



BULLYING AMONG SCHOOL GOING TEENAGE GROUP - A SYSTEMATIC STUDY

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ABSTRACT

Bullying is defined as deliberate, persistent behavior directed at another person with the purpose to cause them pain or poor self-esteem while leaving the victim defenseless. The investigator is eager to learn what evidence from India indicates regarding the frequency of bullying and its impact on kids' emotional and physical well-being. For the purpose of this researcher's examination of various publications, secondary sources will only be included in studies that are done in India or organized outside but discuss Indian settings and are accessible online. After analyzing this research, it was discovered that they had a broad emphasis and mostly discussed the idea, prevalence, types, causes, and effects of bullying in the context of India. According to the findings, bullying affects between 50 and 60 percent of children in India. Studies have also been conducted on the origin and effect of bullying and the negative effects it has on students' health. Research also demonstrates the detrimental effects of this issue, which calls for immediate attention and elimination.

KEYWORDS - Bullying, effect, Prevalence, etc.

INTRODUCTION

A kid has some natural skills from birth, and as they get older, they pick up knowledge from their parents, families, society, and environment—including the TV, phone, technology, and social settings, among other things. A youngster learns a great deal from his instructors, classmates, and the curriculum when he attends school. Additionally, he or she makes use of prior knowledge to learn more and interact with others. Children read, play, eat, and fight with one another at schools; these are typical activities.

However, bullying occurs when a kid or group of children purposefully and repeatedly harms another child; this is not a normal activity. Bullying may be defined in a variety of ways; it is sometimes seen as a subset of aggressive conduct. Bullying is commonly understood to be a type of violent conduct that involves repeated, deliberate acts of aggression directed at an individual who is unable to protect themselves (Smith, 2016). deliberate, persistently harmful actions by one or more people against someone who is unable to protect himself (Olweus, 1994). [1]

Bullies typically target pupils who are different from them, such as those who wear glasses, are overweight, very skinny, have low academic success, or have noticeable characteristics such large ears, noses, eyes, or severe acne (Omoniyi, 2013). Bullying occurrences have been reported to most Indian schools, and unless the bullying is physical, the school considers it to be a small violent event (Nazir, 2019). In schools, verbal bullying and taunting others are recognized as typical interactions and activities. Everyday bullying and fighting amongst kids occur in Indian schools, yet none of these incidents is reported to the administration, and instructors seldom step in to stop it.[2]

Private schools have policies in place that students must abide by. These policies primarily deal with discipline and inappropriate conduct, such as smoking or drinking while on school grounds, causing damage to school property, avoiding homework repeatedly, and getting into fights with classmates that result in serious physical harm. There is also variation in the definition of inappropriate behavior among schools. Parents are typically not involved in bullying situations, and victims of bullying often fail to notify their parents about the bullying. [3]

According to Kshirsagar (2006), just 24% of parents knew that their kids were being bullied. Bullying occurs not just in the school setting but also in other places, such as playgrounds, school buses, and sibling taunting and bullying. The purpose of this study is to determine the incidence of bullying in Indian schools, as well as its causes and effects on children. Bullying has to be recognized and eradicated. Certain key elements from the study were retained during the analysis of the research, including the idea, prevalence, causes, and effects of bullying. We only include research that are readily available online and are carried out in India. [4]

METHODOLOGY

SOURCE OF DATA COLLECTION

The data of bullying collected from central library of our college.

WARNING SIGNS

Signs that a child is being bullied may include:

- Unexplainable injuries,
- Symptoms of anxiety and post-traumatic stress,
- Lost or destroyed clothing or other objects,
- Changes in eating habits,
- Declining grades,

- Continual school absences,
- Self-harm,
- Delusions of "gender dysphoria" (believing oneself to be of the other sex)
- Suicidal ideations, and
- Becoming overly apologetic.

Signs that a child is bullying others may include:

- Getting into physical or verbal fights,
- Getting sent to the principal's office frequently
- Having friends who bully others, and being problematic
- Becoming increasingly aggressive in normal activities.

Signs that a child has witnessed bullying include:

- Poor school behavior,
- Emotional disturbance,
- Depression,
- Post-traumatic stress,
- Drug and alcohol abuse, and
- Suicidal ideation.

TYPES OF BULLYING

There is evidence that pack bullying was more common in high schools than in lower grades and lasts longer than bullying undertaken by individuals. [5]

PHYSICAL

Any unwelcome physical interaction between the victim and the aggressor is considered physical bullying. This is among the bullying behaviors that are easiest to recognize. Fighting, headlocks, hazing, inappropriate touching, kicking, pinching, poking, hair pulling, punching, pushing, slapping, spitting, stalking, or making unwanted and persistent eye contact with a victim are a few examples. Other behaviors include spilling liquids onto a victim, throwing small, light objects at them, teasing, threatening, tickling, using weapons—including homemade ones—theft, and destroying personal property.[6]

EMOTIONAL -Any type of bullying that harms a victim's mental health or emotional stability is considered emotional bullying. Spreading false information about others, "ganging up" on them (which could also be construed as physical bullying), ignoring them (by giving them the silent treatment or acting as though the victim doesn't exist), inciting others, and belittling or saying hurtful things are a few examples of what constitutes verbal bullying.[7]

VERBAL

Slandorous remarks or charges that cause the victim unwarranted emotional pain are considered verbal bullying. Using derogatory language or making fun of the victim's name, tormenting, harassing, mocking, and belittling them, threatening to harm them, taunting, teasing, and making inappropriate sexual remarks

are a few examples of personal abuse. Other examples include: using profanity or foul language directed at the victim.[8]

SEXUAL

Sexual harassment refers to "any bullying behaviour, whether physical or non-physical, that is based on a person's sexuality or gender." In a survey conducted by BBC Panorama with 273 English teenagers between the ages of 11 and 19, it was discovered that 28 had been coerced into a sexual act, 31 had witnessed it happen to someone else, and 40 had been the target of unwanted contact. According to data from the UK government, there were 120 expulsions and 3,450 fixed-period exclusions from schools in England as a result of sexual misbehavior during the 2007–2008 academic year. This included instances of groping and the use of derogatory words directed against women. [9]

PERCEPTION OF BULLYING

Dan Olweus is the only author of the research on bullying; he conducted a thorough analysis of the issue and created a number of intervention and preventative initiatives. His in-depth studies and broad work in this field clarified bullying and revealed this important problem along with its associated effects. According to Dan Olweus (1978), bullying occurs when a person experiences unfavourable acts from one or more people on a regular basis over an extended period of time and finds it difficult to defend themselves. Bullying is defined as the repetitive use of force and aggressiveness with the intent to create hurt, distress, poor self-esteem, or control over another person (Malhi, Bharti & Sidhu, 2014).[10]

According to Indian researchers, bullying is defined as when one or more children intentionally, aggressively, and unprovokedly abuse their power to hurt, upset, and disturb another child repeatedly (Kshirsagar, Agarwal and Bavdekar, 2007; Ramya & Kulkarni, 2010; Mehta & Pilania, 2014; Rai, Binil V, Savitha, 2018). Threats, jests, words or jokes, ridicule, criticism, social isolation, offensive behavior, and facial expressions are all examples of bullying. Ramya & Kulkarni (2010) found that verbal bullying, such as name-calling, accounts for 57.9% of bullying cases. This is followed by mocking one's looks (15.5%) and demeaning (15.2%), while physical bullying accounts for just 12.5% of cases. Similar findings were made by Kshirsagar, Agarwal, and Bavdekar (2007) when it came to the types of bullying, with verbal bullying being more common than physical bullying.[11]

According to research by Patel, Verma, Shah, Phatak, and Nimbalkar (2017), 29.7% of students report having been the victim of bullying. Girls are more likely to be victims of emotional and sensitive bullying than males, who are more likely to be victims of physical and verbal bullying.[12]

INCIDENCE OF BULLYING IN INDIA

The prevalence of bullying also varies with the kind of school, such as coed and single-sex (boys' and girls' schools). In their study, Kshirsagar, Agarwal, and Bavdekar (2007) discovered that bullying is more common in coed schools—38.2%—than in schools for girls (18.5%). Bullying affects girls 28.5% of the time, and guys 36.2%. According to Ramya & Kulkarni (2010), bullying is more common in females than

in boys, with a 53% prevalence among girls compared to a 63.9% prevalence among boys. They also discovered that bullying frequency rose with age, peaking at 13 and then declining at 14 years of age.[13] According to Malhi, Bharti, and Sidhu (2014), 53% of students in grades 9 through 10 report having experienced bullying, with 13% of them being bullies and 19.2% being victims. According to Yadav & Mehata (2015), 33% of pupils in Varanasi City reported being bullied by their peers, while 10% reported being tormented by classmates from different sections. While 3% of students are harassed by their juniors, seniors bully nearly 26% of kids. According to Patel, Verma, Shah, Phatak, and Nimbalkar's (2017) research, 49% of Gujaratis report having been bullied, with boys being more prone to bully others. In their study, Rai, Binil V., and Savitha (2018) found a substantial correlation between bullying and family income, gender, and place of residence.[14]

REASONS OF BULLYING

Bullying settings, forms of bullying, individual beliefs, and behavioral patterns all influence the causes of bullying, which are not all-encompassing. Only those factors—which are prevalent in nearly all forms of bullying and can be identified in several study papers—are included here. In their study, Srisiva, Thirumoorthi, and Sujatha (2013) discovered that the following factors contribute to bullying: students' desire to establish dominance (34%), demonstrate their physical prowess (22%), imagine themselves as class heroes (16%), previous arguments (seeking retribution) (12%), and minor disagreements (9%). Malhi, Bharti, and Sidhu (2014) discovered that bullying can occur as a result of or as a cause of poor self-worthiness.[15]

Mehta and Pilania (2014) explain the reasons of bullying in the context of conduct. "A kid may face bullying if they don't own a specific type of phone or post an image on a social media platform. Children who are bullied most frequently are those who have special needs, are disabled, overweight, timid or worried, or have particular psychological characteristics. According to studies, teenagers who are overweight are more prone than those who are average weight to experience bullying from their peers. The bullies taunt and make derogatory remarks about them. Children who are disabled or have a handicap are frequently easy targets.[16]

EFFECTS OF BULLYING

Bullying is a persistent issue that affects adolescents who attend school. All kids are impacted by this issue, including bullies, victims, bully-victims, and witnesses. In their study, Rai, Binil V., and Savitha (2018) found a negative relationship between bullying and psycho-social well-being, meaning that bullying rises as psycho-social wellbeing declines. According to Kshirsagar, Agarwal, and Bavdekar (2007) and Ramya & Kulkarni (2010), the majority of kids experience sadness and depression, and bullying is linked to a number of health issues, the most common of which are headaches and stomachaches. According to Kshirsagar, Agarwal, and Bavdekar (2007), victims of severe and persistent bullying may have a variety of negative effects, including quitting school, low self-esteem, anxiety, depression, and academic performance.[17]

According to Srisiva, Thirumoorthi, and Sujatha (2013), kids deal with a variety of issues, including low self-esteem, poor focus when studying (56%), crying (41%), and suicidal thoughts (27%). Some victims of bullying even turn into bullies in an attempt to exact revenge. Based on previous research, Malhi, Bharti, and Sidhu (2014) noted in their study that victims endure more psycho-social issues than spectators do. High degrees of social isolation, despair, anxiety, self-harming tendencies, and suicide thoughts are among the issues. Mehta & Pilania (2014) quoted Rigby's (2003) classification of the effects of bullying victimization, which include low psychological well-being, poor social adjustment, psychological anguish, and physical illness.[18]

DISCUSSION

Studies on bullying's prevalence have shown differing results. Modecki et al. (2014) conducted a meta-analysis of 80 foreign research, which yielded a summary of the mean prevalence of traditional bullying participation at 35% and cyberbullying at 15%. According to our analysis, there is a significant range in the prevalence of bullying victimization—from 4% to 94%. This might be because bullying was characterized differently in each case. Although the definitions of the many forms of bullying—physical, verbal, relational, and property damage—have been defined by the CDC (Gladden et al., 2014), it might not be feasible to completely eradicate the effects of society and culture on how bullying is understood (Campbell et al., 2018).[19]

These might range from the terminology used to characterize certain types of bullying to cultural concepts like power distance, individuality vs. collectivism, and masculinity vs. femininity. This could also affect the way bullying-related questions are phrased in the nations included by this review.[20]

A meta-analysis conducted in 2014 by Tippett and Wolke revealed that victims and bullies were more likely to come from lower socioeconomic backgrounds. A few studies conducted in Nepal and India confirmed this finding, finding that bullying was more common among disadvantaged classes (Mishra et al., 2018; Sethi et al., 2019). The investigations found that young people from comparatively affluent backgrounds were more likely to be bullies than the meta-analysis did. This was also seen in an Indian school research (Rana et al., 2020), which discovered that students attending government schools had a considerably lower likelihood of reporting bullying or victimization behaviors than students attending private schools.[21]

CONCLUSION

Bullying is a well-known issue among schoolchildren; it is not a recent phrase and has been in the news for a while, but despite long-standing issues, researchers have just recently begun to focus on this issue. Research on bullying began in the 21st century in India, but it starts in the mid-19th century in other countries. Compared to research conducted elsewhere, there aren't as many researchers studying bullying in India. Every study from India demonstrates the high frequency of bullying among pupils enrolled in school, as well as the root cause and the severe effects it has on kids. Bullying has several causes at the

individual, familial, social and cultural, and institutional levels. The impact of bullying varies depending on the particular student's resistance capabilities, parental support, familial environment, and institutional ethos, just as the causes do.

CONFLICT OF INTEREST -NIL

SOURCE OF SUPPORT- NONE

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