

**Building Resiliency among Children against Bullying through
Participatory Approach**

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BABASAHEB BHIMRAO AMBEDKAR UNIVERSITY
(A CENTRAL UNIVERSITY)
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**FOR THE AWARD OF THE DEGREE OF
DOCTOR OF PHILOSOPHY
IN
HOME SCIENCE
(HUMAN DEVELOPMENT AND FAMILY STUDIES)**

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DECLARATION

I, **Rasnika Amra** hereby declare that the work titled **“Building Resiliency among Children against Bullying through Participatory Approach”** submitted by me under the supervision of Dr. Shalini Agarwal, Assistant Professor, Department of Human Development and Family Studies, School of Home Science, Babasaheb Bhimrao Ambedkar University (A Central University) Lucknow, is an outcome of my noble and original research work. I also declare that this thesis or any part of this thesis has not been previously submitted for any other degree to this or any other University and also undertake that the thesis is essentially free from all kind of plagiarism.

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CERTIFICATE

This is to certify that the thesis entitled “**Building Resiliency among Children against Bullying through Participatory Approach**”, submitted by Ms. RASNIKA AMRA (Enrollment No. 943/14) is an original research and has not been previously submitted in part or full for the award of any other degree or diploma to this or any other university.

The thesis submitted to Babasaheb Bhimrao Ambedkar University, Lucknow satisfies all the requirements stipulated in the Doctor of Philosophy (Ph.D.) regulations- 1999 as amended in 2010 and it is fit for submission and evaluation for the award of degree of Doctor of Philosophy of the University.

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ABSTRACT

According to “The Texas Legislature” (in bill known as “David’s Law” SB179) (2017-18), as applied to schools, “bullying” is defined as, “a single significant act or pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, through electronic means or physical conduct and that:

- Has the effect or will have the effect of physically harming a student, damaging a student’s property or placing a student in reasonable fear of harm to the student’s in person

- Is sufficiently severe, continuous or widespread enough that the action or threat creates an intimidating, threatening or abusive educational environment for a student
- Considerably and significantly interrupts the educational process or the orderly function of a classroom or school
- Infringes on the rights of the victim/bullied at school
- Includes cyberbullying

Children with the bullying tendency can be easily identified with the good objective observation skills. Above this, it is much more important to make bullying children resilient against bullying through developing resiliency. Therefore, resilience is not is defined commonly as “the capacity to rise above difficult circumstances”. It is an individual's ability to cope with adversity. This coping may result in the individual "bouncing back" to a previous state of normal functioning, or simply not showing negative effects.

According to **Magdalene J.** (2018), 69% of students from grade 4-8 admitted to difficulties in working with students who are different from them in attire and mannerisms in a survey of bullying in Indian Schools. More boys -54% -reported physical harassment and complained of beating and fighting among themselves, compared to girls -46% -across country. The other major concerns reported in the study are interpersonal relations of student with peers, friends, and teachers. The study highlights the key strength and areas of improvement of the Indian school environment

to nurture social-emotional competencies in students. Hence the present research was undertaken with the following objectives:

- (1) To identify the respondents as bully or bullied
- (2) To determine the types of bullying most prevalently practiced by the children
- (3) To find out the reasons of indulging in bullying
- (4) To study the knowledge level of children about bullying
- (5) To know the effect of bullying on the bullied children
- (6) To assess the level of resiliency among bullied children
- (7) Designing and application of an intervention module prepared for children.

The pilot study was accomplished with thirty respondents to visualize the appropriateness of measurement tools. After that a structured interview schedule has prepared and applied on 200 students from Private and Government schools. This self-structured interview schedule was used to seek general information, to know prevalent types of bullying, to check the awareness about bullying and its impact on bullied children of students. To select bullied children Illinois Bully Victimization Scale was used. It was an interventional study to build resiliency against bullying among children, and for this, Pre & Post- Resiliency Test has done through using Child & Youth Resilience Measuring Scale twice – before administering the interventional tools (“Guess the Reason” game & “beingresilient.co.in”

webpage) and thereafter to check the impact on selected 40 bullied children for three months.

The collected data was analyzed with the help of different kinds of statistical tools such as frequency percentage, mean, standard deviation, independent t-test, chi-square and correlation, for the purpose of drawing inferences from and fulfil the objectives of the study. The findings of the study revealed that during the selection of bullied children with the help of Illinois Bully Victimization Scale, data revealed that boys 54 (47.0%) were bullies and 61 (53.0%) were bullied out of 115 boys. While 56 (65.9%) girls were bullies and 29 (34.1%) were bullied out of 85 girls in total. It also revealed that the most prevalent type of bullying was cyber bullying in government schools and among boys while emotional bullying in private schools and mental bullying among girls were most prevalent. Data revealed that the most occurring reasons of bullying in Government Schools were lack of attention from parents, teachers and friends. It also includes reasons like to have power over others; while, bully is lonely, is taking revenge, has difficulty focusing on or completing a task and has a big ego were the most important reasons of bullying in Private Schools. It also depicted that lack of attention from parents, teachers and friends, feeling of popular and seen as "tough" or "cool" and "in charge" were more common in boys whereas, to control another person, have power over others, difficulty in following directions and bully has problem at home were the reasons prevalent among girls. Data showed that giving threat,

behaving with other kids harshly is bullying, showing dirty pictures is bullying. Also that bullying is done to overpower a person, a type of bullying and often bullying is intentionally displayed in front of others to get their attention and solicit their support were those information that have children already known about. It also showed that children know the factors that have more impact of bullying on children were like- difficulty to pay attention in the class, may suffer from eating disorders, and bring changes in sleep patterns and loose ability to love and trust. And, data revealed that out of total 115 boy respondents, 0.9% respondents had a high impact, 50.4% respondents had a moderate impact and 48.7% respondents had a low impact of bullying.

Before the intervention, Pre- Resiliency Test has been done under which 62.5% respondents were Non-resilient and 37.5% respondents were Resilient out of total 40 respondents. After intervention, in Post Resiliency Test, out of total 40 respondents, 15.0% respondents were Non-resilient and 85.0% respondents were Resilient.

Findings also showed that children of both schools were not aware about the term bullying. From the results of the study it can be concluded that constant help and support in form of intervention in schools and at home can build resiliency among bullied children. Outcomes of the study suggested that bullying requires more deep, intensive and longer attention.

INTRODUCTION

“Bullying poisons the educational environment and the learning of every child.”

- Dan Olweus, Father of Bullying

“Children are like wet cement whatever falls on them makes an impression.”

-Haim Ginott, Child psychologist

Children during first five years have a restricted ability to grasp and to precise themselves clearly by exploitation words. However, their general behavior, and talent to play well with different kids and with adults, categorical on its own. Smart objective observation skills are the key to distinguish what a child want. Bullying happens once a child is exposed repeatedly and over time to negative actions by other children. It has main four elements: **(a)** there is an imbalance of power (physical, intellectual, or emotional), **(b)** the action is repeated over time, **(c)** the action is intentional **(d)** there is an unequal display of emotion.

The term “bullying” has been generally perceived as intentional aggressive behavior, mobbing, harassment, pestering, silent treatment, ignoring, etc. with an outcome of causing pain or discomfort of some extent (**Margeviciute, 2017**).

The first component of bullying is, an irregularity of intensity, which takes place when the individual doing the bullying is more established, more grounded, more intelligent, and more prominent than others. The second component is the expectation to hurt, would be there, when the point at which the bully embarks to cause physical or passionate damage to someone else and enjoys doing as such. The third component, the risk of further aggression, takes place when the bully and the bullied both knows the demonstration of harassing will happen once more. As a child’s capacity to perceive and express sentiments and to comprehend and react to the feelings of others gives him/her with imperative enthusiastic abilities, vital to the comprehension of enthusiastic improvement is including characteristics, sentiments, capacities, thought processes, and social jobs. Self-viability makes sentiments of fearlessness, capability, and positive feelings that must be effective in learning assignments at home and at school.

According to The Texas Legislature (in bill known as “David’s Law” SB179) (**2017-18**), as applied to schools, “bullying” is defined as, “a single significant act or pattern of acts by one or more students directed at another student that exploits an imbalance

of power and involves engaging in written or verbal expression, through electronic means or physical conduct and that:

- Has the effect or will have the effect of physically harming a student, damaging a student's property or placing a student in reasonable fear of harm to the student's person
- Is sufficiently severe, continuous or widespread enough that the action or threat creates an intimidating, threatening or abusive educational environment for a student
- Materially and substantially disrupts the educational process or the orderly operation of a classroom or school
- Infringes on the rights of the victim/bullied at school
- Includes cyber bullying

BULLIES

Bullies are those who force others or show power over others to make them to do anything of their choice. They can bullied others by calling stupid names, saying or writing nasty things, leaving you out of activities, not talking, threatening, make others feel uncomfortable or scared, taking or damaging others' things, hitting or kicking you or making you do things you don't want to do.

Some bullies are arrogant and self-obsessed; they can conjointly use bullying as a tool to cover shame or anxiety or to spice up self-esteem: by undignified others so they will feel authorized. Bullies might bully out of jealousy or because they themselves are bullied. Researchers have known different risk factors like depression and temperament disorders, also as frequent anger and use of force, addiction to aggressive behaviors, concern with protective self-image and interesting in obsessive or rigid actions. In one study of youth, a combination of antisocial features and depression was found to be the best indicator of youth violence, whereas video games violence and television violence exposure were not indicative of these behaviors. Bullying might also result from a genetic predisposition or a brain abnormality within the bully, inclined towards negativity, perform poorly academically, has bother academically, typically has negative attitudes and beliefs concerning others, feels negatively toward himself/ herself, perceives school as negative, negatively influenced by peers, authoritarian personalities, combined with a powerful ought to management or dominate. It has three main ingredients:

i) Aggressive Behavior:

Physical or verbal attack intended to cause bodily harm or cause shame

ii) Imbalance of Power:

The person or child who bully others is stronger, more popular and able to overpower the bullied in many different types of ways

iii) Repetition

The behavior re-occurs often, leaving the victim scared of another attack soon again

BULLIED:-

The characteristics of victims are attached with variables which are associated with their behavior. Monitoring and involvement of parents count a lot in predicting behavior of the individual. Therefore, according to them, individuals of family with low parental care, unforeseeable and harsh discipline over controlling families in which individuals experience bullying from siblings are at more risk of becoming bullied rather than becoming bullies (Pepler et al, 2008). Similarly, an individual with poor physical conditions will be more likely to be bullied than to bully others.

Theories related to various kinds of Bullying**i) Group Dynamics Perspective**

Murkowski et al., (2001) see bullying from a group dynamics point of view i.e. integrity, homogeneity, and other evolutionary changes. The fulfilment of these goals is given utmost value by all members of a group. Those children who are supposed to be unable to achieve these goals are bullied and excluded from the specific group by other members of that particular group. As a result, these children are observed to be anxious and they become socially isolated because of their inability to accept ecological changes and adaptability to meet the desired requirements to stay along the group.

ii) Bullying as Socialization Practice (Social order Theory)

Hawker & Bolton (2001) using the concept from social order theory presented a different explanations about bullying. Within the society individuals have different roles and power and this power is exhibited in the form of aggression.

iii) Bullying as Group Process

School students being members of social group occupy different roles to inculcate the feelings of belongingness and to establish themselves in social hierarchy and to reinforce the occurring of bullying. The research findings emphasize bullying as a

group process in which all group members are assigned different roles (**Salmivalli et al., 2001**). Some of these are related to bully side of interaction and it initiates the bullying to occur. Some of these roles are as:

a) Ringleader Bully

The ringleaders are responsible for provoking the aggression against the target

b) Assistant

Assistants are considered followers who help the bully and engage in aggression against friends

c) Reinforcer

Reinforcers are those group members who provide attention to then bully and provide feedback about the bully's destructive behavior. While two roles are associated with victim in two different ways –

a) Targets of peer aggression are referred to as victim

b) Those individuals who help victim to feel better

d) Defender

e) Victim

f) Outsider-bystander.

Thus, as a result of interaction of all these roles of individuals, bonds are likely to form among bullies, assistants and reinforce and may be between victim and defenders. In that bond if bullies are reinforced, bullying may result in negative due to social reinforcement which lead out by school personnel. Thus other members of group may assume a new role. Thus aggression is not a fundamental source to this hierarchy.

iv) Cognitive View of Bullying

Cognitivists are of view that it is very difficult to catch or reduce bullying behavior among individuals due to developmental changes, as cognition develops individuals gain skills of where, when and how to show aggression against others. Developmental changes bring about challenges of interaction and prevention can be explained with two examples:

a) The individuals may become more confident about who they target, where to show aggression and in which way

b) Adults may be less aware of negative social interaction those individuals who are involved in indirect physical harm providing activities, instead of directly hitting others (**Nishina et al., 2001**).

The individual may learn that in case of showing physical or verbal aggression he or she may be at increased risk for revenge from bullied or defender, as a result of it, adults may be punished. But if he/she spread rumors about others, then his/her purpose will be fulfilled with less or no risk of punishment or revenge.

Bullying Cycle and its Different Factors

Glover et al. (2000) identified different behavior pattern among individuals. These behavior patterns decide one may be as:-

- a) Bullies
- b) Bully-victims
- c) Victims
- d) Nonparticipants

Haynie et al. (2001), introduced victim bully cycle in which bully and victim change their role, sometime bully may be victim and often the victim may act as bully at the other instance.

According to **Ma (2001)**, bullying cycle was found in different aspects of social life as well as school life. The contribution of school enrollment size and disciplinary climate to victim bully cycle, is huge. In victim bully cycle, parental involvement was found to contribute larger at elementary level whereas academic expectations from peer and teachers was considered major factor for bullying at secondary level. He also stretched the knowledge about victim- bully cycle and argued about the contribution of gender, effective socioeconomic status, physical health in victim bully cycle. The contribution of parental care, their socioeconomic status, number of siblings, family system and academic conditions up to a great extent in the victim bully cycle. Affective home conditions were also assumed the main characteristics of bullies, than victims in the school. The students with poor affective conditions are taken as at risk of bullying others than to be bullied by others. Among all factors and variables researchers found school climate as major factor contribution in victim bully cycle.

The location of the school and the maintenance of discipline are related with the bullying behavior of students, environment of school can be changed through the implementation of various policies, practice whereas school context is unchangeable. The environment of school can be controlled with the help of active participation of parents, administration, teaching staff and local bodies and may be considered helpful in reducing bullying in the early stages of middle school.

BULLYING IN SCHOOL

Any part of the school building like classes, hallways, bathrooms and even while waiting for buses and inside the school buses are some places where bullying can take place because such places require group work and after school activities. Along with other factors, school has the great impact on the behavior of individual being bully or bullied. According to **Hoover & Olson (2000)**, bullying impacts school and communities both. The students studying in such schools start feeling unsafe, overt behavior, mistrust and gang formation either formal or informal. Some actions are taken against such schools by parents and community to reduce poor environment of education and to prevent against bullying.

Moreover, bullying is not a result of large or small class sizes or academic competition. Underlying violent conduct are the behaviors, beliefs and attitudes of all the persons involved, be they affection, regard, satisfaction, friendship, teamwork or tolerance, as well as dislike, discrimination, favoritism, omission and intolerance (**Blaya et al., 2006**). Bullying and its various types are an integral part of the school and classroom life and climate which pupils live and breathe. It has severe impact on the lives of individuals. They affect and impose not only upon the well-being of every member of the educational community, but also upon their practices and performance. The universal presence and extent of school bullying and, above all, its consequences for the socio affective and cognitive growth of students make it a priority in the analysis of school climate and coexistence, which are keys to students' learning and development (**Ortega et al., 2000**). There are good reasons to be concerned about the issue of bullying in schools. It is immediately damaging to those persons involved. Also, it can create insecurity and fear that work against the purpose of the school: a climate of bullying in school is the opposite of the 'education for citizenship' that broadly aim for, and it goes against the rights of children and young people (as in UN Convention on the Rights of the Child: United Nations, 1991) to live free from fear and intimidation. One of the first steps in an effective school wide anti-bullying program is for school professionals to assume responsibility and take an active role in determining the facts about bullying situations (**Cooper & Snell, 2003**). Playground supervisors and school professionals, for example, may wrongly assume that a student's aggression is form of play and consequently fail to intervene and bullying is

limited to physical aggression occurring mostly among boys, when malicious gossip and social exclusion by girls are just as harmful.

IDENTIFICATION OF BULLIES AND BULLIED CHILDREN-

Bullying is a form of aggressive behavior in which someone intentionally and repeatedly causes another person injury or discomfort. One essential prerequisite is the perception, by the bully or by others, of an imbalance of social or physical power. Behaviors used to assert such domination can include verbal harassment or threat, physical assault or coercion and such acts may be directed repeatedly towards particular targets. Justifications and rationalizations for such behavior sometimes include differences of class, race, religion, gender, sexuality, appearance, behavior, strength, size or ability. A number of ways that children tell that they're stressed and overpowered is once they show these behaviors on a daily basis:

- Are overactive or very slow
- They have difficulty focusing on or completing a task
- They become easily frustrated and emotionally extreme (extreme anger or sadness) and sometimes have absence of language
- Have difficulty in making decisions and following directions
- They solve problems by hitting, biting, grabbing or pushing
- They cling to adults but avoids being touched or held
- Avoid new tasks and do not show interest in sights, sounds or touch
- Do not play with other children and do not eat
- Cry frequently and cannot be soothed easily

The best way to study a child's behavior is to watch and collect info that may describe the characteristics of the behavior in an exceedingly type of settings and things. The roots of a person's behavior lie in that individual's earlier experience.

New behaviors can be substituted for earlier behaviors after a relatively short span of time. These are directed to the understanding the development of responsive behaviors to various individuals. It can be applied to the learning of thousands of specific behaviors, which can be either based largely on the teacher's observations of the quality of the behaviors, the teacher must find whether a child's behavior is part of typical development or a warning sign for social and emotional difficulties. It is argued that bullies to be considered more aggressive and violent than other individuals, it is

declared that aggressive behavior of bullies might be due to his/her poor social skills that act as barrier in managing positive relationship with peers, siblings, family members and in other settings (Merrell, 2001). Schafer et al. (2005), suggested that only school students and outsiders are not the major source of bullying that count an individual to become bully or victim.

TYPES OF BULLYING:-

There are many types of bullying, this helps define what bullying is, the causes of bullying reports and statistics on bullying. Some consider bullying to be purposeful attempts to control another person through verbal abuse which can be in tone of voice or in content such as teasing or threats- exclusion or physical bullying or violence, which the victim doesn't want.

Bullying are often defined in many various ways that. It consists of 4 basic sorts of abuse emotional (sometimes referred to as relational), verbal, physical or cyber. It ranges from easy one-on-one bullying to additional complicated bullying that during which the bully might have who could seem to be willing to help the first bully in his or her bullying activities which are referred to as "lieutenants".

Bullying is also outlined because the activity of recurrent, aggressive behavior meant to harm another person, physically, mentally or showing emotion. It's characterized by a private behaving during a sure thanks to gain power over another person (Fuller W. Robert).

Direct forms of bullying are physical and verbal bullying; indirect forms include behaviors such as actively isolating an individual from the peer group (exclusionary) and spreading rumors. High rates of community crime are associated with severe bullying at school (Espelage et al., 2013). Bullying could come in any of these ways:

1) Physical Bullying -

This includes threatening, or actually doing the action of hitting, kicking, pushing and any other physical harm like stealing, hiding or destroying your belongings. Sometimes, you are forced to do things you don't want to do. This is any bullying that hurts someone's body or damages their possessions. It is the easiest to detect because there is concrete evidence of its occurrence, the physical type consist of less than one-third form of bullying.

2) Verbal Bullying –

Verbal bullying is the most common form of bullying and is equally used among boys and girls. This includes calling you names, poking fun at you, teasing, people, giggling, taunting, name-calling, racist slurs, personal insults, insulting and laughing at you each time they see you etc. It is a means of using words in a negative way to gain power over someone else's life. Because younger children, those in middle childhood, have not yet developed a sense of self, they are most likely to suffer from this kind of bullying. With verbal bullying, the goal is to degrade and demote the bullied, making bullying effective and powerful. All bullying focuses on creating a situation in which the bully dominates.

3) Emotional/Relational Bullying-

This includes people refusing to talk, share or allow you to join in games and play activities, spreading lies (or even or truths about something bad you did). This is any bullying that is done with the intent to hurt somebody's reputation or social standing which can also link in with the techniques included in physical and verbal bullying. It is a form of bullying common amongst youth, but particularly upon girls. Relational bullying takes the form of ignoring, not paying attention to someone, exclusion, alienation and avoidance. It is expressed through eye rolling, glares, sighs, snickers, mocking and antagonistic or unfriendly body language. This type is the most difficult to detect because there is often no physical evidence to prove the bullying has occurred, but the emotional pain causes severe damage to self-esteem and development (**Coloroso, 2002**).

4) Cyber Bullying -

This includes people using the internet to send dirty, embarrassing and dangerous messages intended to cause problems. Cyber bullying is the use of technology to harass, threaten, embarrass or target another person. This form of bullying can easily go undetected because of lack of parental/authoritative supervision.

It includes, but is not limited to, abuse using email, instant messaging, websites, social networking sites etc. Cyber bullying as an “aggressive, deliberate behavior by a group or individual using digital means of communication, repeatedly and overtime against a victim who is unable to defend himself easily” (**Smith K.P. & Mahadavi J. et al., 2008**).

5) Collective bullying

Collective bullying tactics are employed by more than one individual against a target or targets.

REASONS OF BULLYING

People can direct frustrations, hurt, anger and difficulty at home or in class by bullying and include reasons like failure of having attention from friends, parents or teachers can make a person bully to others and just to show popular and perceived as “hard” or “cool” and “in charge”. **Vaillancourt et al. (2003)** concluded that poor social skills of individuals might not be the reason of bullying; some individuals with advanced social skills also try to influence others. There are varieties of reasons why people bully:-

i) Cultural causes of bullying-

In a culture where people like to win, show power through violence, there children will automatically learn all such these qualities. It would not be real to expect that children will not be influenced by all these factors in their own or nearby culture.

ii) Institutional causes of bullying-

If the place where the bullying happens (whether at home, at school or at work) does not have high standards of how people treat each other.

Therefore, bullying may be more likely of occurrence and have an influence on why people bully.

iii) The bully has been bullied before-

One of the most important reason of bullying others that many bullies have been bullied earlier, whether by family or just by their peers. They might have been bullied to a point where one feel insignificant, making them so angry they have to take it out on someone. It is happened specifically in that case where bullying occurred in their childhood years, bullies could grow up with a bully mentality because only this much they know.

iv) The bully is lonely-

Another reason of bullying is that bully feels unimportant and left among others. Since everyone has to be vigilant and sometimes those who don't get enough, will become bullies. It's what they know gives them power and purpose. Such children, even if they have many friends, even then, they feel that they aren't getting what they deserve.

v) The Bully has problem at home-

It's usual for a bully to have issues at home. This may be physical or verbal harassment that fully destroys the mind of someone. That could turn a normal person into an aggressive and emotional being with a fragile mind.

vi) The Bully has low self- esteem-

When somebody thinks they are not intelligent enough, beautiful enough or worthy enough, then through manipulating others they have to prop themselves up about themselves. Whatever the cause, the easiest way for them to do that is to cover their low self-esteem by bringing someone else down.

vii) The bully is jealous-

Whenever a bully is jealous of a particular person, they will take their anger out of that person and start the action of bullying. Popularity is often the main reason for envy. The bullied might be more famous than the bully that makes him / her very angry.

viii) The bully has a big ego -

Many bullies just have a big ego. Their pride made them believe they are the best thing and they bully everyone with that shallow mind to prove superior to others.

ix) The bully likes to impress-

Because some people want to be the focus of attention, a bully chooses the wrong way to get the attention. Usually they don't have any particular talent or skills that can impress people so they have to make fun of somebody to get some laughs. Due to this, they think that among their peers they left a good impression.

x) The bully see others as being different-

A bully can choose their target based on a particular reason. In a way, one might be special, whether it's by gender, orientation, disability or something else. On the basis of these, they will single out and verbally or physically abuse others.

EFFECT OF BULLYING-

Bullying is an issue that has an impact on all type of children- those who bully, those who are bullied, and those who are witnesses to bullying between two or more children (Shelley et al., 2012). A typical bullied is likely to be:

- a) Aggressive
- b) Lack in social skills
- c) Think negative thoughts
- d) Experience difficulties in solving social problems

- e) Come from a negative family, school and community environments,
- f) Physically weak and easily distraught emotionally,
- g) Noticeably rejected and sometimes being overweight, having some type of physical deformity and isolated by peers.

Boys are more likely to be victims of physical bullying while girls are more likely to be bullied indirectly. Children who are bullied often show physical or emotional signs, such as: being afraid to attend school, complaining of headaches or a loss of appetite, a lack of interest in school activities and spending time with friends or family and having an overall sense of sadness. They may be suffering from long-term issues of emotion and behavior. Bullying can lead to isolation, depression, anxiety, low self-esteem, increased disease vulnerability, and adjustment in young kids.

RESILIENCY

Being resilient means coping with setbacks, disappointments and challenges in one's life and 'bouncing back' to a state of emotional wellbeing. Children who can think and behave in a resilient manner have a lower likelihood of becoming depressed and a higher likelihood of having more satisfying lives and greater emotional wellbeing. The characteristics and skills which lead children to be able to 'bounce back' after adversity and disappointment is called resiliency and are similar in some ways to those that are typical of children with healthy self-esteem. Healthy self-esteem refers to the positive social behavior, the extent to which children try to live according to a set of pro-social values, the quality of their positive relationships, the challenges they have mastered, the obstacles they have overcome and the goals they have achieved. Every child is thought to be capable of developing a resilient mindset (**Goldstein & Brooks, 2006**). Enhancing children's social competence and strengthening cumulative protections for children now constitute the most promising frameworks for resilience policy and practice (**Masten & Powell, 2003**). Resilience is not a simplistic concept; however, the term is defined commonly as "the capacity to rise above difficult circumstances". It is an individual's ability to cope with adversity. This coping may result in the individual "bouncing back" to a previous state of normal functioning, or simply not showing negative effects.

Hence, resiliency is defined as the ability of coping or "bouncing back" after encountering the negative events, difficult situations, challenges or adversity and to

return to almost the same level of emotional wellbeing. It is also the capacity to respond adaptively to difficult circumstances and still thrive (**Johnson, 2008**).

Recently, there has also been evidence that resilience can indicate a capacity to resist a sharp decline in other harm even though a person temporarily appears to get worse. Boy's resilience in comparison to that of girls is more fragile and because of societal expectations, vulnerability is more hidden by males. It may be more difficult to spot when they are feeling troubled, depressed and isolated. Children observed at age two, who display more autonomy and social maturity than their peers are more likely to report fewer stressful life events and higher scholastic competence at age ten. This translates into a smoother adolescent; with greater self-efficacy (ability to plan and cope well) in the young adult years (**Werner, 2005**). Resilience results from the dynamic, shifting interplay between adversity and protective factors that are present at any particular time during a child's development. It is important to understand that children can usually cope with low to moderate stress, but may be overwhelmed when there are multiple stressors, potentially creating risk factors. Children who demonstrate patterns of resilience are not all alike; nor are they resilient in every circumstance. They have purpose, feel valued (not necessarily by their parents, but by some adult), enjoy being helpful to others and demonstrate age appropriate self-control, independence and taking of responsibility. They comply with parental, school and community rules behave appropriately and get along with others. They are able to focus well in school and cope well with grade-level targets to effectively use the language and math symbols in their culture (**Masten, 2009**). Therefore, it can be said that resilient children are those, who for a variety of reasons are better able to withstand external pressures and setbacks and are less negatively impacted in their attitudes and actions than their less-equipped peers when facing the type of victimization (**Hinduja & Patchin, 2017**).

Four broad factors seemed to offer protection from the damaging effects and stressful life event of bullying:-

i) Personal characteristics-

A child's biologically endowed characteristics can reduce exposure to risk or lead to experiences that compensate for early stressful events increase the chances that a child will have rewarding experiences in school and in community that offset the impact of a stressful home life. Children who have easygoing, sociable dispositions and who can

readily inhibit negative emotions tend to have an optimistic outlook on life and special capacity to adapt to change qualities that elicit positive responses from others. In contrast, emotionally reactive and irritable children often tax the patience of people around them (**Matheisen et al., 2008**).

2) A warm parental relationship-

A close relationship with at least one parent who provides at least one parent who provides warmth, appropriately high expectations, monitoring of the child's activities and an organized home environment fosters resilience (**Taylor, 2010**). Children who are relaxed, socially responsive and able to deal with change are easier to rear and more likely to enjoy positive relationships with parents and other people. At the same time, some children may develop more attractive dispositions as a result of parental warmth and attention (**Gulotta, 2008**).

3) Social support outside the immediate family-

The most consistent asset of resilient children is a strong bond with a competent, caring adult. For children who don't have a close bond with either parent, a grandparent, aunt-uncle or teacher who forms a special relationship with the child can promote resilience (**Masten & Reed, 2002**). Associations with rule-abiding peers who value school achievements are also linked to resilience (**Tiet et.al., 2010**). But children who have positive relationships with adults are far more likely to establish these supportive peer ties.

4) Community resources and opportunities –

Community supports good schools, convenient and affordable health care and social services, libraries and recreation centers- foster both parents' and children well-being. Extracurricular activities at school, religious youth groups, scouting and other organizations teach important social skills, such as cooperation, leadership and contributing to other's welfare. As participants acquire these competencies, they gain in self-reliance, self-esteem and community commitment (**Benson et al., 2006**).

Resilience is an unevenly distributed variable of behavioral and emotional functioning that enables children and young people differentially to cope with and adapt positively to, adverse circumstances and experiences. It has become more important in the context of childhood studies, however, because of the opportunity it offers to focus on children's agency, their adaptive and coping abilities and their competence, in contrast to dominant adult discourses that tend to focus on their vulnerability and need for

protection. It is attached with having a good sense of self- efficacy, self-esteem and ego-strength, giving the ability to make choices and exercise a degree of control. Importantly, the risk and resilience paradigms embody different assumptions about and constructions of behavior and adaptation to environmental pressures: risk research focuses on negative outcomes. The importance of the notion of resilience also lays in the fact that it requires to focus on the individual child rather than children in general, their particular circumstances and their unique selves and coping abilities. Resilience cautions against viewing all children faced with a particular set of negative left circumstances as a homogenous group by alerting to the need to take into account their individuality in terms of both intrinsic and extrinsic variables that can moderate the risks to which they are exposed. The downside of this process of individualization, however, is that it can result in a degree of blame and responsibility being attached to those who do not cope so well.

Role of Parents and Teachers in building Resilience-

Teachers spend a fair amount of time teaching and inculcating good behaviors and handling in school children's inappropriate behaviors. Positive attitudes are promoted although unrewarded or excessive consideration is not given to negative behavior. Learning the specific reasons behind the actions of a child is crucial because young children often learn how to be social and how to regulate behavior. Sometimes it is hard to tell whether a certain behavior is typical for a certain age or whether it is part of a larger problem. Children who interrupt the school program's habits cause teachers a lot of stress. To order to determine possible causes for the actions of a baby, a theory first emerges— a potential reason why the behavior occurs. Second, try to understand the behavior's role (what is the child's purpose). It is crucial for teachers and parents to work together and talk openly for a child with problematic behavior. Teachers need to tell parents what's happening at school and parents need to tell teachers what's happening at home. Although, teachers are part of the school community, according to bullied children, they may only be told about bullying in one-third to one-half of incidents (or less for cyber bullying). Also, bullying behaviors tend to take place out of sight of the teacher, such as in the playground or corridors rather than in the classroom. Teacher reports may be valuable for younger children and less so for older children. Teachers should be able to identify behaviors which are warning signs that suggest social and emotional difficulties outside the normal or expected range which can be

due to the act of bullying. Parents may be told about bullying and sometimes more often than teachers, but their knowledge of bullying in school is likely to be limited. On a practical level, it may be difficult to recruit parents/guardians to provide information (whereas one teacher can provide information on a class of pupils) and in particular parents of children involved in bullying others, may be less inclined to complete questionnaires about their children's behavior. Parenting styles impacts on children's overall development in a way that, positive parenting affects children's development is very positive. They look positively in every life situation and their tolerance power is high. They develop attitude of ready for worst and hoping for the best. Whereas, negative parenting creates negative view and attitude of children in their life and they can't reach to their full potential. They found afraid of being affected by negative view and attitude of children in their life.

RATIONALE OF THE STUDY

Parents should bring up their children in a very gentle manner so that they do not harm others and at the same time also do not get hurt. If they have anyhow indulged in such bullying practices, they can easily be resilient to harassment by means of interventional strategy and teacher-parent support. The after-effects of bullying, even from mental illness to death, are becoming increasingly dangerous. It is therefore necessary to make the next generation aware of the same and to make them aware of it. One of the bullying consequences is that it can affect the character of the bullied kids. We may refuse to engage in situations such as public speaking or in sports once a person has been bullied. There are far more serious consequences, despite all the negative results of harassment. There have been countless reports over the past. Parents should bring up their children in a very gentle way that they do not harm others and at the same time, don't get hurt themselves too. If anyhow they got indulge in such bullying activities, then, through interventional plan and teacher- parent support they can be easily make resilient against bullying.

The after effects of bullying are becoming more and more dangerous, even from mental sickness to death. Thus, it is necessary to make the upcoming generation aware of the same and sensitize them. One of the effects of bullying is that it can change the bullied children's personality. Once a person has been bullied, they may hesitate to participate in situations like public speaking or in sports. Despite all the negative effects of bullying, there are even far more serious consequences. There have been

countless reports over the past few years of students committing suicide because they were bullied. Furthermore, there are times when bullying children see no escape but seek revenge against the bully and instigators by severe acts of violence. People can lose their ability to love and trust as a result of harassment, denying them the opportunity to experience a relationship of value later in their lives. The unfortunate consequence of this is sometimes cyclical harassment. People who have been bullied may become bullies themselves in an attempt to regain their power and self-esteem. With addition to this, bullies that are not challenged or stopped may be in future positions where they may be able to bully as adults. Apart from its long-term effects, some abuse results can be and felt immediately. If one child calls another child's names, the victim will scream, and after a hit to the face, a bruise will develop. Many harassment consequences are not always visible to the naked eye, however. There are so many bullying consequences that they cannot be counted or expected. This is why stopping bullying is so important. Therefore, resilience against bullying is required to study children's personality. Resiliency can be built with the help of parents and teachers as well, by inculcating moral values. The research will be undertaken to determine why young children committed bullying in different ways and what the most common act of bullying is and what should be done to prevent them from doing so. Because this behavior of bullying and its types can improve in middle childhood by placing children in increasingly constructive behaviors or conditions, If a child is resilient to bullying, he / she will experience positive socio-emotional development, he / she will have a sense of stability and belonging. In order to study children's behavior in bullying and develop resistance against bullying, this study was conducted with the following objectives:-

Objectives for the study will be:-

- 1) To identify the respondents as bully or bullied
- 2) To determine the types of bullying most prevalently practiced by the children
- 3) To find out the reasons of indulging in bullying
- 4) To study the knowledge level of children about bullying
- 5) To know the effect of bullying on the bullied children
- 6) To assess the level of resiliency among bullied children
- 7) Designing and application of an intervention module prepared for children

Hypothesis

Ho1: There exists no significant difference in the types of bullying done across different schools (government school & private school)

Ho2: There exists no significant difference in the types of bullying done across gender (boys & girls)

Ho3: There exists no significant difference in the reasons of indulging in bullying across different schools (government school & private school)

Ho4: There exists no significant difference in the reasons of indulging in bullying across gender (boys & girls)

Ho5: There exists no relation between knowledge level of children about bullying and gender (boys & girls)

Ho6: There is no association between level of knowledge among children about bullying and types of school (government school & private school)

Ho7: There exists no significant difference upon the effect of bullying on victims across gender (boys & girls)

Ho8: There exists no significant difference upon the effect of bullying on victims across types of school (government school & private school)

Ho9: There exists no significant difference upon the Pre-Resiliency Test across different types of School (government school & private school)

Ho10: There exists no significant difference upon the Pre-Resiliency Test across gender (boys & girls)

Ho11: There exists no significant difference upon the Post- Resiliency Test across different types of School (government school & private school)

Ho12: There exists no significant difference upon the Post-Resiliency Test across gender (boys & girls)

Ho13: There exists no difference in resiliency skills among children (bullied) pre and post intervention.

Limitations:

- 1) Every tenth child from a particular class/grade was randomly selected for the study
- 2) Study has limited to the age of ten to twelve years and two hundred children
- 3) Study has taken and shown the comparison between government and private schools and boys and girls only
- 4) One government and one private school was selected for the assessment of resiliency level
- 5) Only forty children in the category of bullied children were selected out of two hundred for assessing the resiliency level

REVIEW OF LITERATURE

A systematic and thorough review of studies related to the problem under study, help in analyzing the problem, its historical status and its development and current status. The review below presents an elaborate account of the studies related directly or indirectly with the present study. It has been classified as follows: -

2.1. Studies related to bullying

2.2. Studies related to types of bullying

2.3. Studies related to reasons of bullying

2.4. Studies related to knowledge about bullying

2.5. Studies related to effect of bullying

2.6. Studies related to resiliency

2.1 Studies related to bullying-

Magdalene J. (2018) surveyed a recent incident in a Chennai school where a class two girl was roughed up by a few of classmates, she said the school and other parents coerced the girl's mother to keep silent and not initiate an active discussion in social forums. During the survey, sixty-nine percent students from grade fourth to eighth, admitted to difficulties in working with students who are different from them in attire and mannerisms. Also, fifty-three percent teachers reported students are aware of their good qualities and talents. Those part of the survey said these findings stress the fact that schools need to focus more on relationship management and self-awareness, which are among the five social emotional competencies identified as relevant to Indian students. More boys (54%) reported physical harassment and complained of beating and fighting among themselves, compared to girls (46%) across country. The other major concerns reported in the study are interpersonal relations of student with peers, friends, and teachers. The study highlights the key strength and areas of improvement of the Indian school environment to nurture social-emotional competencies in students. Based on the study, a set of guidelines for developing social emotional learning will be compiled for teachers and schools and submitted to the

authorities like the ministry of women and child development or the HRD for putting them into action.

Rana M et.al.,(2018) researched a method to establish and assess the impact of a multi-component school-based bullying prevention program in India between eight hundred and forty-six grade seventh and eighth grade students at intervention and control schools in Chandigarh, Union Territory, North India. In each of the interference and control hand, a government and a private school have chosen intentionally. The approach was based on a socio-ecological model, conducted at the level of persons, relationships (parents and teachers) and school. The primary outcome of the study was the proportion of students in each study arm experiencing any type of bullying (bullying, victimizing or both). The intervention's efficacy has been evaluated by variation in measurement of discrepancies and generalized estimation equations. This study's design was quasi experimental, where the groups were not randomized into intervention and control groups and selected purposefully. It resulted that it will generate evidence on the effectiveness of the intervention in dealing with bullying problem among students, which can guide the policy makers on formulating policy or guidelines for universal implementation of this program in the schools not only in India, but in other low and middle income countries as well.

Gyanesh A. (2017) conducted a survey as many as forty-two percent of students of class fourth to eighth and thirty-six percent of class ninth to twelfth said they are subjected to harassment by peers on school campuses, a five-year study conducted at fifteen locations across the country has found. The survey covered Bengaluru, Shivamogga, Mumbai, Chennai, Bhopal, Guwahati and nine other cities.

Menesini E. & Salmivalli C. (2017) addressed the frequency, age and gender disparities, and different types of bullying, as well as why and how long it takes, beginning with broad surveys conducted in Western countries and to a lesser degree in low-and middle-income countries. The prevalence rates vary widely across studies; therefore, specific attention has devoted to the definition, time reference period and frequency criterion. They also focused on risk factors as well as short- and long-term outcomes of bullying and victimization. Their conclusion, based on between- programs evaluation, was that the intensity (such as number of hours) and duration of

programs is related to their effectiveness. In several countries, it is legally required that schools have an anti-bullying policy. This obligation is desirable, but it should be remembered that having any kind of policy in place might not be enough. Interventions that have been found to be effective through rigorous evaluations should be utilized. Schools should be provided with guidance regarding most effective practices and programs.

Smith (2016) conducted study on “Bullying: Definition, Types, Causes, Consequences and Intervention: Bullying” which showed that there is still much to be learnt about bullying, particularly about what motivates bullying and the effectiveness of specific intervention components. He found that bullying is repetitive aggressive behavior with an imbalance of power. Research, especially on school bullying, has increased massively in the last decade, fueled in part by the rise of cyberbullying.

Hymel & S. (2015) examined harassment between school-age children and youth over the past forty years. Evidence on topics of meaning and evaluation in the context of bullying and victimization has been updated and data on prevalence rates, consistency, and modes of bullying behavior have been summarized. Such papers dealt with coercion, victimization, mental, moral, legal and conceptual implications and theoretical issues facing educators, researchers, and practitioners, and effective prevention and intervention efforts. He concluded that to provide psychologists with a comprehensive review that documents awareness of the nature of harassment between young people of school age and strategies for future research and prevention efforts. He concluded that to provide psychologists with a comprehensive review that documents the current understanding of the complexity of bullying among school- aged youth and directions for future research and intervention efforts.

Rodkin C. P. et.al.(2015) reviewed research on the relational processes involved in peer bullying, considering developmental antecedents and long-term consequences. The following themes were highlighted:

- (a) Aggression can be both adaptive and maladaptive, and this distinction has implications for bullies’ functioning within peer social ecologies
- (b) Developmental antecedents and long-term consequences of bullying have not been well-distinguished from the extant research on aggressive behavior

(c) Bullying is aggression that operates within relationships of power and abuse. Power asymmetry and repetition elements of traditional bullying definitions have been hard to operationalize, but without these specifications and more dyadic measurement approaches there may be little rationale for a distinct literature on bullying—separate from aggression. Applications of a relational approach to bullying are provided using gender as an example. Implications for future research are drawn from the study of relationships and interpersonal theories of developmental psychopathology. They concluded that to better distinguish bullying from aggression, along with being a feature of individual personality and behavior, characteristics like unequal, asymmetric relationship, has been stressed.

2.2 Studies related to types of bullying-

Dieter W (2017) studied that cyberbullying doesn't create large numbers of new victims. Most bullying is face-to-face – with cyberbullying used as a modern tool to supplement traditional forms.

Holfeld B. & Leadbeater J. B. (2014) examined the psychometric properties of a measure of cyberbullying behaviors and experiences among fifth and sixth –grade Canadian children at the beginning (n= 714) and end (n=638) of a school year and were highest for sixth- grade students who reported greater access to and use of technology. He concluded that cyberbullying behaviors represent joking around were endorsed more frequently than aggressive types of behaviors.

Hamm MP et al. (2015) reviewed the existing publications that examine the health-related effects of cyberbullying via social media among children and adolescents. Its thereafter, results indicated that the most common reason for cyberbullying is relationship issues, with girls most often being the recipients. Responses to cyberbullying are most often passive, with a pervasive lack of awareness or confidence that anything can be done. This is critical to the development of effective prevention strategies.

Naidoo S. et.al. (2016) used a school-based educational intervention with a randomized controlled trial, to reduce verbal bullying, was conducted among grade 10 students in 16 urban and rural schools in KwaZulu-Natal, South Africa in 2013. Baseline and post-intervention questionnaires, developed using the Integrated Model

for Behavior Change theoretical model, were used to assess changes in verbal bullying. It was found that there were reduced verbal bullying experiences in post- intervention. Improved social norms and awareness of verbal bullying were associated with reduced verbal bullying experiences and behavior. Although less likely to bully others verbally, girls were more likely to experience verbal bullying. Students with no living father were more likely to bully others verbally. The study findings indicate that a school-based intervention can positively impact on verbal bullying experiences and behavior.

Fu Q. et.al. (2015) applied a new two-step method to study trends in self-reports of victimization during the last year from four forms of violent bullying at school (threatened without injury, threatened with a weapon, injury without a weapon, injury with a weapon). A statistical algorithm was developed firstly for estimating, for each school year, the exposure probability (likelihood or risk of being victimized) and intensity rate (rate of victimization among those exposed to the risk of being victimized) parameters of zero-inflated Poisson models of truncated and combined self-reported victimization frequency data for the four forms of violent bullying. Estimates of both the exposure to, and intensity of, the self-reported frequencies for each the four forms for each of the grades show increases into the middle part of the 2000–2010 decade with slight declines in the years 2008–2012. Exceptions are found for intensity rates of threats without injury and threats with a weapon among 12th graders. Second, age-period-cohort analysis was applied to the estimated exposure and intensity parameters of violent bullying victimization This analysis revealed: (1) that both the exposure probabilities and intensity rates decrease from the 8th (typically 13-14 year olds) to the 10th (typically 15-16 year olds) to the 12grades (typically 17- 18 years old); (2) that the school years 2006 to 2012 were associated with decreases in time period exposure probabilities and increases in intensity rates - fewer students victimized per school year but those who are victimized are victimized more frequently; and (3) that birth cohorts born since the late-1980s had decreases in intensity rates, but their exposure probabilities increased until the most recent (1995- 1996) cohorts for which the exposure probabilities have stabilized or declined.

2.3 Studies related to reasons of bullying-

Turner et al., (2017) addressed the gap between characteristics that mostly impact on bullying by using a nationally representative U.S. sample of youth ages ten- twenty years to examine the relative effects of a variety of potentially aggravating incident characteristics on emotional, physical health and school-related outcomes. Findings shown support for power imbalance and duration (a stronger predictor than repetition) as incident characteristics have substantial effects with or without the presence of these qualities. Injury, sexual content, involvement of multiple perpetrators and hate/bias components of peer harassment incidents each increased at one negative outcome. Findings point to several features of peer harassment that can provide a basis for prioritizing victimization experiences in greatest need of intervention efforts.

Slonje Robert et al., (2017) conducted a study on “Perceived reasons for the negative impact of cyberbullying and traditional bullying” and investigated what perceived grounds may be associated with the negative feelings of a victim of bullying and how they relate to four forms of bullying (direct traditional bullying, indirect traditional bullying, cyberbullying public and private forms). In Study 1, nineteen Swedish students engaged in focus groups to produce a variety of potential explanations for harassing negative emotional interactions, providing reasons for advertisement, risk, lack of effective coping strategies, lack of social support, persistence, no escape and anonymity. In Study 2, the four forms of harassment are important for these seven reasons, with 499 Swedish pupils aged 12 -16 years. Reasons differed by age, gender and types of bullying. It was found in study that some reasons were perceived as explaining the negative impact of bullying more for certain types of bullying compared to others; thus, there may be some advantage for tailoring different coping and support strategies to the specific type of bullying that victims have been exposed to.

Beck R. A. (2016) conducted a study on “Psychosocial aspects of obesity” with a focus on weight- based victimization and discrimination stemming from weight bias and stigma. It revealed the outcomes from these bullying and discriminatory experiences are pervasive and impact youth across all settings, including school. It provides recommendations on how to reduce bias and stigma to better serve these students in the school environment.

Raghavan Srinivasa J. (2015) studied that every third child is bullied in school in India. The pan- India study covered 2700 respondents with parents and children in equal number. She found that children who bully others in school are generally victims of bullying at home. According to her, “While bullying is quite common in schools, it is not addressed actively by parents and institutions. The environment at home tends to carry on to school and the child does not know how to deal with the pent up anger.”

Jan A.M.S & Husain S. (2015) studied that bullying is difficult to eradicate in schools because it is so often effectively used by students. Teachers as professionals have to deal with the consequences of pupil-on-pupil bullying. Bullying must be recognized, understood and taken seriously. The major objectives of this study were-

- (i) To understand the nature of bullying
- (ii) To find out the causes of bullying
- (iii) To find out impact of pupil-on-pupil bullying on students ‘learning

Ten teachers and forty students were constituted as sample of the study. Simple random sampling technique was used to select respondents. Restricted response questionnaire was used as research tool for the collection of data about prejudice based bullying in schools. Collected data were analyzed through SPSS by running frequencies, mean score, percentage and standard deviation. The findings of study highlights the nature and various causes of bullying which will help in the formulation and implementation of various strategies to reduce the bullying behavior of students for better learning. It resulted that bullied pupils reported that they tried to take revenge from younger students and indicated that those pupils who were being bullied in one side tried to act as bully at other instant, as indicated by mean value of 2.54 for male students and 1.70 for female students on items of revenge seeking cause of bullying, where individual will be bullied but whenever get chance he/she will play dominant role by acting as bullies either by involving himself or herself in bullying activity, mean values of male students for it is 1.54 and for female students is 1.51). The results also suggested that gender-differences also play important role between pupils. Girls were more likely to show absentees from school than boys.

2.4 Studies related to knowledge about bullying-

Rigby, K. & Johnson, K. (2016) examined the prevalence and effectiveness of anti-bullying policies being used in a convenience sample of Australian Government

schools in a six state or territory educational jurisdictions. It has drawn upon the perceptions and experiences of a range of stakeholders, that is, school, teachers, parents and educational administrators from a number of Australian states and territories. Online questionnaires were answered by schools (N = 26) through a school representative in consultation with colleagues; students (N = 1,688) in Years 5 to 10; teachers (N = 451) and parents (N = 167). In addition, interviews were conducted by telephone with regional administrators/educational leaders (N = 10). Both quantitative and qualitative methods of analyses were employed. Results were analyzed in relation to type of school (primary, secondary and combined), disability, gender, ethnicity and year of schooling. The results provide an account of the social context in which bullying takes place. These include estimates on bullying prevalence, student responses to bullying and effects on student wellbeing. How schools are responding is then examined in relation to proactive approaches (i.e., preventing bullying) and reactive approaches (i.e., responding to cases of bullying) adopted by schools. Key findings were that approximately fifteen percent of students reported being bullied, most commonly in verbal and covert ways. Disabled students reported being victimized more often than able-bodied students. In general, the sample of Indigenous students was not bullied more than others, but there was evidence of them being more often racially harassed. All the schools reported having a written anti-bullying policy, but only (47.8%) students indicated that they were aware of its existence. Most students reported that teacher-led instruction and activities on bullying took place at their school, more commonly in primary schools.

Saibon J.et.al. (2017) identified the effectiveness of the 2Bs program (I'm a buddy not a bully) in enhancing school children's knowledge and awareness on bullying behavior. A total of 240 students from three different schools orientation (academic, religious and sports) who participated in the program were selected as the respondents of this study. Questionnaires were used as instruments for data collection. Findings demonstrated improvements in knowledge and awareness of the bullying behavior among students who join the program. The 2Bs program is reported as a contributing element in helping students to have better understanding on the concept of bullying and the role of buddy and bystander. By emphasizing the role of buddy, the incidence of bullying in schools in this country is expected to be controlled.

2.5 Studies related to effect of bullying-

Delara E. (2018) investigated the aftermath of childhood bullying for young adults in terms of their health, mental health, and relationship issues. Further, it asked participants for their definitions of bullying. The study was part of a mixed methods inquiry. For the qualitative portion, seventy-two graduate and undergraduate students in the U.S., ages eighteen to twenty-nine, participated as a purposive sample. The majority of participants were Caucasian and female, though twenty-eight percent represented minority groups. Semi-structured interviews were conducted lasting approximately one hour each. A participatory action research approach was taken to understand the lived experiences and perceptions of the young adults. Grounded theory was utilized in reviewing the data for thematic responses. Member checks and triangulation were employed to substantiate credibility, authenticity, and coherence of the data. Content analysis revealed lasting 2 consequences in a) mental and psychological well-being b) eating disorders, weight, and body image, and c) relationship and trust issues. Results were indicative of the need for further research on childhood bullying as it affects later adolescent and young adult development. Understanding the aftermath of childhood bullying is important in informing bullying interventions and maintaining a focus on early prevention efforts.

Oliviera D.F.et.al. (2018) measured the effect of bullying in math scores of students in the 6th grade of public (Nansel et al., 2001) school in the city of Recife, Pernambuco, Brazil. The methodology applied was Propensity Score Matching (PSM) in order to compare students who reported having suffered bullying with a control group, consisting of students who did not suffer bullying. Specifically, to know the role of social emotional skills and their potential influence on bullying. The results advised that bullying had a negative impact on performance in mathematics which socio- emotional skills facilitated students agitate bullying. The results advised that bullying had a negative impact on performance in mathematics which social emotional skills will facilitate students agitate bullying. To spot temperament traits, an element model was used that additionally served to correct for prediction error bias. The sensitivity analysis indicated potential issues of omitted variables. The results indicated that anti-bullying programs ought to take into consideration social emotional skills.

2.6 Studies related to resiliency

Galoustian G. (2018) conducted a study that validates however resilience differentiates children who simply survive bullying from people who thrive once faced with adversity. The researchers hypothesized that resilient children are less possible to be targets for bullying each in class and on-line, and people who are targeted are less compact by it in class. To check this idea, they used a valid biopsychosocial 10-item resilience scale to explore the link and knowledge with bullying and cyberbullying.

Results from the study found that uniformly, students with higher levels of resilience were bullied in class or on-line less typically and among people who were bullied, resilience served as a buffer, inculcating them from being affected negatively in class. Their expertise with varied kinds of social peer hurt conjointly varied reciprocally with the students' self-reported level of resilience.

MATERIALS AND METHODS

The science of methods or principles of procedures, proper modes and orders of procedures is called methodology. It consists of the description of the methods or adopted techniques and the tools the researcher used for collecting, organizing and analyzing data. According to its procedure, suitable method (or methods) should be adopted in relation to the objectives of the study. The resolution for the method or methods to be employed, however, always depends upon the character of the problem selected and the type of data needed for its solution. The method selected should always be apt, workable, pre-planned and well-understood for the problem under analysis. This chapter contains the design adopted for the study, sample selected, tools used, procedure followed for data collection and statistical techniques employed for the analysis of data. A systematic approach was adopted in the selection of samples, identification of variables, their measurement and statistical tool used in the analysis of data to implement the query and achieve the desired objectives.

In order to facilitate systematic approach, following sections were framed:

3.1 Research Design

3.2 Phase wise plan of work

3.3 Conceptual Framework

3.4 Selection of sample

3.5 Selection of variables

3.6 Operational definitions

3.7 Selection, construction and description of tools

3.8 Data collection procedure

3.9 Data processing and analysis

3.1 Research Design

A research design is the enumeration of method and steps of obtaining the information needed. Research design includes systematic arrangement of conditions for collection and analysis of data in a way that aims to combine research objectives under-taking economical procedures. It is important to consider because it governs most of the analysis part of data. In the present study, descriptive cum experimental design were chosen. To find the percentage of students doing bullying and being bullied, who are studying in different types of schools, types of bullying faced by students, knowledge of bullying among students and resiliency against bullying in students, descriptive research design was chosen. On the other hand experimental research design was planned to study the impact of intervention module developed by the researcher on students bullied in respect of developing resiliency against bullying.

3.2 Conceptual framework

The conceptual framework deals with the own idea of the author to perform the study in an original manner. It was built on the basis of the subject of research and potential means of achieving the goals. Since the subject was "Building resilience against bullying among kids through Participatory approach," the study request was supposed to be the factors that exactly fulfill the goals.

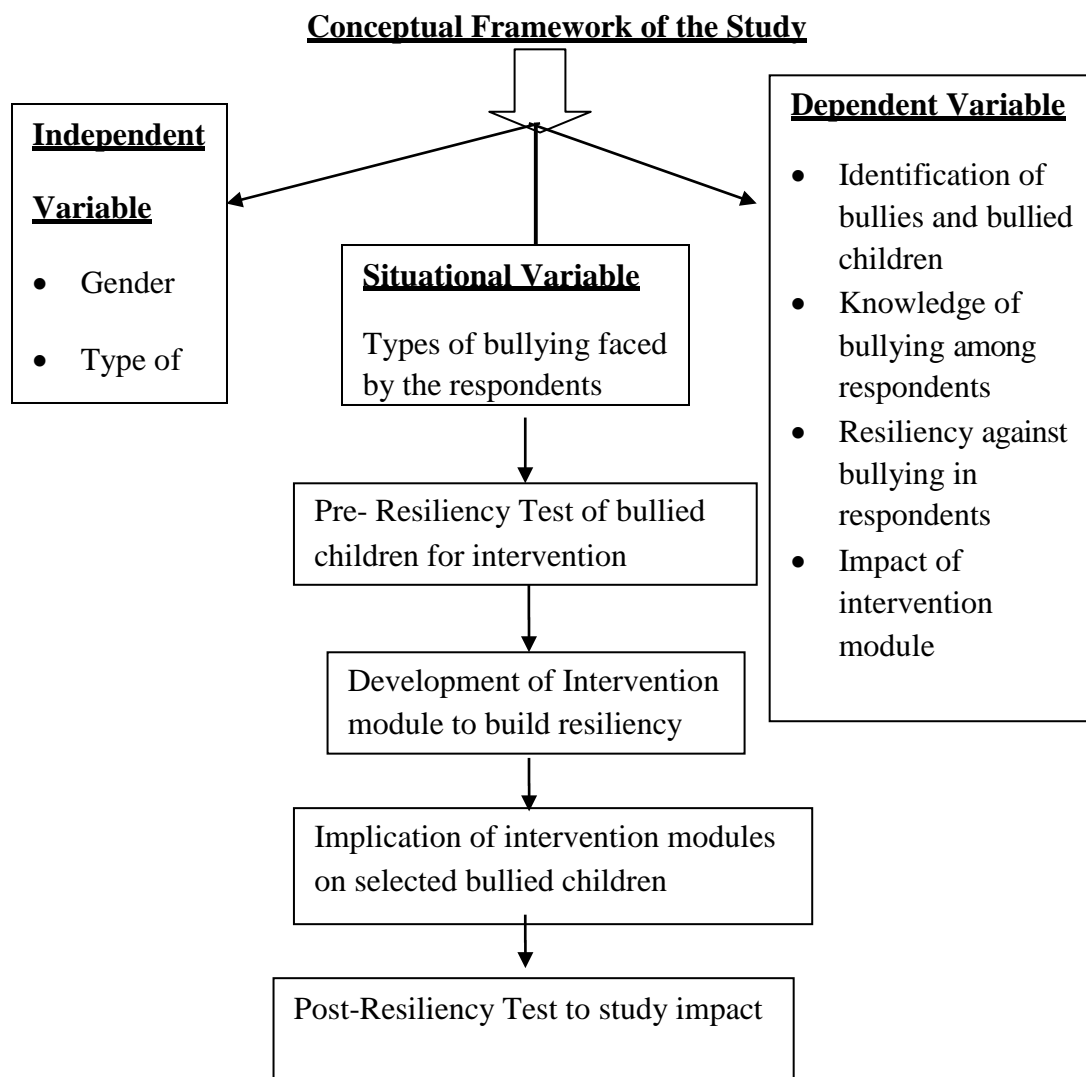


Fig.3.1: Conceptual Framework

3.3 Phase wise plan of work-

Phase I: - Selection of schools and children

Phase II: - Use of standardized Scales along with interview schedule on selected children from different selected schools

Phase III: - Development of intervention module

Phase IV: - Intervention of developed module on identified bullied children

Phase V: - Post- Resiliency Test to study impact of intervention module

Phase VI: - Tabulation and Analysis of data by using various statistical tools

3.4 Selection of variables

As the name suggests, factor is something that varies. In other words, variables are the conditions characteristics which the experiments may manipulate, monitor or observe. These were grouped into three classes ' that were under review. Dependent variables, independent variables, and situational variables. The schematic presentation of the variables used in the study is given in Fig. 3.2

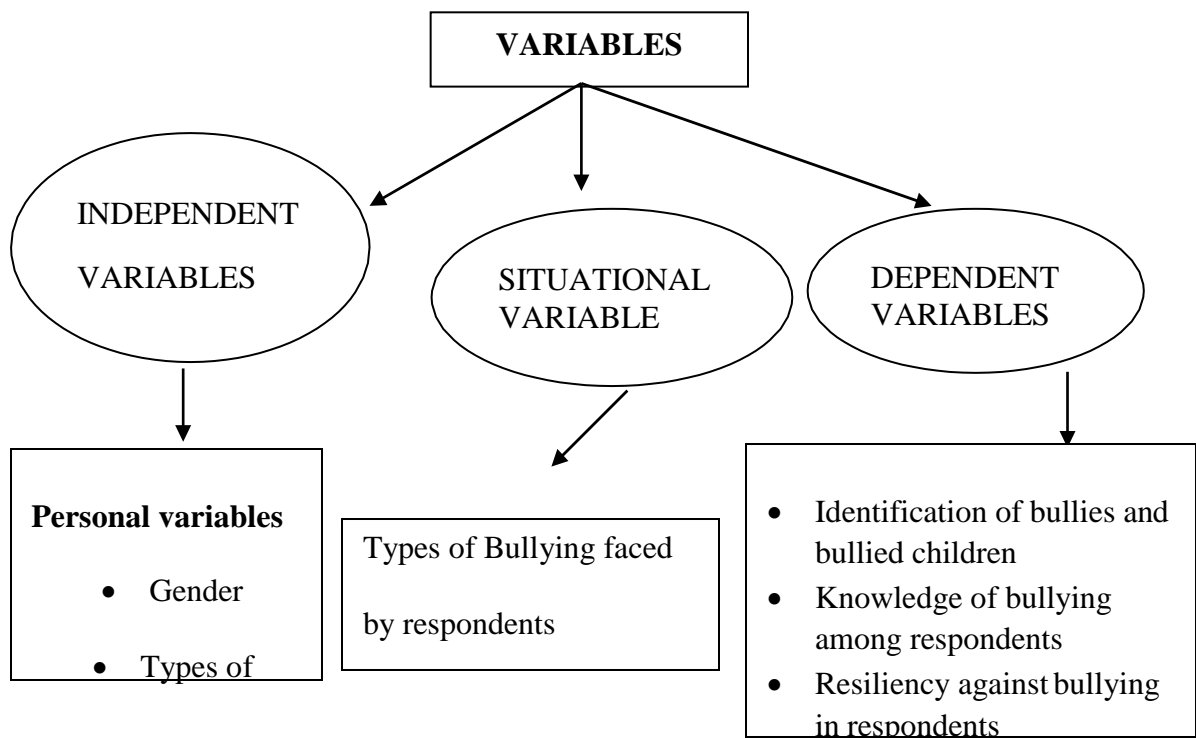


Fig.3.2 Schematic Presentation of the variables

3.4.1 Dependent variables - Dependent variables are measurements of the changes that independent variables impose. In the study, dependent variables have been identified as:

a- Identification of bullies and bullied children

Children were identified as bullies or bullied with the help of using Illinois bullying victimization scale. The scale is divided into two sections: a bullying measure that measures student involvement in bullying (questions 1–9) and a victimization measure that measures the extent to which students have been victimized by bullying (questions 10–16).

b- Knowledge of bullying among respondents

Information that respondents had related to various aspects of bullying

c-Resiliency against bullying in respondents

The ability among respondents to resist bullying is known as resiliency

3.4.2 Independent variables- Independent variables are what is varied in nature and will effects the other dependent variables like age, class, where researcher has no control over these variables.

a- Gender

Gender was studied as number of boys and girls considered for the present study, it was:

i- Boy

ii- Girl

b- Types of School

The schools selected were having either

a. Private Schools

b. Government Schools

Situational Variable:-

Types of Bullying faced by respondents-

It includes the types of bullying faced by the respondents like physical, verbal, emotional, and mental and cyber bullying.

3.5 Operational definitions

Certain concepts were operationally defined for the measurement of variables in the present study. These were as follows:

1- Bullying-

Bullying is defined as any type of unwanted activity done by their classmates, seniors etc. which harms them physically or emotionally.

2- Knowledge of respondents

Information that respondents had related to various aspects of bullying

3- Resiliency

Ability among respondents to resist bullying

4- Intervention

Intervention derives from the Latin "intervenire," meaning "to get between, to interrupt." Intervention is the act of adding one thing, like a person trying to help, among others.

3.6 Selection, construction and development of tool:

In the qualitative research, appropriate tools of data collections should be used to satisfy the objectives. In the process of data collection following tools were used in present study:

- 1- Self-Constructed and pre tested Interview schedule**
- 2- Illinois Bully Victimization Scale**
- 3- Self-constructed Knowledge Scale**
- 4- Child & Youth Resilience Measuring Scale**
- 5- Intervention Module for Children to build resiliency**
- 6- Experimental Tables**

1- Self -Constructed and Pre Tested Interview Schedule:

It was constructed to collect information related to general profile of respondents, types of bullying faced by respondents, major reasons and impact of bullying on the bullied children.

2- Illinois Bully Victimization Scale:

To identify children as bully or bullied Illinois Bully Victimization Scale was used. The scale was prepared by D.L Espelage & M. Holt in 2001. The scale is divided into two sections: a bullying measure that measures student involvement in bullying (questions 1–9) and a victimization measure that measures the extent to which students have been victimized by bullying (questions 10–16). Some of the items in the victimization measure were not originally included in the Illinois Bully Scale. They have been added in order to allow schools to capture information on more types of bullying than the original survey. Only items 10–13 have been tested and validated, so schools wanting the most scientifically rigorous measure should just score and use those items. Schools less concerned about that

but interested in more information can choose to use items 14–16 as well. The survey instructs students to report on what has happened at school within the last 30 days. Limiting the survey to the most recent 30 days allows the tool to be used to measure changes in bullying behavior rather than simply capturing what has happened throughout the entire school year.

There are no norms available to allow schools to use this survey to compare the level of bullying in their school to other schools or to determine what is “good” or “bad” level of bullying. The survey is intended to be used to track rates of bullying in a school over time. Bullying typically increases from fall to spring, so a simple fall-to-spring comparison could hide the effects of bullying prevention efforts. Ideally scores should be compared from the same time of year, such as midyear or spring of one year to midyear or spring of the next. Add up scores for both the bullying and victimization measures or total them individually. Both measures can be combined to yield a bullying/victimization score, or they can be looked at separately. Higher the score higher they have bullied and did bullying with others, like if they chose “never” for the statements that they ever did bullying things and never happened with them they will score 0, if they did and happened with them for 1 or 2 times they will score 1, for 3 or 4 times they will score 2, for 5 or 6 times they will score 3 and for 7 or more times they did bullying things with others they will score 4. Those respondents who have scored less than 15 were considered as bullies and who have scored more than 15 were considered as bullied.

Level of bullying on the basis of scores:-

Scores	Level of bullying
Less than 15	Bullies
16-30	Bullied

3. Knowledge Scale:

For the assessment of the knowledge of respondents on various aspects of bullying a knowledge scale was developed.

a. Item collection:

The contribution of number of items in the knowledge level of respondents were collected from the literature and concerned expert in the field. An item relevant to the study was collected. The following criteria were considered while selecting items for the scale:

- The statement should be in simplest form.
- Statements should be clear, precise, and straight forward.
- Double negatives should not be present in any statement.
- They should have a certain difficult value and they should promote thinking of respondents. Above mentioned criteria were thoroughly screened and cited in order to make them more simple, clear and meaningful to elicit maximum information.

b. Establishment of content validity of tool:

Validity is the most critical criterion and indicates the degree to which an instrument measures what it is supposed to measure. In other words, validity is the extent to which differences found with a measuring instrument reflect true differences among those being tested.

Content validity is the extent to which a measuring instrument provides adequate coverage of the topic under study. It was determined by using a panel of persons, who judged how well the measuring instrument meets the standards. For content validity of the knowledge scale, ten experts were selected. These experts were requested to judge the content validity of the scales. For this a score sheet was prepared for the judges and the screening of the same was done on the basis of following criteria.

- The statements selected by 70% or more judges on relevance were retained in the scale
- The statements which were not cleared by 70% or more were re-casted to make them meaningful.

c. Establishment of reliability:

Instruments' reliability is the consistency, with which it measures the target attribute. An instrument is reliable, to the extent that it measures and reflects the true scores (Ottley, 2010). The reliability of the scale was .828. To establish the

reliability of the scales, pre-testing on a sample of 30 respondents was done. The responses of respondents on each statement of knowledge scale were quantified. For knowledge scale, score 1 was assigned to response “Incorrect”, score 2 to “Partially correct” and score 3 was given to “Correct” response. For the scale reliability was tested by using split half technique. The zero order correlation between even and odd numbered items was worked out as a measure of reliability. The coefficient of reliability was computed with the help of Spearman Brown Prophecy formula.

$$r = \frac{\Sigma (xy)}{\sqrt{\Sigma x^2 x \Sigma y^2}}$$

$$r_{tt} = \frac{2 r_{hh}}{1 + r_{hh}}$$

Where,

r_{tt} = Reliability of the total test estimated

r_{hh} = Correlation between halves

The reliability of the knowledge scale was 0.79 respectively.

Level of knowledge on the basis of scores:-

Scores	Knowledge Level
0-22	Poor
23-44	Fair
45-66	Good

Data in the table 3.1 revealed that respondents who were scored between 0-22 were unaware about the bullying, those who have scored 23-44 were partially-aware and those who have scored between 45-66 were aware about the bullying already.

4. Child & Youth Resilience Measuring Scale

To test resiliency among bullied children Child and Youth Resilience Measure (CYRM). The IRP originated in 2002 under Dr. Michael Ungar at the School of Social Work, Dalhousie University. Twelve item scale was used to collect the information. This scale is measured on 3-point Likert Scale. The reliability of CYRM Scale was 0.754. Higher the score the higher level of characteristics associated with resilience. Each statement has categorized into three options “No”, “Sometimes” and “Yes” and for each “No” statements the scoring was “0”, for “Sometimes” scoring was “1” and for “Yes” scoring was “2”. During Pre-resiliency test 5 (62.5%) respondents were non-resilient and 15 (37.5%) were resilient, as it is clearly shown from their resilience scores. Those who have scored less than 29 were considered as non-resilient and who have scored more than 29 were considered as resilient against bullying. After pre-resiliency test, the resiliency against bullying was developed through interventional modules as participatory approach. For this, post-resiliency test was conducted to check the resiliency level against bullying after using the developed interventional modules. It was found that the number of respondents reached to 6 (15.0%) for non-resilient and 34 (85.0%) for resilient against bullying after the post-resiliency test.

Level of resiliency on the basis of scores:-

Scores	Resiliency Level
Less than 29	Non-resilient
30-38	Resilient

5. Development of Intervention Module:

The investigator referred to different available modules in the field of Bullying. By analyzing the content of various modules already available, a game to build resiliency and webpage for building resiliency against bullying were prepared and after showing to teachers, they were finalized. The intervention module was designed in the form of tactile and audio-visual aid to improve the resiliency of students identified as bullied by making them aware about bullying and various resilient steps towards it.

(i) “Guess the Reason” Game –

For the development of game, cardboard, polythene-sheet for the board, ivory sheet, scissors for the twenty-four cards were needed. Then, with the help of it, cards with the reason and impact written on it and a board was prepared to place the cards. Cards should be placed in such a way on board, that “impact” cards would be on one side and “reason” cards on another while pairing them. Before diving in, principle of cause and effect has reviewed with the children that if there is an impact of something on anybody, there is always reason behind it, also, correlating with the bullying and resiliency. Children were reminded that game includes the reason and impact to show the relationship between two facts, concepts, or events, in which one is the result of the other (or others). Some examples was given to put the concept into context, for example, she has gone market to buy fruits. The students were asked to make the response by matching the situational card with the reason card. Then, whoever made all the pairs with no cards remaining was at first position among other students and that was the end of the game too. Following steps have been taken during the game:-

- On their turn, players have the option of picking up the face-up card or choosing a new card from the stack. The object of each turn is to match a “cause” card with an “effect” card.
- Players must discard one card into the face-up stack after each turn. Players should always have 7 cards in their hands.
- When a player thinks he/she’s made a match, he/she must show the matching cards to her opponent. If the match makes sense, the match will be approved. If not, then he/she’ll have to try for a new match during his/her next turn.
- The game ends when one player has no cards left. The player with the most matches at this point wins

(ii) Candle activity-

For this, following materials were needed:

- ❖ Small candle
- ❖ Clear glass that can fit over the top of the candle
- ❖ Matchbox or lighter

The procedure for this activity was as follows:-

- 1) First of all, a comparison of fire and bullying told to the class that both can be bright and both can hurt
- 2) Then, lit the candle
- 3) After this, explanation has given on how bullying needs peer attention to keep going just like a candle needs oxygen to stay lit
- 4) Many forms of peer attention was discussed-
 - Arguing with someone that teases you
 - Laughing at someone being picked on
 - Watching bullying and doing nothing about it
- 5) Next, explanation has been provided on how taking away peer attention is like taking the oxygen away from a candle (cover the lit candle with the clear glass cup, and watch as the flame slowly dies out).
- 6) Then, children has told that peer attention can be taken away by:
 - Telling an adult
 - Telling someone teasing you to “stop”
 - Walking away from bullying behavior

(ii) **Webpage (beingresilient.co.in) –**

The main stages of the design process of webpage were:-

- (a) Planning of a Page
- (b) Determining the Scope
- (c) Designing of the webpage
- (d) Development of the webpage
- (e) Testing of the webpage

The Webpage is “beingresilient.co.in” is divided into different pages:

- **Home:**

It include one picture to depict the whole webpage.

Bullying –

It includes the meaning and definition of bullying and sub-themes like-

➤ **Types of Bullying :**

It includes various types of bullying prevailing among children like verbal, physical, mental, emotional and cyberbullying with explanations and definitions

➤ **Reasons of bullying:**

It includes various reasons because of which children indulged in bullying.

➤ **Impact of Bullying**

It includes result of bullying on bullied children after bullying

• **Resiliency:**

It includes the meaning and definition of Resiliency with details.

• **Quiz:**

It includes multiple choice questions on building resiliency against bullying.

- During the intervention through webpage, selected bullied children had to click on one option against each question which resultant, boost in their confidence and increase in their resiliency by knowing about themselves.

(iii) **Experimental Table:**

Experimental tables were prepared to take pre and post data from the children related to resiliency.

3.6.1 Pilot study

The pilot study was accomplished with thirty respondents to check the appropriateness of measuring tools. Minor change was made in the tools on the basis of pilot study and then the same was finalized to collect final data.

3.7 Selection of sample

3.7.1 Selection of the locale:

The present study was conducted in four different schools (2 Government Schools & 2 Private Schools) of Lucknow City. The selection of schools was done randomly.

3.7.2 Sampling Design:

Purposive cum random sampling design was used to select the study area and samples.

3.1.1 Sample Size:

A sample size is a definite plan for obtaining a sample from a given population keeping in view nature of universe, nature of study, sampling technique, size of population etc. 200 respondents of ten to twelve years of age studied in fifth to seventh grades were randomly selected from different selected schools using simple random sampling without replacement prior to use of module. For the

experiment (for the use of module) purposive random sampling was used to select sample. 40 respondents who were bullied were selected for the study.

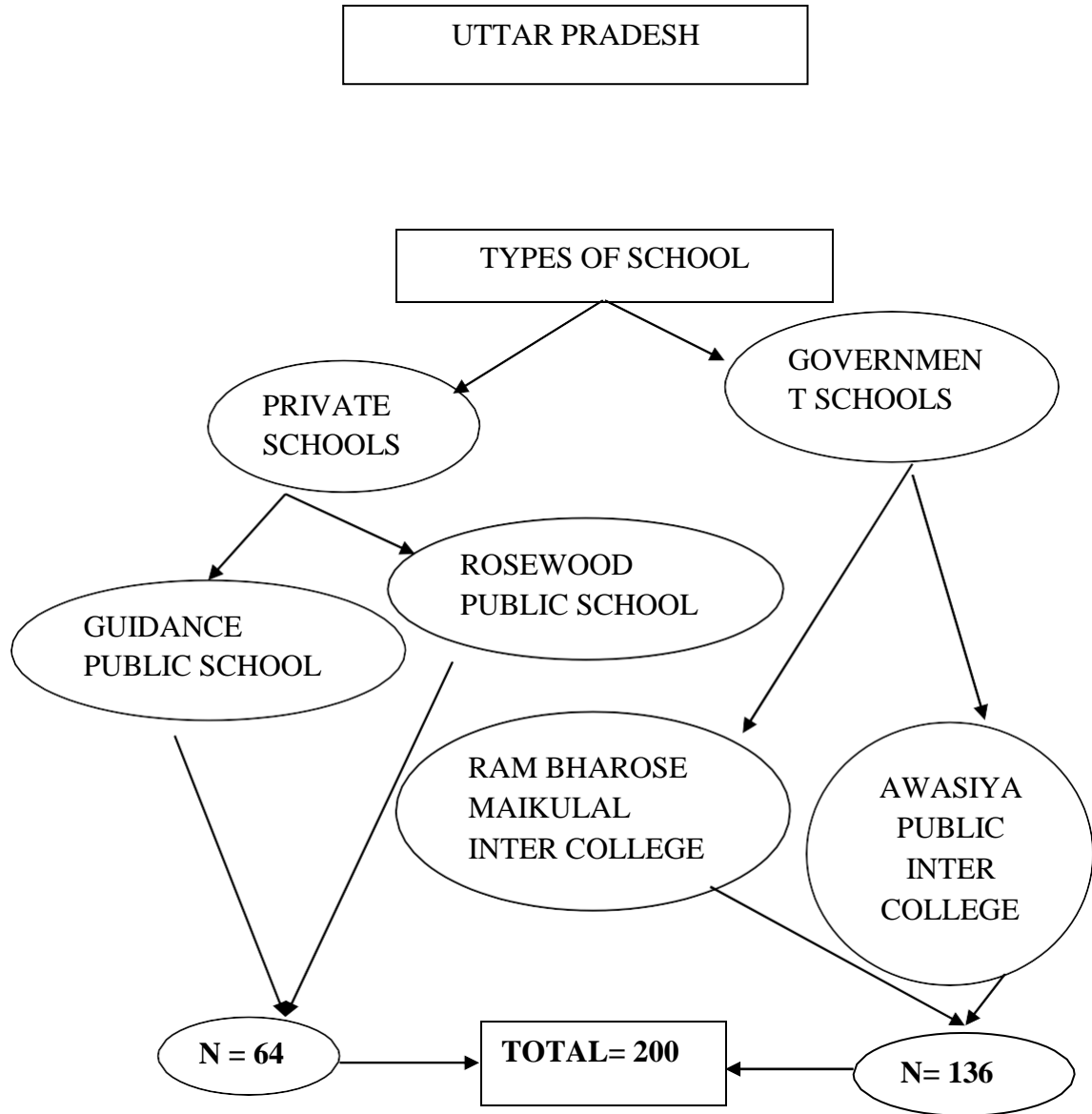


Fig.3.3 Schematic presentations of the sample

Criteria for selection of samples for intervention:

Through specifying the parameters for inclusion and exclusion, the researcher determines the characteristics of the population under study. Inclusion requirements are characteristics that need to be included in the sample by each test component. Exclusion criteria are features a participant may possess that do not allow them to take part in the study. The study involves:

Inclusive criteria:

- Students scoring below 15 on applying Illinois Bullying Victimization Scale as Bullies and above 15 as Bullied
- Students who were bullied

Exclusive criteria:

- Students scoring less than 15 on Illinois Bullying Victimization Scale
- Students who were not bullied

3.8 Data Collection Procedure:

To fulfill the intended objectives, it is necessary to collect the information as data.

The steps used for data collection were as follows:

- Step I:** The investigator obtained permission from respective authority (principal of school) to conduct the study.
- Step II:** The investigator introduced herself to the subjects and explained the objectives of the study and took written consent to conduct the study.
- Step III:** The data collection tools were used to collect relevant data. Tools included interview schedule along with Knowledge Scale and Illinois Bullying Victimization Scale and Child & Youth Resilience Measuring Scale. The bullied students were classified into two groups (experimental/case and control group).
- Step IV:** Intervention was given to the experiment/case group.

3.9 Data processing and analysis:

The data was first coded and tabulated and then analyzed to obtain the inference by using both descriptive and relational statistical tools. To facilitate analysis, data categorization was performed on the basis of:

- I. Background characteristic which include age of the respondent, gender, types of school of the respondents, types of bullying, impact of bullying and knowledge of respondents
- II. Assessment of Bullying and Resiliency against Bullying using Scales
- III. Experimental data

3.1: Symbolic representation of Pre-test and Post-test design

Pre-Test	Treatment	Post- Test
O ₁	X	O ₂

O₁:- Measurement of resiliency before administering treatment

X: - Treatment with Intervention Module

O₂:- Measurement of resiliency after administering treatment

3.9.1 Coding and Tabulation of collected Data

The information collected was coded into the coding sheets and was then transferred into tabular form. It included the following:

1. Personal profile of respondents using Interview Schedule
2. Identification of children as bullies or bullied
3. Pre- Resiliency Test
4. Application of the modules for the intervention
5. Post- Resiliency Test
6. Testing of Hypothesis

3.9.2 Statistical Analysis:

The data was analyzed using Statistical Package for Social Sciences version 20.0. Different descriptive statistics like frequency percentage, mean and standard deviation were calculated along with relevant relational statistics like Chi-square and ANOVA were used to test the hypothesis.

Level of Significance:

“P” is level of significance

p>0.05 Not significant

p<0.05 Significant

p<0.01 highly significant about bullying

RESULTS & DISCUSSION

The facts and findings of the study, as obtained on the analysis of the data collected through the interview schedule, scales and experimental work are described and discussed in this chapter. For systematic presentation, the data are reported under following sections:

- 4.1** General profile of respondents
- 4.2** Distribution of respondents on the basis of general information about bullying
- 4.3.** Distribution of respondents on the basis of types of bullying
- 4.4** Distribution of respondents on the basis of reasons of bullying
- 4.5** Distribution of respondents on the basis of knowledge level about bullying
- 4.6** Distribution of respondents on the basis of effect of bullying on the bullied children
- 4.7** Distribution of respondents on the basis of Illinois Bullying Victimization Scale
- 4.8** Distribution of respondents on the basis of Child & Youth Resilience Measuring Scale (Pre-Intervention)
- 4.9** Distribution of respondents on the basis of Child & Youth Resilience Measuring Scale (Post-Intervention)
- 4.10** Impact of the developed kit on resiliency among children

Section 4.1: General profile of respondents

This section dealt with the description of the respondent's information pertinent to the background characteristics of the respondents, sought through interview schedule. The findings related to personal characteristics, that is, age, gender, grades, type of school are presented in Table 4.1.

Table 4.1.1: General Profile of respondents-

		N= 200
S.No.	Particulars	Frequency (%)
1.	Age	
	10 years	46 (23.0)
	11 years	46 (23.0)
	12 years	108 (54.0)
2.	Gender	
	Boys	115 (57.5)
	Girls	85 (42.5)
3.	Type of School	
	Government	136 (68.0)
	Private	64 (32.0)
4.	Grades	
	V	43 (21.5)
	VI	77 (38.5)
	VII	80 (40.0)

Data in table 4.1 revealed that the respondents belonged to different age groups ranging from 10years to 12years. It depicted that about 23 percent respondents were of 10years, while 23 percent respondents were of 11 years and 54 percent belonged to 12yrs of age. Data also showed that more than half of respondents (54 per cent) belonged to 12years of age group. Fig. 4.1(a) showed distribution of respondents on the basis of age. Data also revealed that 57.5 percent respondents were boys and other 42.5 percent were girls out of total 200 respondents. Fig.4.1 (b) showed graphical representation of respondents on the basis of gender. It was also clear from the table that 68 percent respondents were from Government School and 32 percent were from Private School Fig. 4.1(c) showed graphical presentation of respondents on the basis of type of school. Data also showed that 21.5 percent respondents were in 5th grade, 38.5 percent respondents were in 6th

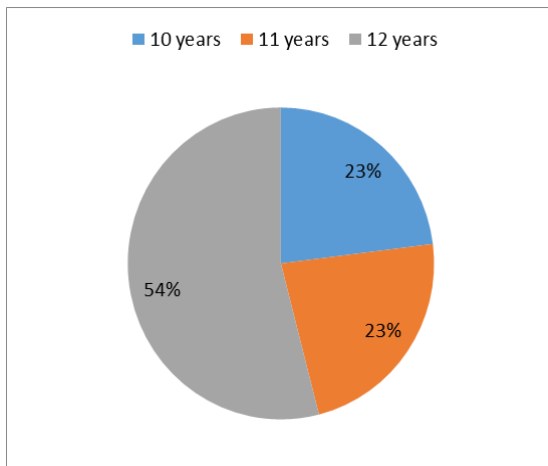


Fig.4.1 (a) Distribution of respondents on the basis of age

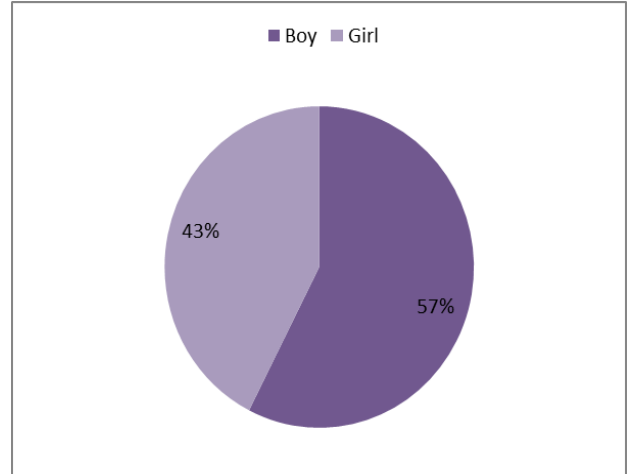


Fig.4.1 (b) Distribution of respondents on the basis of gender

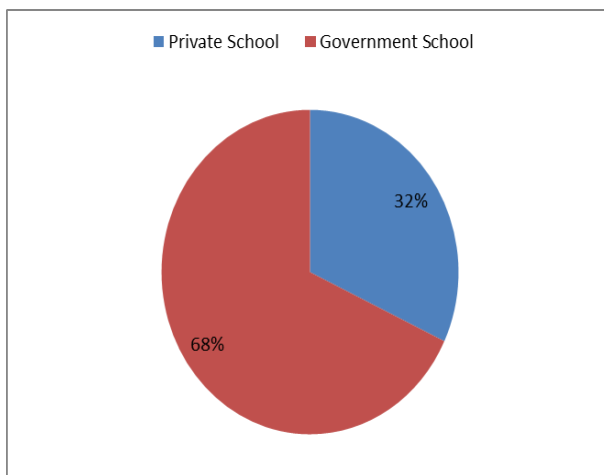


Fig.4.1 (c) Distribution of children on the basis of type of school

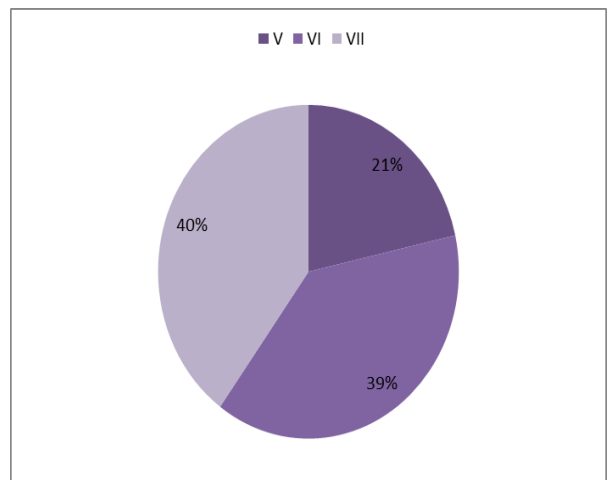


Fig.4.1 (d) Distribution of children on the basis of grade

Fig.4.1 Distribution of respondents on the basis of selected independent variables

grade and 40.0 percent respondents were studying in 7th grade. Fig. 4.1(d) showed graphical presentation of respondents on the basis of grades.

Section 4.2- Distribution of respondents on the basis of general information about bullying-

This section dealt with the general information of respondents about bullying. Data in table 4.2 depicted that 44.4 percent boys and 35.7 percent girls in Private School while 27.8 percent boys and 42.1 percent girls in government school have understood the meaning of “bullying” as “hurting others”. It also depicted that 36 percent boys and 28.6 percent girls in private school while 40.5 percent boys and 36.8 percent girls in government defined “bullying” as “creating problems to others”. Data also showed that 19.4 percent boys and 35.7 percent girls in private school and 31.6 percent boys and 21.1 percent girls in government school understood the term “bullying” as “fighting others”. Results also showed that 77.8 percent boys and 64.3 percent girls in private school while 44.3 percent boys and 40.4 percent girls in government school have bullied others as they said “yes” and 22.2 percent boys and 35.7 percent girls in private school while 55.7 percent boys and 59.6 percent girls in government school have not bullied anybody as they said “no” for it. Data also depicted that 75 percent boys and 65 percent girls in private school while 64.6 percent boys and 56.1 percent girls in government school would “call the teacher” when they would see someone being bullied. Data showed that very few 5.6 percent boys and 7.1 percent girls in private school while 11.4 percent boys and 8.8 percent girls in government school would “shout at one who is doing the bully” and it also showed that 11.1 percent boys and 21.4 percent girls in private school and 16.5 percent boys and 24.6 percent girls in government school would “call the elder nearby” when they would see someone being bullied”. Figure 4.2 shows graphical representation of respondents on the basis of general information about bullying.

Table 4.2.1. Distribution of respondents on the basis of general information about bullying-

S.No.	Particulars	Frequency (%)			
		Boys		Girls	
		Private	Government	Private	Government
1.	What do you understand by “bullying”?-				
a)	Hurting others	16(44.4)	22(27.8)	10(35.7)	24(42.1)
b)	Creating problems to others	13 (36.0)	32 (40.5)	8 (28.6)	21(36.8)
c)	Fighting	7 (19.4)	25 (31.6)	10 (35.7)	12 (21.1)
2.	Have you bullied anybody				
a)	Yes	28(77.8)	35 (44.3)	18(64.3)	23(40.4)
b)	No	8(22.2)	44(55.7)	10(35.7)	10(59.6)
3.	When you see someone being bullied, what you usually do?				
a)	Call the teacher	27 (75.0)	51(64.6)	20(65.0)	32(56.1)
b)	Ignore	3 (8.3)	6(7.6)	0 (0%)	6(10.5)
c)	Shout at one who is doing the bully	2 (5.6)	9 (11.4)	2(7.1)	5(8.8)
d)	Call the elder nearby	4(11.1)	13(16.5)	6(21.4)	14 (24.6)

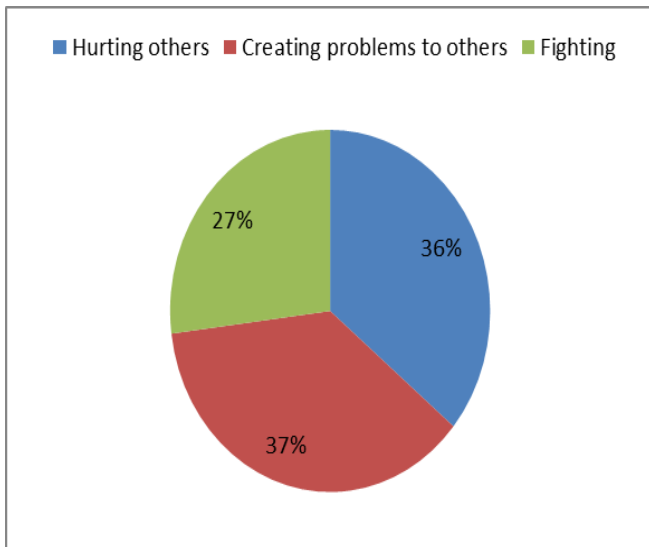


Fig.4.2 (a) Distribution of respondents on the basis of “What do you understand by Bullying”

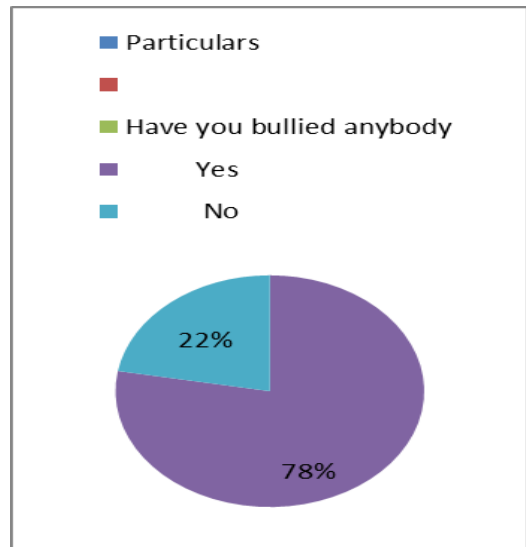


Fig.4.2 (b) Distribution of respondents on the basis of general information “Have you bullied anybody”

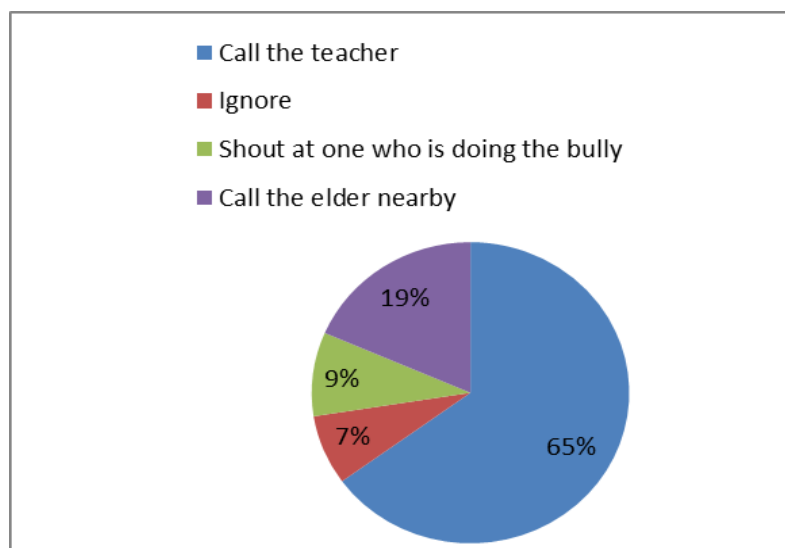


Fig.4.2(c) Distribution of respondents on the basis of general information “When you see someone being bullied, what you usually do?”

Fig.4.2 Distribution of respondents on the basis of general information about bullying

Section 4.3: Description of respondents on the basis of types of bullying

This section dealt with the types of bullying faced by the respondents studying in different type of schools across gender. Results depicted that most of the boys (75.0% and 62.0%) and girls (82.1% and 59.6%) studying in private and government school respectively, regarding verbal bullying said that bully did not used words in a negative way. More than half of the boys' respondents (61.1% and 60.8%) and girls (82.1% and 56.6%) studying in private and government schools respectively said bully had given threats. It was also seen that more than half of boys (69.4% and 60.8%) and girls (69.3% and 63.2%) studying in private and government schools respectively said bully didn't spread rumors about them. Similarly, 61.1 percent and 63.3 percent boys studying in private and government school and 23.5 percent and 59.6 percent girls studying in private and government schools said bully didn't called their names under verbal bullying.

Data also revealed that in physical bullying, (44.4% and 60.4%) boys studying in private and government School bully said "yes" for "beaten you"; while (50.0% and 59.6%) girls of private and government school said "no" for the same. It also revealed that more than half of the boys (63.5%) said "yes" for "pushed you in anyway" and (58.3%) boys of private school said "no" when asked "pushed you in anyway" is physical bullying while, 71.4 percent girls of private school said "no" but 63.2 percent girls of government school said "yes" for the same. Most of the both boys and girls of government school has not been kicked as they said "no" for "kicked you". Similarly, most of the boys (36.1% & 36.7%) and girls (39.3% and 40.4%) of government school said "yes" for "stolen, hidden or destroyed your belongings" while most of the boys (63.9% & 63.3%) and girls (60.7% & 59.6%) in private school has not get their belongings stolen, hidden or destroyed as they said "no" for bully has "stolen, hidden or destroyed your belongings".

Data shown in table depicted that as mental bullying, more than half of the boys and girls of government school (72.2% & 80.7%) respectively bully tried to get money as they said "yes" for "bully tried to get money from you." On the other hand, to most of the boys (58.2%) of same government school and to most of the girls of private school, haven't frightened them, as they said no for "frightened you". Also seen that

with 75% boys and 67.9% girls of private school bully played pranked with them as they said “yes” for “played prank with you” and with most of the boys (66.7%) and girls (71.4%) of private school bully mocked at them as they said “yes” for “mocked at you”.

Data showed that under emotional bullying, more than half of the boys (67.1%) of government and girls (71.4%) of private school bully hasn't displayed high levels of emotion that indicate vulnerability, as they said “no” for “displayed high levels of emotion that indicate vulnerability” and to 68.4 percent girls of government school, bully let them show low levels of resilience as they said “yes” for “show low levels of resilience”. Data also revealed that to most of the boys (75.9%) and girls (78.6%) of government school said that bully didn't let them socially withdrawn as they said “no” for it. Most of the boys (64.6%) of government school and girls (67.9%) of private school bully hasn't felt wary or suspicious of others as they said “no” for “feel wary or suspicious of others”. It also revealed that to more than half of the boys (57%) of government school bully forced them to refuse to talk as they said “yes” and to 57.1% girls of private school bully let them not refused to talk as they said “no” for “refused to talk”. While 63.9% boys of private school said “yes” to “not allowed you to play games”, wherein, 57.9% girls of government school said “no” to “not allowed you to play games”, that is more than half percentage in both the cases. Also again, more than fifty percent of boys (61.1%) of private school and similarly, girls (82.1%) said “no” to “truths about something bad you did/blackmailing”.

Data represented that in cyberbullying, 80.6% boys of private school and 89.5% girls of government school said “no” to “send dirty messages”. While 80.6% boys of private school and 89.5% of girls of government school both said “no” to if bully “ask to read filthy messages”. In the case of “send dirty pictures”, 91.2% boys and girls of government school said “no” for it. Then, almost everyone 97.2% boys of private school and 93% girls of government school said “no” to “ask to comment on dirty messages and pictures” and again 92.4% boys and 96.5% girls of government school said “no” to “clicked your personal pictures and then blackmailing you”. The results were found at par with the findings of **Wolke D. (2017)**.

Table 4.3. Distribution of respondents on the basis of types of bullying-

S.No.	Particulars	Frequency (Frequency %)							
		Boys				Girls			
		Private		Government		Private		Government	
i.	VERBAL BULLYING	Yes	No	Yes	No	Yes	No	Yes	No
1-	Bully used words in a negative way such as insults, teasing, put downs	9 (25.0)	27 (75.0)	30 (38.0)	49 (62.0)	5 (17.9)	23 (40.4)	23 (82.1)	34 (59.6)
2-	Has given threats	22 (61.1)	14 (38.9)	48 (60.8)	31 (39.2)	5 (59.6)	23 (40.4)	23 (82.1)	34 (17.9)
3-	Spread rumors	11 (30.6)	25 (69.4)	31 (39.2)	48 (60.8)	10 (35.7)	18 (64.3)	21 (36.8)	36 (63.2)
4-	Called your names	14 (38.9)	22 (61.1)	29 (36.7)	50 (63.3)	8 (76.5)	20 (23.5)	23 (40.4)	34 (59.6)
ii.	PHYSICAL BULLYING								
1-	Beaten you	16 (44.4)	20 (55.6)	48 (60.8)	31 (39.2)	14 (50.0)	14 (50.0)	23 (40.4)	34 (59.6)
2-	Pushed you in anyway	15 (41.7)	21 (58.3)	50 (63.3)	29 (36.7)	8 (28.6)	20 (71.4)	36 (63.2)	21 (36.8)

3-	Kicked you	16 (44.4)	20 (55.6)	32 (40.5)	47 (59.5)	8 (28.6)	20 (71.4)	36 (63.2)	21 (36.8)
4-	Stolen, hidden or destroyed your belongings	13 (36.1)	23 (63.9)	29 (36.7)	50 (63.3)	11 (39.3)	17 (60.7)	23 (40.4)	34 (59.6)
iii.	MENTAL BULLYING								
1-	Bully tried to get money from you	13 (36.1)	23 (63.9)	22 (27.8)	57 (72.2)	14 (50.0)	14 (50.0)	11 (19.3)	46 (80.7)
2-	Frightened you	16 (44.4)	20 (55.6)	46 (58.2)	33 (41.8)	12 (42.9)	16 (57.1)	24 (42.1)	33 (57.9)
3-	Played prank with you	27 (75.0)	9 (25.0)	55 (69.6)	24 (30.4)	19 (67.9)	9 (32.1)	38 (66.7)	19 (33.3)
4-	Mocked at you	12 (33.3)	24 (66.7)	47 (59.5)	32 (40.5)	8 (28.6)	20 (71.4)	30 (52.6)	27 (47.4)
iv.	EMOTIONAL BULLYING								
1-	Displayed high levels of emotion that indicate vulnerability-	21 (58.3)	15 (41.7)	26 (32.9)	53 (67.1)	8 (28.6)	20 (71.4)	24 (42.1)	33 (57.9)
2-	Shown low levels of resilience	15 (41.7)	21 (58.3)	39 (49.4)	40 (50.6)	13 (46.4)	15 (53.6)	18 (31.6)	39 (68.4)
3-	Socially withdrawn	11 (30.6)	25 (69.4)	19 (24.1)	60 (75.9)	6 (21.4)	22 (78.6)	19 (33.3)	38 (66.7)
4-	Have nightmares of bullied activities	14 (38.9)	22	39	40	16	12	26	31

			(61.1)	(49.4)	(50.6)	(57.1)	(42.9)	(45.6)	(54.4)
5-	Feel wary or suspicious of others	13 (36.1)	23 (63.9)	28 (35.4)	51 (64.6)	9 (32.1)	19 (67.9)	22 (38.6)	35 (61.4)
6-	Refused to talk	18 (50.0)	18 (50.0)	45 (57.0)	34 (43.0)	12 (42.9)	16 (57.1)	30 (46.9)	34 (53.1)
7-	Not allowed you to play games	13 (36.1)	23 (63.9)	37 (46.8)	42 (53.2)	18 (64.3)	10 (35.7)	24 (42.1)	33 (57.9)
8-	Truths about something bad you did/blackmailing	14 (38.9)	22 (61.1)	31 (39.2)	48 (60.8)	5 (17.9)	23(82 .1)	11 (19.3)	46 (80.7)
v.	CYBER BULLYING								
1-	Send dirty messages	7 (19.4)	29 (80.6)	16 (20.3)	63 (79.7)	3 (10.7)	25 (89.3)	6 (10.5)	51 (89.5)
2-	Ask to read filthy messages	7 (19.4)	29 (80.6)	20 (25.3)	59 (74.7)	2 (7.1)	26 (92.9)	6 (10.5)	51(89 .5)
3-	Send dirty pictures	5 (13.9)	31 (86.1)	5(8.8 0)	52 (91.2)	2 (7.1)	26 (92.9)	5 (8.8)	52 (91.2)
4-	Ask to comment on dirty messages and pictures	1 (2.8)	35 (97.2)	2 (7.1)	26 (92.9)	7 (8.9)	72 (91.1)	4 (7.0)	53 (93.0)
5-	Clicked your personal pictures and then blackmailing you	4 (11.1)	32 (88.9)	6 (7.6)	73 (92.4)	1 (3.6)	27 (96.4)	2 (3.5)	55 (96.5)

Ho1:- There exists no significant difference in the types of bullying across different types of schools (government and private)-

Table 4.3.1: Chi-Square distribution on the basis of types of bullying across different types of school (government and private)-

	Chi- Square	p	Conclusion
Types of School	91.180	.000	NS
Types of Bullying			

Data in table 4.4 revealed that p value is less than 0.05, hence, null hypothesis is rejected which means that there was significant difference in the types of bullying across different types of school (government and private).

These findings were at par with the findings of **Naidoo S. et.al. (2016)**

Ho2: There exists no significant difference in the types of bullying across gender (boys and girls) -

Table 4.3.2: Chi-Square distribution on the basis of types of bullying across gender (boys and girls)-

Particulars	Chi- Square	p	Conclusion
Gender	4.500	.034	NS
Types of Bullying			

Data in table 4.5 revealed that chi-square value comes out to be less than 0.05, hence, null hypothesis is rejected which means that there was significant difference in the types of bullying across gender. The results were found at par with the findings of **Fu Qiang et.al. (2015) and Magdalene J (2018)** .

Section 4.4: Description of respondents on the basis of reasons of indulging in bullying

This section dealt with the distribution of respondents on the basis of different reasons of bullying across gender and types of school. This section dealt with the reasons which depicts why respondents were engaged in bullying. Data in the table 4.4 revealed that 44.4 percent and 39.3 percent boys and girls in government school, 60.7

percent and again 39.3 percent girls in private school were “agreed” for “lack of attention from friends”, “lack of attention from parents and “lack of attention from teachers” respectively for the reasons of bullying. It also revealed that 41.7 percent boys were “disagreed” and 46.4 percent girls were “agreed” to “feel popular and seen as “tough” or “cool” of private school, while most of the boys (52.8%) and girls (64.3%) of private school in both the cases, were disagreed with, “have power over others” as a reason of bullying. 41.7 percent boys of private school again were “disagreed” and 42.1 percent girls of government school were “agreed” to “to control another person” while almost half (48.1%) boys of government school and half (50.0%) of girls of private school were “disagreed” for “is lonely” as reasons of bullying. Similarly, 43 percent boys were “disagreed” and 43.9 percent girls both of government school were “partially- agreed” to “has problem at home “ and more than half of boys (58.3%) and girls (51.9%) of private school were disagreed for “has low self-esteem” as reasons of bullying. Data also depicted that 44.4 percent boys of private school were “disagreed” and 47.4 percent girls of government school were partially-agreed for “is jealous” and most of the boys (55.6%) and girls (53.6%) were “disagreed” for “has a big ego” as reasons of bullying. Almost more than half of boys (55.6%) and girls (42.9%) girls of private school were “disagreed” for “likes to impress others” and 41.7 percent boys and 50 percent girls of private school, on the other hand, were “agreed” to bully “has difficulty in focusing on or completing a task” as reasons of bullying. On the contrary, more than half boys (52.8%) of private school were “disagreed” and almost half (49.1%) girls of government school were “partially-agreed” for “has difficulty in following directions”; while 41.8 percent boys “disagreed” and 47.4 percent girls were “partially-agreed” for “is aggressive in nature” as reasons of bullying. And at last, 55.6 percent boys “agreed” and 42.9 percent girls were “agreed” and “disagreed” respectively of private school for bully “is taking a revenge” as one of the reason of bullying.

Table 4.4 Distribution of respondents on the basis of reasons of indulging in bullying:-

S.No	Particulars	Frequency (%)											
		Boys (N=200)						Girls (N=200)					
		Private			Government			Private			Government		
		A	PA	D	A	PA	D	A	PA	D	A	PA	D
1.	Lack of attention from friends	16 (44.4)	8 (22.2)	12 (33.3)	32 (40.5)	20 (25.3)	27 (34.2)	11 (39.3)	11 (39.3)	6 (21.4)	14 (24.6)	22 (38.6)	21 (36.8)
2.	Lack of attenti-on from parents	16 (44.4)	9 (25.0)	11 (30.6)	27 (34.2)	20 (25.3)	32 (40.5)	17 (60.7)	4 (14.3)	7 (25.0)	16 (28.1)	19 (33.3)	22 (38.6)
3.	Lack of attenti-on from teachers	16 (44.4)	8 (22.2)	8 (22.2)	32 (40.5)	20 (25.3)	27 (34.2)	11 (39.3)	11 (39.3)	6 (21.4)	14 (24.6)	22 (38.6)	21 (36.8)
4.	To feel popular and seen as “tough” or “cool”	13 (36.1)	8 (22.2)	15 (41.7)	28 (35.4)	24 (30.4)	27 (34.2)	13 (46.4)	4 (14.3)	11 (39.3)	14 (24.6)	21 (36.8)	22 (38.6)
5.	To have power over others	10 (27.8)	7 (19.4)	19 (52.8)	30 (38.0)	17 (21.5)	32 (40.5)	4 (14.3)	6 (21.4)	18 (64.3)	19 (33.3)	16 (28.1)	22 (38.6)
6.	To control another person	8 (22.2)	13 (36.1)	15 (41.7)	26 (32.9)	27 (34.2)	26 (32.9)	6 (21.4)	11 (39.5)	11 (39.5)	24 (42.1)	17 (29.8)	16 (28.1)
7.	Is lonely	11 (30.6)	10 (27.8)	15 (41.7)	17 (21.5)	24 (30.4)	38 (48.1)	12 (42.9)	2 (7.1)	14 (50.0)	10 (17.5)	26 (45.6)	21 (36.8)
8.	Has problem at home	12 (33.3)	10 (27.8)	14 (38.9)	21 (26.6)	24 (30.4)	34 (43.0)	5 (17.9)	7 (25.0)	16 (57.1)	18 (31.6)	25 (43.9)	14 (24.6)
9.	Has low self-esteem	9 (25.0)	6 (16.7)	21 (58.3)	7 (25.0)	7 (25.0)	14 (50.0)	13 (16.5)	25 (31.6)	41 (51.9)	13 (22.8)	23 (40.4)	21 (36.8)

10.	Is jealous	12 (33.3)	8 (22.2)	16 (44.4)	33 (41.8)	19 (24.1)	27 (34.2)	6 (21.4)	8 (28.6)	14 (50.0)	21 (36.8)	27 (47.4)	9 (15.8)
11.	Has a big ego	9 (25.0)	7 (19.4)	20 (55.6)	18 (22.8)	31 (39.2)	30 (38.0)	5 (17.9)	8 (28.6)	15 (53.6)	17 (29.8)	22 (38.6)	18 (31.6)
12.	Likes to impress others	9 (25.0)	7 (19.4)	20 (55.6)	9 (32.1)	7 (25.0)	12 (42.9)	9 (32.1)	7 (25.0)	12 (42.9)	19 (33.3)	19 (33.3)	19 (33.3)
13.	Is overactive	2 (5.6)	15 (41.7)	19 (52.8)	24 (30.4)	17 (21.5)	38 (48.1)	5 (17.9)	7 (25.0)	16 (57.1)	10 (17.5)	28 (49.1)	19 (33.3)
14.	Has difficult focusing on or completing a task	15(41.7)	11 (30.6)	10 (27.8)	29 (36.7)	25 (31.6)	25 (31.6)	14 (50.0)	8 (28.6)	6 (21.4)	15 (26.3)	24 (42.1)	18 (31.6)
15.	Has difficulty following directions	5 (13.9)	12 (33.3)	19 (52.8)	22 (27.8)	26 (32.9)	31 (39.2)	9 (32.1)	6 (21.4)	13 (46.4)	15 (26.3)	28 (49.1)	14 (24.6)
16.	Is aggressive in nature	10(35.7)	12 (33.3)	14 (38.9)	23 (29.1)	23 (29.1)	33 (41.8)	10 (35.7)	6 (21.4)	12 (42.9)	9 (15.8)	27 (47.4)	21 (36.8)
17.	Is taking revenge	11(30.6)	5 (13.9)	20 (55.6)	24 (30.4)	20 (25.3)	35 (44.3)	12 (42.9)	4 (14.3)	12 (42.9)	19 (33.3)	17 (29.8)	21 (36.8)

A- Agree

PA- Partially agree D-

Disagree

Ho3:- There exists no significant difference in the reasons of indulging in bullying across different types of school (government and private)-

Table 4.4.1: Chi-Square distribution on the basis of reasons of indulging in bullying across different types of school (government and private)

Particulars	Chi- Square	p	Conclusion
Types of School	92.500	.000	NS
Reasons of Bullying			

Data in table 4.4.1 revealed that p value comes out to be less than 0.05 that is .000, hence, null hypothesis is rejected which means that there was significant difference in the reasons of indulging in bullying across different types of school (government & private). The results were found at par with the findings of **Turner et al. (2017)**.

Ho4: There exists no significant difference in the reasons of indulging in bullying across gender (boys and girls)

Table 4.4.2: Chi-Square distribution on the basis of reasons of indulging in bullying across gender (boys and girls)-

Particulars	Chi- Square	p	Conclusion
Gender	.034	4.500	NS
Reasons of Bullying			

Data in table 4.4.2 revealed as p value was less than 0.05, thus, null hypothesis is rejected which means that there was significant difference in the reasons of indulging in bullying across gender. The results were at par with the study of **Jan A.M.S & Husain S. (2015)**.

Section 4.5: Distribution of respondents on the basis of knowledge level about bullying :-

This section dealt with the level of knowledge, respondents were having about different aspects of bullying.

Table 4.5.1. Distribution of respondents on the basis of knowledge level about Bullying across gender (boys and girls)-

Gender	Knowledge Level (N=200)		
	Frequency (%)		
	Poor	Fair	Good
Boys	0 (0.0)	69 (34.5)	46 (23.0)
Girls	0 (0.0)	54 (27.0)	31 (15.5)

Results in table 4.5.1 showed that 34.5 percent boys and 23.0 percent girls had good knowledge while 27.0 percent boys and 15.5 percent girls had fair knowledge and none of boys and girls had poor level of knowledge about bullying.

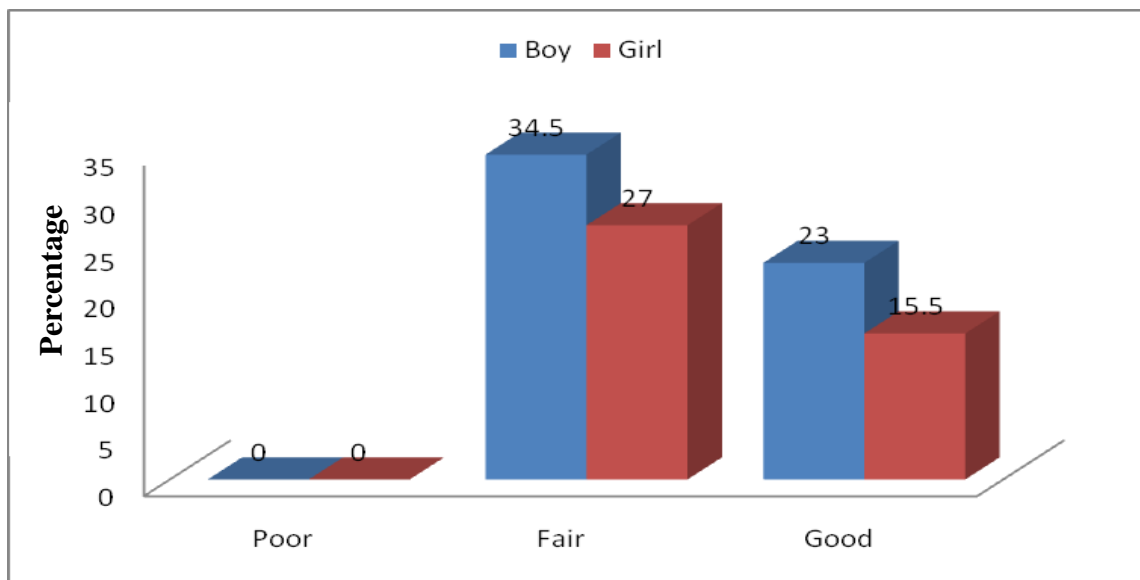


Fig. 4.5 (a) Distribution of respondents on the basis of level of Knowledge about Bullying across gender (boys and girls)

Table 4.5.2: Distribution of respondents on the basis of knowledge level of children across types of school (private and government):-

Gender	Knowledge Level (N=200)		
	Frequency (%)		
	Poor	Fair	Good
Private	0	43 (21.5)	21 (10.5)
Government	0	80 (40.0)	56 (28.0)

Data in table 4.5.2 revealed that 21.5 percent children were having fair knowledge, 10.5 percent were having good knowledge and none children were having poor knowledge about the bullying in private school, while, 40.0 percent were having fair, 28.0 percent good and 0.0 percent were having poor knowledge about the bullying in government school.

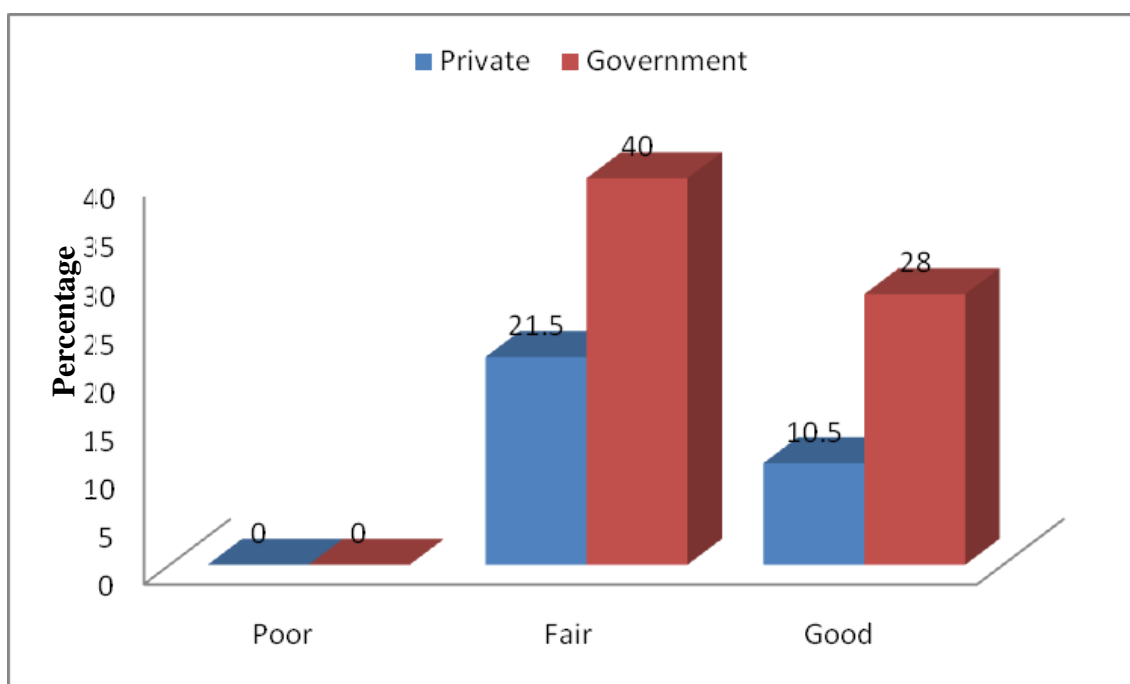


Fig. 4.5 (b) Distribution of respondents on the basis of knowledge level of children across types of school (private and government)

Ho5: There exist no relation between knowledge level of children about bullying and gender (boys and girls)

Table 4.5.3: ANOVA on the basis of knowledge level of children about bullying across gender (boys and girls)-

Category	df	F	Sig.	Conclusion
Boys	198	1.095	.346	NS
Girls				

Data in table 4.5.3 showed that as F value was more than 0.05, hence, null hypothesis is accepted which means that there was no significant difference in the knowledge about bullying across gender.

Ho6: There is no association between knowledge level of children about bullying and type of school (government & private)

Table 4.5.4: ANOVA on the basis of knowledge level of children about bullying across types of school (government and private)-

Category	df	F	Sig.	Conclusion
Private School	198	1.062	.388	NS
Government School				

Data in the above table 4.5.4, revealed that F value comes out to be more than 0.05, hence, null hypothesis was accepted which means that there was no significant difference between private school and government school for the level of knowledge. This result is found contradictory with the findings of **Rigby K. & Johnson K. (2016)**.

Section 4.6: Distribution of respondents on the basis of effect of bullying on bullied children:-

Table 4.6.1. Distribution of respondents on the basis of effect of bullying on bullied children across gender (boys and girls)

S.No.	Particular Effect	Frequency (%)	
		Boys	Girls
1.	High	1 (0.9)	1 (1.2)
2.	Moderate	58 (50.4)	44 (51.8)
3	Low	56 (48.7)	40 (47.1)

Data in table 4.6.1 revealed that 0.9 percent boys and 1.2 percent girls had high impact, while, 50.4 percent boys and 51.8 percent girls had moderate impact and rest 48.7 percent boys and 47.1 percent girls had low impact of bullying across gender.

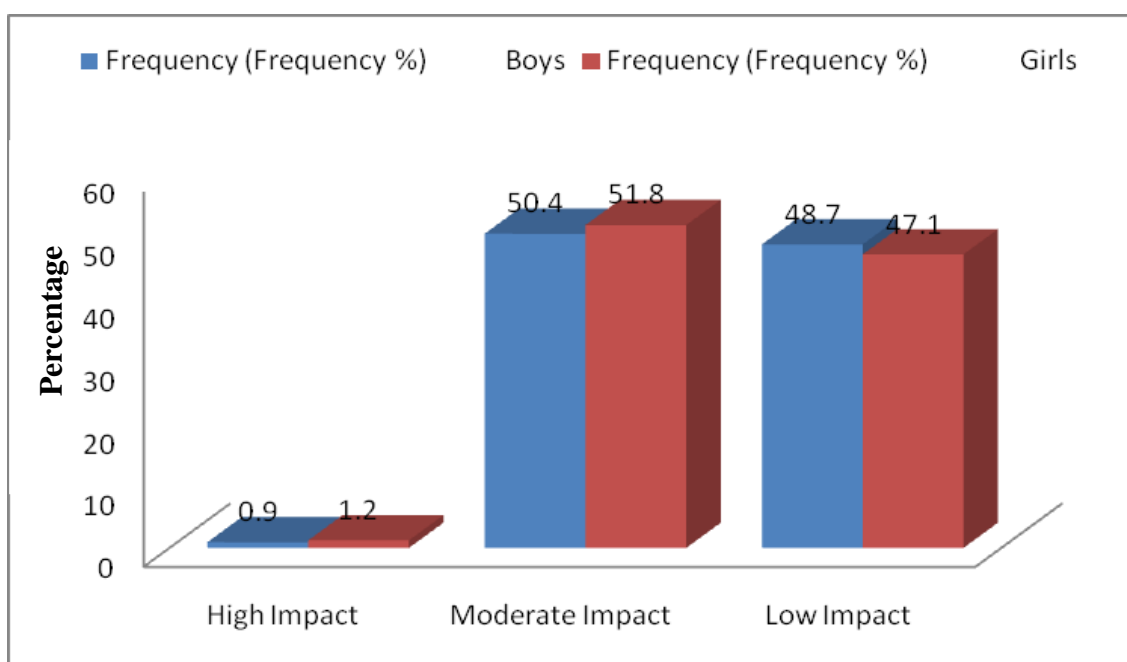


Fig. 4.5 (c) Distribution of respondents on the basis of effect of bullying- across gender (boys and girls)

Table 4.6.2: Distribution of respondents on the basis of effect of bullying across different types of school (government and private school)

S.No.	Particulars	Frequency (%)	
		Private	Government
1.	High	0 (0.0)	2 (1.5)
2.	Moderate	38 (59.4)	64 (47.1)
3	Low	26 (40.6)	70 (51.5)

Data in table 4.6.2 revealed that 0 percent children of private school and 1.5 percent of government school had high while, 59.4 percent of private school and 47.1 percent of government school had moderate and rest 40.6 percent of private school and 51.5 percent had low effect of bullying across different types of school (private school & government school). Results were found at par with **Delara E. (2018)** findings.

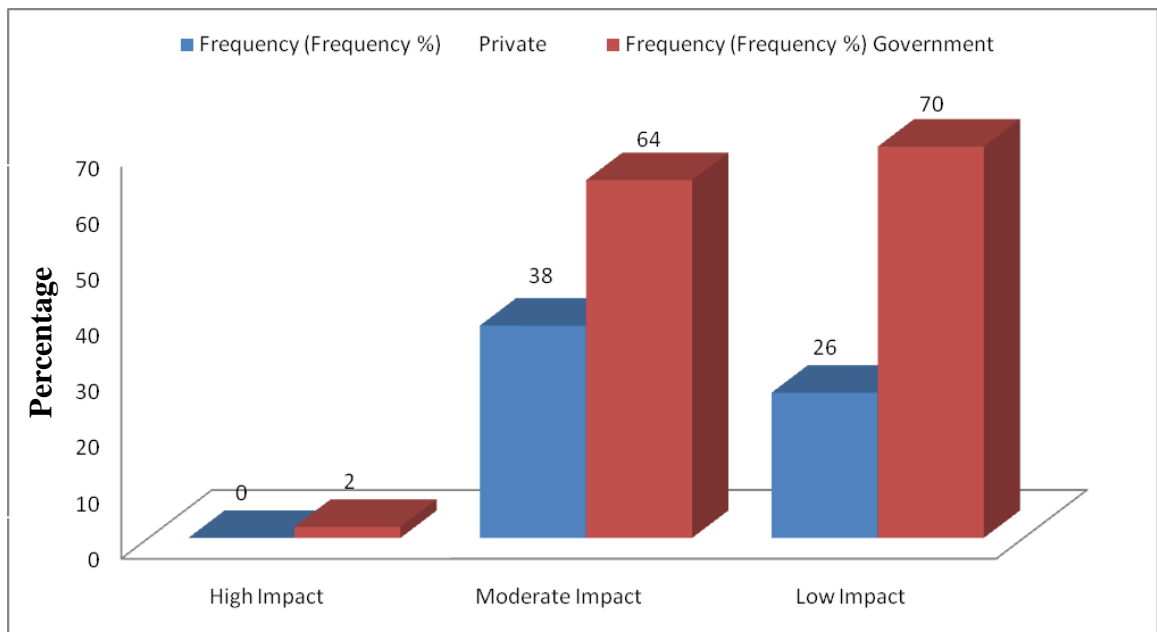


Fig 4.6 (a) Distribution of respondents on the basis of effect on level of bullying across different types of school (government and private school)

Ho7: There exists no significant difference upon the effect of bullying on bullied children across gender (boys and girls)

Table 4.6.3: ANOVA on the basis of effect of bullying on bullied children across gender (boys and girls)-

Category	df	F	Sig.	Conclusion
Boys	198	1.095	.346	NS
Girls				

Data in the table 4.6.3 revealed that p value comes out to be more than 0.05, hence, null hypothesis is accepted which meant that there was no significant difference related to effect of bullying on bullied children across gender (boys and girls). Boys and girls had same effect of bullying.

Ho8: There exists no significant difference regarding effect of bullying on the bullied children across types of school (private and government)

Table 4.6.4: ANOVA on the basis of effect of bullying on the bullied children across types of school (private and government)-

Category	df	F	Sig.	Conclusion
Private School	198	1.062	.388	NS
Government School				

Data in table 4.6.4 revealed that p value comes out to be more than 0.05, hence, null hypothesis was accepted which meant that there was no significant difference upon the impact of bullying on bullied children across types of school. The result was found at par with the work of **Rana M.et.al. (2018)**.

Section 4.7:- Distribution of respondents on the basis of level of bullying-

This section dealt with the identification of respondents as bully or bullied on the basis of Illinois Bullying Victimization scale.

Table 4.7.1: Distribution of respondents on the basis of level of bullying across gender (boys and girls):-

S.No.	Particulars	Frequency (%)	
		Boys (N=115)	Girls (N=85)
a)	Bullies	54(47.0)	56 (65.9)
b)	Bullied	61 (53.0)	29 (34.1)

Data in table 4.7.1 revealed that among boys 47.0 percent were bullies and 53.0% were bullied. While 65.9 percent girls were bullies and 34.1 percent were bullied.

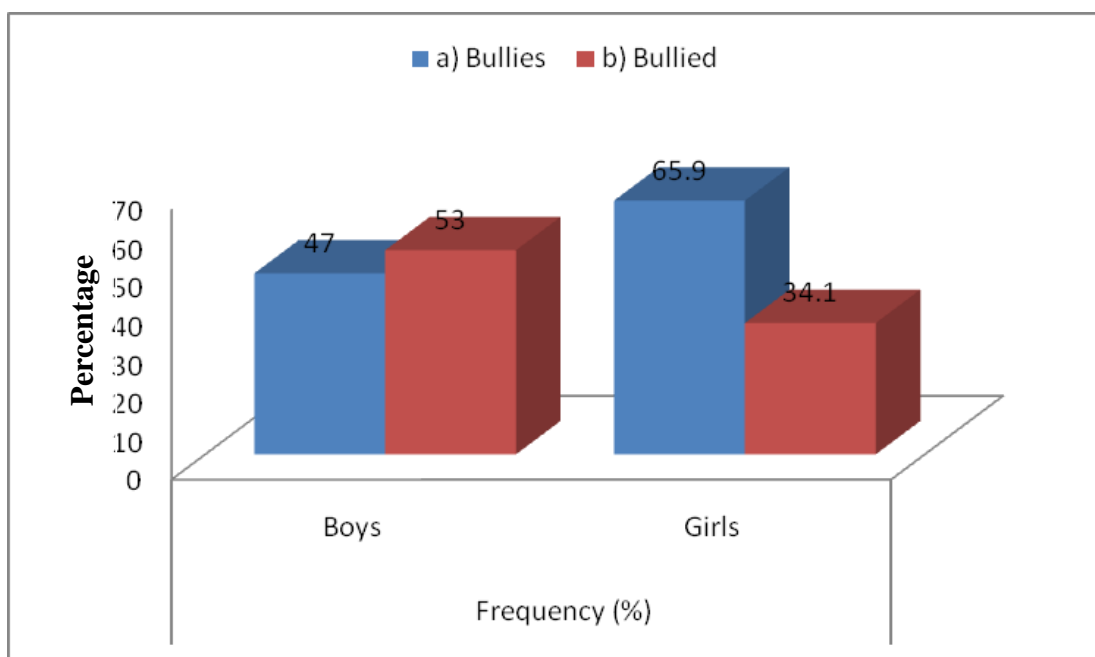


Fig. 4.7 (a) Distribution of respondents on the basis of level of bullying across gender (boys and girls)

Table 4.7.2: Distribution of respondents on the basis of level of bullying across types of school (private and government):-

S.No.	Particulars	Frequency (%)	
		Private	Government
	Level of Bullying		
a)	Bullies	32 (50.0)	78 (57.4)
b)	Bullied	32 (50.0)	58 (42.6)

Data in the table 4.7.2 revealed that 50.0% respondents were bullies and 50.0 percent respondents were bullied from Private School, while, 57.4% respondents were bullies and 42.6% respondents were bullied from Government School.

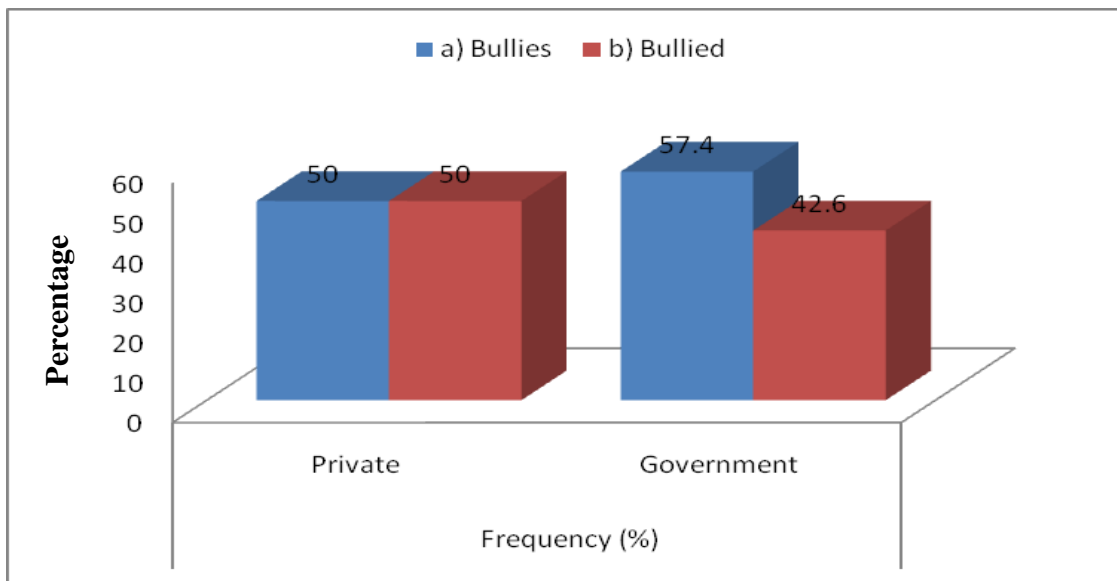


Fig. 4.7 (b) Distribution of respondents on the basis of impact level of bullying across different types of school (government and private school)

Section 4.8: Distribution of respondents on the basis of Child & Youth Resilience Measuring Scale (Pre-Resiliency Intervention)-

This section dealt with the assessment of resiliency among children towards bullying using Child and Youth Resilience Measure Scale (Pre-Resiliency Intervention)

Table 4.8.1 Distribution of respondents on the basis of pre-resiliency test- across gender (N=40)

Particulars	Non- Resilient	Resilient
	Frequency	
Boys	10	8
Girls	15	7

Data in table 4.8 revealed that 25 (62.5%) respondents were non- resilient and 15 (37.5%) were resilient during Pre- resiliency test. To build the resiliency against bullying and to make children resilient interventional modules (“Guess the reason” game, webpage and candle activity) were adopted.

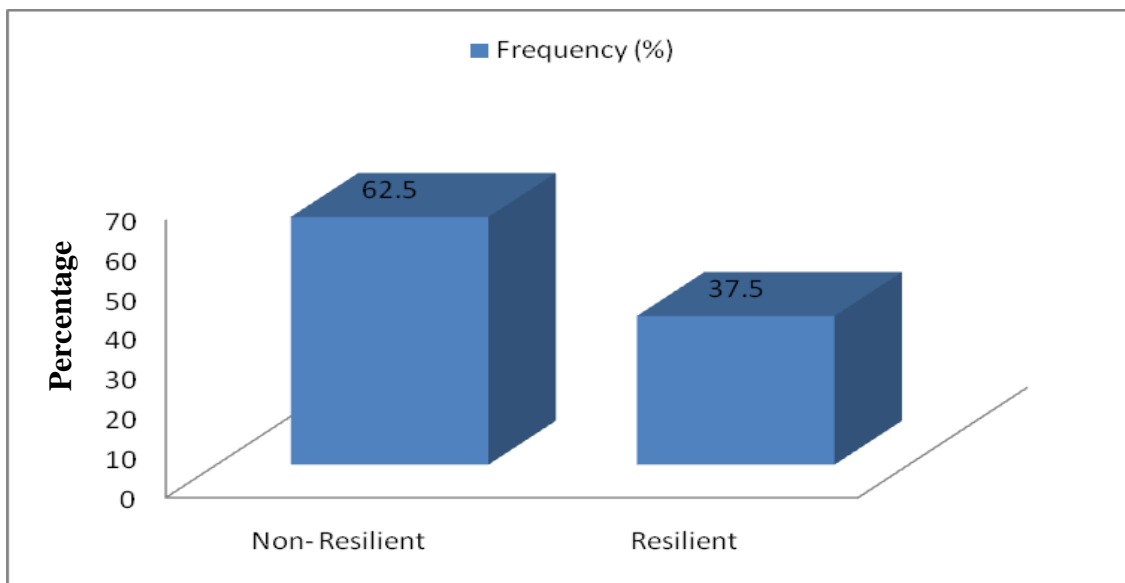


Fig. 4.9 (a) Distribution of respondents on the basis of pre-resiliency test- (N=40)

Ho9: There exists no significant difference upon the pre-resiliency test across gender (boys and girls).

Table 4.8.2: ANOVA on the basis of significant difference upon the pre-resiliency test across gender (boys and girls):-

Category	F	Sig.	df	Conclusion
Boys	1.095	.346	198	NS
Girls				

Data in the above table 4.8.2 revealed that F value is more than 0.05. It was found that there is no significant difference between the two groups (boys & girls) for resiliency level at pre- resiliency level.

Table 4.8.3: Distribution of respondents on the basis of pre-resiliency test across types of school (private and government):-

Particulars	Non- Resilient	Resilient
	Frequency (%)	
Private	8 (20.0)	8 (20.0)
Government	17 (42.5)	7 (17.5)

Data in table 4.8.3 revealed that 20 percent respondents in private school and 42.5 percent respondents from government school were non- resilient and 20 percent respondents from private school and 17.5 percent from government school were resilient during Pre- resiliency test. To build the resiliency against bullying and to make children resilient interventional modules (“Guess the reason” game, webpage and candle activity) were adopted.

Ho10: There exists no significant difference upon the pre-resiliency test across different types of school (private and government)-

Table 4.8.4: ANOVA on the basis of pre- intervention across types of school (private and government)-

Category	F	Sig.	df	Conclusion
Private	1.588	.033	198	NS
Government				

Data in the above table 4.8.3 revealed that p value comes out to be more than 0.05, hence, null hypothesis was accepted which meant there was no significant difference in scores of pre- intervention across different types of School (Private & Government School). The results were found at par with **Galoustian G (2018)** work.

Section 4.9: Distribution of respondents on the basis of Post-Resiliency

This section dealt with the assessment of resiliency among children against bullying by using Child and Youth Resilience Measure Scale.

Table 4.9.1: Distribution of respondents on the basis of Post- Resiliency Test across gender (N=40)

Particulars	Non- Resilient	Resilient
	Frequency (%)	
Boys	5 (12.5)	13 (32.5)
Girls	1 (2.5)	21 (52.5)

Data in table 4.9.1 revealed that 15.0 percent respondents were non- resilient and 85.0 percent were resilient during Post- resiliency test, after using the developed

interventional modules to build the resiliency against bullying and to make the children resilient.

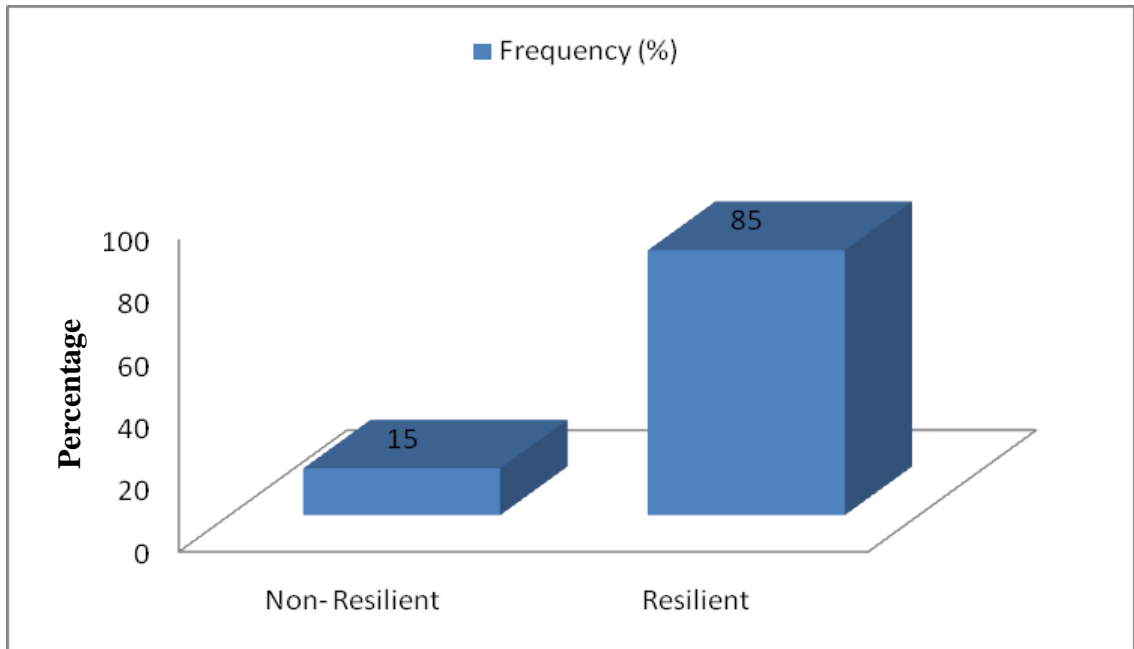


Fig. 4.9 (b) Distribution of respondents on the basis of post- resiliency test (N=40)

Ho11: There exists no significant across difference upon the post- intervention across gender (boys and girls)-

Table 4.9.2: ANOVA on the basis of resiliency scores across gender (boys and girls) (post-intervention)

Category	F	Sig.	df	Conclusion
Boys	1.095	.346	198	NS
Girls				

Data in the above table 4.9.1 revealed that, it can be seen that F value comes out to be more than 0.05 hence, null hypothesis is accepted which means there was no significant difference across gender (boys and girls) for post-resiliency test.

Table 4.9.3: Distribution of respondents on the basis of Post- Resiliency Test across types of school (private and government) (N=40)

Particulars	Non- Resilient	Resilient
	Frequency (%)	
Private	2	14
Government	4	20

Ho12: There exists no significant difference upon the post- intervention across types of school (private and government school)

Table 4.9.4: ANOVA on the basis of significant resiliency scores in post-intervention across types of school (private and government school)-

Category	F	Sig.	df	Conclusion
Private	1.062	.388	198	NS
Government				

Data in the above table 4.9.2 revealed that F value comes out to be more than 0.05 .It was found that there was no significant difference across types of school (private school and government school) for post-resiliency test.

Section 4.10: Distribution of respondents on the basis of impact of the developed kit on resiliency among children

Ho13: There exists no difference in resiliency skills among bullied children and pre and post- intervention

Table 4.10.1: Regression on the basis of resiliency skills among bullied children (pre and post intervention)-

Model Summary-

Model	R	R Square	Adjusted R Square	Standard Error of the Estimate	Change Statistics				
					R Square	F Change	df 1	df2	Sig. F Change
1	.540	.292	.277	.35872	.292	20.065	4	194	.000

- a. Predictors: (Constant) Knowledge, Impact
- b. Dependent Variable: Resiliency level

For the purpose to check the cause and effect relationship regression analysis was carried out. The regression analysis clearly predicts 85% changes in resiliency level of children against bullying with the help of gender and type of school of the children. On the other hand 15% changes cannot be understood through the study of these variables as several other factors may be considered for their contributions.

Table 4.10.2 ANOVA distribution-

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	10.328	3	2.582	20.065	.000
Residual	25.092	195	.129		
Total	35.420	198			

The calculated F test score was 20.065 and p value was .000. It indicates that there was significant impact of intervention module on resiliency among children across gender and types of school.

Table 4.10.3 Coefficient

Model	Unstandardized coefficient		Standard Coefficient	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	.760	.166		4.586	.000
Resiliency	.050	.006	.559	8.647	.000
Knowledge	.003	.072	1.028	.305	.305
Impact	-.006	.004	-.096	-1.334	.184

The coefficients shows that regression coefficients of resiliency was .050 and significance value was 0.000, the coefficients for knowledge was .003 and significance value was .000 which was not significant at 5% level of significance. The regression coefficients of impact was -.006 which was significant at 5% level of significance, therefore it can be concluded that age and gender are not statistically significant explanation power, to explain the resiliency level whereas impact shows that it has significant power to explain the resiliency level whereas impact shows that it has significant power to explain the resiliency level.

SUMMARY & CONCLUSION

The ability of children from birth to five years of age to understand and express themselves clearly using words is limited. However, they can tell us a lot about their general behavior and ability to play well with other kids and adults. The key to determining what children need is good objective observation skills. Bullying happens when one or more people subject a child regularly and over time to negative actions. In the most accepted definition, bullying has four elements: **(a)** there is an imbalance of power (physical, intellectual, or emotional), **(b)** the action is repeated over time, **(c)** the action is intentional—that is, the bully is trying to hurt or intimidate the targeted victim, and **(d)** there is an unequal display of emotion—that is, the bully experiences a positive emotion while the victim experiences emotional distress (Olweus, 1993). Resilience is not a simplistic concept; however, the term is defined commonly as “the capacity to rise above difficult circumstances”. It is an individual's ability to cope with adversity. This coping may result in the individual "bouncing back" to a previous state of normal functioning, or simply not showing negative effects.

According to **Magdalene Jeyarathnam (2018)**, 69% of students from grade 4-8 admitted to difficulties in working with students who are different from them in attire and mannerisms in a survey of bullying in Indian Schools. Also, 53% teachers reported students are aware of their good qualities and talents. Those part of the survey said these findings stress the fact that schools need to focus more on relationship management and self-awareness, which are among the five social emotional competencies identified as relevant to Indian students. More boys -54% - reported physical harassment and complained of beating and fighting among themselves, compared to girls -46% -across country. The other major concerns reported in the study are interpersonal relations of student with peers, friends, and teachers. The study highlights the key strength and areas of improvement of the Indian school environment to nurture social-emotional competencies in students. Based on the study, a set of guidelines for developing social emotional learning will be compiled for teachers and schools and submitted to the authorities like the ministry of women and child development or the HRD for putting them into action. Hence, the present research was undertaken with the following objectives:

- (1) To identify the respondents as victim or bully
- (2) To determine the types of bullying most prevalently practiced by the children
- (3) To find out the reasons of indulging in bullying
- (4) To study the knowledge level of children about bullying
- (5) To know the effect of bullying on the bullied children
- (6) To assess the level of resiliency among bullied children
- (7) Designing and application of an intervention module prepared for children.

CHAPTERWISE SUMMARY-

The study has been completed in five chapters. In first chapter, the introduction has been presented and chapter two dealt with the review of literature. Methodology has been presented in chapter third and chapter four explained with the analysis of primary data. This is the last chapter of the thesis, which provides summary and conclusion of the research. Therefore, summary has been presented chapter wise as below-

In chapter 1, the introduction of the study, its objectives, research problems, sources of data have been outlined. This chapter begins with the background information of development of children, concept of bullying and resiliency, description of bullies and bullied children, theories related to various kinds or types of bullying and bullying cycle and its various factors. Then, present scenario of bullying and resiliency in schools has given. At last, the objectives of the study were highlighted along with the sources of data, research questions method in the form of the hypothesis for achieving the solution of the problem. Next chapter, chapter 2, dealt with the earlier studies related with the objectives of topic of this thesis in the form of review of literature. This indicates the fact that there is an urgent need to explore the bullying done by bullies and study the resiliency against bullying to overcome from it. This study is an attempt to fill this gap between existing resilient methods used by elders (teachers and parents) and modules with more features that can develop resiliency among children and can improve their quality of life. The literature confirms that there is urgent need of development of more modules for bullied children. Chapter 3 dealt with

methodology of the study, which provides a short introduction of the research design, sampling procedure, standardization of scale, tools and techniques, study area and sample procedure, data collection, data analysis, design of the modules and testing and its application. It helps in preparing a framework for the further study. Conceptual Model of the research work operational definition of terms of research has been presented in this chapter. Identified dependent and independent variables have been discussed in this chapter.

Chapter 4 is concerned with detailed discussion of results and discussion. Two hundred children were interviewed through interview schedule and out of it, number of bullies and bullied were differentiated and has worked upon selected bullied children. The number of bullied and bullies has been presented in tabular form. Correlation statistics has been used to test validity of the scale. The types, reasons, knowledge and impact of bullying between male and female respondents were assessed using 'F' test. Frequency distribution was used to calculate percentage of male and female respondents regarding the act of bullying. This chapter also deals with the development of modules through its Pre and Post-test on the bullied children. The customized modules in the form of a game, an activity and a webpage were developed for selected forty bullied children. These modules were made which can helped children by detecting which type of bullying they were suffering from, what were its reasons or causes, how it can affect their life and then how to develop resiliency against it with some sort of entertainment because of their age.

Ho1:- There exists no significant difference in the types of bullying across different types of school (government and private)-

Data in table 4.4 revealed that chi-square comes out to be less than 0.05 hence, null hypothesis is rejected which means there was significant difference in the types of bullying across different types of school (Government & Private).

Ho2: There exists no significant difference in the types of bullying across gender (boys and girls) -

Data in table 4.5 revealed that chi-square value comes out to be less than 0.05 hence, null hypothesis is rejected which means that there was significant difference in the types of bullying across gender (boys and girls).

Ho3:- There exists no significant difference in the reasons of indulging in bullying across different types of school (government and private)-

Data in table 4.7 revealed that chi-square value comes out to be less than 0.05 hence, null hypothesis is rejected which means that there was significant difference in the reasons of indulging in bullying across different types of school (government & private).

Ho4: There exists no significant difference in the reasons of indulging in bullying across gender (boys and girls)

Data in table 4.8 revealed that chi-square value comes out to be less than 0.05 hence, null hypothesis is accepted which means that there was significant difference in the reasons of indulging in bullying across gender (boys and girls).

Ho5: There exist no relation between knowledge level of children about bullying and gender (boys and girls)

Data in table 4.11 revealed that p value comes out to be more than 0.05 hence, null hypothesis is accepted which means that there was no significant difference between knowledge level and gender (boys and girls).

Ho6: There is no association between knowledge level of children about bullying and type of school (government and private)

Data in table 4.12 revealed that p value comes out to be more than 0.05 hence, null hypothesis is accepted which means that there was no significant difference between Private School and Government School for the level of Knowledge.

Ho7: There exists no significant difference upon the effect of bullying on bullied children across gender (boys and girls)

Data in table 4.15 revealed that p value comes out to be more than 0.05 which means that null hypothesis is accepted which means there was no significant difference upon the impact of bullying on bullied children across gender (boys and girls).

Ho8: There exists no significant difference upon the effect of bullying on the bullied children across types of school (private and government)

Data in table 4.16 revealed that p value comes out to be more than 0.05 hence null hypothesis is accepted which means that there was no significant difference upon the impact of bullying on bullied children across types of school (private and government).

Ho9: There exists no significant difference upon the Pre-Resiliency Test across Gender (boys and girls)

Data in table 4.20 revealed that, the p value is more than 0.05 hence null hypothesis was accepted which means that there was no significant difference across gender (boys & girls) for Resiliency Level.

Ho10: There exists no significant difference upon the Pre-Resiliency Test across different types of School (private and government)-

Data revealed that p value comes out to be more than 0.05, hence, null hypothesis was accepted which means there was no significant difference upon the Pre-Resiliency Test across different types of School (Private & Government School).

Ho11: There exists no significant across difference upon the Post- Resiliency Test across gender (Boys & Girls)-

Data revealed that, it can be seen that p value comes out to be more than 0.05 hence, null hypothesis is accepted which means that there was no significant difference across gender (boys and girls) for Post-resiliency test.

Ho12: There exists no significant difference upon the Post- Resiliency Test across types of school (Private & Government School)

Data revealed that, p value is more than 0.05 hence null hypothesis is accepted which means that there was no significant difference across types of school (private school and government school) for Post-resiliency test.

Ho13: There exists no difference in resiliency skills among bullied children and Pre & Post- Intervention

Data revealed that value comes out to be less than 0.05 hence, null hypothesis is rejected which means that there was difference in resiliency skills among bullied children and Pre & Post Intervention and had an impact of interventional resiliency tools on children.

FINDINGS OF THE RESEARCH-

Major findings of the research were:-

- Data revealed that 54 (47.0%) boys were bullies in total and 61 (53.0%) were bullied out of 115 boys. While 56 (65.9%) girls were bullies and 29 (34.1%) were bullied out of 85 girls in total.
- It also revealed that the most prevalent type of bullying was cyber bullying in government school and among boys while emotional bullying in private school and mental bullying were most prevalent among girls.
- Data revealed that the most occurring reasons of bullying in government school were "lack of parents', teachers' and friends' interest to have control over others; while, bully is lonely, is taking revenge, has difficulty focusing on or completing a task and has a big ego" were the most important reasons of bullying in Private School.
- It also depicted that "lack of attention from parents, teachers and friends", "to feel common and viewed as "strong" or "cool" and "in charge" were more common in boys whereas, to control another person, to have power over others, has difficulty in following directions and bully has problem at home were the reasons prevalent among girls.
- Results showed that "giving threat is a type of bullying, bullying is done to overpower a person, behaving with other kids harshly is bullying, showing dirty pictures is a type of bullying and often bullying is intentionally displayed in front of others to get their attention and solicit their support" were those information that have children already known about.
- It was resulted that children know the factors that have more impact of bullying on children were like- "difficulty to pay attention in the class, may

suffer from eating disorders, and bring changes in sleep patterns and loose ability to love and trust”.

- Results depicted that out of total 115 boy respondents, 0.9% respondents had a high impact, 50.4% respondents had a moderate impact and 48.7% respondents had a low impact of bullying.
- 62.5% respondents were Non-resilient and 37.5% respondents were Resilient out of total 40 respondents.
- After intervention, in Post Resiliency Test, out of total 40 respondents, 15.0% respondents were Non-resilient and 85.0% respondents were Resilient. Findings also showed that children of both schools were not aware about the term bullying.

RECOMMENDATIONS

- The similar type of study could be carried on the larger sample
- The similar type of study could be carried on children of other age groups
- Longitudinal study may be done to see the impact of module
- Role of parents and teachers could be studied in building resiliency against bullying among children
- The study that can show which type of module has maximum impact on bullied children
- Two of the developed modules in the study were only for literate children. Therefore, such more modules can be develop which can be helpful for illiterate children too.

IMPLICATIONS

The purpose of this study was to identify the bullied children and find out types, reasons, awareness and impact of bullying and to develop modules for building resiliency against bullying. Implications of the study are given below:

- One of the most important contributions of the study in addition to its wider theoretical and practical applications is that it has come out with game, activity and webpage for building resiliency among children. These tools can be further used widely in the fields of psychology and education and particularly research studies related to education
- Another significant outcome of the study was its demonstration of the considerable number of research activities/ related studies that are occurring in

the area of education and psychology. The review highlights a number of topics related to Bullying, Resiliency, Intervention strategies in the field of bullying. These will be of special interest and relevance to research users such as teachers, parents, policy makers and authorities who are concerned with education.

- The study helps us to understand the impact of bullying among school going students. Thus it highlights the importance of giving special attention towards bullied children to motivate them through application of developed modules.

CONCLUSION

Results revealed that boys were more bullied compared to girls while girls were more involved in bullying. Children were found more indulged in verbal and cyber bullying. Almost all the students irrespective of their gender and type of school had knowledge about bullying. The intervention module was appreciated by all the students. The most enjoyed module was the game “Guess the reason” as it was tangible and quickly understood by the children. Though intervention was given only for three months still the objectives of building resiliency against bullying was achieved. Thus, it can be concluded that resiliency can be develop if effective participatory approach is used.

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APPENDICES

SECTION-A: INTERVIEW SCHEDULE

GENERAL INFORMATION

1) NAME:

१) नाम :

2) AGE : 10-12 years

२) आयु : १०-१२ वर्ष

(क) १० वर्ष

(ख) ११ वर्ष

(ग) १२ वर्ष

3) GENDER :

३) लिंग :

(a) Boy

(क) लड़का

(b) Girl

(ख) लड़की

4) SCHOOL :

४) विद्यालय :

5) GRADE :

(५) कक्षा:

(a) V standard

(क) पाँचवी

(b) VI standard

(ख) छठी

(c) VII standard

(ग) सातवी

6) What do you understand by bullying?-

(६) आप धौंसियाने से क्या समझते हैं ? -

(a) Hurting others

(क) दूसरों को चोट पहुँचाना

(b) Creating problems to others

(ख) दूसरों के लिए समस्या खड़ी करना

(c) Fighting

(ग) झगड़ना

7) Have you bullied anybody?-

(७) क्या आपने कभी किसी को धौंस दिखाई है ?-

(a) Yes

(क) हाँ

(b) No

(ख) नहीं

8) When you see someone being bullied, what do you usually do?

(८) आप क्या करते हैं जब किसी बच्चे पर दूसरे बच्चे के द्वारा धौंस दिखाई जाती है ?-

(a) Call the teacher

(क) शिक्षक को बुलाते हैं

(b) Ignore

(ख) नज़रंदाज़ करते हैं

(c) Shout at one who is doing the bully

(ग) धौंसिये पर चिल्लाते हैं

(d) Call the elder nearby

(घ) जो भी बड़ा सामने है उसको बुलाते हैं

SECTION B: TYPES OF BULLYING

क. धौंस के विभिन्न प्रकार -

S.No. क्र.	TYPES प्रकार	RESPONSES जवाब	
		YES हाँ	NO ना
1.	VERBAL – मौखिक धौंस		
(a) (क)	Used words in a negative way such as insults, teasing, put downs नकरात्मक बातों से बेईज्जती किया है		
(b) (ख)	Has given threats डराया है		
(c) (ग)	Spread rumors अफवाह फैलाई है		
(d) (घ)	Called your names/bully calls you with other family names गाली दी है		
2.	PHYSICAL- शारीरिक धौंस		
(a) (क)	Beaten you पीटा है		
(b) (ख)	Pushed you in anyway धक्का दिया है		
(c) (ग)	Kicked you लात मारी है		
(d) (घ)	Stolen, hidden or destroyed your belongings निजी सामान को चुराया, छुपाया या नष्ट किया है		
3.	MENTAL- मानसिक		
(a) (क)	Tried to get money from you पैसे लेने की कोशिश की है		
(b) (ख)	Frightened you कभी आपको डराया है		

(c) (ग)	Played a prank with you शरारत करी है		
(d) (घ)	Mocked at you मज़ाक उड़ाया है		
4. ४)	EMOTIONAL – भावनात्मक		
(a) (क)	Displayed high levels of emotion that indicate vulnerability भावनाएं प्रदर्शित करने पर धौंस दिखाया है		
(b) (ख)	Shown low levels of resilience सहन करने की क्षमता में कमी दिखाई है		
(c) (ग)	Socially withdrawn सामाज से अलग किया है		
(d) (घ)	Have nightmares of bullied activities धौंसियाने को ले कर डरावने सपने आते हैं		
(e) (ङ)	Feel wary or suspicious of others शक पैदा किया है		
(f) (च)	Refused to talk बात करने से मना किया है		
(g) (छ)	Not allowed you to play games आपको खेलने की अनुमति नहीं दी है		
(h) (ज)	Truths about something bad you did/ blackmailing आपकी किसी गुप्त बात के बारे में जान कर उस पर धौंस दिखाता/दिखाती है		
5. ५)	CYBER- साईबर		
(a) (क)	Send dirty messages गंदे सन्देश भेजता/ भेजती है		
(b) (ख)	Ask to read filthy messages भद्दे सन्देश पढ़ने को कहता/ कहती है		
(c) (ग)	Send है dirty pictures गन्दी/नग्न तस्वीरें भेजता/भेजती		
(d) (घ)	Ask to comment on dirty messages and pictures गंदे सन्देश और गन्दी तस्वीरों पर प्रतिक्रिया प्रकट करने को कहता/कहती है		

(e) (इ)	Clicked your personal pictures and then blackmailing you आपकी निजी तसवीरें खींच कर उन्हें इन्टरनेट पर डालने की धमकी देता/ देती है		
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SECTION C: REASONS OF BULLYING-

ख. धौंसियाने के कारण-

S.NO. क्र.	STATEMENTS कथन	AGREE सहमत	PARTIALLY- AGREE अर्ध-सहमत	DISAGREE असहमत
	Bully -			
1. १)	Lack of attention from friends मित्रों का ध्यान न देना			
2. २)	Lack of attention from parents अभिभावकों का ध्यान न देना			
3. ३)	Lack of attention from teachers अध्यापकों/अध्यापिकाओं का ध्यान न देना			
4. ४)	To feel popular and seen as “tough” or “cool” and “in charge” मशहूर होने के लिए और अपने आपको “मज़बूत”/ताकतवर या “कूल” दिखाने के लिए			
5. ५)	To have power over others			

	आपके ऊपर ताकत आजमाने के लिए			
6. ६)	To control another person दूसरे लोगों/बच्चों को नियंत्रण करने के लिए			
7. ७)	Is lonely अकेला है			
8. ८)	Has problem at home के घर में परेशानी है			
9. ९)	Has low self-esteem में स्वाभिमान की कमी			
10. १०)	Is jealous ईर्ष्या रखता है			
11. ११)	Has a big ego धौंसिया अहंकारी है			
12. १२)	Likes to impress others को दूसरों को आकर्षित करना पसंद है			
13. १३)	Is overactive अति-क्रियाशील होते हैं			
14. १४)	Has difficulty focusing on or completing a task को ध्यान केन्द्रित करने में या कार्य पूरा करने में परेशानी होती है			

15. १५)	Has difficulty following directions निर्देशों का पालन करने में कठिनाई है			
16. १६)	Is aggressive in nature व्यवहार से आक्रामक है			
17. १७)	Is taking revenge धौंसिया के धौंस दिखाने का कारण बदला लेना है			

SECTION D: KNOWLEDGE SCALE

S.No क्र.	STATEMENTS कथन	CORRE-CT सहमत	PARTIALLY-CORRECT अर्ध-सहमत	INCOR-RECT असहमत
1. १)	Calling someone by a bad name is bullying बुरे नाम से किसी को बुलाना धौंस दिखाना है			
2. २)	Feeding wrong information about somebody to someone which is not true is bullying धौंसिया द्वारा अन्य छात्र/छात्रा के बारे में गलत जानकारी देना धौंस दिखाना है			
3. ३)	Bullying is preventable धौंस निषेध योग्य है			
4. ४)	A bully often targets the same victim again and again			

	धौंसिया एक ही बच्चे को बार -बार लक्ष्य करता है			
5. ५)	Watching from a distance the interpersonal violence and passing comments is also bullying दूर से हिंसा देखना और छीटाकशी करना धौंसियाना है			
6. ६)	Legal punishments for those who do bullying धौंसिया लोगो के लिए दंड का प्रावधान है			
7. ७)	A bully commit the bullying because he/she enjoys hurting धौंसिया मज़े के लिए धमकी देता है			
8. ८)	To stop bullying one should tell a teacher or parent धौंसिया के अध्यापक और अभिभावक को बताकर उसके धौंसियाने पर रोक लगा देनी चाहिए			
9. ९)	Distorting name/Abusing is a type of bullying नाम बदनाम करना या गाली देना धौंसियाना है			
10. १०)	Children who appear small, weak, insecure, sensitive, or “different” from their peers are easily bullied जो बच्चे छोटे, कमज़ोर , असुरक्षित , संवेदनशील या साथियों से “अलग” दिखाई देते हैं वो धौंसियाये जाते हैं			
11.	Often bullying is intentionally displayed in			

११)	front of others to get their attention and solicit their support अक्सर धौंसियाई दूसरों के सामने धौंस जान बूझकर उनको आकर्षित करने और उनके समर्थन के लिए करते हैं			
12. १२)	Blackmailing on any secret is a type of bullying किसी भी रहस्य पर ब्लैकमेल एक प्रकार की धौंस है			
13. १३)	Showing dirty pictures is a type of cyber bullying गन्दी तस्वीरें दिखाना साइबर धौंस का एक प्रकार है			
14. १४)	Bullying is done to overpower a person एक व्यक्ति पर हावी होने के लिए धौंस जमाई जाती है			
15. १५)	Giving threats is a type of bullying धमकियाँ देना या डराना, धौंस का एक प्रकार है			
16. १६)	Most of the time bullying happens because bully himself/herself has been bullied before ज्यादातर धौंस दिखाने का कारण धौंस दिखाने वाला पहले खुद धौंसियाया गया होता है			
17. १७)	Behaving with other kids harshly is bullying			

	अन्य बच्चों के साथ कठोरता से व्यवहार करना धौंस है			
18 १८.	Stopping other children to play with you अन्य बच्चों को अपने साथ खेलने के लिए रोकना, धौंसियाना है			
19. १९)	Involving in fights is bullying झगड़े में शामिल होना धौंसियाना है			
20. २०)	Getting hit and pushed around by others, is bullying दूसरों के द्वारा चोट एवं मार खाना धौंसियाना है			
21. २१)	Students who bully have strong needs for power and (negative) dominance वे विद्यार्थी जो धौंसियते हैं उनको ताकत दिखाने की और हावी होने की ज़रूरत महसूस होती है			
22. २२)	Parents can build on the ways that children are learning to understand, talk and respond to bullying in their early childhood setting शुरुआती बचपन में धमकियों को समझने, बात करने और जवाब देने के तरीके सीखाने का काम माता- पिता करते हैं			

SECTION E:IMPACT OF BULLYING ON VICTIMS-

घ. प्रभाव-

S.No.	STATEMENTS	ALWAYS	SOMETIMES	NEVER
क्र.	कथन	हमेशा	कभी-कभी	कभी नहीं
1. १)	Having problems in overcoming from bullying धौंस से उभरने में कठिनाई			
2. २)	Unwillingness to participate in social activities among other signs अन्य लोगों के साथ सामाजिक गतिविधियों में भाग लेने में अनिच्छा ज़ाहिर करना			
3. ३)	Develop behavioral problems in later life बाद के जीवन में व्यावहारिक सम्बन्धी समस्याओं का विकास होना			
4. ४)	Shy-inhibited temperament शर्मीला और हिचकता स्वभाव हो जाना			
5. ५)	Creates depression अवसाद (तनाव) विकसित होना			
6. ६)	Rejection by peers साथियों द्वारा अस्वीकृति			
7. ७)	Start feeling lonely अकेलापन महसूस करना			

8. ८)	Having social dissatisfaction सामाजिक रूप से असंतुष्ट होना			
9. ९)	Poor academic performance पढाई - लिखाई में कमजोर होना			
10. १०)	School drop-out स्कूल बीच में छोड़ना			
11. ११)	Loose ability to love and trust प्यार और विश्वास की क्षमता खोना			
12 १२)	Deny the chance to experience a quality relationship later in their life बाद के जीवन में अच्छे संबंध बनाने से मना करना			
13. १३)	May suffer from eating disorders भोजन सम्बन्धी विकार होना			
14. १४)	Develop tendency to self-injury खुद को चोट पहुँचाना शुरू कर देना			
15. १५)	Leads to psychological problems which require extensive counseling मनोवैज्ञानिक समस्याएं होना जिनमें परामर्श की आवश्यकता होती है			
16. १६)	Brings changes in sleep patterns नींद के तरीके में बदलाव आना			

17. १७)	Difficult to pay attention in the class कक्षा में ध्यान लगाने में कठिनाई होना			
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SECTION F: ILLINOIS BULLYING VICTIMIZATION SCALE

How many times did you do these things at school in the last 30 days?

पिछले ३० दिनों में कितनी बार ये चीज़ें आपने करी हैं?

S.No. क्र.सं.	Statements कथन	Never कभी नहीं	1 or 2 Times १ या दो बार	3 or 4 Times ३ या चार बार	5 or 6 Times ५ या ६ बार	7 or more times ७ या ज्यादा बार
1. १.	I upset other students for the fun of it मैं मज़े के लिए दूसरों को परेशान करता/करती हूँ					
2. २.	In a group, I teased other students मैं समूह में दूसरे विद्यार्थियों को परेशान करता/करती हूँ					
3. ३.	I spread rumors about other students					

	<p>मैं दूसरे विद्यार्थियों के बारे में अफवाह फैलाता/फैलाती हूँ</p>					
4. ४.	<p>I started (instigated) arguments or conflicts मैं बहस या शक करता/करती हूँ</p>					
5. ५.	<p>I helped harass other students मैं विद्यार्थियों को परेशान करने में साहयता करता/करती हूँ</p>					
6. ६.	<p>I threatened to hurt or hit another student मैं अन्य विद्यार्थियों को चोट पहुंचाने और मारने के लिए डराता/डराती हूँ</p>					

7. ७.	I encouraged people to fight में लोगों को झगड़ने के लिए उकसाता/उकसाती हूँ					
8. ८.	I teased other students में दूसरे विद्यार्थियों को परेशान करता/करती हूँ					
9. ९.	I was mean to someone when I was angry जब मैं गुस्सा होता/होती हूँ तो मैं मतलबी हो जाता/जाती हूँ					

How many times did these things happen to you at school in the last 30 days?

पिछले ३० दिनों में कितनी बार ये चीज़ें आप के साथ हुई हैं ?
















S.No. क्र.सं.	Statements कथन	Never कभी नहीं	1 or 2 times १ या दो बार	3 or 4 times ३ या ४ बार	5 or 6 times ५ या ६ बार	7 or more times ७ या ७ से ज्यादा बार
1. १.	Other students					

	picked on me दूसरे विद्यार्थी मुझे छेड़ते हैं					
2. २.	Other students called me "gay." दूसरे विद्यार्थी मुझे "गे" कह कर बुलाते हैं					
3. ३.	Other students called me names दूसरे विद्यार्थी मुझे चिढ़ाते हैं					
4. ४.	I got hit and pushed by other students. दूसरे विद्यार्थी मुझे मारते और धक्का देते हैं					
5. ५.	I was threatened by other students. मैं दूसरे विद्यार्थियों द्वारा डराया जाता/जाती हूँ					
6. ६.	Students spread rumors or told lies about me					

	विद्यार्थी मेरे बारे में अफवाह फैलाते हैं एवं झूठ बोलते हैं					
7. 6.	I was excluded or kept out of a group of friends on purpose मैं दोस्तों के समूह से बाहर या दूर रखा/रखी जाता/जाती हूँ					

SECTION G: CHILD AND YOUTH RESILIENCE MEASURE SCALE

Please circle one answer for each question -

S.No.	Statements	No	Some times	Yes
1.	Do you have people you want to be like			
2.	Is doing well in school important to you?			
3.	Do you feel that your parents/caregivers know a lot about you			
4.	Do you try to finish the activities that you start?			
5.	When things don't get your way, can you fix it without hurting yourself or other			






















	people (for e.g., without hurting others or saying nasty things)			
6.	Do you know where to get help? Are you treated fairly?			
7.	Do you feel fit in with other children?			
8.	Do you think your family cares about you when times are hard?			
9.	Do you think your friends care about you when times are hard?			
10.	Are you treated fairly?			
11.	Do you have chances to show others that you are growing up and can do things by yourself?			
12.	Do you like the way your family celebrates things?			

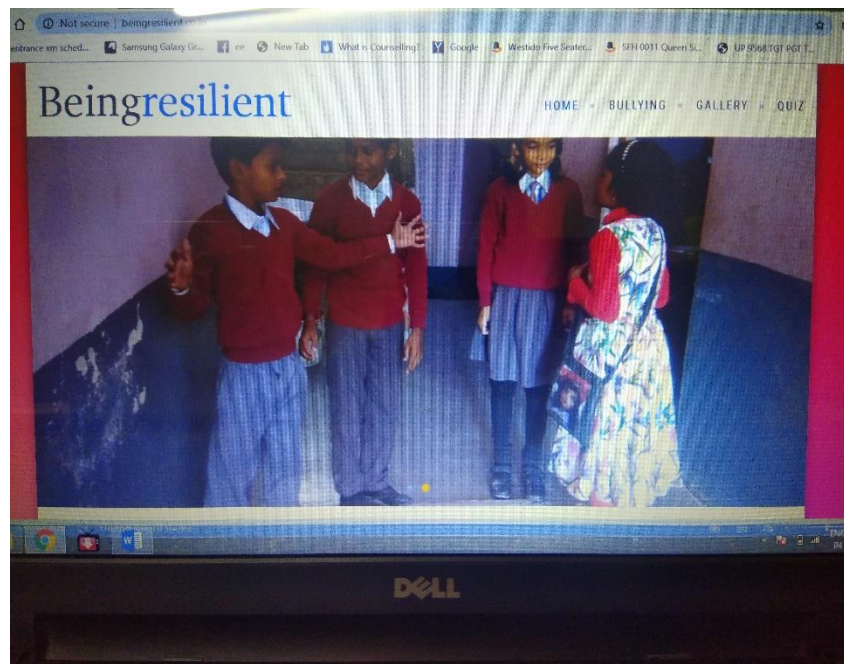
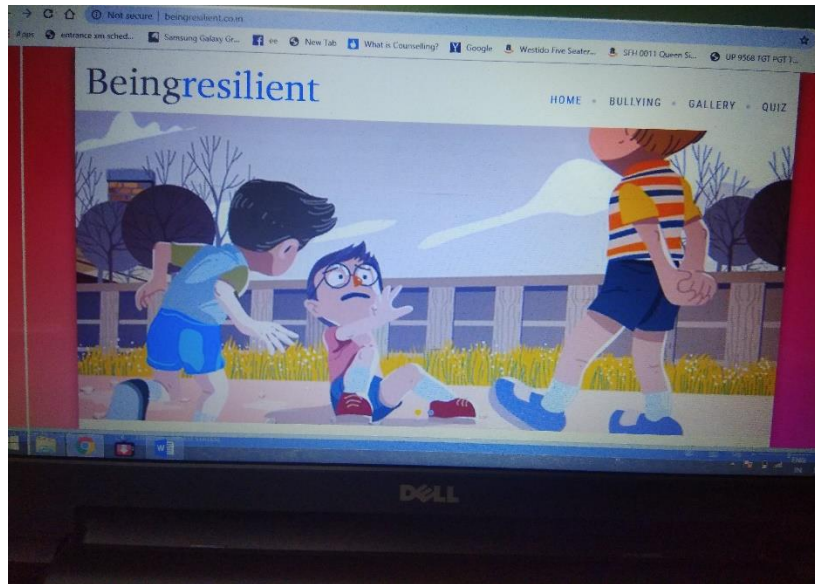




Plate 1: Data collection from respondents



(b) Blow the candle activity



(c) Webpage “beingresilient.co.in”

Plate-2: Items of intervention module to develop resiliency against bullying





Plate 3: Use of game- “Guess the Reason” as part of Intervention Module used to develop resiliency against bullying



Plate-4 : Use of activity “Blow the candle” as part of Intervention Module to develop resiliency against bullying







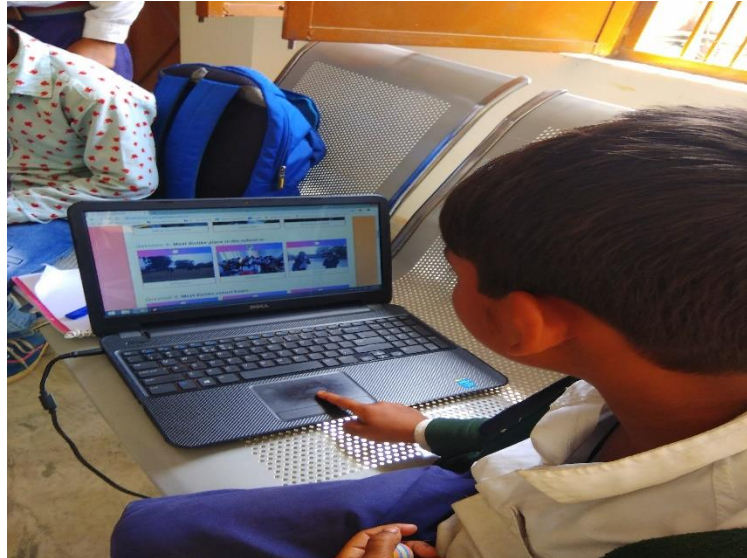


Plate 5: Use of “Webpage” as part of Intervention Module used to develop resiliency against bullying



IDENTIFYING THE BULLYING BEHAVIOR AMONG SCHOOL GOING CHILDREN

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ABSTRACT

Bullying happens once an individual is exposed repeatedly and over time to negative actions on the part of one or additional persons. It's a retardant that plagues each socio-economic cluster, boys and women, men and girls, employees, students and others. This study has been conducted in U.P. & C.B.S.E. schools of Lucknow to identify the bullies and bullied children which has been done with the help of using Illinois Bully Scale on the children aged between 10-12 years and graded between V-VII. It results that boys are having more bully- behavior than girls and hence, concluded that they are need to be develop anti-bullying behavior and moral development right from the very first sign of bullying behavior which should be taken as a warning sign.

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INTRODUCTION

Children from birth to five years elderly have a restricted ability to grasp and to specific themselves clearly mistreatment words. However, their general behavior, and talent to play well with alternative youngsters and with adults' means a lot. However, Marrow (2011) read childhood as each legal and relative however additionally behavioral within the sense of acting 'childishly' and being 'innocent'.

All kinds of bullying embody four parts. They embody associate degree imbalance of power, intent to hurt, a threat of any aggression and terror. The primary part, is imbalance of power, happens once the person doing the bullying is older, stronger, smarter, and a lot of standard among peers or of a unique race. The intent to hurt is once the bully sets bent because physical or emotional hurt to a different person and takes pleasure in doing therefore. The third part, the threat of any aggression, happens once the bully and also the victim aware that the act of bullying can occur once more. Lastly, terror happens when the act of bullying has escalated. Once the bully is aware of that they need caused terror, they believe the victim won't report the bullying and feel like they will continue while not consequences.

Bullying

Bullying is a problem that affects all children- those who bully, those who are victimized, and those who are witnesses

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to interpersonal violence (Shelley, Hymel & Susan, M. Swearer 2012). It is the use of force, threat, or coercion to abuse, intimidate or aggressively to impose domination over others. The behavior is often repeated and habitual. One essential prerequisite is the perception, by the bully or by others, of an imbalance of social or physical power. Behaviors used to assert such domination can include verbal harassment or threat, physical assault or coercion and such acts may be directed repeatedly towards particular targets. Legitimizations and defenses for such conduct once in a while incorporate contrasts of class, race, religion, sex, sexuality, appearance, conduct, quality, size or capacity. Tormenting can be characterized in a wide range of ways. It comprises of four essential sorts of maltreatment passionate (once in a while called social), verbal, physical or digital. It might be characterized as the action of forceful conduct planned to hurt someone else, physically, rationally or inwardly. It is described by an individual carrying on positively to pick up control over someone else (Fuller W. Robert). Harassing is undesirable, forceful conduct among school matured kids that includes a genuine or saw control unevenness. The conduct is reshaped or can possibly be reshaped extra minutes. It incorporates activities, for example, making dangers, spreading bits of gossip, assaulting somebody physically or verbally and barring somebody from a gathering deliberately. It is a type of forceful conduct in which somebody purposefully and over and over causes someone else damage or distress. It can appear as physical contact, words or more unobtrusive activities. The bullied individual typically has trouble defending him or herself and does nothing to "cause" the bullying. Bullying behavior is continual physical, psychological, social, verbal or emotional methods of intimidation by an individual or group.

Direct forms include physical and verbal bullying; indirect forms include behaviors such as actively isolating an individual from the peer group (exclusionary) and spreading rumors. Incidents of bullying often include the aggressor, a targeted peer and bystanders, who play a critical role in positively reinforcing bullying behaviors (O’Connell, Pepler & Craig, 1999). High rates of community crime are associated with severe bullying at school (Espelage, Bosworth & Simon, 2000). The victim is who the bully intends to harm and is not a perpetrator and a target of bullying (Holt *et al.*, 2007). Students that are bullied and those who bully are more likely to be a victim of crime, maltreatment, sexual abuse and a witness to other forms of victimization (Holt *et al.*, 2007).

Occurrence of Bullying

Bullying in middle schools is well on the way to happen in unclear open spaces, for example, corridors, washrooms, play areas, stairwells, cafeteria and locker rooms. These areas are not claimed or characterized by any individuals from the school network. Since these areas need instructor or grown-up supervision, they are spaces where spooks can escape with their demonstrations of mischief.

Behavioral Warning Signs that helped in identifying the Bullying behavior

Instructors ought to have the capacity to recognize practices which are cautioning signs that recommend social and passionate troubles outside the ordinary or expected range which can be due to the act of bullying. Their behavior is often characterized as follows:

- Hurtful to themselves or others
- Difficult stuck in an unfortunate situation shaping positive associations with them
- Unusually hard to mitigate
- Unable to solace or quiet self
- Extremely dreadful
- Shows sudden conduct changes
- Unable to play with others or items
- Absence of dialect or correspondence
- Frequent battles with others
- Emotionally extreme (extreme anger or sadness) or very slow

Based on the teacher’s observations of the standard of the behaviors, the teacher should confirm whether or not a child’s behavior is an element of traditional development or a warning sign for social and emotional difficulties. Boys are a lot of possible to be victims of physical bullying whereas women are a lot of possible to be bullied indirectly.

The aim of the study is to identify the number of children having bullying behavior in school on the basis of gender

Ho: There exist no association between gender and number of children showing bullied behavior in schools

METHODOLOGY & METHOD OF DATA COLLECTION

An explorative research design was used for the study. This study was carried out on school going students (between 10 to 12 years of age) of Lucknow city. Four schools were chosen for the study. Of these, schools were affiliated from CBSE Board and UP Board. Fifty respondents of class fifth to

seventh were randomly chosen from totally different chosen schools using simple random sampling, out of that 34 were boys and sixteen were girls. A regular scale (Illinois Bully Scale) was administrated to spot the number of children showing bullying behavior within the real category situation on the premise of gender.

RESULTS & DISCUSSIONS

Table 1 Distribution of respondent on the basis of Gender

Gender	Total number of children	Number of Bullies	Number of Bullied
Boys	34	24	10
Girls	16	7	9
TOTAL	50	31	19

Result in Table-1 showed that out of thirty-four boys, twenty-four were showing bullying behavior and only ten were bullied. While in the case of girls, out of sixteen, only seven were having bullying behavior and nine were victims or bullied due to others’ bullying behavior. It has summed up thirty-one bullies and nineteen bullied children in all. Identified bullies demonstrated significantly higher levels of bullying behavior than non-bullies. On the basis of gender, it has been found that boys were more involved in the bullying practices than the girls.

Ho: There exist no association between gender and number of children showing bullied behavior in schools

The study had sample of fifty children, out of which thirty-four boys and sixteen girls. Children were presented with a standard definition of bullying adapted from the Olweus Bully/ Victim Questionnaire: “Someone is bullying when he or she hits, kicks, grabs, or shoves you on purpose. It is also bullying when a student threatens or teases you in a hurtful way. It is also bullying when a student tries to keep others from being your friend or from letting you join in what they are doing. It is not bullying when two students of about the same strength argue or fight”. (Olweus,1993).

Following this, Illinois Bully Victimization Scale was administered to separate out the bullies and bullied approximately one month after the start of the school. According to Illinois Bully Scale, students were asked to report the number of times they had bullied others in the last thirty days and number of times they have been bullied on their own. Bullies items consist of nine statements and bullied or victim items consist of seven statements which were very helpful to make difference between the bullies and bullied. Response categories were "never," "once or two times," "three or four times," "five or six times and "seven or more times." Students were classified as bullies if they had admitted to bullying their peers or bullied themselves at least "three or four times in the last thirty days”.

CONCLUSION

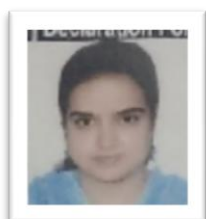
It could be concluded that bullying particularly in schools, was common in the children which is an issue of worry as these children should be given exceptional consideration instead of discipline. It was likewise observed that both boys and girls were the sufferers of bullying; particularly girls as they are more misled effortlessly instead of young men. In this way, both ought to be given uncommon consideration in the field of conduct with the goal that they additionally can perform like

other students of their class. They are should be create hostile to bullying conduct and good advancement ideal from the plain first indication of it which ought to be taken as a notice sign. Subsequently, it is distinguished that bullying is generally appeared by the boys, that were twenty-four in number than the girls which were seven, after using the Illinois Bully Scale in the above study.

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Prevalent Type of Bullying Among Students



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Abstract

Bullying can be done through many ways with different types. It may be defined as the activity of repeated, aggressive behavior intended to hurt another person, physically, mentally or emotionally. It can take the form of physical contact, words or more subtle actions. Direct forms include physical and verbal bullying; indirect forms include behaviors such as actively isolating an individual from the peer group and spreading rumors. It consists of four basic types of abuse emotional (sometimes called relational), verbal, physical or cyber.

Keywords: Bullying, Behavior, Types Of Bullying, Prevalent, Direct & Indirect Form.

Introduction

Bullying is undesirable, forceful conduct among school matured kids that includes a genuine or saw control awkwardness. The behavior is repeated or has the potential to be repeated, overtime. It includes actions such as making threats, spreading rumors, attacking someone physically or verbally and excluding someone from a group on purpose. (Amra Rasnika & Agarwal Shalini, 2019) It is a type of forceful conduct in which somebody deliberately and over and over causes someone else damage or inconvenience. It can appear as physical contact, words or progressively inconspicuous activities. It is stated that Cyber-bullying is more common in secondary school than in primary school. Bullying could come in any of these ways:

Physical

This includes threatening, or actually doing the action of hitting, kicking, pushing and any other physical harm. Others include stealing, hiding or destroying your belongings, forced to do things which one doesn't want to do. This is any bullying that hurts someone's body or damages their possessions. Stealing, shoving, hitting, fighting and destroying property all are types of physical bullying. It is the simplest to recognize in light of the fact that there is solid proof of its event, the physical structure represents short of what 33% type of harassing.

Verbal

Verbal bullying is the most widely recognized type of bullying and is equally utilized in both boys and girls. This includes calling you names, poking fun at you, teasing, people, giggling, taunting, name-calling, racist slurs, personal insults, insulting and laughing at you each time they see you, demeaning etc (Coloroso, 2002). It is a means of using words in a negative way such as insults, teasing, put downs, etc., to pick up control over someone else's life. Because younger children, have not yet built up a feeling of self, they are destined to experience the ill effects of this sort of bullying. With verbal bullying, the goal is still to degrade and demean the victim, while making the aggressor look dominant and powerful. It can also take the form of threatening phone calls, e-mails or notes as well as extortion of personal possessions or money (Coloroso, 2002). Gossiping, rumors and dishonest allegations are also considered forms of verbal bullying (Coloroso, 2002)

Relational

This includes people refusing to talk, share or allow you to join in games and play activities. Others include spreading lies (or even or truths about something bad you did), ignoring, not paying attention to someone, exclusion, alienation and avoidance (Coloroso, 2002). This is any bullying that is done with the intent to hurt somebody's reputation or social standing. It is expressed through eye rolling, glares, sighs, snickers, mocking or unfriendly body language. This type is the most difficult to detect because there is often no physical evidence to prove the bullying

has occurred, but the emotional pain causes severe damage to self-esteem and development (Coloroso, 2002).

Cyber Bullying

This includes people using the internet to send dirty, embarrassing and dangerous messages intended to cause problems for you. Cyber bullying is the use of technology to harass, threaten, embarrass or target another person. It includes, but is not limited to, abuse using email, instant messaging, websites, social networking sites etc.

Collective Bullying

Collective bullying strategies are utilized by more than one individual against an objective or targets. It is otherwise called mobbing, and can incorporate into any of the individual sorts of bullying. Behaviorist hypotheses trust that new practices can be substituted for old practices after a moderately brief timeframe. New practices can be educated to, or molded in, the person.

.Behaviorist hypotheses trust that new practices can be substituted for old practices after a generally brief timeframe. New practices can be instructed to, or adapted in, the person. These are arranged toward understanding the improvement of responsive practices to different boosts. They look at the pattern of reinforces in a person’s environment to explain specific behaviors. They have been influential in helping us understand not only how specific behaviors are acquired but also how specific behaviors can be extinguished and how new behaviors can be gradually shaped and learned through reinforces. Victims of direct forms of traditional bullying scored highly on feelings of anger, embarrassment, being stressed, being afraid, depressed and alone; victims of indirect bullying and cyberbullying either experienced a wide variety of negative emotions, or said that they had not been bothered emotionally. Generally females reported a

higher number of negative emotions compared to males. Ortega et al. (2012) investigated the emotional impact of four types of bullying; direct traditional bullying, indirect traditional bullying, mobile phone bullying and Internet bullying. The most common reported emotional response was anger. In general, negative emotions were less frequently reported for cyberbullying, compared to traditional bullying. This research has focused on how victims might feel.

There are various types of bullying which includes verbal to emotional bullying. In case of actually doing the act of bullying, every bully is different from another. For example, some children are very sensitive in matter of how they attack their target while others don’t think anything else except hurting. By having knowledge of not only the varied kinds of bullying but also the kind of bullies may encounter, it prepared child to overcome from any condition. In a national survey of standard 6 to 10 students in 2001, 30% of students revealed the involvement in bullying, which included 13% bullies, 11% bully- victims, and 6% both. However, verbal bullying was the most prevalent. In the past few years, as the importance of technology increases in young children social lives, hence, researchers have included cyberbullying or electronic bullying into the mix of types of bullying. Last two months were seen as 11.6% for physical and 52% for verbal type of bullying. These studies have found that bullying through electronic means that is, cyberbullying, although prevalent and common but comes after verbal bullying and physical bullying at third position.

Aim of the Study

To determine the types of bullying most prevalently practiced by the children.

Hypothesis

To study the association between Type of school & Gender and variables of Types of bullying.

Table 1: Distribution of respondents on the basis of types of bullying

S.No.	Particulars	Frequency (Frequency %)			
		Boys		Girls	
		Private	Government	Private	Government
i.	VERBAL BULLYING				
1-	Bully used words in a negative way such as insults, teasing, put downs				
a)	Yes	9 (25%)	30 (38%)	5 (17.9%)	23 (40.4%)
b)	No	27 (75%)	49 (62%)	23(82.1%)	34 (59.6%)
2-	Has given threats				
a)	Yes	22 (61.1%)	48 (60.8%)	5(17.9%)	23 (40.4%)
b)	No	14 (38.9%)	31 (39.2%)	23 (82.1%)	34 (59.6%)
3-	Spread rumors				
a)	Yes	11 (30.6%)	31 (39.2%)	10 (35.7%)	21 (36.8%)
b)	No	25(69.4%)	48 (60.8%)	18 (64.3%)	36 (63.2%)
4-	Called your names				
a)	Yes	14 (38.9%)	29 (36.7%)	8 (9.4%)	23 (40.4%)
b)	No	22 (61.1%)	50 (63.3%)	20 (23.5%)	34 (59.6%)
ii.	PHYSICAL BULLYING				
1-	Beaten you				
a)	Yes	16 (44.4%)	48 (60.8%)	14 (50%)	23 (40.4%)
b)	No	20 (55.6%)	31 (39.2%)	14 (50%)	34 (59.6%)
2-	Pushed you in anyway				
a)	Yes	15 (41.7%)	50 (63.3%)	8 (28.6%)	36 (63.2%)

Remarking An Analisation

b)	No	21 (58.3%)	29 (36.7%)	20 (71.4%)	21 (36.8%)
3-	Kicked you				
a)	Yes	16 (44.4%)	32 (40.5%)	8 (28.6%)	36 (63.2%)
b)	No	20 (55.6%)	47 (59.5%)	20 (71.4%)	21 (36.8%)
4-	Stolen, hidden or destroyed your belongings				
a)	Yes	13 (36.1%)	29 (36.7%)	11 (39.3%)	23 (40.4%)
b)	No	23 (63.9%)	50 (63.3%)	17 (60.7%)	34 (59.6%)
iii.	MENTAL BULLYING				
1-	Bully tried to get money from you				
a)	Yes	13 (36.1%)	22 (27.8%)	14 (50%)	11 (19.3%)
b)	No	23 (63.9%)	57 (72.2%)	14 (50%)	46 (80.7%)
2-	Frightened you				
a)	Yes	16 (44.4%)	46 (58.2%)	12 (42.9%)	24 (42.0%)
b)	No	20 (55.6%)	33 (41.8%)	16 (57.1%)	33 (57.9%)
3-	Played prank with you				
a)	Yes	27 (75.0%)	55 (69.6%)	19 (67.9%)	38 (66.7%)
b)	No	9 (25.0%)	24 (30.4%)	9 (32.1%)	19 (33.3%)
4-	Mocked at you				
a)	Yes	12 (33.3%)	47 (59.5%)	8 (28.6%)	30 (52.6%)
b)	No	24 (66.7%)	32 (40.5%)	20 (71.4%)	27 (47.4%)
iv.	EMOTIONAL BULLYING				
1-	Displayed high levels of emotion that indicate vulnerability-				
a)	Yes	21 (58.3%)	26 (32.9%)	8 (28.6%)	24 (42.1%)
b)	No	15 (41.7%)	53 (67.1%)	20 (71.4%)	33 (57.9%)
2-	Shown low levels of resilience				
a)	Yes	15 (41.7%)	39 (49.4%)	13 (46.4%)	18 (31.6%)
b)	No	21 (58.3%)	40 (50.6%)	15 (53.6%)	39 (68.4%)
3-	Socially withdrawn				
a)	Yes	11 (30.6%)	19 (24.1%)	6 (21.4%)	19 (33.3%)
b)	No	25 (69.4%)	60 (75.9%)	22 (78.6%)	38 (66.7%)
4-	Have nightmares of bullied activities				
a)	Yes	14 (38.9%)	39 (49.4%)	16 (57.1%)	26 (45.6%)
b)	No	22 (61.1%)	40 (50.6%)	12 (42.9%)	31 (54.4%)
5-	Feel wary or suspicious of others				
a)	Yes	13 (36.1%)	28 (35.4%)	9 (32.1%)	22 (38.6%)
b)	No	23 (63.9%)	51 (64.6%)	19 (67.9%)	35 (61.4%)
6-	Refused to talk				
a)	Yes	18 (50%)	45 (57%)	12 (42.9%)	30 (46.9%)
b)	No	18 (50%)	34 (43%)	16 (57.1%)	34 (53.1%)
7-	Not allowed you to play games				
a)	Yes	13 (36.1%)	37 (46.8%)	18 (64.3%)	24 (42.1%)
b)	No	23 (63.9%)	42 (53.2%)	10 (35.7%)	33 (57.9%)
8-	Truths about something bad you did/blackmailing				
a)	Yes	14 (38.9%)	31 (39.2%)	5 (17.9%)	11 (19.3%)
b)	No	22 (61.1%)	48 (60.8%)	23(82.1%)	46 (80.7%)
v.	CYBER BULLYING				
1-	Send dirty messages				
a)	Yes	7 (19.4%)	16 (20.3%)	3 (10.7%)	6 (10.5%)
b)	No	29 (80.6%)	63 (79.7%)	25 (89.3%)	51 (89.5%)
2-	Ask to read filthy messages				
a)	Yes	7 (19.4%)	20 (25.3%)	2 (7.1%)	6 (10.5%)
b)	No	29 (80.6%)	59 (74.7%)	26 (9.2%)	51(89.5%)
3-	Send dirty pictures				
a)	Yes	5 (13.9%)	5(8.81%)	2 (7.1%)	5 (8.8%)
b)	No	31 (86.1%)	52 (91.2%)	26 (9.2%)	52 (91.2%)
4-	Ask to comment on dirty messages and pictures				

a)	Yes	1 (2.8%)	2 (7.1%)	7 (8.9%)	4 (7.0%)
b)	No	35 (97.2%)	26 (92.9%)	72 (9.1%)	53 (93.0%)
5-	Clicked your personal pictures and then blackmailing you				
a)	Yes	4 (11.1%)	6 (7.6%)	1 (3.6%)	2 (3.5%)
b)	No	32 (88.9%)	73 (92.4%)	27 (96.4%)	55 (96.5%)

Data in table 4.3 revealed that most of the boys (75% & 62%) and girls (82.1% and 59.6%) studying in private and government school respectively said that bully did not used words in a negative way. While more than half of the boys' respondents (61.1%& 60.8%) and girls (82.1%) studying in private and government schools respectively said bully had given threats and 50% of respondents (girls) studying in both private and government school said "yes" bully had given threats while 50% said "no". It was also seen that more than half of respondents (boys 69.4% and 60.8%) and girls (69.3% and 63.2%) studying in Private and Government schools said bully didn't spread rumors about them. Similarly, 61.1 percent & 63.3 percent boys studying in Private and Government school said bully didn't called their names under verbal bullying.

Data revealed that in Physical Bullying, most of the boys (60.4% & 44.4%) studying in Government School bully has beaten up as they said "yes" for "Beaten you"; while most of the girls (40.4% & 59.6%) of same Government school has not beaten up as they said "no" for the same. It also revealed that more than half of the boys (63.5%) of Government School has been pushed in anyway as they said "yes" for "Pushed you in anyway" while 71.4 percent girls of Private School has not been pushed away as they said "no" for the same. Also that, most of the both boys and girls of Government School has not been kicked as they said "no" for "Kicked you". Similarly, most of the boys (36.1% & 36.7%) and girls (39.3% and 40.4%) of government school said "yes" for "Stolen, hidden or destroyed your belongings". While most of the boys (63.9% & 63.3%) and girls (60.7% & 59.6%) in Private School has not get their belongings stolen, hidden or destroyed as they said "no" for bully has "Stolen, hidden or destroyed your belongings".

Data shown in table depicted that during Mental Bullying, from more than half of the boys and girls of Government School (72.2% & 80.7%) respectively bully tried to get money as they said "yes" for "Bully tried to get money from you." On the other hand, to most of the boys (58.2%) of same Government School and to most of the girls of Private School, haven't frightened them, as they said no for "Frightened you". Also seen that with 75% boys and 67.9% girls of Private School bully played pranked with them as they said "yes" for "Played prank with you" and with most of the boys (66.7%) and girls (71.4%) of Private School bully mocked at them as they said "yes" for "Mocked at you".

It is clearly seen in data that under Emotional Bullying, with more than half of the boys (67.1%) of Government and girls (71.4%) of Private School bully hasn't displayed high levels of emotion that indicate vulnerability, as they said "no" for "Displayed high levels of emotion that indicate vulnerability" and to 68.4 percent girls of Government School, bully let

them show low levels of resilience as they said "yes" for "Show low levels of resilience". Data also revealed that to most of the boys (75.9%) and to most of the girls (78.6%) of Government School bully didn't let them socially withdrawn as they said "no" for it. While, to most of the boys (64.6%) of Government School and girls (67.9%) of Private School bully hasn't felt wary or suspicious of others as they said "no" for "Feel wary or suspicious of others". It also revealed that to more than half of the boys (57%) of Government School bully forced them to refused to talk as they said "yes" and to 57.1% girls of Private School bully let them not refused to talk as they said "no" for "Refused to talk". While 63.9% boys of Private School said "yes" to "Not allowed you to play games", wherein, 57.9% girls of Government School said "no" to "Not allowed you to play games", that is more than half percentage in both the cases. Also again, more than fifty percent of boys (61.1%) of Private School and similarly, girls (82.1%) said "no" to "Truths about something bad you did/blackmailing". Data represented that in cyberbullying, 80.6% boys of Private School and 89.5% girls of Government School said "no" to "Send dirty messages". While 80.6% boys of Private School and 89.5% of girls of Government School both said "no" to if bully "ask to read filthy messages". In the case of "Send dirty pictures", 91.2% boys and girls of Government School said "no" for it. Then, almost everyone 97.2% boys of Private School and 93% girls of Government School said "no" to "Ask to comment on dirty messages and pictures" and again 92.4% boys and 96.5% girls of Government School said "no" to "clicked your personal pictures and then blackmailing you"

Research Methodology

The methodology section outline the plan and method that how the study is conducted. This includes Universe of the study, sample of the study, Data and Sources of Data, study's variables and analytical framework. The details are as follows:

Population and Sample

One hundred thirty-six students who were in between the age of 10 years and 12 years, studying in sixth to eighth grades in Government Schools of Lucknow city has been studied.

Sampling Design

Purposive random and snowball sampling were used for the selection of sample.

Research Design

Exploratory and descriptive method were used as a research design

Method of Data Collection

Tool technique

Interview checklist

Data and Sources of Data

Remarking An Analisation

For this, primary data has collected in the form of Interview Schedule from the schools of U.P.boards. It is collected from the city of Lucknow in the State of Uttar Pradesh in India. It takes place for the period of six months.

Theoretical framework

Variables of the study contains dependent and independent variable. The study used pre-specified method for the selection of variables. The study used the Age, Gender, Educational Status, Type of School/Board as independent variable, whereas, pre-awareness regarding bullying has come under dependent variable.

Statistical tools

This section elaborates the proper statistical tools which are being used to forward the study from data towards inferences. The detail of methodology is given as follows:-

Factor Analysis

KMO Bartlett Test

The Kaiser-Meyer- Olkin (KMO) Measure of Sampling Adequacy is a statistic that indicates the proportion of variance in variables that might be caused by underlying factors.

Total Variance Explained

The Total column gives the eigenvalue, or amount of variance in the original variables accounted for by each component. The percentage of Variance column gives the ratio, expressed as a percentage, of the variance accounted for by each component to the total variance in all of the variables.

Scree Plot

A Scree Plot is a simple line segment plot that shows the fraction of total variance in the data as

explained or represented by each Principal Component.

Rotated Component Matrix

It is the key output of principal component analysis. It contains estimates of the correlations between each of the variables and the estimated components.

Results & Discussion

Factor Analysis was performed to determine Important Types of Bullying in Government Schools.

Table- : KMO and Bartlett's Test

KMO and Bartlett's Test ^a		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.671
Bartlett's Test of Sphericity	Approx. Chi-Square	740.696
	Df	300
	Sig.	.000
a. Only cases for which SCHOOL TYPE = Government School are used in the analysis phase.		

Adequacy of the data is tested on the basis of results the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy and Bartlett's test of sphericity (homogeneity of Variance) provided in above table. The KMO measure of sampling adequacy is 0.671 for government schools which indicates the present data is suitable for factor analysis. Similarly, Bartlett's test of sphericity is significant ($p < 0.001$); that explains existence of sufficient correlation between variables to proceed with the analysis.

Table- : Total Variance Explained

Component	Total Variance Explained ^a								
	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.118	16.471	16.471	4.118	16.471	16.471	2.767	11.067	11.067
2	2.403	9.613	26.084	2.403	9.613	26.084	2.223	8.892	19.959
3	1.676	6.702	32.786	1.676	6.702	32.786	1.736	6.944	26.903
4	1.587	6.347	39.133	1.587	6.347	39.133	1.653	6.613	33.515
5	1.295	5.178	44.311	1.295	5.178	44.311	1.589	6.358	39.873
6	1.208	4.830	49.141	1.208	4.830	49.141	1.519	6.078	45.951
7	1.177	4.709	53.851	1.177	4.709	53.851	1.488	5.953	51.904
8	1.096	4.384	58.234	1.096	4.384	58.234	1.349	5.397	57.302
9	1.068	4.270	62.504	1.068	4.270	62.504	1.301	5.202	62.504
10	.947	3.788	66.292						
11	.917	3.669	69.961						
12	.853	3.412	73.373						
13	.806	3.225	76.598						
14	.786	3.145	79.743						
15	.687	2.749	82.493						
16	.659	2.634	85.127						
17	.551	2.205	87.332						
18	.541	2.162	89.494						
19	.518	2.073	91.568						
20	.501	2.003	93.571						
21	.403	1.612	95.183						
22	.385	1.540	96.724						
23	.351	1.405	98.129						

24	.240	.962	99.091						
25	.227	.909	100.000						

Extraction Method: Principal Component Analysis.

a. Only cases for which SCHOOL TYPE = Government School are used in the analysis phase.

In above table,output lists the eigen values associated with each linear component (factor) before extraction, after extraction and after rotation. Before extraction, Output has identified 25 linear components within the data set. After extraction and rotation, the most important factor 1 explained 16.471% of total

variance that can be extracted. As evident from the above table (Total Variations Explained) it was found that from the total 9 components (Important Types of Bullying in Government Schools), 1st factors can be extracted.

Figure-1: Scree Plot

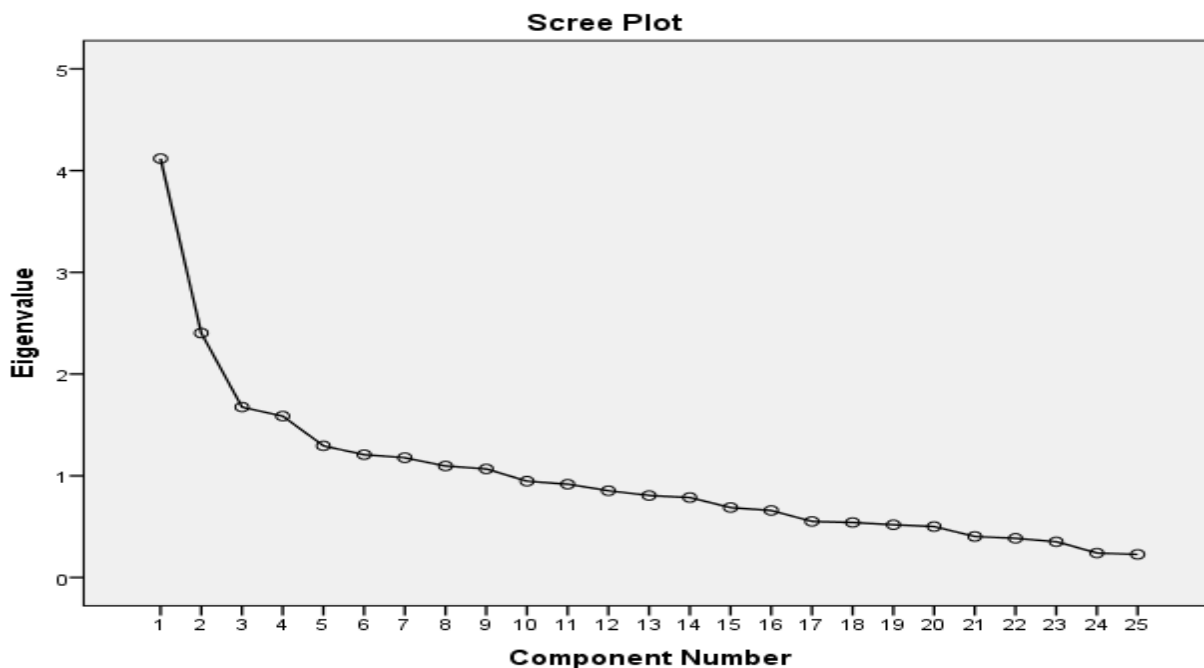


Table- : Rotated Component Matrix

	Rotated Component Matrix ^{a,b}								
	Component								
	1	2	3	4	5	6	7	8	9
Send dirty pictures	.801	-.040	-.004	.192	-.058	-.044	-.023	-.121	.103
Ask to comment on dirty messages and pictures	.760	.120	-.042	-.085	.062	-.146	-.185	-.025	-.099
Ask to read filthy messages	.707	.026	.153	-.100	.098	.154	.128	.077	-.240
Bully send dirty messages	.681	-.063	.162	.177	.021	.167	.250	.229	.076
Kicked you	.073	.788	.086	.087	-.018	-.010	.146	.033	-.072
Spread rumors	-.027	.681	.139	.043	-.060	.030	.013	.127	.040
Bully used words in a negative way such as insults	-.072	.377	.209	-.032	.367	.004	-.241	.259	.146
Frightened you	.128	.048	.728	.141	.008	.119	.072	.049	-.205
Played prank with you	-.059	.171	.661	-.117	-.038	-.051	.037	.061	.180
Has given threats	.287	.182	.455	.178	.108	.328	-.019	.103	.052
Truths about something bad you did/blackmailing	.006	.068	.049	.843	.115	.048	.000	-.042	-.135
Clicked your personal pictures and then blackmailing you	.484	-.031	-.018	.567	-.073	-.057	.099	.095	.281
Called your names/bully calls you with other family names	-.079	.384	-.039	.469	.134	.229	.134	.182	.361

Bully tried to get money from you	.219	.134	.350	.420	.193	-.166	.119	.076	-.254
Refused to talk	-.080	-.091	-.087	.136	.750	.211	-.060	-.043	-.038
Socially withdrawn	.299	-.087	.043	.052	.554	.059	.233	.170	.061
Pushed you in anyway	-.020	.389	.333	.045	.455	-.362	.144	-.155	.153
Have nightmares of bullied activities	-.025	-.030	.032	-.005	.268	.806	.112	.054	.043
Beaten you	.063	.468	.283	.046	-.145	.494	-.190	-.055	-.049
Displayed high levels of emotion that indicate vulnerability	.028	-.052	.162	.125	.031	.036	.794	.173	.135
Mocked at you	.036	.423	-.059	-.043	.062	-.001	.666	-.153	-.115
Not allowed you to play games	.021	-.012	.239	-.015	-.022	.150	-.053	.755	-.078
Feel wary or suspicious of others	.087	.317	-.139	.095	.104	-.135	.192	.637	-.016
Stolen, hidden or destroyed your belongings	.122	.141	.057	-.007	.304	.187	.072	-.180	.640
Shown low levels of resilience	.235	.227	.051	.102	.263	.290	.013	-.050	-.582
Extraction Method: Principal Component Analysis.									
Rotation Method: Varimax with Kaiser Normalization. ^{a,b}									
a. Rotation converged in 11 iterations.									
b. Only cases for which SCHOOL TYPE = Government School are used in the analysis phase.									

In the above table, Factor Analysis exhibits the rotated factor loading for the statements (Variables) of Important Types of Bullying in Government Schools. From the table of Rotated Component Matrix, we find out that- Factor -1 includes following 4 variables (Types of Bullying in Government Schools).

1. Send dirty pictures
2. Ask to comment on dirty messages and pictures
3. Ask to read filthy messages
4. Bully send dirty messages

Conclusion

It could be concluded that learning bullying behavior was prevalent in the children which is a issue of concern as these children need to be given special attention rather than punishment. It was also seen that both boys and girls were the sufferers of types of bullying. Thus, both should be given special attention, so that, they also can perform like other children of their class.

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Research Article

CONTRIBUTING FACTORS LEADING BULLYING AMONG CHILDREN

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ABSTRACT

Bullying happens once an individual is exposed repeatedly and over time to negative actions on the part of one or additional persons. It's a retardant that plagues each socio-economic cluster, boys and women, men and girls, employees, students and others. This study has conducted in U.P. & C.B.S.E. schools of Lucknow to determine the reasons of indulging in bullying on the children aged between 10-12 years and graded between V-VII. It results that there are various reasons including ego issues to cultural causes of bullying and hence, concluded that they are need to be develop anti-bullying behavior and moral development right from the very first sign of bullying behavior which should be taken as a warning sign.

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INTRODUCTION

Children from birth to five years elderly have a restricted ability to grasp and to specific themselves clearly mistreatment words. However, their general behavior, and talent to play well with alternative youngsters and with adults' means a lot. However, Marrow (2011) read childhood as each legal and relative however additionally behavioral within the sense of acting 'childishly' and being 'innocent'.

All kinds of bullying embody four parts. They embody associate degree imbalance of power, intent to hurt, a threat of any aggression and terror. The primary part, is imbalance of power, happens once the person doing the bullying is older, stronger, smarter, and a lot of standard among peers or of a unique race. The intent to hurt is once the bully sets bent because physical or emotional hurt to a different person and takes pleasure in doing therefore. The third part, the threat of any aggression, happens once the bully and also the victim aware that the act of bullying can occur once more. Lastly, terror happens when the act of bullying has escalated. Once the bully is aware of that they need caused terror, they believe the victim won't report the bullying and feel like they will continue while not consequences.

Bullying

Bullying is a problem that affects all children- those who bully, those who are victimized, and those who are witnesses to interpersonal violence (Shelley, Hymel & Susan, M. Swearer 2012). It is the use of force, threat, or coercion to abuse, intimidate or aggressively to impose domination over others. The behavior is often repeated and habitual. It is described by an individual carrying on positively to pick up control over someone else (Fuller W. Robert). It is a type of forceful conduct in which somebody purposefully and over and over causes someone else damage or distress. It can appear as physical contact, words or more unobtrusive activities. The bullied individual typically has trouble defending him or herself and does nothing to "cause" the bullying. Bullying behavior is continual physical, psychological, social, verbal or emotional methods of intimidation by an individual or group. Direct forms include physical and verbal bullying; indirect forms include behaviors such as actively isolating an individual from the peer group (exclusionary) and spreading rumors. Incidents of bullying often include the aggressor, a targeted peer and bystanders, who play a critical role in positively reinforcing bullying behaviors (O'Connell, Pepler & Craig, 1999). The victim is who the bully intends to harm and is not a perpetrator and a target of bullying. Students that are bullied

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and those who bully are more likely to be a victim of crime, maltreatment, sexual abuse and a witness to other forms of victimization (Holt et al., 2007).

Reasons of Bullying

Lack of attention from friends, parents or teachers can make a person bully you, just to feel popular are some of the main causes or reasons of bullying. Bullying may also result from a genetic predisposition or a brain abnormality in the bully, inclined towards negativity, perform poorly academically, has trouble academically, usually has negative attitudes and beliefs about others, feels negatively toward himself/ herself, perceives school as negative, negatively influenced by peers, authoritarian personalities, combined with a strong need to control or dominate. Piaget was the first researcher to study children's moral reasoning by watching and questioning children as they played marbles, a game that required children to deal with issue of justice, fairness and turn taking. At the beginning of middle childhood, children first began to play by strict rules and to play the win. They wanted to settle which players controlled the game and they wanted all the players to play by the same rules. These children, Piaget suggested, played marbles according to an external morality in which rules are seen as cast in stone, handed down by authority figures. Children at this age believed that obeying rule is good and disobeying rule is bad. Children's respect for rules remained rigid, Piaget found until they reached a level of interval mortality in which they understood that people may agree to reason out, discuss, change and remake rules. There are varieties of reasons of bullying:-

Cultural causes of bullying

Culture is an important reason of bullying as a culture that is fascinated with winning, power and violence, some experts suggest that it is unrealistic to expect that people will not be influenced to seek power, will not be influenced to seek power through violence in their own lives.

Institutional causes of bullying

If the institution at which the bullying takes place- whether the home, the school or the workplace- doesn't have high standards for the way people treat each other, then bullying may be more likely and/or prevalent and have an influence on why people bully.

The Bully has been bullied before

Many bullies have been bullied before, whether by family or just by their peers. They may have been teased to a point where they feel insignificant, which makes them so angry that they have to take it out on someone else. Especially if it happened to them in their childhood years, they could grow up with a bully mentality because it all they know. Of course, this goes both ways as someone who has been bullied before can turn out to be a great person.

The Bully is lonely

Feeling unimportant and left out can contribute to bullying. Everyone needs attention and sometimes, those who don't enough will turn into bullies. It's what they feel gives them power and sense of importance. Even if they have many friends, they feel they deserve aren't getting.

The Bully has problem at home

It's common for a bully to have had problems at home. This could be physical or verbal abuse that will affect someone's mind. That could turn a normal person into an aggressive and emotional being with a fragile mind.

The Bully has low self- esteem

If someone feels that they aren't smart enough, attractive enough or worthy enough, then they have to make themselves feel better about themselves. Whatever the reason is, the easiest way for them to achieve that is, by putting someone else down. However, they will find out sooner or later that it's a losing strategy because someone will fight back.

The bully is jealous

If a bully is jealous of a particular person then, they will take their frustrations out on that person. The main reason for jealousy is often popularity. The victim could be more popular than the bully which truly gets on their nerves.

The bully is part of a pack

Bullies roll in groups and want a sense of security just in case someone decides to fight back, then they call for back up. Loneliness reduces their confidence and they will wait until they feel safe.

The bully has a big ego

Some bullies don't fit any of the above criteria. Their main motivation of the bullying simply boils down to having a big ego. Their arrogance has made themselves believe that they are the best thing since sliced bread. Until someone challenges them on this, they will continue to have the same frame of mind.

The bully likes to impress

Certain people want to be the center of attention. There is nothing wrong with that but a bully chooses to get the attention in the wrong way. They usually don't have any particular talent or skills that can impress people so that they have to poke fun at someone to get some laughs. Because of this, they feel that they have left a good impression among their peers.

The bully sees you as being different

A bully will pick out their target based on a specific reason. One could be different in some way, whether it's by race, sexuality, disability or something else. They will single you out and verbally or physically abuse you. Usually, they won't let you know the reason but most of the time it's obvious.

A bully could fall under one or may be even all of the above reasons

Some changes within time while others remain a bully for the rest of their lives. It just depends on whether something or someone can change their mentality or not. Different circumstances and events can transform someone into a cool and understanding person. Unfortunately, it can also turn them into a completely bully.

MATERIALS & METHODS

A descriptive research design was used for the study. This study was carried out on school going students (between 10 to 12 years of age) in two Government Schools of Lucknow city. The selection of schools was done randomly. Purposive cum random sampling design was used to conduct the study area and samples. 136 respondents were randomly selected from different selected Government schools using simple random sampling. Self-Constructed and Pre-Tested Interview Schedule was constructed keeping in mind objectives related to the major reasons of bullying on the bullied children.

RESULTS & DISCUSSIONS

Findings: Important Reasons of Bullying in Government Schools

In the present study Factor Analysis exhibits the rotated factor loading for the statements (Variables) of Important Reasons of Bullying in Government Schools.

Looking at table of Rotated Component Matrix, it is found that Factor -1 includes following 4 variables (Reasons of Bullying in Government Schools).

1. Lack of attention from parents
2. Lack of attention from teachers
3. Lack of attention from friends
4. To have power over others

Table 1 Total Variance Explained

Component	Total Variance Explained								
	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.901	22.949	22.949	3.901	22.949	22.949	2.762	16.247	16.247
2	2.074	12.202	35.151	2.074	12.202	35.151	1.989	11.698	27.945
3	1.400	8.234	43.384	1.400	8.234	43.384	1.908	11.222	39.167
4	1.254	7.375	50.759	1.254	7.375	50.759	1.662	9.774	48.942
5	1.057	6.215	56.974	1.057	6.215	56.974	1.366	8.032	56.974
6	.946	5.562	62.536						
7	.895	5.263	67.799						
8	.805	4.734	72.533						
9	.758	4.458	76.991						
10	.699	4.115	81.106						
11	.653	3.843	84.949						
12	.582	3.422	88.371						
13	.468	2.753	91.124						
14	.431	2.532	93.656						
15	.423	2.488	96.145						
16	.354	2.082	98.227						
17	.301	1.773	100.000						

In above table, output lists the eigen values associated with each linear component (factor) before extraction, after extraction and after rotation. Before extraction, output has identified 17 linear components within the data set. After extraction and rotation, the most important factor 1 explained 22.949% of total variance that can be extracted. As evident from the above table (Total Variations Explained) it was found that from the total 5 components (Important Reasons of Bullying in Government Schools), 1st factors can be extracted.

Table 2 Rotated Component Matrix

	Rotated Component Matrix				
	Component				
	1	2	3	4	5
Lack of attention from parents	.811	-.010	-.042	.082	-.135
Lack of attention from teachers	.735	.129	.037	.024	.182
Lack of attention from friends	.716	-.121	.044	.100	.111
To have power over others	.614	.255	.209	.154	.155
Has difficulty focusing on or completing a task	-.031	.726	-.122	.025	.023
Is aggressive in nature	.036	.681	.246	-.133	.195
Has difficulty following directions	.215	.600	-.047	.352	-.072
Is taking revenge	.026	.439	.417	.029	.179
Has a big ego	.023	-.157	.692	-.039	.210
Is overactive	-.065	.013	.646	.211	-.214
Is jealous	.214	.264	.633	-.342	-.012
Likes to impress others	.171	.369	.428	.232	.263
Bully has problem at home	.024	.034	.154	.780	.150
To control another person	.345	.066	-.134	.704	-.028
Has low self-esteem	.191	.206	.254	.207	.679
Bully is lonely	.459	.218	-.079	.097	.564
To feel popular and seen as "tough" or "cool" and "in charge"	.422	.148	.115	.325	-.490

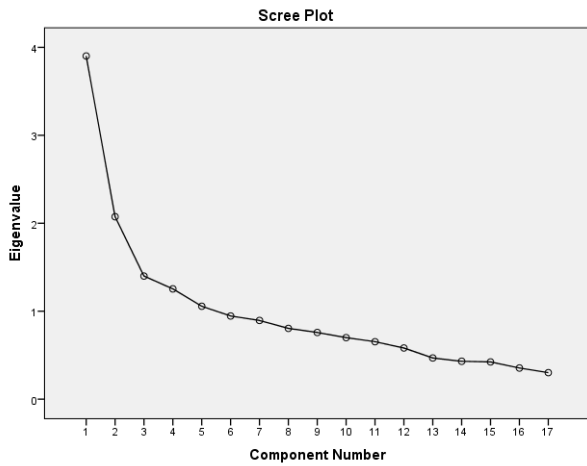


Figure 1 Scree Plot

CONCLUSION

It could be concluded that bullying particularly in schools, was common in the children which is an issue of worry as these children should be given exceptional consideration instead of discipline. It was likewise observed that Lack of attention from parents, teachers and friends and want to have power over others were the most common reasons of bullying in Government Schools.

It is found that these reasons would affect children so much that their every domain including physical, social, and emotional seemed to be lagging behind if proper care would not be taken care of, most importantly by teachers and parents. It is very much like that child has to be stopped to do the act of bullying or getting them indulged in the act of bullying at the right place and at the right time to avoid the worst conditions after the bullying.

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Urkund Analysis Result

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