widely prevalent among the adolescents. Most of the adolescents were victims of verbal abuse and name calling. The prime reason behind it is physical appearance, poor academic performance and economic status. These victims of bullying were found to feel lonely, shy and depressed. A fall in the academic performance has also been seen among the adolescents.

The bullies were found to be engaged mostly in verbal bullying. They lack in the sense of empathy for others and physical strength, aggressive seems to be the reason behind bullying others. Further, it has been found that certain adolescents were victims and at the same time bully other. They were bullied by other and to compensate and seek revenge these victims bully the weaker ones. An interesting fact has been seen that the victims of bullying never report the incidences to their

teachers, parents or guardians. The misery that they undergoes due to bullying often reveal in their behaviour and attitudes.

## **CHAPTER 5**

### **FINDINGS, DISCUSSION, EDUCATIONAL IMPLICATION AND SUGGESTIONS AND CONCLUSION OF THE RESEARCH STUDY**

The present study was undertaken with the view to find out the bullying estimation among the school going adolescents and the factors associated with it. The investigator carried out the study among 362 identified bullies and victims and 91 teachers using rating scale and questionnaires. On the basis of the analysis and interpretation of data, findings were discussed objective wise along with major findings of the study, discussion, educational implication, suggestions for further study and conclusion on the basis of objectives formulated for the study.

#### **5.01: FINDINGS OF THE STUDY OBJECTIVE WISE**

Based on analysis and interpretation of the data the following findings of the study objective wise were depicted below

**5.02: Findings in relation objective 1:** *To find out the prevalence of bullying among the school-going adolescents in respect of physical bullying, verbal bullying and cyber bullying*

- 1) The findings of the study revealed that 5.8% of school going adolescents has not been bullied by anyone and 14.36% have not bullied anyone. Further it has been found that 66.85% of school going adolescents was victim of bullying and 35.64% are found to engage in bullying others. This shows that bullying is prevalent among the school going adolescents and victims of bullying found to be quite high in comparison to bully/bullies
- 2) Another significant finding of the study 5.8% of the adolescents were only bullies and 14.36% were only victim of bullying behaviour. 79.83% were found to be bully-victims. These bully-victims were victims of bullying at the same time they bully others. Thus it show that majority of the adolescents were victims of bullying behaviour and also engaged in bullying others.
- 3) The finding shows that 82.32% of school going adolescents has become the victim of physically bullying while 57.18% were victim of cyber bullying. But majority of the school going adolescents are found to be the victim of verbal bullying with 93.09%.
- 4) It has been found that 61.04% were engaged in physically bullying, 83.14% in verbal bullying and 43.64% in cyber bullying. This highlight the fact that school going adolescents are involved in bullying activities with a high percentage of verbal bullying faced by the adolescents. It also

shows that cyber bullying is found to be high and used by the bullies as new means of bullying the victims.

- 5) It has been found that 29% were from the same class but different section, followed by seniors with 24.3% and 19.34% were from the same class. It also bring to light that 13.81% include both seniors and juniors, followed by people from all sections with 11.33%. These data highlight the fact that students from the same class but different section along with seniors and classmates primarily engaged in bullying phenomenon.
- 6) The data shows that 33.15% were bullied by both boys and girls followed by 28.73% by several boys and 24.03% by several girls. It also highlight that 9.67% were bullied mainly by one boy and 6.63% mainly by one girl.
- 7) It reveals that 16.23% of school going adolescents has faced bullying for one-two weeks but 28.21% of school going adolescents has faced it for about a month. 17.1% have faced it for six month duration and 13.76% have reported of facing it for a year. Further 11.97% have reported to face it for two-three years.
- 8) It revealed that 85.64% of bullying takes place in corridor or staircase, followed by 79.56% in playground/field, 75.14% on washroom and toilet. The investigator has found that 73.48% take place in classroom in absence of teachers, followed by 65.47% in somewhere else like tuition classes, markets etc, and 48.62% in way to and from school.

- 9) It has been found that 86.18% of the adolescents have not report about the bullying incidence to their teachers. Only 13.81% of adolescents have reported it to the teacher.
- 10) It has been found that 58.01% bullying incidences were reported to friends by followed by 25.14% siblings (brother/sister), 13.81% to class teacher, 10.77% to another adult at school, 9.39% to parents and guardians.
- 11) It has been found that 29.83% responded that teachers sometimes try to prevent bullying incidences followed by 27.9% once in a while and 20.44% almost never. The investigator has also found that 15.75% of teachers often come forward to prevent and check bullying followed by 6.07% of teachers who almost always come to do the same.
- 12) The data shows that 27.9% of the students and peer group try to prevent bullying followed by 25.41% once in a while and 24.86% almost never. It has also been revealed that 17.4% often try to prevent bullying incidences of other students followed by 6.91% who almost always come forward to prevent it.
- 13) It has been found that 34.25% of the students of other group feel sorry and wants to help him/her, followed by 33.15% feel a bit sorry, 20.99% don't feel much and 11.6% feel that they deserve it.

**5.03: Findings in relation objective 2: *To identify the causes of bullying among the school-going adolescents***

- 1) The data reveals that 88.4% were bullied due to appearance/look or complexion followed by 71.55% for religion and past quarrels, and 70.44% due to poor performances in studies.
- 2) It also shows that 66.3% were bullied for being poor, 60.77% for their caste/communities, 49.17% for jealousy of high class, 46.13% for family issues and 38.12% for other issues.
- 3) The data display that from bullies' perspective, 74.30% bullied others due to abuse/insult by other, 74.3% for fun, 71.82% deserve it and 69.89% to take revenge. The investigator highlighted that 68.5% bullied others to express anger, 66.57% were bullied due to past quarrels and as others were doing it.
- 4) It has also been found 62.98% were bullied due to dominating nature, followed by 55.52% due to physical strength, 40.88% due to victims weakness, 33.15% due to emotional problems, and 14.36% for others reasons.

**5.04: Findings in relation objective 3:** *To make a comparative study on school going adolescent boys and girls in respect of physical bullying, verbal bullying, cyber bullying.*

1. It has been revealed that 82.52% of boys (victims) and suffer physical bullying. Similar kind of percentage has also been found regarding girls (victims) i.e., 82.05%.
2. Regarding verbal bullying, boys (victims) have faced highest percentage of 94.66% followed by 91.03% by girls (victims). In case of cyber bullying it has been found that 61.65% of boys (victim) and 51.28% girls (victims) faced it.
3. From the perspective of bullies it has been observed that 86.89% of boys often engaged in verbal bullying followed by 78.21% of girl bullies. It has also been found that 67.47% of bully boys were engaged in physical bullying followed by 52.56% of bully girls. 45.15% of boys often engaged in cyber bullying in comparison to girl bullies with 41.67%.
4. The  $\chi^2$  for victims of boys and girls is 1.0072 which is found to be insignificant at both the level (5% and 1%). This implies that there is no difference between victim boys and victim girls in respect of physical, verbal and cyber bullying. Thus the null hypothesis is accepted
5.  $\chi^2$  for bullies of boys and girls is found to be 0.8411 which again are significant at 5% and 1% and the  $H_0$  is rejected. This implies that there is significant difference found between bullies' boys and bullies girls in respect of bullying. Thus the hypothesis is rejected that there exist no

significant differences between bullies boys and bullies girls in respect of physical, verbal and cyber bullying.

**5.05: Findings in relation objective 4:** *To make a comparative study on school going adolescents of upper primary, high school and higher secondary schools in respect of physical bullying, verbal bullying and cyber bullying*

1. It has been revealed that 89% of upper primary adolescents faced physical bullying followed by 84.17% of high school and 76.06% of higher secondary.
2. Regarding verbal bullying high school victims have faced highest percentage of 99.17% followed by 91.55% among the higher secondary victims and 89% among upper primary victims.
3. It has been found that 76.76% of higher secondary students become victims of cyber bullying followed by 63.33% of high school students and 22% of upper primary.
4. From the perspective of bullies it has been observed that 65.49% of higher secondary often engaged in physical bullying followed by 59% of upper primary school adolescents and 57.5% of high school.
5. Verbal bullying is found to be higher among upper primary bullies with 85% followed by 83.1% of higher secondary school bullies and 81.67% of high school bullies.

6. It has been found that 66.9% of higher secondary bullies often engaged in cyber bullying in comparison to 39.17% of high school bullies and 16% of upper primary bullies.
7. The  $\chi^2$  for victims at different educational level is 35.6291 which are found to be significant at both the level (5% and 1%). This implies that there exist differences between the victims of bullying studying in upper primary, high school and higher secondary level irrespective of different educational levels. Thus, the null hypothesis is rejected.
8.  $\chi^2$  for bullies at different educational level is 26.8095 which is found to be significant at 5% and 1%. This implies that bullies studying at different educational level are found to be dependent to each other at 5% and 1%. Thus the investigator rejects the  $H_0$  at both level.

**5.06: Findings in relation objective 5:** *To make a comparative study on school going adolescents of urban and rural areas in respect of physical bullying, verbal bullying and cyber bullying*

1. It has been found that 91.33% of urban victims and 75.94% of rural victims faced bullying which is physical in nature.
2. Regarding verbal bullying, urban victims have faced highest percentage of 94.67% followed by 91.98% among the rural victims. It has been found

that 74% of urban students become the victim of cyber bullying in comparison to 45.28% of students in rural area.

3. From the perspective of bullies it has been observed that 70.67% of urban bullies often engaged in physical bullying followed by 54.25% of rural bullies.
4. Verbal bullying is found to be higher among the rural bullies with 83.96% than the urban bullies with 82%. It has also been observed that 62% of urban bullies often engaged in cyber bullying in comparison to 30.67% rural bullies.
5. The  $\chi^2$  for victims in urban and rural areas are 6.8268 which is found to be significant at 5% level and insignificant at 1%. This implies that victims in urban and rural areas are found to be partially independent to each other in respect of physical, verbal and cyber bullying. Thus the investigator partially accepts the hypothesis at 1%.
6.  $\chi^2$  for bullies in urban and rural areas is found to be 13.5104 which is significant at 5% and 1%. This implies that bullies in urban and rural areas are found to be independent to each other in respect of physical, verbal and cyber bullying. Thus the investigator rejects the hypothesis.

**5.07: Findings in relation objective 6:** *To study the teachers' perception about bullying among the school going adolescents*

1. The data reflects that 63.74% opines that teasing constitutes the prime element of bullying followed by 62.64% of physical abuse, 51.65% of verbal abuse, and 34.07% by sending hurtful message through use of internet and 19.78% by all of the above.
2. It has been found that 75% of teachers from urban schools opines that teasing constitute the element of bullying. The data also reflect that 64.29% and 50% of the urban teachers believe that name calling/verbal abuse and physical abuse respectively is the characteristic of bullying.
3. 35.71% of the urban teachers think cyber media as the constituent elements of bullying followed by 25% of the urban teachers responded all the said characteristics as constitutes the characteristics of bullying.
4. It has been found that 68.25% of rural teachers presume physical abuse as one of the elements of bullying. 58.73% of rural teachers regard teasing as one of the elements of bullying followed by 46.03% of rural teachers considered that name calling and verbal abuse.
5. 33.33% of rural teachers think cyber media as the constituent elements of bullying and 17.46% of rural teachers consider all these as the elements of bullying.
6. Regarding types of bullying prevalent according to the teachers, it has been found that 53.85% of the teachers responded that physical bullying

occurs mostly followed by 47.25% of verbal bullying, 32.97% with all kinds of bullying and 30.77% by cyber bullying.

7. The responses of the urban teachers show 64.29% of occurrence of physical bullying while in 49.2% in rural areas. In case of verbal bullying 60.71% of urban school teacher and 41.27% of rural school teachers responded to it.
8. 32.14% of urban teacher responded to cyber bullying while 30.16% rural teachers responded to it. Further, 28.57% of the urban teacher opines occurrence of all the types of bullying but 34.92% of the rural teachers responded to occurrence of all the types of bullying in schools.
9. It has been found that 54.17% of teachers responded that bullying begins in high school, followed by 54.95% in higher secondary classes and 14.29% in upper primary. It has also been observed that 7.69% responded that there is no specific time for bullying followed by 3.3% in lower primary.
10. It has been found that 64.29% of the urban school teachers responded that bullying primarily starts in higher secondary stage, followed by 53.57% in high school, and 21.43% responded that there is no specific time for bullying. Further, 14.29% of the urban school teachers

responded that bullying starts at upper primary followed by 7.14% at lower primary.

11. In rural areas, it has been found that 50.79% of teachers responded that bullying starts from higher secondary stage followed by 33.33% from high schools, and 14.29% in upper primary. The data also shed light that a negligible percentage of rural teachers responded that bullying can start either at lower primary or there is no specific time for it.
12. It has been found that 78.02% of teachers responded that bullying mostly occur at school, followed by 37.36% at home, 29.67% in the neighbourhood and 10.99% in other places like tuitions classes, markets etc.
13. It has been found that 89.29% of urban teachers were of the opinion that bullying occurs at school followed by 46.43% in the neighbourhood, 32.14% at home and 14.29% in other places like tuition classes, market etc.
14. In rural areas, the school teachers has responded that bullying primarily occurs at home with 73.02%, followed by 39.68% at home, 22.22% in the neighbouring localities and 9.52% in other places like tuition classes and markets.
15. Regarding the places where bullying mostly occurrence according to the teachers it give an idea that 75.82% of the teachers responded that

bullying by and large occur in the playground /field in the school, followed by 60.44% in the washroom or toilet, 59.34% in the staircase/corridor, and 37.36% in the classroom. 30.77% of the teachers has responded that it occurs in all the places within the school campus and 14.29% confirmed that it takes place in canteen or during mid day meal period.

16. It has been found that 89.29% of the urban teachers revealed that bullying mostly occurrence in classroom, followed by 75% in playground and 64.29% in toilet or washroom. It has also been found 50% of the urban school teachers responded that bullying take place in classroom, followed by 42.86% in all the places within the walls of the school and 32.14% in canteen or during midday meal.
17. It has been found that 76.19% of the rural teachers responded that bullying mostly take place in playground, followed by 58.73% in toilet/washroom, 46.03% in staircase or corridor. The rural teachers also revealed that 31.75% occurs in classroom followed by 25.39% in all places within the school and 6.35% in canteen or during midday meal.
18. It has been found that 70.33% of the teachers were serious regarding bullying problem followed by 14.29% of teachers being moderately serious and 9.89% being very serious.

19. The data revealed that 75% of the urban school teachers were serious and concern about bullying problems followed by 14.29% teachers being very serious and 7.14% moderately serious. In rural school, 68.25% of teachers were serious about bullying problem followed by 17.46% being moderately serious and 7.94% being very serious.
20. Regarding the impact of bullying as felt by the teachers on the victims of bullying phenomenon it has been found that 75.82% of the teachers responded that bullying injures the self-confidence of the pupils who were bullied by others, followed by 60.44% responded that bullying can harm self-esteem, and 45.05% responded that it can negatively affect their mood by making them look sad, angry and lonely. 39.56% of the teacher responded that bullying can have serious mental health problem.
21. Further it has been observed that 25.27% of the teachers responded that bullying toughen them and prepares them for the real world and 15.38% believe it bullying can increase self confidences. Further 9.89% of the teachers responded that they have no idea as what impact bullying may have on the victims in specific and pupils in general.
22. It has been found that 75% of the urban school teachers and 76.19% of teachers of rural school responded that bullying can injures self confidences. 64.29% of teachers from urban school responded that it

can negatively affects their moods followed by 42.86% responded self esteem can be harm, and 32.14% responded for serious mental health problems as faced by the students.

23. Further 21.43% of the teachers from urban school responded that bullying can toughen them to face the real world and 10.17% responded that it may enhance their self confidence.

24. In rural school it has been found that the teachers have responded that 68.25% thinks that bullying can harm self esteem. 42.86% and 36.51% of the teachers responded that pupils can suffer from serious mental health problem, and negatively affect the pupil moods respectively. 26.98% and 17.46% of the teachers responded that bullying can toughen them to face the real world and enhances their self confidence respectively.

25. The data revealed that 76.19% of the teachers responded that impact of bullying in the mind of the students can stay throughout students life followed by 75.82% responded that it can linger throughout school life and 43.96% for 1- 2 years. 25.27% of the teachers responded that bullying can have impact throughout life followed by 16.48% for a few months.

26. The teachers of urban areas responded that bullying impact can last for throughout school life by 64.29%, followed by 60.71% for 1-2 years,

53.38% for throughout students' life, 14.29% throughout life and 10.71% for a few months. The rural school teachers responded that bullying can have its impact throughout school life by 80.95%, followed by 52.38% for throughout students' life, 36.51% for 1-2 years, 30.16% for throughout life, and 19.05% for a few months.

27. Regarding reasons behind bullying from the teachers' perspectives it has been found that 70.32% of teachers responded to gain popularity as the reason behind bullying phenomenon. 50.55% for fun and entertainment, 37.36% for revenge, and 27.47% to gain respect as well as to teach someone lesson. Further it has been found that 26.37% of the teachers stated that power as a reason behind bullying while 19.78% for making friendship.

28. The data also revealed that 89.29% of urban teachers responded to gain popularity as the reason behind bullying phenomenon, followed by 64.29% to teach someone lesson, 75% of urban teachers responded fun and entertainment as the reason behind bullying in their schools. 64.29% of urban teacher feels to teach someone a lesson as a reason. 46.43% of the urban teachers rated 'to take revenge' as a reason and 39.29% revealed 'powerfulness' as the reason behind bullying. 32.14% and 25% of teachers from urban school feel to gain respect and to make friends as the reasons behind bullying respectively.

29. In rural school 61.9% of teachers responded to gain popularity as the reason behind bullying phenomenon, followed by 39.68% for fun and entertainment, 33.33% for revenge, 25.39% to gain respect, 20.63% for powerful. 17.46 to make friends and 11.11% for teaching someone lesson.

**5.08: Findings in relation objective 7:** *To study the remedial measure adopted by the school toward physical, verbal and cyber bullying*

1. Regarding the step taken by the teachers of urban and rural school when bullying phenomenon is witness the data show that 90.11% of the teachers would intervene and warn the bully from bullying followed by 52.75% would discuss the matter with those who were involved in it to find the problem.
2. Further it has been seen that 51.65% would complain to the principal when need arise, followed by 48.35% responded to inform parents about the matter, 25.27% would try to make them aware of ill-effect of bullying and 24.18% believe in counseling of the students
3. 85.71% of the teachers from both urban schools responded that they intervene and warn when bullying takes place, followed by 64.28% responded that they make complain to the principal when need arise, 50%

responded that they discuss the matter with those who were involved in it to find the problem.

4. It has been found that 42.86% of the urban teachers responded that they will inform their parents if bullying take place followed by 17.86% would try to make them aware of ill-effect of bullying and 14.29% believe in counseling of the students
5. The data also revealed the responses from the teachers of rural school. It has been observed that 90.06% of rural teachers responded that they would intervene and warn when bullying takes place, followed by 53.97% discuss the matter with those who were involved in it to find the problem, 50.79% would inform their parents if bullying take place while 46.03% of the would complain to the principal when need arise.
6. Further, it has been found that 28.57% of rural teachers responded that they would try to make them aware of ill-effect of bullying and 14.29% believe in counseling of the students
7. The data revealed that 100% the teachers responded in selecting student monitor, followed by 90.11% parent teachers meet, and 82.42% responded in better supervision during recess period.
8. It has also been found that 50.55% of the teachers inform parents about bullying, followed by 47.25% of the teachers favours in formation of awareness and discipline committee. Another interesting data found is that

19.78% of the teachers favours in appointment of counselor, followed by 7.69% of the teachers favour training peer group to help the victim and prevent it and 6.59% support forms Anti Bullying Committee.

9. The urban school teachers responded that 100% desire selecting school monitor as a measures adopted for bullying. It has been found that 89.29% of urban teachers responded regarding parent teachers meet followed by 75% of better supervision during recess period, 46.86% for formation of awareness/disciplinary committee, 28.57% by informing parents, 21.43% responded for appointment of counselor, 14.29% favour training peer group to help the victim and prevent it and 6.9% responded for formation of Anti-bullying Committee.
10. It is also observed that 100% of teachers from rural schools responded in selecting students monitor as a measure for bullying, followed by 90.48% believe in informing parents as a mean of creating awareness for bullying phenomenon. 85.71% of rural teachers opines in better supervision by teachers during recess time. 60.32% of urban and rural teacher favour in 'Parents-Teacher Meet' for creating awareness reading bullying phenomenon.
11. Another interesting data show that 49.21% of the rural teacher only favour formation of awareness committee or discipline committee. 19.05% responded in appointment of counselor followed by 4.76% rural teacher

favour training of peer group to help the victims and prevent it and 3.17% supports in formation of Anti-Bullying committee

### **5.09: MAJOR FINDINGS OF THE STUDY**

The study was conducted to find the prevalence rate as well as the factors behind bullying among the school going adolescents. The major findings of the study have been come to light after the analysis and interpretation of data were enumerated below:

1. It shows that 66.85% of school going adolescents was victim of bullying and 35.64% are found to engage in bullying others. This shows that bullying is prevalent among the school going adolescents and victims of bullying found to be quite high in comparison to bully/bullies. It also shed light on the fact that 79.83% were found to be bully-victims which is a matter of concern.
2. It has been found that majority (93.09%) are found to be the victim of verbal bullying followed by 82.32% of physically bullying and 57.18% are cyber bullying.
3. The study shed light on the types of bullying engaged by the bully/bullies. It has been found that school going adolescents are involved in bullying activities with a high percentage (83.14%) of verbal bullying faced by the adolescents followed by 61.04% of verbal

bullying. It also shows that cyber bullying is found to be high (43.64%) and used by the bullies as new means of bullying the victims.

4. The study highlight that 16.23% of school going adolescents has faced bullying for one-two weeks but 28.21% of school going adolescents has faced it for about a month. 17.1% have faced it for six month duration and 13.76% have reported of facing it for a year. Further 11.97% have reported to face it for two-three years. Thus, the study highlights the fact that most of the students have faced bullying for the time period of one or two weeks and for a month. Furthermore some of the victims have faced bullying for the period of two to three years.
5. The duration of bullying also reveal another interesting fact that the school going adolescents of the age group of 13 or 14 years have faced bullying in their childhood stage which included the primary level of education in our country.
6. It revealed that 85.64% of bullying takes place in corridor or staircase, followed by 79.56% in playground/field, 75.14% on washroom and toilet. The investigator has found that 73.48% take place in classroom in absence of teachers, followed by 65.47% in somewhere else like tuition classes, markets etc, and 48.62% in way to and from school. This bring to light that bullying primarily takes place in

corridors/staircase and playground. Further places like washroom or toilet, on the way to and from the school are the breeding ground for bullying activities. This also point up the fact that bullying usually take place in absence of teachers.

7. The study bring to light that primary reason behind bullying phenomenon from victims' perspective is appearance/complexion (88.4%) followed by religion (71.55%) and past/old quarrels and poor performances in studies (70.44%).
8. The findings of the study reveal that abusiveness nature and fun (74.30%) were the prime reasons for bullying from bullies' perspectives. Even it is also found that reasons like dominating nature, physical strength, aggressiveness, and victim weakness plays pivotal role in bullying.
9. This focus on the fact that there exist no differences among the victim boys and victim girls in respect of physical bullying and verbal bullying. It has also been observed that there exist differences between in regards to cyber bullying between boys and girls. Further it throws light on the fact that there physical bullying is highly prevalent among the boys than the girls. Regarding verbal and cyber bullying there exist no significant difference between boys and girls.

- 10.** The  $\chi^2$  for bullies of boys and girls is found to be 0.8411 which again are significant at 5% and 1% and the  $H_0$  is rejected. This implies that there is significant difference found between bullies' boys and bullies girls in respect of bullying. Thus the hypothesis is rejected that there exist no significant differences between bullies boys and bullies girls in respect of physical, verbal and cyber bullying.
- 11.** The study focuses that there is no significant differences among victims of upper primary, high school and higher secondary level of education in respect of physical and verbal bullying. Yet cyber bullying has been found to be high among the higher secondary bullies than high school and upper primary. They often use cyber media to bully others.
- 12.** The  $\chi^2$  for victims at different educational level is 35.6291 which are found to be significant at both the level (5% and 1%). This implies that there exist differences between the victims of bullying studying in upper primary, high school and higher secondary level irrespective of different educational levels. Thus, the null hypothesis is rejected and victims at different educational level are found to be dependent to each other in respect of physical bullying, verbal bullying and cyber bullying.

- 13.** Further in Table 12,  $\chi^2$  for bullies at different educational level is 26.8095 which is found to be significant at 5% and 1%. This implies that bullies studying at different educational level are found to be dependent to each other at 5% and 1%. Thus the investigator rejects the  $H_0$  at both level.
- 14.** This focuses on the fact that in both urban and rural areas physical bullying is prevalent without any drastic differences. In urban areas majority of the victims have faced verbal bullying in comparison to rural victims. Further rural bullies are slightly high than urban bullies regarding verbal bullying. Another interesting fact has been seen that cyber bullying has been found to be much high among urban bullies in comparison to the rural bullies.
- 15.** The  $\chi^2$  for victims in urban and rural areas are 6.8268 which is found to be significant at 5% level and insignificant at 1%. This implies that victims in urban and rural areas are found to be partially independent to each other in respect of physical, verbal and cyber bullying. Thus the investigator partially accepts the hypothesis at 1%.
- 16.** The  $\chi^2$  for bullies in urban and rural areas is found to be 13.5104 which is significant at 5% and 1%. This implies that bullies in urban and rural

areas are found to be independent to each other in respect of physical, verbal and cyber bullying. Thus the investigator rejects the hypothesis.

- 17.** These data throw light on the perception of the teachers that majority of the urban and rural consider teasing as the element of bullying. Even verbal abuse and physical abuse also form the prime element of bullying. It also reflects that although a large number of teachers cite all the elements as the components of bullying but a few teachers agreed to the point.
- 18.** These data bring to light that according to the teachers physical bullying in urban schools is high in comparison to the responses of rural areas. The teachers from urban areas held the view that verbally bullying is mostly prevalent in the schools in comparison to the verbal areas. The teachers from the urban schools notion in occurrence of cyber bullying is slightly high than the rural school teachers. It also shed light on the fact that in comparison with the urban school teacher, a considerable number of teachers from rural school consider all types of bullying occur in school.
- 19.** The study bring to light that teachers from urban and rural schools responded that bullying primarily starts from higher secondary stage followed by high school. It has also been reflected that urban school teachers believes that there is no specific time for bullying in

comparison to rural school teachers. Another interesting has been reflected that a significant percentage of urban school has responded that bullying begins at lower primary section. This is a matter of serious concern that if bullying starts at such lower stage of education.

**20.** It has been found that 78.02% of teachers responded that bullying mostly occur at school, followed by 37.36% at home, 29.67% in the neighbourhood and 10.99% in other places like tuitions classes, markets etc. Thus, these data reflect that teachers from both urban and rural areas responded that bullying primarily occur at school. Further it shed light on the fact that in urban areas, bullying taking place in the neighbouring localities is found to be high in comparison to rural areas.

**21.** These data throw light on the fact that teachers from both the demographic areas urban and rural thinks that bullying have severe and harmful impact on the victims in particular as well as in other students in general. They thinks that bullying can injuries the self-confidence, harms self-esteem and affects the mood negatively by making them look sad, lonely and angry. Further, it has also been observed that some teachers from urban and rural school feel that bullying might toughen them to face the real world and enhance self confidence.

**22.** The study brings to light the reasons behind the bullying phenomenon.

According to the urban teachers, popularity, fun and entertainment followed by to teach someone lesson are the reasons behind bullying. The teachers from the rural school also consider popularity, fun and entertainment as well as revenge as the reasons behind this phenomenon.

**23.** The study shows that 90.11% of the teachers would intervene and warn the bully from bullying followed by 52.75% would discuss the matter with those who were involved in it to find the problem. Further it has been seen that 51.65% would complain to the principal when need arise, followed by 48.35% responded to inform parents about the matter, 25.27% would try to make them aware of ill-effect of bullying and 24.18% believe in counseling of the students

**24.** These data shed light that the teachers from urban and rural schools taken necessary step whenever bullying is being witness in school. The steps usually taken by the urban teachers are they intervene and warn the bully, followed by complain to the principal, counseling the students, informing parents as well as the try to find out the problems. It has also been seen that the teachers try to make them aware of ill-effect of bullying phenomena. While the steps taken by rural teachers are they intervene and warn the bully, followed by finding out the

solution to the problems, complaining the principal and counseling the students.

- 25.** The study brings to light the measures that are necessary to make the students and parents aware about the bullying phenomena. It has been seen that teachers from both urban and rural school consider selecting students monitor, organizing Parents-teachers meet about the bullying can considerably help to make the school campus bullying free. They also take into account that better supervision during the recess period can also help in creating awareness. An interesting fact has been revealed while majority of the rural teachers are in favour informing parents most of the urban teachers however did not favour it.

#### **5.10: DISCUSSIONS ON THE FINDINGS**

The present study primarily aimed at finding out the prevalence of bullying among the school going adolescents and the factors behind it. It also stress upon the teachers' perceptive regarding bullying among adolescents. The study bring to light that bullying was prevalent among school going adolescents boys and girls.

The first objective of the investigation shows that bullying is prevalent among the school going adolescents and victims of bullying found to be quite high in comparison to bully/bullies. It also shed light on the fact that 79.83% were found to be bully-victims which is a matter of concern. The findings have some

similarities with the studies done by *Kshirsagar and et.al (2007)*, *Turkmen and et.al (2013)*. These studies agreed in the common line of thought that a majority of the students were involved in bullying behaviour. Further it has been found in studies related to aggressive behaviour as conducted by *Gorea and et.al (2012)* and *Rao and et.al (2015)* have some similarities with bullying behaviour. The study conducted by *Gorea and et.al (2012)* have reported that 34% of the students faced ragging and 11% were in favour of ragging tradition. While *Rao and et.al (2015)* in their study have reported that higher percentage of students in school have experienced ragging in some form.

The first objective also highlight the fact that school going adolescents are involved in bullying activities with a high percentage of verbal bullying faced by the adolescents. It also shows that cyber bullying is found to be high and used by the bullies as new means of bullying the victims. The studies conducted by *Darmawan (2010)* *Pengpid and et.al (2013)*; *Turkmen and et.al (2013)*; *Ockerman and et.al (2014)*; *Jan and et.al (2015)* *Singh and et.al (2015)*; *Abdalqader and et.al (2018)* and *Shiba and et.al (2018)* on bullying have similarities with the present study but where verbal bullying was found to be significantly prevalent among the school going adolescents rather than physical bullying. Further the studies on aggression done by *Sharma and et.al (2014)*, *Rao and et.al (2015)*, and *Kumar and et.al (2016)* were in line of contradiction with the present study where verbal bullying has been found to be mostly prevalent.

The second objective of the study bring to light that primary reason behind bullying phenomenon from victims' perspective is appearance/complexion followed by religion and past/old quarrels and poor performances in studies. The findings of the study also shed light on the fact that abusiveness nature and fun were the prime reasons for bullying from bullies' perspectives. Even it is also found that reasons like dominating nature, physical strength, aggressiveness, and victim weakness plays pivotal role in bullying. A few previous studies were done by *Madaan (2012)*, *Srisiva and et.al (2013)*, *Tine (2013)*, *Malik (2014)* and *Rao and et.al (2015)* give evidence of the causes that trigger bullying among the adolescents.

The third objective of the study focuses on the fact that there exist no differences among the victim boys and victim girls in respect of physical bullying and verbal bullying. It has also been observed that there exist differences between in regards to cyber bullying between boys and girls. Further it throws light on the fact that the physical bullying is highly prevalent among the boys than the girls. Regarding verbal and cyber bullying there exist no significant difference between boys and girls. A study conducted by *Darmawan in 2010* reflected the gender differences regarding physical and verbal bullying. *Kumar and et.al (2016)* and *Murlidhar and Shastri (2016)* have also reported about gender differences in aggression between boys and girls. These studies go in line of the present study.

The fourth objective of the present study stressed that physical and verbal bullying does not differ among the victims of upper primary, high school and higher secondary schools. The high school and higher secondary students were mostly victimized through internet rather than upper primary victims. Bullies from the three level of education were commonly involved in physical and verbal bullying without any differences. Cyber bullying has been mostly found among the high school and higher secondary bullies rather than upper primary bullies. They often use cyber media to bully others.

Another objective of the study was to make a comparative study on school going adolescents of urban and rural areas in respect of physical bullying, verbal bullying and cyber bullying. The findings revealed that in both urban and rural areas verbal bullying is prevalent without any drastic differences. In urban areas majority of the victims have faced physical bullying in comparison to rural victims. Further rural bullies are slightly higher than urban bullies regarding verbal bullying. Another interesting fact has been seen that cyber bullying has been found to be much high among urban bullies in comparison to the rural bullies. Studies done by *Ogboghobo and et.al (2017)* and *Vilhjalmsson and et.al (2018)* does not fully goes in the line of the present finding of the study.

The sixth objective of the study stresses on the teachers' perception about bullying among the school going adolescents. The findings reflected that majority of the urban and rural consider teasing as the elements of bullying. Even verbal

abuse and physical abuse also form the prime element of bullying. It also reflects that although a large number of teachers cite all the elements as the components of bullying. According to the teachers' responses, physical, verbal and cyber bullying in urban schools is high in comparison to the responses of rural areas.

The last objective of the study stresses the remedial measure adopted by the school toward physical, verbal and cyber bullying. These findings bring to light that the teachers from urban and rural schools taken necessary step whenever bullying is being witness in school. The steps usually taken by the urban and rural teachers are they intervene and warn the bully, followed by complain to the principal, counseling the students, informing parents as well as the try to find out the problems. It has also been seen that the teachers try to make them aware of ill-effect of bullying phenomena. This finding have some similarity with the studies of *Pfieffer in 2013* and *Yoon and et.al in 2016*. It has also been seen that teachers from both urban and rural school consider selecting students monitor, organizing Parents-teachers meet can considerably help to make the school campus bullying free. They also take into account that better supervision during the recess period can also help in creating awareness. A few other studies done by *Hakim and Shah (2017)*, *Water and Mashburn (2017)* and *Sims (2018)* were in the line of measures adopted for awareness of bullying phenomenon.

### **5.11: EDUCATIONAL IMPLICATIONS AND SUGGESTIONS**

Even though the present study has certain limitations, the findings of the study has ample implication which can be effective for the teachers, educational administrators, other community members like parents, policy formulators, psychologists and counselors to build a positive school climate.

Bullying in school has been growing in its dimensions with all spheres. It is prevalent in all grades as well as across different nation, genders and socio-economic status. It is of tremendous concern to teachers, parents and all who are associated with bullying. A positive school climate is essential to reduce and prevent bullying and adopt anti-bullying policy in school. Furthermore, in 2017, the UGC has put forward certain suggestions regarding ragging in college and ensure a ragging free campus. While stressing in ragging phenomenon in college the bullying behaviour is often ignored by the authority.

The investigator in this aspect makes an attempt to provide a practical implication to prevent bullying tendencies among the students by adopting anti bullying programme or techniques as well as provide positive school climate for the students. The educational implications of the study were cited below:

- i. The study has identified the prevalence of bullying phenomenon among the adolescents. In this respect, the study can prove to be preliminary help

in understanding the prevalence of bullying among the school going adolescents.

- ii. Generally, it is assumed that older boys were engaged in bullying activities. But the study implies that bullying can prevail irrespective of genders and grades.
- iii. The finding of the study has reflected a new dimension of bullying which known as cyber bullying apart from the traditional forms of bullying. This implies that technology has been a triggering weapon in bullying adolescents.
- iv. Another significant implication of the study is that bullying which is considered to be prevalent in adolescence stage is trace in the early childhood period also. Thus the study will help the teacher as well as parents to look for the early signs of bullying for early intervention.
- v. The study shows that there are certain places where bullying occurs. In this study the breeding ground for school bullying has been found to be in the corridors and playground and at the in absence of teachers. This implies that proper supervision especially during recess period and providing positive school climate can go a long way in preventing bullying.

- vi. As the study identifies classroom as one of the breeding ground of bullying, it implies the relationship of the teacher and students should be strength so such incidences can be checked at the earliest.
- vii. The findings show physical appearance, religion, past quarrels and poor academic performance in studies to be the cause of bullying the victims. This implies that a positive school environment can help to inculcate values, goodwill, and brotherhood which may help in reducing such incidences.
- viii. The study will help the teachers to counselor the bullies to improve their level of compassion and empathy as study shows that they lack in empathy towards others.
- ix. The study will help in providing a better ambience to children in the school and thus help them not to engage in aggressive behaviour. This implies that policy makers and the school counselors should give more emphasis on the improvement of school climate.
- x. The study can help the teacher to identify the bullying incidences and provided with the ways to respond to the bullying. The teacher must initiate serious talk with the bully as well with the victims separately, to understand the situation and most importantly is to tell the victim not to ignore bullying.

The suggestions for improvement were cited below:

- i.** In the individual level, the strategy for intervention and prevention of bullying should be classroom based. It aimed at awaring about bullying behaviour and its harmful effect and strengthening their skills to prevent bullying. Here the students including the targeted bullies as well as the victims will have certain group meetings and group activities.
- ii.** The group activities for classroom based strategy can include slogan writing competition on bullying, poster making describing the problems, circumstances and prevention on bullying in schools. It can also include session on sharing experiences on bullying incidents in schools.
- iii.** Further in individual level, a separate talk on cyber-bullying and its preventive strategies can also be discussed with the students.
- iv.** Relationship building session with the adolescents should be held to understand their needs and to prevent bullying. This has been supported by the study done by *Duru and et.al (2015)*. It has indicated that lower level of school connectedness and weak teacher-student relation result in aggressive behaviour.
- v.** Orientation programme should be organised to make the teachers aware about bullying. It will also help them to identify the bullies and victim and at the same time provide them to necessary means to cope with it.
- vi.** Keeping in view with the socio-economic condition of the state, if school counselors are not appointed, teachers must be trained to act as counselors.

- vii.** A committee if possible should be formed comprising of the school headmaster/principal, teachers, doctor, counselors, at least one person from the locality and at least one parent /guardian. The committee should lay down rules and regulation for bullying problems and implement bullying prevention programme.
- viii.** The school authority should display the anti-bullying rules on the notice board for all the students. Further posters against bullying and prevention message should be displayed on bulletin boards within the school campus.
- ix.** The school authority may introduce preventive strategy by using yoga therapy. Meditation and yoga therapy can help to reduce the aggressiveness among the bullies as well as the victims.
- x.** The government and school authority may take initiative to provide inclusive training for all teachers and school staff, parents, and community about bullying prevention and intervention.

## **5.12. SUGGESTIONS FOR FURTHER STUDIES**

The present study “A study on the prevalence and causes of physical, verbal, and cyber bullying among school going adolescents with special reference to Kamrup district” has ample scope for further studies in various dimensions. Some of these are cited below:

- i.** The present study “A study on the prevalence and causes of physical, verbal, and cyber bullying among school going adolescents with special reference to Kamrup district” can be extended to the other districts of Assam.
- ii.** Studies can be conducted in the private schools in Guwahati city
- iii.** The present study did not include the relational/social bullying. The studies can be conducted on social bullying among the adolescents.
- iv.** The present study has traced the evidence of bullying in the elementary level also. Therefore studies can be conducted in the elementary stage of education.
- v.** Studies can be done on relationship between bullying and adjustment pattern of the adolescents
- vi.** Studies can be conducted on bullying and mental health, bullying and academic performance, bullying and attendance of the students.
- vii.** Studies can be carried out on role of family and school in bullying phenomenon.
- viii.** Studies can be conducted on the parental skills and parental attitude on bullying behaviour of the children and adolescents
- ix.** Studies on the relationship between bullying and depression, stress and anxiety can be done

- x.** Comparative studies can be carried out on bullying behaviour among adolescents in government and private schools in Guwahati city.
- xi.** Studies can be done on anti bullying strategies adopted by the schools
- xii.** Studies can be carried out on the bullying and drug and alcohol abuse and suicidal tendencies.
- xiii.** Studies can be carried on coping strategies for bullying in school level

### **5.13. CONCLUSION**

Bullying as a form of harassment has become an integral part of the social environment in educational institutions. As social relationships change with increased maturity, the nature of bullying also undergoes certain changes. This phenomenon can be perceived and understood from the developmental, social, and educational perspective. It is essential to investigate and analysis the educational backdrop in which it takes place to provide the preventive measures to bring positive change in the school situation. However, educational administrators, teachers, and related personnel lack in basic training to deal with bullying.

The present study conducted in Kamrup district of Assam bring to light that bullying is very much prevalent among the school going adolescents. It reflects that verbal bullying is primarily faced by the adolescents and cyber bullying is found to be used by the bullies as new means of bullying the victims. The key

factors behind bullying phenomenon are appearance/complexion, abusiveness nature and fun past/old quarrels and poor performances in studies. With the high percentage of bullying incidences found among adolescents, the teachers were mostly not aware of this phenomenon and basically consider physical abuse as bullying.

The study can proved to be preliminary help in understanding the prevalence of bullying in this part of the country as well as identify the factors behind bullying. The teaching community as well as other community members associated with education of children like parents, policy formulators, psychologists and counselors must come forward to prevent bullying by creating proper awareness on it as it has an enduring harm on both bullies and victims. It is of tremendous concern to teachers, parents and all who are associated with bullying to come forward and commit to create a safe environment for the children where they can bloom socially and academically without any fear to being hurt. A positive school climate may essential help to reduce and prevent bullying. Thus it is imperative for one and all in the society to work out cohesively against bullying and create a positive and healthy society for the progenies to excel in all sphere of life.

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## **APPENDIX-A**

### **IDENTIFICATION OF THE BULLY AND VICTIM RATING SCALE**

Respected teachers,

You are requested to respond to the sheet which is meant to identify the bullies and the victims of bullying in your class.

Please read the characteristics of the bullies as well as the victims as per your assessment on the rating scale 0 to 4

Thanking you for your co-operation and valuable time.

Ranjeeta Kakoti

Research Scholar, Gauhati University

## **Section A**

### **(To identify bully/bullies)**

Name of the student/Roll no:

Class

Age:

Gender: Male

Female

<b>Scoring procedure</b>	<b>Possible signs of bully</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
0- Never	Make fun and tease repeatedly in nasty ways					
	Taunt and threaten					
1- only once or twice	Hit and kick					
	Involves in physical fight					
2- 2 or 3 times a month	Hot tempered and have aggressive behaviour					
	Physical hurt and damage belongings					
3- about once a week	Rude remark and name calling					
	Show no or little empathy					
4- several times a						

week	Use internet/ mobile phone to sent hurtful message and pictures					
	Wrote nasty things in social media					
	Left out alone by everyone					
	Ignored by friends					
	Friends turns against a particular student					

## SECTION B

### (To identify victim)

Name of the student/ Roll no:

Class

Age:

Gender: Male

Female

Scoring procedure	Possible signs of victim	0	1	2	3	4
0- Never  1- only once or twice  2- 2 or 3 times a	Repeatedly teased in a nasty way					
	Made fun of and laughed in a mocking way					
	Physically assault by others					
	Cannot defend themselves					

month	Appeared depressed, sad and tearful					
3- about once a	Excluded from the peer-group and					
week	have few friends					
4- several times a	Their books, money, and belongings					
week	were taken away					
	Have injuries, cut scratches or torn					
	clothes that don't have natural					
	explanation					
	Withdraw from social/school activities					
	Stay close to teacher or other adults					

## **APPENDIX-B**

### **REVISED OLWEUS BULLYING QUESTIONNAIRE (ROBQ), 2007**

#### **QUESTIONNAIRE ON BULLYING FOR STUDENTS**

A humble attempt is being made to study the bullying phenomenon among the school going adolescents through the present study. The purpose of the questionnaire is to gather information from the students about bullying and some other conditions at the school in order to make the school environment as good and as safe as possible.

In this regard, you are requested to carefully read the statement and give appropriate responses accordingly. This is purely for academic purpose and all the information will be kept confidential.

Thanking you for your co-operation and valuable time.

Ranjeeta Kakoti

Research Scholar, Gauhati University

*(Note: Due to copyright regulation by the author, only selected portions from the questionnaire has been attached in the appendix)*

## QUESTIONNAIRE ON BULLYING FOR STUDENTS

Name \_\_\_\_\_ of \_\_\_\_\_ school:

Class: \_\_\_\_\_ Date: \_\_\_\_\_

You will find questions in this booklet about your life in school. There are several answers next to each question. Answer the question by marking an (✓) in the box next to the answer that best describes how you feel about school.

Now put an (✓) in the box next to the answer that best describes how you feel about school.

### 1. How do you like school?

- ☐ I dislike school very much
- ☐ I dislike school
- ☐ I neither like nor dislike school
- ☐ I like school
- ☐ I like school very much

#### 1a. I don't like coming to school because

- ☐ I don't like my classmates
- ☐ I don't like my teachers
- ☐ I don't like studying
- ☐ I don't have friends
- ☐ People make fun of me

### 2. How many good friends do you have in your class (es)

- ☐ None
- ☐ I have 1 good friend in my class(es)

- ☐ I have 2 or 3 good friends
- ☐ I have 4 or 5 good friends
- ☐ I have 6 or more good friends in my class(es)

### **About being bullied by other students (For Victims)**

Here are some questions about being bullied by other students. First we define or explain the word bullying.

We say a student is being bullied when another student, or several other students

- say mean and hurtful things or make fun of him or her or call him or her mean and hurtful names
- completely ignore or exclude him or her from their group of friends or leave him or her out of things on purpose
- hit, kick, push, shove around, or lock him or her inside a room
- tell lies or spread false rumors about him or her or send mean notes and try to make other students dislike him or her
- and other hurtful things like that.

When we talk about bullying, these things happen repeatedly, and it is difficult for the student being bullied to defend himself or herself. We also call it bullying, when a student is teased repeatedly in a mean and hurtful way.

But we don't call it bullying when the teasing is done in a friendly and playful way. Also, it is not bullying when two students of about equal strength or power argue or fight.

4. How often have you been bullied at school in the past couple of months?

- ☐ I haven't been bullied at school in the past couple of months

- ☐ It has only happened once or twice
- ☐ 2 or 3 times a month
- ☐ about once a week
- ☐ several times a week

**If you have been bullied at school in the past couple of months in one or more of the following ways? Please answer all questions.**

5. I was called mean names, was made fun of, or teased in a hurtful way

- ☐ It hasn't happened to me in the past couple of months
- ☐ only once or twice
- ☐ 2 or 3 times a month
- ☐ about once a week
- ☐ several times a week

11a. I was bullied with mean or hurtful messages, calls or pictures, or in other ways on my mobile phone or over the Internet (computer). (Please remember that it is not bullying when it is done in a friendly and playful way.)

- ☐ It hasn't happened to me in the past couple of months
- ☐ only once or twice
- ☐ 2 or 3 times a month
- ☐ about once a week
- ☐ several times a week

11b In case you were bullied on your mobile phone or over the Internet, how was it done?

- ☐ only on the mobile phone
- ☐ only over the Internet
- ☐ in both ways

Please describe in what way

---

---

16. How long has the bullying lasted?

- ☐ I haven't been bullied at school in the past couple of months
- ☐ It lasted one or two weeks
- ☐ It lasted about a month
- ☐ It lasted about 6 months
- ☐ It lasted about a year
- ☐ It has gone on for several years

17. Where have you been bullied?

- ☐ I haven't been bullied at school in the past couple of months
- ☐ I have been bullied in one or more of the following places in the past couple of months (continue below)

Please put an (√) if you have been bullied:

- ☐ on the playground/field (During recess or break times)
- ☐ in the corridors/staircase
- ☐ in class (When the teacher was in the room)
- ☐ in class (When the teacher was not in the room)
- ☐ near the washroom/toilet
- ☐ in the canteen
- ☐ on the way to and from school
- ☐ at the school bus stop
- ☐ on the school bus
- ☐ somewhere else in school

In this case, please write where:

---

---

---

23. What do you think are the reasons behind bullying you by others?

- ☐ Poor performance in studies
- ☐ My appearance and my skin colour/complexion
- ☐ My caste / community
- ☐ My religion
- ☐ My economic class / poverty
- ☐ Matters related to my family members / family issues
- ☐ Jealous over my upper / high class status / richness
- ☐ Due to past quarrels

**About bullying other students (for Bullies)**

24 How often have you taken part in bullying another student(s) at school in the past couple of months?

- ☐ I haven't bullied another student(s) at school in the past couple of months
- ☐ it has only happened once or twice
- ☐ 2 or 3 times a month
- ☐ about once a week
- ☐ several times a week

Have you bullied another student(s) at school in the past couple of months in one or more of the following ways? Please answer all questions.

27. I hit, kicked, pushed and shoved him or her around or locked him or her indoors

- ☐ it hasn't happened in the past couple of months
- ☐ it has only happened once or twice
- ☐ 2 or 3 times a month
- ☐ about once a week
- ☐ several times a week

34. What are the reasons behind bullying other person?

- ☐ Abuse by other
- ☐ Dominating nature
- ☐ Physically stronger (power imbalance)
- ☐ Due to past quarrels
- ☐ To take revenge
- ☐ They deserve it
- ☐ For fun
- ☐ To vent my anger/ aggressiveness
- ☐ Because others were doing it
- ☐ Victim weakness
- ☐ Emotional problems like anxiety, frustration
- ☐ Others (Please specify)

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**APPENDIX-C**  
**QUESTIONNAIRE FOR THE TEACHER**

A humble attempt is being made to study the bullying phenomenon among the school going adolescents through the present study. The teachers play a crucial role in understanding this phenomenon and help to overcome this menace. The purpose of the questionnaire survey is to gather information from the teacher about their perspective of bullying and some other conditions at the school in order to make the school environment as good and as safe as possible.

In this regard, you are requested to carefully read the statement and give appropriate responses accordingly. This is purely for academic purpose and all the information will be kept confidential.

Thanking you for your co-operation and valuable time.

Ranjeeta Kakoti

Research Scholar, Gauhati University

## **BULLYING QUESTIONNAIRE FOR TEACHER**

Age:

Sex:

Position:

Classes taught:

Tenure at School:

1. What constitutes bullying in your opinion?

- ☐ Teasing
- ☐ Making fun of people
- ☐ Discriminating against someone
- ☐ Making someone a target of gossip/ spreading rumours
- ☐ Name-calling
- ☐ Verbal abuse
- ☐ Snatching personal belongings
- ☐ Physical abuse (Slapping, hitting, etc.)
- ☐ Others (please specify)  
.....
- ☐ All of the above

2. When do you think Bullying starts?

- ☐ From a very young age/Kindergarten
- ☐ In lower primary school
- ☐ In upper primary school

- ☐ In high school
- ☐ Higher secondary
- ☐ No specific time

3. Which of these bullying are commonly seen in school?

- ☐ Physical bullying (Hit, kick, pushed other)
- ☐ Verbal bullying (Name-calling, making fun, verbal abuse)
- ☐ Social bullying (Discriminating against someone)
- ☐ Cyber bullying (Use of computer, internet and mobile to sent hurtful message/picture)
- ☐ Any other (please specify)

.....

- ☐ All of the above

4. Where do you think bullying mostly occurs?

- ☐ At school
- ☐ At home
- ☐ In the Bus
- ☐ In the neighbourhood
- ☐ Other (please specify)

.....

5. Where in school do you think bullying mostly occurs?

- ☐ In classrooms
- ☐ In playgrounds/field

- ☐ In toilets/washrooms
- ☐ On the staircase
- ☐ In the dining hall/Canteen
- ☐ In the school bus
- ☐ All of the above

6. How serious do you think is the problem of bullying?

- ☐ Very serious
- ☐ Serious
- ☐ Moderately serious
- ☐ Not very serious
- ☐ Not serious at all

7. What impact can Bullying have on students?

- ☐ Causes serious mental health problems
- ☐ Harms their self-esteem
- ☐ Negatively affects their mood – makes them sad, lonely, angry
- ☐ Injures their self-confidence
- ☐ Enhances their self-confidence
- ☐ Toughens them and prepares them for the real world
- ☐ Any others (please specify)

.....

- ☐ Don't know

8. How long do you think the impact of Bullying lasts?

- ☐ Temporarily
- ☐ Permanently
- ☐ For 1-2 years
- ☐ Throughout school life
- ☐ Throughout student life

9. What do you think is the reason behind Bullying?

- ☐ To gain popularity
- ☐ To gain respect
- ☐ For entertainment
- ☐ To make friends
- ☐ To teach someone a lesson
- ☐ To take revenge
- ☐ To feel powerful
- ☐ Others (please specify)

.....

11. What is your judgment of the extent of bullying at your school in the following ways?

a. Students are being bullied by being hit or threatened by others.

- ☐ Never      ☐ Sometimes      ☐ Often

b. Students are being bullied by being called unpleasant names.

- ☐ Never      ☐ Sometimes      ☐ Often

c. Students are being bullied by being deliberately left out of things by others.

☐ Never      ☐ Sometimes      ☐ Often

12. What do you do when you witness Bullying?

- ☐ Intervene and warn the Bully
- ☐ Talk to all those involved to find out the problem
- ☐ Complain to the principal/Anti-Bullying Committee
- ☐ Inform the parents
- ☐ Counsel the students
- ☐ Make them aware of the ill-effects of bullying
- ☐ Ignore/ Don't do anything
- ☐ Explain to the bullied that this is normal
- ☐ Others (please specify)

.....

13. What measures are adopted in your school to deal with/spread awareness about Bullying?

- ☐ Form Anti –Bullying Committee
- ☐ Appoint Counselor
- ☐ Inform parents
- ☐ Better supervision by teachers especially during lunch/recess time
- ☐ Parents-teacher meet
- ☐ Awareness Committee

☐ Train the peer group to assist bullying

☐ Select student monitor

☐ None

☐ Any other (please specify)

.....

14. Is there any Anti-bullying Committee in your school?

☐ Yes

☐ No

14a. If there is an Anti-Bullying Committee, what is the role of this Committee in school?

.....  
.....

14b. How does the Committee handle cases of Bullying? Please answer in detail.

.....  
.....

## অত্যাচাৰী আৰু ভুক্তভোগীসকলক চিনাক্ত কৰিবৰ বাবে পুনৰীক্ষণৰ তালিকা

শ্ৰদ্ধাৰ শিক্ষাগুৰুসকল,

আপোনালোকক অনুৰোধ কৰিছো যে, তালিকাত উল্লেখ থকা অত্যাচাৰী আৰু আতিশয্যৰ বলি হোৱা ভুক্তভোগীসকলক আপোনাৰ শ্ৰেণীকোঠাত চিনাক্ত কৰি সঁহাৰি প্ৰদান কৰে যেন।

অত্যাচাৰী আৰু ভুক্তভোগীসকলৰ বিভিন্ন চাৰিত্ৰিক দিশক মানাংক তালিকাত '০ - ৪' ৰ ভিতৰত মূল্যায়ন কৰিবলৈ অনুৰোধ জনোৱা হ'ল।

আপোনালোকৰ সঁহাৰি আৰু মূল্যবান সময়খিনি আগবঢ়োৱাৰ বাবে অশেষ ধন্যবাদ।

বিনীত -

ৰঞ্জীতা কাকতি

গৱেষিকা, গুৱাহাটী বিশ্ববিদ্যালয়

## অত্যাচাৰীক চিনাক্ত কৰিবৰ বাবে পুনৰীক্ষণৰ তালিকা

শিক্ষাৰ্থীৰ নাম/ৰোল নং :

শ্ৰেণী :

বয়স :

লিংগ : পুৰুষ/মহিলা

মূল্যাংকন প্ৰক্ৰিয়া	অত্যাচাৰী সম্ভাৰ্য চিহ্ন	০	১	২	৩	৪
০ - এবাৰো নহয়	ইতিকিং কৰা আৰু সঘনাই					
	অশালীনভাৱে জোকোৱা					
১ - কেৱল এবাৰ বা দুবাৰ	তিৰস্কাৰ কৰা আৰু ধমকী দিয়া					
	খুন্দিওৱা আৰু লঠিওৱা					
২ - মাহত দুই তিনিবাৰকৈ	শাৰীৰিকভাৱে অপদৃষ্ট কৰাৰ লগত জড়িত					
	খঙাল আৰু আক্ৰমণাত্মক স্বভাৱৰ হোৱা					
	শাৰীৰিক আঘাত তথা ধ্বংশাত্মক					
৩ - সপ্তাহত এবাৰকৈ	বেয়া মন্তব্য আৰু নাম দি মতা					
	অলপো সহানুভূতি নেদেখুৱা					
৪ - সপ্তাহত বহুবাৰ	ইণ্টাৰনেট/মোবাইল ফোনৰ দ্বাৰা আঘাত কৰা, সংবাদ আৰু চিত্ৰ পঠিওৱা					
	সামাজিক মাধ্যমত অনুপোযোগী কথা লিখা					
	সকলোৱে এৰাই চলা					
	বন্ধু-বান্ধৱীসকলে গুৰুত্ব দিব নিবিচৰা					
	সকলো বন্ধু-বান্ধৱী এজন শিক্ষাৰ্থীৰ বিপৰীতে যোৱা					

## ভুক্তভোগীসকলক চিনাক্ত কৰিবৰ বাবে পুনৰীক্ষণৰ তালিকা

শিক্ষার্থীৰ নাম/ৰোল নং :

শ্ৰেণী :

বয়স :

লিংগ : পুৰুষ/মহিলা

মূল্যাংকন প্ৰক্ৰিয়া	ভুক্তভোগীসকলৰ সম্ভাৰ্য চিহ্ন	০	১	২	৩	৪
০ - এবাৰো নহয়	সঘনাই নিৰ্ভৰভাৱে জোকোৱা					
	ইতিকিং কৰা আৰু ভোৰামোদ কৰি হুঁহা					
১ - কেৱল এবাৰ বা দুবাৰ	শাৰীৰিকভাৱে অপদৃষ্ট হোৱা					
	নিজকে ৰক্ষা কৰাৰ বাবে অপাৰগ					
২ - মাহত দুই তিনিবাৰকৈ	মানসিকভাৱে ভাগি পৰা, বিষাদপ্ৰস্তু আৰু উদাসীন হৈ পৰা					
	দলৰ পৰা বহিস্কাৰ কৰা আৰু কম সংখ্যক বন্ধু-বান্ধৱী থকা					
৩ - সপ্তাহত এবাৰকৈ	তেওঁলোকৰ কিতাপ, পইচা আৰু প্ৰয়োজনীয় সামগ্ৰীসমূহ কাঢ়ি লোৱা					
	আঘাতপ্ৰাপ্ত হোৱা, ক্ষত চিহ্ন অথবা চিৰিলি ফঁটা কাপোৰ, যাৰ কোনো প্ৰকৃত বৰ্ণনা পোৱা নাযায়।					
৪ - সপ্তাহত বহুবাৰ	সামাজিক কৰ্ম তথা বিদ্যালয়ৰ ক্ৰিয়া কলাপৰ পৰা আঁতৰাই ৰখা					
	শিক্ষাগুৰুসকলৰ লগত তথা প্ৰাপ্তবয়স্ক ব্যক্তিৰ কাষত থকা					

বয়স :

লিংগ : পুৰুষ/মহিলা

পদমৰ্যাদা :

কোন শ্ৰেণীত পাঠদান কৰে?

পাঠদানৰ কালছোৱা

১. আপোনাৰ দৃষ্টিত দাদাগিৰিৰ তাৎপৰ্য কি?

- ☐ জোকোৱা
- ☐ মানুহক লৈ ঠাট্টা মস্কৰা কৰা/হঁহা।
- ☐ কিছুমানৰ বিপৰীতে গৈ ভেদাভেদৰ সৃষ্টি হোৱা।
- ☐ কাৰোবাক লক্ষ্য কৰি সমালোচনা কৰা/মিছা অপবাদ ওলোৱা।
- ☐ নাম লৈ মাতা।
- ☐ মৌখিকভাৱে অপদষ্ট কৰা।
- ☐ ব্যক্তিগত সামগ্ৰী হস্তগত কৰা।
- ☐ শাৰীৰিকভাৱে অপদষ্ট কৰা (চৰ মৰা, খুন্দিওৱা, ইত্যাদি)
- ☐ অন্যান্য।
- ☐ ওপৰত উল্লিখিত সকলোখিনি

২. কেতিয়াৰ পৰা আপুনি দাদাগিৰিৰ আৰম্ভণি হোৱা বুলি ভাৱা?

- ☐ তৰুণ অৱস্থাত/শৈশৱকালত।
- ☐ নিম্ন বুনিয়াদী বিদ্যালয়ত।
- ☐ উচ্চ প্ৰাথমিক বিদ্যালয়ত।
- ☐ উচ্চ বিদ্যালয়ত।
- ☐ উচ্চতৰ মাধ্যমিকত
- ☐ কোনো নিৰ্দিষ্ট সময় নাই।

৩. তলৰ কোনকেইটা দাদাগিৰি সচৰাচৰ বিদ্যালয়ত দৃষ্টিগোচৰ হোৱা দেখা যায়?

- ☐ শাৰীৰিক অত্যাচাৰ (খুন্দিওৱা, লঠিওৱা, ঠেলা মৰা ইত্যাদি)
- ☐ মৌখিকভাৱে কৰা দাদাগিৰি (জোকোৱা, নামেৰে মাতা, ইতিকিং ইত্যাদি)
- ☐ সামাজিকভাৱে কৰা দাদাগিৰি (কাৰোবাৰ বিপৰীতে গৈ ভেদাভেদৰ সৃষ্টি কৰা)
- ☐ চাইবাৰৰ দ্বাৰা কৰা দাদাগিৰি (কম্পিউটাৰ, মোবাইল আৰু ইণ্টাৰনেটৰ মাধ্যমেৰে হাৰিকৰক সংবাদ/চিত্ৰ পঠিওৱা।
- ☐ অন্যান্য।
- ☐ ওপৰৰ আটাইকেইটা।

৪. ক'ত ক'ত দাদাগিৰি সংঘটিত হয় বুলি আপুনি ভাৱে?

- ☐ বিদ্যালয়ত।
- ☐ ঘৰত।

- ☐ বাছত।
  - ☐ ওচৰ চুবুৰীয়াৰ ভিতৰত
  - ☐ অন্যান্য (অনুগ্রহ কৰি চিহ্নিত কৰা)
৫. বিদ্যালয়ৰ ক'ত সঘনাই দাদাগিৰি সংঘটিত হয় বুলি আপুনি ভাবে?
- ☐ শ্ৰেণীকোঠাত।
  - ☐ খেলপথাৰত।
  - ☐ শৌচালয়ত।
  - ☐ খটখটীত।
  - ☐ খোৱাঘৰত/ভোজনালায়ত
  - ☐ বিদ্যালয়ৰ বাছত।
  - ☐ অন্যান্য।
৬. দাদাগিৰিৰ জৰিয়তে হ'ব পৰা অসুবিধাৰ বিষয়ে আপুনি কিমান গম্ভীৰকৈ চিন্তা কৰে?
- ☐ অতি গম্ভীৰভাৱে।
  - ☐ গম্ভীৰভাৱে।
  - ☐ মধ্যমীয়া গম্ভীৰভাৱে।
  - ☐ ইমানো গম্ভীৰভাৱে নকৰোঁ।
  - ☐ গম্ভীৰভাৱে চিন্তাই নকৰোঁ।
৭. অত্যাচাৰৰ ফলত শিক্ষাৰ্থীৰ ওপৰত কি প্ৰভাৱ পৰে?
- ☐ গুৰুতৰ শাৰীৰিক মানসিক অসুবিধাৰ সৃষ্টি।
  - ☐ আত্ম সন্মানত আঘাত পোৱা।
  - ☐ নেতিবাচক প্ৰভাৱ (উদাস কৰি পেলোৱা, অকলশৰীয়া, খঙাল, ইত্যাদি)।
  - ☐ তেওঁলোকৰ আত্মবিশ্বাসত আঘাত শনা।
  - ☐ প্ৰকৃত জগতখনৰ লগত তেওঁলোকক যুঁজিবলৈ কঠোৰ তথা সাজু কৰি তোলা।
  - ☐ অন্যান্য।
  - ☐ নাজানো।
৮. কিমান দিনলৈ দাদাগিৰিৰ প্ৰভাৱ বৰ্তী থাকে বুলি আপুনি ভাবে?
- ☐ খন্তেকীয়া।
  - ☐ চিৰস্থায়ী।
  - ☐ এক বা দুই বছৰলৈ।
  - ☐ স্কুলীয়া জীৱনৰ মাজত।
  - ☐ শিক্ষাৰ্থীৰ জীৱনৰ সময়ছোৱাত।
৯. অত্যাচাৰ/দাদাগিৰিৰ লগত কি প্ৰকৃত তাৎপৰ্য নিহিত হৈ আছে বুলি আপুনি ভাবে?
- ☐ লোকপ্ৰিয়তা অৰ্জন কৰিবলৈ।
  - ☐ সন্মান অৰ্জন কৰিবলৈ।
  - ☐ মনোৰঞ্জনৰ বাবে।

- ☐ কাৰোবাক উচিত শিক্ষা দিবলৈ।
- ☐ প্ৰতিশোধ ল'বলৈ।
- ☐ শক্তিশালী বুলি ভৱা।
- ☐ বন্ধুৰ সংখ্যা বঢ়াবলৈ।
- ☐ অন্যান্য।

১০. নিম্নলিখিত দিশসমূহত থকা বিদ্যালয়ত হোৱা দাদাগিৰিৰ সীমাৰ ওপৰত আপোনাৰ বিচাৰ কি?

- ক) আনৰ খুন্দিওৱা তথা ধমকিৰ দ্বাৰা শিক্ষাৰ্থীসকল দাদাগিৰিৰ সন্মুখীন হয়।  
☐ কেতিয়াও নহয় ☐ কেতিয়াবা ☐ প্ৰায়েই
- খ) শিক্ষাৰ্থীসকল দাদাগিৰিৰ সন্মুখীন হয় কিছুমান অপ্ৰিয় নামৰ সম্বোধনৰ দ্বাৰা।  
☐ কেতিয়াও নহয় ☐ কেতিয়াবা ☐ প্ৰায়েই
- গ) শিক্ষাৰ্থীসকল অত্যাচাৰৰ সন্মুখীন হয়, যেতিয়া বেলেগে জানি বুজি আঁতৰাই পঠিয়াই।  
☐ কেতিয়াও নহয় ☐ কেতিয়াবা ☐ প্ৰায়েই

১১. যেতিয়া আপুনি দাদাগিৰিৰ সাক্ষী হ'বা তেতিয়া আপোনাৰ কৰণীয় কি?

- ☐ দণ্ডপ্ৰিয়/অত্যাচাৰী মানুহক কাৰোবাৰ দ্বাৰা হস্তক্ষেপ তথা সতৰ্ক কৰা।
- ☐ যিবোৰ ব্যক্তি জড়িত হৈ আছে তেওঁলোকৰ অসুবিধাবোৰ বিচাৰি উলিওৱা।
- ☐ প্ৰধান শিক্ষকক গোচৰ দিয়া অথবা/এন্টি - বুলিং সমিতিক।
- ☐ অভিভাৱকক অৱগত কৰা।
- ☐ শিক্ষাৰ্থীক পৰামৰ্শ প্ৰদান।
- ☐ অত্যাচাৰৰ ফলত হ'ব পৰা কু-প্ৰভাৱৰ পৰা তেওঁলোকক সজাগ কৰি তোলা।
- ☐ গুৰুত্ব নিদিয়া/একো কৰিব নিবিচৰা।
- ☐ দন্দ কৰা মানুহক বুজোৱা যে এইয়া সাধাৰণ।
- ☐ অন্যান্য।

১২. বিদ্যালয়ত দাদাগিৰি বন্ধ হোৱাৰ বাবে/সতৰ্কতা বিয়পোৱাৰ বাবে কি কি সিদ্ধান্ত গ্ৰহণ কৰা হয়?

- ☐ এন্টি-বুলিং সমিতি গঠন কৰা।
- ☐ পৰামৰ্শদাতা নিয়োগ কৰা।
- ☐ অভিভাৱকক অৱগত কৰা।
- ☐ দুপৰীয়া আহাৰ/অৱকাশৰ সময়ত শিক্ষকৰ দ্বাৰা ভালদৰে পৰ্যবেক্ষণ কৰা।
- ☐ অভিভাৱক/শিক্ষকৰ মাজত সভা আয়োজন।
- ☐ সজাগতামূলক সমিতি গঠন।
- ☐ অত্যাচাৰী লোকক নিয়ন্ত্ৰণৰ বাবে দলসমূহক প্ৰশিক্ষণ দিয়া।
- ☐ শিক্ষাৰ্থীসকলক পৰ্যবেক্ষণৰ বাবে বাছনি কৰা।
- ☐ এটাও নহয়।
- ☐ অন্যান্য।

১৩. আপোনালোকৰ বিদ্যালয়ত কোনো এন্টি-বুলিং সমিতি আছে নে?

- ☐ আছে।
- ☐ নাই।

১৪. ক) যদি বিদ্যালয়ত এন্টি-বুলিং সমিতি আছে তেনেহ'লে এই সমিতিৰ কাৰ্য্যাবলী কি ?

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খ) কিদৰে সমিতিখনে দাদাগিৰিৰ ঘটনাসমূহ নিয়ন্ত্ৰণ কৰে ? অনুগ্রহ কৰি বিস্তাৰভাৱে উত্তৰ দিয়ক।

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## অত্যাচাৰী আৰু ভুক্তভোগীসকলৰ বাবে প্ৰশ্নসূচী

বিদ্যালয়ত অধ্যয়নৰত কৈশোৰ সকলৰ মাজত সংঘটিত হোৱা দাদাগিৰিৰ কাৰকসমূহ উদ্ঘাটনৰ বাবে এই অধ্যয়নৰ যোগেদি এক প্ৰয়াস কৰা হৈছে। এই প্ৰশ্নসূচীৰ উদ্দেশ্য হ'ল বিদ্যালয়ত সংঘটিত হোৱা দাদাগিৰি তথা ইয়াৰ লগত জড়িত বিভিন্ন তথ্যৰাজি উন্মোচনৰ জৰিয়তে বিদ্যালয়ৰ পৰিৱেশ সুন্দৰ কৰা তথা সম্ভৱ অনুযায়ী দাদাগিৰিৰ বলি হোৱা সকলক সুৰক্ষা প্ৰদান কৰা।

এই প্ৰশ্নসূচীৰ প্ৰতিটো প্ৰশ্ন ভালদৰে পঢ়ি উপযুক্ত প্ৰতিক্ৰিয়া বা মতামত দিবলৈ তোমালোকক অনুৰোধ কৰা হ'ল। এই তথ্যসমূহ সম্পূৰ্ণভাৱে শৈক্ষিক কাৰণত ব্যৱহাৰ কৰা হ'ব তথ্যসমূহ গোপন ৰখা হ'ব।

তোমালোকে দিয়া সময় আৰু সহাঁৰিৰ বাবে ধন্যবাদ।

বিনীত -

ৰঞ্জীতা কাকতি

গৱেষিকা,গুৱাহাটী বিশ্ববিদ্যালয়।

## (ক) ভুক্তভোগী সকলৰ বাবে

বিদ্যালয়ৰ নাম :  
শিক্ষার্থীৰ নাম :  
শ্ৰেণী :  
তাৰিখ :

তোমাৰ স্কুলীয়া জীৱনৰ লগত বিভিন্ন প্ৰশ্ন এই সূচীত পাবা। প্ৰতিটো প্ৰশ্নৰ লগত একাধিক উত্তৰ সন্নিবিষ্ট আছে। উত্তৰ সমূহৰ কাষত থকা খালী ঘৰত ☐ চিহ্ন দি নিজৰ মনৰ প্ৰতিক্ৰিয়া সমূহ প্ৰকাশ কৰা।

১। বিদ্যালয়খন ভাল পোৱানে ?

- ☐ বহুত বেয়া পাওঁ।
- ☐ বেয়া পাওঁ।
- ☐ ভাল নাপাওঁ,বেয়াও নাপাওঁ।
- ☐ ভাল পাওঁ।
- ☐ বহুত ভাল পাওঁ।

ক) যদি বিদ্যালয়লৈ আহি ভাল নোপোৱা কিয় ?

- ☐ মই মোৰ শ্ৰেণীৰ সমনীয়া সকলক বেয়া পাওঁ।
- ☐ শিক্ষাগুৰু সকলক বেয়া পাওঁ।
- ☐ পঢ়া-শুনা কৰি বেয়া পাওঁ।
- ☐ মোৰ কোনো বন্ধু নাই।
- ☐ মানুহবোৰে মোক উদ্দেশ্যি ইতিকিং কৰে।

২। শ্ৰেণীত তোমাৰ কেইজন ভাল বন্ধু-বান্ধৱী আছে ?

- ☐ এজনো নাই।
- ☐ এজনেই ভাল বন্ধু আছে।
- ☐ দুই-তিনিজন ভাল বন্ধু আছে।
- ☐ চাৰি-পাঁচজন ভাল বন্ধু আছে।
- ☐ ছয় বা ততোধিক ভাল বন্ধু আছে।

‘ক’

ভুক্তভোগীৰ বাবে

ভুক্তভোগীৰসকল কিদৰে অন্য শিক্ষার্থীৰ দ্বাৰা দাদাগিৰিৰ সন্মুখীন হয় তাকে লৈ কেইটামান প্রশ্ন উত্থাপন কৰা হৈছে।

৩। বিগত কেইমাহ মানত তুমি কিমান সঘনাই দাদাগিৰিৰ সন্মুখীন হৈছা ?

- ☐ বিগত কেইমাহমানত এবাৰো দাদাগিৰিৰ সন্মুখীন হোৱা নাই।
- ☐ এবাৰ বা দুবাৰ মান।
- ☐ মাহত দুই-তিনিবাৰ।
- ☐ সপ্তাহত প্ৰায় এবাৰকৈ।
- ☐ সপ্তাহত বহুতো সময়ত।

বিগত মাহবোৰত যদি তুমি সঘনাই দাদাগিৰিৰ সন্মুখীন হৈছা তেন্তে নিম্নলিখিত প্ৰতিটো প্রশ্নৰেই প্ৰতিক্ৰিয়া আগবঢ়োৱা ---

৪। মোক জোকোৱা নামেৰে মতা হয়, ইতিকিং কৰে অথবা আঘাত পোৱাকৈ জোকায়।

- ☐ বিগত কিছুমাহত মোৰ ক্ষেত্ৰত সংঘটিত হোৱা নাই।
- ☐ মাত্ৰ এবাৰ বা দুবাৰ মান।
- ☐ মাহত দুই-তিনিবাৰ।
- ☐ সপ্তাহত প্ৰায় এবাৰকৈ।
- ☐ সপ্তাহত বহুতো সময়ত।

৫। ক) 'মোবাইল ফোন' অথবা 'ইন্টাৰনেট'ৰ মাধ্যমেৰে মোলৈ অপমানিত বাৰ্তা,ধমকি ভৰা কথা বা ছবি প্ৰেৰণ কৰা হৈছে। (অনুগ্ৰহ কৰি মন কৰিবা যে বন্ধুসুলভ আৰু ধেমালিসূচক হ'লে তাক দাদাগিৰি বুলি ধৰা নহয়)

- ☐ বিগত মাহবোৰত মোৰ ক্ষেত্ৰত সংঘটিত হোৱা নাই।
- ☐ মাত্ৰ এবাৰ বা দুবাৰ।
- ☐ মাহত দুই-তিনিবাৰ।
- ☐ সপ্তাহত এবাৰ।
- ☐ সপ্তাহত বহুবাৰ।

খ) যদি তুমি 'মোবাইল ফোন' অথবা 'ইন্টাৰনেট'ৰ মাধ্যমেৰে দাদাগিৰিৰ সন্মুখীন হৈছিলৈ; ই কিদৰে সংঘটিত হৈছিল ?

- ☐ কেৱল 'মোবাইল ফোন'ত।
- ☐ কেৱল 'ইন্টাৰনেট'ৰ যোগেদি।
- ☐ দুয়োটা মাধ্যমেৰে।

৬। কিমান দিন হ'ল তোমাৰ দাদাগিৰিৰ সন্মুখীন হোৱা ?

- ☐ বিগত কেইমাহমানত এবাৰো দাদাগিৰিৰ সন্মুখীন হোৱা নাই।
- ☐ এই ঘটনা সংঘটিত এসপ্তাহ অথবা দুসপ্তাহৰ পৰা হৈ আছে।
- ☐ এই ঘটনা এমাহ ধৰি চলি আছে।
- ☐ এই ঘটনা ছয়মাহ ধৰি চলি আছে।
- ☐ এই ঘটনা এবছৰ ধৰি চলি আছে।
- ☐ এই ঘটনা বহু বছৰৰ পৰা চলি আছে।

৭। তুমি ক'ত দাদাগিৰিৰ সন্মুখীন হৈছিলি ?

- ☐ যোৱা দুইমাহ কালচোৱাত মই দাদাগিৰিৰ সন্মুখীন হোৱা নাই।
- ☐ যোৱা কিছুমাহৰ পৰা মই এবাৰ বা বহুবাৰ উল্লেখিত স্থানসমূহত দাদাগিৰিৰ সন্মুখীন হৈ আহিছো। ( তলত উল্লেখ কৰা হ'ল)

যদি তুমি দাদাগিৰিৰ সন্মুখীন হৈছা তেতিয়া অনুগ্রহ কৰি ☐ চিহ্ন প্ৰয়োগ কৰা।

- ☐ খেল পথাৰত বা পথাৰত ( অৱকাশ অথবা বিৰতিৰ সময়ত)।
- ☐ গেলাৰী বা খটখটীত।
- ☐ শ্ৰেণীকোঠাত (যেতিয়া শিক্ষাগুৰু শ্ৰেণীত উপস্থিত থাকে)।
- ☐ শ্ৰেণীকোঠাত (যেতিয়া শিক্ষাগুৰু শ্ৰেণীত উপস্থিত নাথাকে)।
- ☐ স্নানগাৰ/শৌচালয়ৰ কাষত।
- ☐ ভোজনালয়ত।
- ☐ বিদ্যালয়ৰ বাহু আস্থানত।
- ☐ বিদ্যালয়লৈ যোৱাৰ পথত আৰু উভতাৰ পথত।
- ☐ বিদ্যালয়ৰ বাহুত।
- ☐ বিদ্যালয়ৰ যিকোনো এলেকাত (এই ক্ষেত্ৰত,ক'ত সংঘটিত হৈছিল উল্লেখ কৰা)।

৮) তুমি কি ভাৱা যে কি কাৰণে তুমি আনৰ পৰা দাদাগিৰিৰ সন্মুখীন হোৱা ?

- ☐ শিক্ষাত/পঢ়া-শুনাত দুৰ্বল উপস্থাপন।
- ☐ মোৰ দেহৰ বৰণ বা শাৰীৰিক অৱয়বৰ বাবে।
- ☐ মোৰ জাতি তথা সমুদায়ৰ বাবে।
- ☐ মোৰ ধৰ্মৰ বাবে।
- ☐ মোৰ আৰ্থিক দীনতা/দৰিদ্ৰতাৰ বাবে।
- ☐ পৰিয়ালৰ সদস্যৰ লগত বিষয়বোৰ জড়িত/পৰিয়াল কেন্দ্ৰিক।
- ☐ মোৰ উচ্চ শ্ৰেণী/ধনৱন্ত হোৱাৰ বাবে ইৰ্ষাপৰায়ণতা।
- ☐ অতীতৰ কিছু কন্দলৰ বাবে।
- ☐ অন্যান্য ( এই ক্ষেত্ৰত কি হয় উল্লেখ কৰা)।

অন্য শিক্ষাৰ্থীক দাদাগিৰি কৰা (শিক্ষাৰ্থীলৈ/দণ্ডপ্ৰিয় মানুহৰ প্ৰতি)

৯) বিগত কিছু মাহৰ পৰা বিদ্যালয়ৰ কিদৰে প্ৰায়েই অন্য শিক্ষাৰ্থীক দাদাগিৰি কৰাত অংশগ্ৰহণ কৰিছা ?

- ☐ বিগত কেইমাহমানত এবাৰো দাদাগিৰি সংঘটিত হোৱা নাই।

- ☐ এবাৰ বা দুবাৰ মান ।
- ☐ মাহত দুই-তিনিবাৰ ।
- ☐ সপ্তাহত প্ৰায় এবাৰলৈ ।
- ☐ সপ্তাহত বহুবাৰ ।

তুমি কোনোবা শিক্ষাৰ্থীক যদি দাদাগিৰি কৰিছা বিদ্যালয়ত বিগত কিছু মাহত এবাৰ বা ততোধিক উল্লেখিত দিশসমূহৰ দৰে অনুগ্ৰহ কৰি প্ৰশ্নৰ উত্তৰ দিয়া ।

১০) তাক বা তাইক মই খুন্দিয়াওঁ,লঠিয়াওঁ,ঠেলা মাৰোঁ আৰু চাৰিওফালে চোঁচৰাওঁ বা ভিতৰত আৱদ্ধ কৰি ৰাখোঁ ।

- ☐ বিগত কেইমাহমানত এবাৰো দাদাগিৰি সংঘটিত হোৱা নাই ।
- ☐ এবাৰ বা দুবাৰ মান ।
- ☐ মাহত দুই-তিনিবাৰ ।
- ☐ সপ্তাহত প্ৰায় এবাৰলৈ ।
- ☐ সপ্তাহত বহুবাৰ ।

১১) এজন ব্যক্তিৰ দাদাগিৰি কৰাৰ আঁৰত কি কি কাৰণ হ'ব পাৰে ?

- ☐ আনৰ দ্বাৰা অপদষ্ট হোৱা ।
- ☐ প্ৰভুত্ব ঘটোৱা স্বভাৱ ।
- ☐ শাৰিৰীক শক্তিৰ পৰিচয় দিয়া (শক্তিৰ ভাৰসাম্যহীন ।
- ☐ অতীতৰ বিবাদৰ বাবে ।
- ☐ প্ৰতিশোধ ল'বলৈ ।
- ☐ তেওঁলোকৰ প্ৰাপ্য ।
- ☐ ধেমালিৰ বাবে/হাস্যৰসৰ বাবে ।
- ☐ খঙৰ বহিঃ প্ৰকাশ/আক্ৰমণাত্মক ।
- ☐ বেলেগ কৰে বাবে ।
- ☐ ভুক্তভোগীৰ দুৰ্বলতা ।

☐

বিষাদপূৰ্ণ অসুবিধা যেনে --- চিন্তা, নিৰাশা/হতাশা ।

☐

অন্যান্য ( চিহ্নিত কৰা) ।

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টোকাঃ- মূল প্ৰশ্নাৱলীৰ ৰচকৰ গ্ৰন্থস্বত্ব সম্বন্ধীয় নিৰ্দেশনাৰ প্ৰতি লক্ষ্য ৰাখি গৱেষকে আটাইবোৰ প্ৰশ্ন সন্নিৱিষ্ট কৰা নাই।

## শিক্ষাগুৰু সকলৰ বাবে প্ৰস্তুত প্ৰশ্নসূচী

শিক্ষাগুৰু সকলক নমস্কাৰ সন্মোদনেৰে বিনম্ৰভাৱে জনাওঁ যে উক্ত অধ্যয়নৰ লক্ষ্য বা উদ্দেশ্য হ'ল শিক্ষাৰ্থী সকলৰ মাজত সংঘটিত হোৱা দাৰ্শনিক তথা বিভিন্ন অত্যাচাৰ সম্বন্ধীয় ঘটনাৰাজি সম্পৰ্কে তথ্য উদ্ঘাটন কৰা। শিক্ষাৰ্থী সকলৰ মাজত সংঘটিত হোৱা এনে ঘটনাৰাজি সমূহ উপলব্ধিত শিক্ষাগুৰু সকলে এক গুৰুত্বপূৰ্ণ ভূমিকা পালন কৰে। সেইমৰ্মে; শিক্ষাগুৰু সকলৰ পৰা, শিক্ষাৰ্থী সকলৰ মাজত সংঘটিত হোৱা দাৰ্শনিক তথা অত্যাচাৰ সম্বন্ধীয় কাৰক তথা পৰিস্থিতি সম্বন্ধে তথ্য আহৰণ কৰাৰ উদ্দেশ্যে এই প্ৰশ্নসূচী প্ৰস্তুত কৰি উলিওৱা হৈছে যাতে ঘটনাৰাজীৰ প্ৰকৃত তথ্য উদ্ঘাটন কৰি শিক্ষানুষ্ঠানৰ সুস্থ শৈক্ষিক বাতাবৰণ অক্ষুণ্ণ ৰখাত সহায় হ'ব পাৰে।

সেইমৰ্মে, আপোনাক অনুৰোধ জনাওঁ যে আপুনি এই প্ৰশ্নসূচীৰ বাক্যসমূহ ভালদৰে পৰ্যায়লোচনা কৰি সঠিক প্ৰতিক্ৰিয়া আগবঢ়ায়। এইখিনিতে উল্লেখ কৰো যে এই তথ্য সমূহ সম্পূৰ্ণ শৈক্ষিক ক্ষেত্ৰত ব্যৱহৃত হ'ব আৰু লগতে সম্পূৰ্ণ গোপনীয়তা ৰক্ষা কৰা হ'ব।

আপোনাৰ বহুমূলীয়া সময় আৰু সহযোগিতাৰ বাবে ধন্যবাদ।

ইতি,

ৰঞ্জিতা কাকতি

গৱেষিকা,গুৱাহাটী বিশ্ববিদ্যালয়

## APPENDIX-G

### CASE STUDY PERFORMA

Name of the student:

Name of the school:

Class:

Age:

Gender:

1. When bullying has started with you?

.....

2. How often have you been bullied by others/ bully others?

.....

3. What types of bullying have you faced?

.....

4. Where have you been bullied by others/bully others?

.....

5. What are the reasons behind bullying?

.....

6. Have you report the bullying incidences to others (friends, teachers, parents etc)?

.....

7. Do you experience bullying incidences elsewhere apart from schools?

.....

**APPENDIX-H**

**LIST OF SCHOOL TAKEN AS SAMPLE**

<b>SL. NO</b>	<b>NAME OF THE SCHOOL</b>
1	Jalukbari Higher Secondary school
2	Gopal Boro Higher Secondary school
3	Bhaskar Vidhyapith Higher Secondary school
4	Rajadhar Bora Higher secondary
5	Dadara Higher Secondary school
6	Sualkuchi Higher Secondary school
7	Amranga Higher Secondary school
8	R.B.S.Higher Secondary school
9	Rampur Higher Secondary school
10	Damdama Higher Secondary school
11	Pachgaon Higher Secondary school
12	Dampur Higher Secondary school
13	Kherti Hardia Higher Secondary school