

## DEVELOPMENT AND EFFECTIVENESS OF BULLYNG PREVENTION PROGRAMME FOR SECONDARY SCHOOL STUDENTS

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### **Abstract**

*The Present study may be among very few in nature that investigate extent of bullying among secondary school children along with intervention of adults like teachers, parents, elders to prevent bullying and involvement of students in bullying is investigated in this research study. The unique ness of this study will be bullying prevention program will be developed by researcher to stop bullying*



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**Keyword :** Bulling Prevention Program

### **Introduction**

Concept of Bullying:

How is bullying defined?

Bullying contains the following elements:

- Bullying is abusive and cowardly
- Harm is intended
- It is repetitive and can occur over a short or a long periods of time
- The persons doing the bullying has more power than the ones being victimized
- It is often hidden from people in authority

Bullies do not accept either to be caught or to suffer any consequences

### **Bullying prevention program**

The guide has four main sections:

1. Understanding bullying: a definition of bullying and information on the types of bullying

behavior (including cyberbullying), the effects and prevalence of bullying, the importance of student perceptions of safety, the role of the physical environment in preventing bullying, and students' roles in bullying behavior.

2. Safe and positive school environments: information on effective whole-school approaches, aligning bullying prevention with the curriculum, approaches and practices that have worked in schools, considerations for students with disabilities, and students' rights and responsibilities.
3. Bullying policies and processes: The importance of an effective complaints process, responding to bullying outside school and bullying-related legal considerations. The section includes two new features: > Tools for Schools – practical tools that schools can use to develop and / or revise their bullying prevention and response policies
4. Responding to bullying behavior: tools and processes for assessing and responding to bullying, the role of external agencies and formal disciplinary procedures, and advice on interacting with the media and responding to cyberbullying.

#### **CBSE School Bullying Protection Law:**

With the increasing events of bullying and cyber-crime, the CBSE guides all its affiliated schools to follow following guidelines:

Form a committee: A committee which deals with case of bullying and ragging.

Ragging In School: If any student is found ragging or bullying will be a given a written warning and the consequence can also lead to rustication of the student.

School Notice Board: Put a notice on a display board warning students of strict action taken if anyone found ragging or bullying someone.

Committee Members: Committee members should include the vice- principal, a senior teacher, doctor, counselor, parent-teacher representative, school management representative, legal representative, and peer educators.

#### **Importance to study about bullying:**

##### **Role of educators:**

It is a menace which many children experience and one that needs immediate redressal. Thus, it is important for caregivers, guardians, parents, authorities, counselors, and psychologists to notice signs of bullying and act soon.

Bullying is sadly not taken very seriously by school authorities in India. Rich kids bullying children from economically weaker backgrounds.

When such incidents are reported by the victims or their parents, schools either ignore them or let the bullies go after a warning.

Bullying is undoubtedly a menace in schools in India. It is noticed that affected students remain under pressure of being manhandled. It results in their weak personality and lack of initiative.

**Need of the study**

In India there are many cases of bullying which we always get to know from media such as:

- On 13th September 2013, Hindustan Times reported that Unrilled Das suffered severe trauma after a group of her seniors locked her inside a toilet after school hours. Media are high lightened the wide spread anger in the eastern Indian city of Calcutta over the death of a victim of school bullying.
- One of the incidents took place in Delhi and was recorded by a mobile video, has gone viral in India showing that bullying is spreading like an epidemic in India.
- Last year in August, in the Scandia School, Gwalior a Bihar minister's son was ragged by seniors. The boy suffers memory loss problem and after 7 discharge from hospital continues to fight hypoxic brain injury, he suffered due to hanging and cannot remember sequence of events on the day he was dragged.

**Title of the research**

DEVELOPMENT AND EFFECTIVENESS OF BULLYNG PREVENTION PROGRAMME FOR SECONDARY SCHOOL STUDENTS.

**Conceptual definition**

Bullying - Bullying as repeated aggressive acts that are physical, verbal, or indirect in nature and which involve an imbalance of power such that it is difficult for the victim to defend him or herself given by Olweus.

Secondary School Students - A school intermediate between elementary school and usually offering general, technical, vocational, or college preparatory courses by Merriam Webster.

Bullying prevention program- It refers to laws, policies, organizations, and movement aimed at stopping or preventing bullying by Dr. Dan Olweus.

**Operational definition**

Bullying -When a student and group of students intentionally hurt or harm to another students then it is called as bullying.

Secondary school students- Students of 9<sup>th</sup> and 10<sup>th</sup> standard studying in any board are called secondary school students.

Bullying prevention program- A program which help students to identify what is bullying, types of bullying and made them capable to prevent bullying that is called bullying prevention program.

### Objectives of the Research

#### Phase I

- 1) To examine the prevalence of bullying among secondary school students
- 2) To study the reasons of bullying among secondary school students
- 3) To study the types of bullying prevalence among secondary school students
- 4) To compare the bullying prevalence among secondary school students on the basis of gender.
- 5) To compare the bullying prevalence among secondary school students on the basis of board.
- 6) To compare the extent of bullying among secondary school students on the basis of location.

#### Phase II

- 1) To develop bullying prevention program and study its effectiveness.
- 2) To study effectiveness of bullying prevention program in terms of Academic achievement and mental health of the students.

### Hypothesis of Study

- 1) There is no significant relationship between extent of bullying and gender.
- 2) There is no significant relationship between extent of bullying and types of schools.
- 3) There is no significant relationship between extent of bullying and location of school.
- 4) There is no significant relationship between bullying prevention program and behavior change among gender.
- 5) There is no significant relationship between bullying prevention program and types of school.
- 6) There is no significant relationship between bullying prevention program and area of school.

### Variables of the study

- Male and Female (Gender)
- Type of schools- SSC and CBSC
- Location wise – Secondary school of Mumbai and Mumbai suburban area

### Scope of the Study

1. The present study will include secondary school students of Mumbai and Mumbai suburban area of SSC and CBSC board.
2. The present study will include secondary school students of English medium of SSC board and CBSC board.
3. The present study will include only government, aided, and unaided schools.
4. The present study will include only schools of SSC board and CBSC board excluding

ICSC board.

5. The present study will include some demographic variables like gender, types of school.
6. The present study will only examine prevalence of bullying among secondary school students,
7. The present study will give emphasis on effectiveness of bullying prevention program.

#### Limitation of the research

1. There are certain limitations to this study: students from primary school, junior Colleges and senior Colleges are not included.
2. The schools included in the study were Maharashtra state Board of Education i.e. SSC Board English Medium schools and CBSE board school and not ICSC board's schools.
3. Data will be collected only from Mumbai and suburban area.
4. The sample included both boys and girls. Researcher selected variable is only calculating extent of bullying.

#### Studies conducted in India:

1. Madan S. (2012). Role of personal, family and school factors in bullying with the effect of anger experience, expression and self-esteem in a development of school bullying was examined. Total 500 students were selected from English medium school of district Hissar, Haryana, India. For trial purpose 1:1 ratio (250 boys and 250 girls) of 8<sup>th</sup> to 12<sup>th</sup> standards were selected. The Olweus self-report bullying inventory tool was used for this study. The author observed that family relation, trait anger, peer relation and school adjustment are the significant predictors of bullying in schools. The children's anger expression is extremely related with school bullying.
2. R. Srisiva. (2013). The prevalence and prevention of school bullying was observed. The intentions was to understand the extent of the problem of the stake holders including the students and teacher about effective preventive strategies to be adopted. Trial conducted on 300 students from four zones of Tamil Nādu, India (like North, South, Eastern and Central). The tool used was focused on group interviews and the finding was a vast majority of the respondent students (68%) have acknowledged that any action that hurt their feelings, lowered their morale and made them comedian in the eyes of the fellow students
3. Ramya (2010) study was revealed an effectiveness of cyber bullying prevention strategies on students perspectives to analyze the factors affecting teenage, to evaluate awareness status about cyber bulling. Online survey of middle and high college students was correlation between a student's role in cyber bullying and his or her perspective was 10 on the

effectiveness of preventive strategy. Majority of the female students indicated that cyber bullying was problem than male students.

### Experimental Method

The present study is aimed at development of an Intervention Program on Brain Based Learning 162 Strategies. The researcher has manipulated teaching approach to observe how the subject is affected. So, the methodology used for phase I is the experimental one.

### Sample

300 students of 9<sup>th</sup> standard from SSC board

300 students of 9<sup>th</sup> standard from CBSC board

Sampling technique used for the present study is a two-stage sampling. At the first stage school from greater Mumbai and suburban area selected by random sampling. At the second stage students selected by cluster sampling.

### Research Methodology for present study

In the present investigation experimental design has been used.

Single group experiment posttest only:

It involves the application of an experimental factor to a group in such a manner that change in subject can be measured.

### Posttest only design:

This type of design has two randomly assigned groups an experimental group and a control group. Under controlled condition that means no other person is doing any type of experimentation on that controlled group that is the condition.

Controlled group is not pre tested before the implementation of the treatment. Treatment is applied to the experimental group and the post test is carried out on both groups to assess the effect of the treatment or manipulation. This type of design to pretest the subject.

### Data Collection Method

Researcher did pilot study gave that tool to 100 students 50 + 50 from two schools like that collected data. It was found that now students are easily giving their opinion on that. Now whatever the percentage obtained that was taken in to consideration and now that tool is ready for further collection of data after doing pilot study. After that researcher collected data from 600 students from 12 schools.

### Techniques of Data Analysis

Data collection the next step is analysis of data. This is essential for a scientific study and for ensuring that relevant data have been collected for making interpretation.

The obtained data were statistically analyzed to test the hypotheses, and the results are discussed in this chapter. The results of the analysis carried out are presented in the following order for phase I and phase II objectives.

Research Statistical techniques were used for data analysis in related research and descriptive analysis done.

The following statistical method was used for analysis of collected data: Central tendency - Mean, Mode & Median

Variability – t value, standard deviation, kurtosis and skewness

### Inferential Techniques

Following in a testing t – test was used for inferential analysis in the related research. The collected information was presented with the help of graph.

It helps to clear the comparison of different variables data analysis of interpretation was done according to the objective of related research.

### Selection of Tool

In present study researcher used standard tool but, made it in Indian scenario format so that validity should not get hampered.

### Olweus Bullying Questionnaire (OBQ)

(OBQ) is a standardized, validated, multiple-choice questionnaire designed to measure several aspects of bullying problems in schools. The OBQ, which consists of forty-two questions (several of which have sub-questions), is typically used with students in grades 3 through 12. The students fill out the questionnaire anonymously.

### Making of Tool in Indian scenario

#### Pilot Study :

Olweus bully questionnaire used by many researchers including abroad and in India, but for effectively use we must change or convert tool in Indian scenario. So far researcher used tool but only format of question made simple according to Indian scenario and made it simple to understand because while using standard tool researcher got found that students unable to understand some questions language is difficult to understand.

Validation of Bullying Happening in School:

Reliability of Bullying Happening in School

Reliability and Scale Statistics		
	N of Items	Cronbach's Alpha
Bullying Happening in School	42	0.885
General Information	03	0.364
Bullying by Others	22	0.863
Bullying to Others	17	0.721

### Bullying Happening in School

In the present study, Cronbach's alpha ( $\alpha$ ) is 0.885, which indicates a high level of internal consistency for scale. Higher values of Cronbach's alpha are better, although all recommended values are 0.7 or higher (Kline, 2011).

The number of items that make up the Bullying Happening in School (e.g., the number of questions in the scale) is presented in the "N of Items" column that is "42", which represents the number of variables, Question 01 through Question 42.

### Objective

01) To compare the bullying prevalence among secondary school students on the basis of gender.

**Table No 01**

The bullying prevalence among secondary school students on the basis of gender.

Gender	Sample	Mean	Median	Mode	SD	Skewness	Kurtosis
Male	312	69.60	66	64	14.30	1.19	1.58
Female	288	70.51	66	63	15.53	1.01	0.77

02) To compare the bullying prevalence among secondary school students on the basis of board.

**Table No 02**

The bullying prevalence among secondary school students on the basis of Board.

Board	Sample	Mean	Median	Mode	SD	Skewness	Kurtosis
SSC	303	69.45	66	64	14.12	1.20	1.71
CBSC	297	70.70	66	63	15.79	1.06	0.92



03) To compare the extent of bullying among secondary school students on the basis of location.

Table No 03

The bullying prevalence among secondary school students on the basis of Location.

Location	Sample	Mean	Median	Mode	SD	Skewness	Kurtosis
Mumbai City	308	69.55	66	64	14.34	1.20	1.60
Mumbai Suburn	292	70.64	66	63	15.78	1.05	0.92

### Conclusion

The tool used for study shows better reliability and validity. It gives picture of prevalence of bullying happened. It also gives idea about bullying type that is direct bullying or indirect bullying. Overall bullying happening is ranges from 20 - 29 %. It needs to be taken in consideration.

Consequences of Bullying were Declined self-esteem, Social isolation, Self-harm, Increased negative perceptions of school climate, Depression, Poor academic performance, Anxiety, Increased suicide attempts, Physical health problems over time , Poorer emotional and social adjustment over time , Increased anxiety disorders in young adulthood .Therefore studying prevalence of bullying is most important task now a days. Bullying in schools, in any form or with any frequency, represents both a public health concern and a human rights violation. Schools have a responsibility to understand, address, and prevent bullying with research-supported data, which will lead to more effective interventions.

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