

Research Paper

A Study of The Relationship Between Physical Bullying Behaviour and Socio Economic Status of Secondary School Students

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ABSTRACT

The present study aimed to find out the relationship of Physical Bullying Behaviour(PBB) with SES (age, family type and family income) among Government-aided and Private Secondary School Students(GASSS and PSSS) belonging to Varanasi city. 400 samples (200 GASSS and 200 PSSS) were selected randomly studying in class 9th to 12th of Secondary Schools of Varanasi city. Self-made tool named Bullying Behaviour Assessment Questionnaire (BBAQ) was used for data collection. Karl Pearson correlation coefficient value was used for the analysis of the data. The major findings were as among GASSS PBB was found to be negatively correlated with age and positively correlated with family type and family income. Among PSSS PBB was found to be negatively correlated with the family type and positively correlated with age and family income. For Secondary school students (SSS) PBB was found to be negatively correlated with age and family type whereas positively correlated with the family income.

Keywords: *Physical Bullying, Age, Family Type, Family Income, Secondary School Students*

School is an environment, one in which the objects children seen are selected, arranged and used in order to encourage learning, what objects are chosen and how they are used varies considerably from one society to another, for schooling is what society a blend of people, time and place. According to John Dewey, "The School is to be a reflection of larger society outside its walls, in which life can be learnt by living, but it is to be a purified, simplified and better-balanced society." Bullying is not one behaviour, and it is widely accepted that there are different types of bullying. It is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to repeat, over time. Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally, and excluding someone from the group on purpose. The study by Nansel et. al., (2001) conducted in the United States of America found that, bullying is a physically harmful, psychologically damaging and socially isolating aspect of a large number of school children's school experience. There is growing consensus among researchers that bullying in

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schools is a nationwide problem that can negatively impact the general school climate and student's right to attend school safely. Over time, there have been significant changes to the way bullying has been conceptualised, and the types of behaviours that have been included in bullying definitions. The best meaning of the term was explained by Olweus in his bullying survey as, we say a student is being bullied when another student, or several students:

- Say mean and hurtful things or make fun of him or her or call him or her mean or hurtful names.
- Completely ignore or exclude him or her from their group of friends or leave him or her out of things on purpose.
- Hurt, kick, push, or shove around.
- Tell lies or spread false rumours about him or her, or send notes and try to make other students dislike him or her.
- And other hurtful things like that.

When we talk about bullying, these things happen repeatedly, and it is difficult for the student being bullied to defend himself or herself. However, we don't call it bullying when the teasing is done in a friendly and playful way. Also, it is not bullying when two students of about equal strength or power argue or fight. Mainly there are four types of bullying behaviour shown by any individual or the students as:

Table1: Types of Bullying Behaviour

Types of BB	Aim	Contact between bully and victim (direct/indirect)	Example
Physical	Physically hurt anyone	Direct	Hitting, kicking, punching, slapping
Verbal	Making fun	Direct	Insulting, threatening, name calling
Relational	Making fun	Direct/indirect	Ignoring someone, stealing
Cyber	Spoil social status widely	Indirect	Offensive messages, pornographic, abusive or threatening texts

Statement of the Problem

- The formal title of the study is “**A study of the relationship between Physical Bullying Behaviour and SES of secondary school students**”.

Objectives

- To study the relationship between Physical Bullying Behaviour and SES (age, family type, family income) among Government –aided secondary school students.
- To study the relationship between Physical Bullying Behaviour and SES (age, family type, family income) among Private secondary school students.
- To study the relationship between Physical Bullying Behaviour and SES (age, family type, family income) among secondary school students.

Null Hypothesis

- There is no relationship between Physical Bullying Behaviour and SES among Government –aided secondary school students.

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- There is no relationship between Physical Bullying Behaviour and SES among Private secondary school students.
- There is no relationship between Physical Bullying Behaviour and SES among secondary school students.

Method of the study: Descriptive survey method was employed in the present study.

Population

In the present study 9th to 12th class secondary school students of Government –aided and Private schools of Varanasi city constituted the population of the study.

Sample

For the present study, the purposive sampling method was used for the selection of secondary schools (government–aided and private). At the second stage random sampling technique was used for the selection of secondary students. The breakup of the sample is being given in the following tables:

Table 2: Distribution of total respondents from Varanasi city

Type of school	Government -aided	Private
No. of school selected	10	10
No. of students from each school	20	20
Total	200	200
Total Secondary School Students	400	

Table 3: Distribution of Government–aided and Private Secondary School Students

According to		Government -aided		Private	
		No.	%	No.	%
Age	15	75	37.5	38	19.0
	16	48	24.0	107	53.5
	17	46	23.0	34	17.0
	18	31	15.5	21	10.5
Family type	1.Joint	105	52.5	107	53.5
	2.Nuclear	95	47.5	93	46.5
Family monthly income	11,000 -25,000	87	43.5	69	34.5
	26,000 -40,000	94	47.0	69	34.5
	41,000 -55,000	12	6.0	35	17.5
	>55,000	7	3.5	27	13.5

Tool used: Self-made questionnaire as Bullying Behaviour Assessment Questionnaire (BBAQ) was used to assess Bullying Behaviour among secondary students and SES.

Data collection: Bullying Behaviour Questionnaire for Secondary School Students was administered on 400 students (100 GASSS and 100 PSSS) to access the level of physical bullying behaviour among them.

DATA ANALYSIS, RESULT AND DISCUSSION

Karl Pearson correlation coefficient value was calculated to find out the relationship of physical bullying behaviour and the SES of GASSS and PSSS as well as total SSS.

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Objective 1: To study the relationship between Physical Bullying Behaviour and SES (age, family type, and family income) among Government –aided secondary school students.

H_{0.1}: There is no relationship between Physical Bullying Behaviour and SES among Government–aided secondary school students.

Table 4: Correlation table for PBB and SES among GASSS.

BB	Age	Family type	Family income
PBB	-.189**	.162*	.049

The correlation coefficient value between PBB and age was found to be $-.189^{**}$ and shows a highly negative relationship between them among GASSS. So, it can be said that, as the age increases PBB among GASSS decreases. The correlation coefficient value between PBB and family type was found to be $.162^{*}$ and shows a positive relationship between them among GASSS. So, it can be said that, those GASSS belonging to joint family shows less PBB as compared to the students belonging to nuclear family. The correlation coefficient value between PBB and family income was found to be $.049$ and shows a weak positive relationship between them among GASSS. So, it can be said that, as the family income increases PBB also increases. Thus, the null hypothesis that states ‘there is no relationship between Physical Bullying Behaviour and SES among Government –aided secondary school students’ has been rejected.

Objective 2: To study the relationship between Physical Bullying Behaviour and SES (age, family type, and family income) among Private secondary school students.

H_{0.2}: There is no relationship between Physical Bullying Behaviour and SES among Private secondary school students.

Table 5: Correlation table for PBB and SES among PSSS.

BB	Age	Family type	Family income
PBB	.064	-.170*	.042

The correlation coefficient value between PBB and age was found to be $.064$ and shows a weak positive relationship between them among PSSS. So, it can be said that, as the age increases PBB among PSSS increases. The correlation coefficient value between PBB and family type was found to be $-.170^{*}$ and shows a negative relationship between them among PSSS. So, it can be said that, those PSSS belonging to joint family shows more PBB as compared to the students belonging to nuclear family. The correlation coefficient value between PBB and family income was found to be $.042$ and shows a weak positive relationship between them among PSSS. So it can be said that, as the family income increases PBB also increases. Thus, the null hypothesis that states ‘there is no relationship between Physical Bullying Behaviour and SES among Private secondary school students’ has been rejected.

Objective 3: To study the relationship between Physical Bullying Behaviour and SES (age, family type, and family income) among secondary school students.

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H_{0.3}: There is no relationship between Physical Bullying Behaviour and SES among secondary school students.

Table 6: Correlation table for PBB and SES among SSS.

BB	Age	Family type	Family income
PBB	-.068	-.015	.016

The correlation coefficient value between PBB and age was found to be -.68 and shows a weak negative relationship between them among SSS. So it can be said that, as the age increases PBB among SSS decreases. The correlation coefficient value between PBB and family type was found to be -.015 and shows a weak negative relationship between them among SSS. So, it can be said that, those SSS belonging to joint family shows less PBB as compared to the students belonging to nuclear family. The correlation coefficient value between PBB and family income was found to be .016 and shows a weak positive relationship between them among SSS. So, it can be said that, as the family income increases PBB also increases. Thus, the null hypothesis that states ‘there is no relationship between Physical Bullying Behaviour and SES among secondary school students’ has been rejected.

Literature review suggested that in one of the famous studies.

It is estimated that 10-15 % of children repeatedly bully others, and 10-15% of children are repeatedly bullied be:

Younger children in elementary and middle schools are more likely to bully others than older children in high school. Generally, there is a decrease in bullying as children grow older.

- Physical bullying declines with age, while verbal, social, and cyber bullying tend to increase between the ages of 11 and 15.
- Bullying tends to be a peak in the 9th grade with the school transition.
- Girls tend to begin using social forms of bullying at earlier ages than boys.
- The increase in social, verbal and cyber bullying may be due to puberty, school changes, and/or the development of social skills, which provide the opportunity for both positive social interactions and social deception.
- When asked whether they have been bullied, younger children tend to report higher levels of victimization compared to older children. Hence there is a decrease in victimization as children grow older.
- Children report a peak in victimization at the end of middle school and entering into the 9th grade, followed by a decline as high school proceeds.
- Although victimization tends to decline (physical forms in particular), verbal victimization (name calling, teasing about appearance, etc.) tends to remain at high rates throughout the high school years.
- Children who are only victimized by peers tend to be younger than children who both bully others and are victimized.

CONCLUSION

- With the increases in age PBB among GASSS decreases.
- GASSS belonging to joint family shows less PBB as compared to the students belonging to nuclear family.

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- With the increases in family income PBB also increases among GASSS.
- With the increase in age PBB among PSSS increases.
- PSSS belonging to joint family shows more PBB as compared to the students belonging to nuclear family.
- With the increase in family income PBB also increases among PSSS.
- With the increase in age PBB among SSS decreases.
- SSS belonging to joint family shows less PBB as compared to the students belonging to nuclear family.
- With the increase in family income PBB also increases among SSS.

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Conflict of Interest

The author(s) declared no conflict of interest.

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