

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

SUMMARY SUBMITTED

TO

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SUMMARY

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.