Child bullying and their effects on students

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Abstract
Bullying is considered to be one of the most common and pervasive form of school violence. Bullying is aggressive behaviour that is intentional and that involves an imbalance of power or strength. The problem of bullying continues to plague many children and families. In the present work a detailed survey of bullying among children in schools and home has been conducted. The factors such as awareness of bullying, frequency of bullying and their impact on child behaviour and health has been studied. It was found that the school atmosphere, locality and family background have significant effect on bullying among children.

1. INTRODUCTION
Every day we listen or read in news paper that some child hurt to others. It is known as bullying. Bullying is a wide spread problem in schools. It is not a new issue which students, school and community face. It has a negative impact on school climate and on the students today. Olweus (1993) defines school bullying in a general way as "repeated negative, ill-intentioned behaviour by one or more students directed against a student who has difficulty defending him or herself". No one is born to be a bully; it is taught skill strength to influence or intimidate another person or to force him or her to do what they want. Most bullying occurs without any apparent provocation on the part of the student who is exposed. Bullying has a lot of repercussions that affect people in many ways. Recently, bullying has been blamed for the rising number of teenage suicides all over the country. Bullying can be found almost everywhere in homes, on the internet, and especially in schools. Some children are aggressive, some are very hyper, some are frustrated, some want other’s attentions and some show their power on others, became bully. Bullying is a complex problem that is not easily remedied. Bullying behaviour is an immoral action, because it is in contrast with children’s right of not being humiliated and oppressed. Bullying is a problem in all schools and countries around the world. Bullying has become a world-wide epidemic plaguing.
There are all kinds of bullying that happen on school playgrounds, in classrooms, at the workplace, while driving on the roadways, or electronically by cyber-bullying, sending sexual pictures with captions without that person’s knowledge or consent. Bullying can take many forms, such as hitting, kicking, threatening another, teasing, name calling, excluding from a group, or sending mean notes or e-mails. There are some common types of bullying ad follows:

a. Physical bullying:-
Physical bullying is the most obvious form of bullying. It occurs when kids use physical actions to gain power and control over their targets. Physical bullies tend to be bigger, stronger and more aggressive than their peers. Examples of physical bullying include kicking, hitting, punching, slapping, shoving and other physical attacks.

b. Verbal bullying:-
Perpetrators of verbal bullying use words, statements and name-calling to gain power and control over an object. Typically, verbal bullies will use harsh insults to belittle, demean and hurt another person. They choose their targets based on the way they look, act or behave. It’s not uncommon for verbal bullies to target kids with disability. The aim behind it is to increase their own social standing by controlling or bullying another person. Verbal bullying and name-calling has serious consequences. It can leave deep emotional scars.
c. Cyber bullying:-
When a student uses the internet, a cell phone or other technology to harass, threaten, embarrass or target another person, this is called cyber bullying. Examples of cyber bullying include posting hurtful images, making online threats and sending hurtful emails or texts. Cyber bullies often say things that they do not have the courage to say face-to-face because technology makes them feel anonymous, insulated and detached from the situation. Online bullying is often mean and cruel. Bullies can get to them anytime and anywhere, often in the safety of their own home.

d. Emotional bullying:-
Also known as relational aggression, emotional bullying is the act of an aggressor attacking a victim on an emotional level. Emotional bullying is most common in relationships whereby, one partner might make statements or act in such a manner as to bring about distress to the other partner. Emotional bullying may also involve the spreading of rumours, excluding an individual from certain activities, refusing to talk to someone and even making statement with an intention of hurting a person’s feelings.

e. Indirect/hidden bullying:-
This kind of bullying is often harder to recognize and can be carried out behind the bullied person's back. It is designed to harm someone's social reputation and/or cause humiliation. This bullying include lying and spreading rumours, Negative facial or physical gestures, menacing or contemptuous looks playing nasty jokes to embarrass and humiliate, mimicking unkindly, encouraging others to socially exclude someone, damaging someone's social reputation.

f. Parental bullying:-
Parental bullying is one of the most prevalent types of bullying in the modern world. In this type of bullying, parents may displace their insecurities or anger on their children. This type of bullying might be physical or emotional in nature. Bullying causes a number of social, physical and mental health problems. Children who are bullied may develop physical symptoms such as headaches, stomach problem, sleeping disorder or even depression. They may be afraid to go to school, go to the bathroom or play on the playground at school, or ride the school bus. They may also lose interest in school, have trouble concentrating, and perform poor in academics. They may even develop feelings of guilt for being bullied. According to Microsoft survey personality characteristics and a student’s tendency toward aggressive behaviours, combined with physical strength or weakness are important risk factors for bullying in individual students. In addition, environmental factors such as the attitudes, routines, and behaviours of important adults play a major role in determining whether bullying will appear in a classroom or a school. The attitudes and behaviour of peers also play critical role in bullying behaviour. Bullying is a complex problem that is not easily remedied.

Bullying is a relationship problem. It is about power and the abuse of power. Adult intervention is required to correct the power imbalance. Parent’s teachers and school play a significant role to prevent bullying. They can easily understand children’s behaviour. They should have healthy and productive relationships with children. Bullying prevention programs and strategies must include and support all children, whether they are bullying, are being bullied or are witnessing bullying. All adults are responsible for creating positive environments, promoting healthy relationships, and ending violence in the lives of children and youth. Adults can lead social activities in ways that protect and support children’s healthy relationships and stop bullying.

Eriksen, Nielsen et. al. (2012) have found that student characterized as being bullied or victimized when he or she is exposed repeatedly and over time to negative action on the part of one or other students. They studied the effects of bullying in elementary school on victims and perpetrators education, health and risky behaviour. Espelage De La Rue (2011) have observed that bullying is a multi-faceted issue, which is best understood in the larger social context in which it occurs. Individual characteristics of students contribute to bullying involvement when students have families background that promote violence, teachers that ignore or dismiss bullying, schools that have negative climates and students who socialize with friends who bully. These social contexts need to be targeted in bullying prevention programs to reduce bullying and peer victimization in schools.
Glew, Rivara et al. (2005) have found that the prevalence of frequent bullying among elementary school children is substantial. Associations between bullying involvement and school problems indicate this is a serious issue for elementary schools. They demonstrated the need for evidence-based ant bullying curricula in the elementary grades. Huwang, Ciyong et al. (2012) investigated the prevalence of school bullying among Chinese middle school students by utilizing a large-scale survey sample. They also examined the effects of potentially influential factors on adolescent bullying and victimization. Effective preventive measures require full consideration of the social and environmental factors that would inhibit bullying behaviours among Chinese adolescent school-wide interventions.

Kim, Koh, et al. (2004) had found that bullying is the most common type of school violence. Victimization by or perpetration of school bullying has frequently been associated with a broad spectrum of behavioural, emotional and social problems. Kshirsagar et al. (2006), observed that bullying is a common phenomenon amongst school going children. Frequent bullying is associated with certain symptoms and school absenteeism. Healthcare professionals should be aware of this phenomenon so that they can diagnose the underlying cause when these symptoms are reported and plan for appropriate interventions. Bullying has to be taken seriously as it has been associated with certain immediate unfavourable consequences for the victims and several victims carry the scars of this victimization throughout their adult life.

Logan, William et al. (1996) observed that bullying causes substantial distress and both short and long term adverse effects may occur. Olweus, (1993) have observed that victims have a few or no close friends at school and society. They may try to stay close to teachers or adults during breaks, avoid restroom and isolated area, to make excuses to stay home as much as possible.

Olweus, (1997) has observed that Bully/victim problems among school children are a matter of considerable concern in Scandinavia and more recently, in a number of other countries as well. Estimates based on the author’s large-scale surveys indicate that some 9% of the students in grades 1 through 9 are fairly regular victims of bullying and that 6–7% engages in bullying others with some regularity. The author has developed a school-based intervention programme against bullying, the effects of which were evaluated in 42 schools over a period of two years. Saluja, Scheidt et al. (2004) have studied the Prevalence and risk factors for depressive symptoms among young adolescents. Boys with a family history of depression and girls with smoking habits had a significantly increased risk of depressive symptoms. The characteristics most strongly associated with depressive symptoms were family history of depression among boys, tobacco consumption and an early age at menarche among girls. Yang, Yoon et al. (2006) have found in their study that there were no gender differences in the prevalence of disturbed eating attitudes and behaviour, but there were grade differences, especially for girls. In South Korean children, disturbed eating attitudes and behaviours were associated with various psychological and socio cultural factors; some gender-related differences are also evident.

2. METHODOLOGY:-
For this survey investigator select student from age group of 12 -14 and teachers and parents as sample. Sample means variant for study. All student of class 7 and 8 studied in RED ROSS PUBLIS SCHOOL, KOPAL SCHOOL AND MAYFLOWER PUBLIC SCHOOL, BHOPAL constituted the sample for the study. In the survey 100 students collected from each school. the mathematical techniques used for conduction of the present investigation.

3. SURVEY ON BULLYING AMONG STUDENTS
A detail survey was conducted in various schools about child bullying.

<table>
<thead>
<tr>
<th>Table 1 Knowledge of the Types of bullying</th>
</tr>
</thead>
<tbody>
<tr>
<td>GENDER RESPONSE</td>
</tr>
<tr>
<td>------------------</td>
</tr>
<tr>
<td>Two</td>
</tr>
<tr>
<td>Three</td>
</tr>
<tr>
<td>Four</td>
</tr>
<tr>
<td>No idea</td>
</tr>
</tbody>
</table>
Table 1 shows on the basis of data collected from various schools, it was found that 84% students know about bullying and among them 88% were boys and 80% were girls. Fortis Health care survey shows that 96% students aware about bullying. It was further analysed from the data the standard and locality of school and family background of the children has a positive relationship with the bullying of children. According to Table 1 about 39.5% of the students are not aware about the types of bullying. Most of the students and teachers know only about two types of bullying i.e. verbal and physical. Only 19.5% students and 5% teachers know four types of bullying. Microsoft survey shows 74% cyber bullying.

### Table 2 Frequency of bullying

<table>
<thead>
<tr>
<th></th>
<th>Girls %</th>
<th>Boys %</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Once</td>
<td>29</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>Sometime</td>
<td>59</td>
<td>43</td>
<td>51</td>
</tr>
<tr>
<td>Everyday</td>
<td>12</td>
<td>28</td>
<td>20</td>
</tr>
</tbody>
</table>

According to survey only 20% student bullied by someone every day. About 51% student bullied sometime and 29% boys and girls bullied once. In many survey and research shows 21.5% student’s bullied everyday and 60% students bullied from interval. Fortunately bullying problem is very less at home. Only 28.5% of the children are bullying by their siblings among them boys are more. Logan’s research show that most bullying occurred at school. Glew also found that it is a serious problem of school not for home.

### Table 3 Reaction of victims

<table>
<thead>
<tr>
<th></th>
<th>Girls %</th>
<th>Boys %</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oppose</td>
<td>8</td>
<td>32</td>
<td>20</td>
</tr>
<tr>
<td>Bear</td>
<td>40</td>
<td>21</td>
<td>31.5</td>
</tr>
<tr>
<td>Ignore</td>
<td>52</td>
<td>47</td>
<td>48.5</td>
</tr>
</tbody>
</table>

About 52% girls and 47% boy’s student ignore, when they are bullied. Only 8% girls oppose compare to 32% boys. But 31.5% student bear such things, among them boys are 21% and 40% are girls. Fortis survey shows that 85% girls & 50% boys ignore it and 40% boys & 25% girls oppose it.

### Table 4 Helping person

<table>
<thead>
<tr>
<th></th>
<th>Girls %</th>
<th>Boys %</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<td>39</td>
<td>40</td>
<td>39.5</td>
</tr>
<tr>
<td>Teacher</td>
<td>24</td>
<td>16</td>
<td>20</td>
</tr>
<tr>
<td>Friends</td>
<td>16</td>
<td>28</td>
<td>22</td>
</tr>
<tr>
<td>Nobody</td>
<td>21</td>
<td>16</td>
<td>18.5</td>
</tr>
</tbody>
</table>

According to data collection mostly parents helps to victims and it is 39.5%. Teachers help only in 20% cases of bullying. Unfortunately 18.5% students get help neither from the teachers nor from parents. 22% students get help from their friends.
Table 5 Stay away from school

<table>
<thead>
<tr>
<th>GENDER RESPONSE</th>
<th>Girl %</th>
<th>Boy %</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>18</td>
<td>26</td>
<td>22</td>
</tr>
<tr>
<td>No</td>
<td>82</td>
<td>74</td>
<td>78</td>
</tr>
</tbody>
</table>

On the basis of data collected only 22 % student stay away from school because of bullying. 78 % student continue in school, among them girls are more than boys; it is 82 % compare to 74 % boys. However Fortis survey shows that 87 % student stay away from school due to bullying.

Table 6 Fear of bullying

<table>
<thead>
<tr>
<th>GENDER RESPONSE</th>
<th>Girls %</th>
<th>Boys %</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>54</td>
<td>45</td>
<td>50</td>
</tr>
<tr>
<td>No</td>
<td>46</td>
<td>55</td>
<td>50</td>
</tr>
</tbody>
</table>

Survey findings on the view of fear state that boys and girls both are frighten by bullying, but girls are more frighten compare to boy’s i.e. 54 % girls and 45 % are boys.

Table 7 Safety felt by children

<table>
<thead>
<tr>
<th>GENDER RESPONSE</th>
<th>Girls %</th>
<th>Boys %</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>34</td>
<td>27</td>
<td>31.5</td>
</tr>
<tr>
<td>No</td>
<td>66</td>
<td>73</td>
<td>68.5</td>
</tr>
</tbody>
</table>

According to the study, it was found that 31.5 % students feel unsafe in school because of bullying and girls are more as compared to boys. 68.5 % students do not feel safe in school.

Table 8 Student aware about ban

<table>
<thead>
<tr>
<th>GENDER RESPONSE</th>
<th>Girls %</th>
<th>Boys %</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>54</td>
<td>38</td>
<td>46</td>
</tr>
<tr>
<td>No</td>
<td>12</td>
<td>17</td>
<td>14.5</td>
</tr>
<tr>
<td>No idea</td>
<td>34</td>
<td>45</td>
<td>39.5</td>
</tr>
</tbody>
</table>

It is surprising that only 38% boys are aware that it is banned in school as compared to 54% girls. 39.5% student has no idea about ban in school. But many research and survey shows that only 55% students and 89% teacher know that it is banned in schools.

3. RESULTS AND DISCUSSIONS

On the basis of data collected the response has given their indication that 80 % student were aware about bullying. Most of parents and teachers know about various types of bullying among children and they feel bullying is a significant concern. However a survey by Fortis shows that 93 % children were aware about bullying.
In the present study it was found that 39.5% students know only verbal and physical bullying and only 20% student know about cyber bullying but forties survey report show 85% student know about verbal and physical bullying and 74% student know about cyber bullying.

The results of analysis indicate that bullying occur in schools and home. School's atmosphere and family background have effect on bullying. Where school provide good atmosphere and teachers are helping than bullying frequency is very less. In posh area’s school cyber bullying is more than other type of bullying. Microsoft survey also found similar results. According to finding 34% students are bullied by someone. 51% students are bullied some time and only 20% student bullied daily. However Owleus found that 74% students are bullied some time.

The analysis of data shows that bullying occurs, but not all the time. At home it is very less; this shows that parents are more attentive compare to teachers. On the basis of survey it was found that boys bully others more than girls. Only 46% students know that bullying is ban in schools and the rest are unaware. Only 65% parents know that bullying is ban. It means because of lack of awareness the students are suffering. However Microsoft’s survey report show that 67% parents know that bullying is ban in schools.

According to data collected we found that 50% student ignores the bullying and only 20% students oppose the bully, but 40% girls bear the situation. It shows that they feel that bearing or ignoring is the solution because the improvements are very less. However Glew observed 40% students ignore and 20% bear it.

Further it was found that only 22% student stay away from school and 38% fell unsafe in school. It is surprising that earlier it was 50%. The Hindustan times’ survey report shows that 87% students stay away from school which means that they become used to with this problem. Parents and teachers fell that due to bullying, children lose their confidence and suffering from several mental and health related problems. 50% parents fell that school administration is responsible for these problems.

4. CONCLUSIONS
This study has been carried out using outstanding survey technique, keeping in view the objectives of the study. The important finding of the present study may be summarized as following:-

1. The study found that most of the students are aware about bullying, but very less number of students know about all types of bullying.
2. Verbal bullying is very common among students compare to physical and cyber bullying.
3. Teachers know about this problem but they didn’t solve this problem, however most of parents want to solve this problem.
4. Because of bullying, students lose their confidence, get depressed and become aggressive.
5. School play significant role in bullying. Area, atmosphere, administration of school, family background are equally responsible for bullying.

REFERENCES