



A COMPARATIVE STUDY TO ASSESS THE BULLY BEHAVIOR AMONG MALE AND FEMALE ADOLESCENTS AT SELECTED HIGHER SECONDARY SCHOOLS IN SALEM.

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ABSTRACT

BACKGROUND OF THE STUDY:

Bullying is aggressive behaviour that is intentional and involves an imbalance of power or strength. It is a destructive behaviour. Bullying by children in schools has serious mental health effects on the victim and the bully. Preventing and stopping bullying involves a commitment to create a safe environment where children can thrive, socially and academically, without being afraid.

STATEMENT OF THE PROBLEM :

A comparative study to assess the bully behavior among male and female adolescents at selected higher secondary schools in salem.

OBJECTIVES OF THE STUDY :

- ❖ To assess bully behavior among male and female adolescents.
- ❖ To compare the bully behavior among male and female adolescent.
- ❖ To associate between bully behavior with the selected demographic variables.

RESEARCH APPORACH:

The selection of the research is a basic procedure for conducting the research study, in the view of the nature of the problem selected for the study and objectives to be accomplished quantitative evaluative approach is considered as an appropriate research approach to assess and comparativeness bully behavior among Male and female adolescents.

RESEARCH DESIGN :

The investigator proposed to compare the bully behaviour among male and female adolescents, (i.e) Group1 and group2 , therefore the research design used in the study was descriptive comparative design in nature.

SETTING :

The present study was conduct in government higher secondary school among male and female students in salem.

SAMPLE SIZE :

In this study, the sample consists of 30 male adolescents and 30 female adolescents who are studying in government higher secondary schools at salem, age group 15 to 17 years and who fulfilled the eligibility criteria for the study.

SAMPLE TECHNIQUE :

In this study purposive sampling was used according to the availability of the sample who are meeting all the criteria.

METHODS OF DATA COLLECTION :

The investigator will obtain permission from the concerned authority of the school and informed consent will be taken frame the authority.the investigator will select 60 student for the study using purposive sampling. Confidentiality of the collect data is assured. The analyzed data will be presented in forms of table, diagram and graph.

RESULT :

Frequency, percentage, chi square and P value regarding association between male and female bully behavior with selected socio demographic factors .

- ❖ Frequency,chi square and P value regarding association between the bully behavior among male adolescents at selected socio-demographic factors . Such asage 3.15 (P = 5.99); Religion 2.79(P = 5.99); Area of living 5.46(P = 3.84), educational status of mother4.48(P= 7.82); educational status of father 3.24 (P = 7.82); type of family 0.08 (P=7.82); family income 0.46 (P= 7.82); source of information 2.85(P= 7.82).
- ❖ Frequency,chi square and p-value regarding association between female bully behavior problems of students, with selected socio-demographic factors of their female bully behavior, such as Age 3.32 (P = 5.99); Religion 6.2 (P = 9.49);Area of living 0.71 (P = 5.99) educational status of mother0.99 (P= 12.59); educational status of father 2.49(P = 12.59); type of family 1.09 (P= 12.59); family income 1.85 (P= 12.59); source of information 1.51(P = 12.59).
- ❖ There was no significant association between male and female bully behavior and other demographic variable such as age, religion, area of living, educational status of mother, educational status of father, type of family, family income per mouth, source of information in bully behavior.

CONCLUSION

There was a no significant in a bully behavior among male and female adolescents for assess and comparativeness. School bullying is prevalent among girl when compared to male. It was unpaired sample of bully behavior.

CHAPTER - I

INTRODUCTION

“Life is a fight ,but not everyone’s a fighter. Otherwise, bullies would be an endangered species.”

- **Andrew Vachss, Terminal**

According to (SONJA PERREN 2019),School adolescents spend a large proportion of their day in school or pursuing school-related activities. While the primary purpose of school is the academic development of students, its effects on adolescents are far broader, also encompassing their physical and mental health, safety, civic engagement, and social development. Further, its effects on all these outcomes are produced through a variety of activities including formal pedagogy, after-school programs, caretaking activities(e.g., feeding, providing a safe environment) as well as the informal social environment created by students and staff on a daily basis.

While most reports focus on a particular aspect of the school environment (e.g., academics, safety, health promotion), this brief looks at schools more comprehensively as an environment affecting multiple aspects of adolescent development. Research has repeatedly demonstrated the interconnectedness of the pieces, with safety and health affecting the academic environment, academics affecting health and social development, and so on.For that reason, any particular aspect of school policy and activities will be better understood through the lens of that larger context. This is particularly important as school systems have become even more pressured to focus on their main goal of academic development as a result of the federal no child left behind initiative.

According to (Cambridge Dictionary 2017), the behavior of a person who hurts or frightens someone smaller or less powerful, often forcing that person to do something they do not want to do.

According to (Merriam Webster 2016), one who is habitually cruel, insulting Or threatening to others who are weaker, smaller, or in some way vulnerable.

According to (Soedjatmiko et al. 2014), most victim of bullying will have a negative impact in the form of barriers to actualize themselves, mental disorder and psychosocial disorder. This is because students feel they are in a state of disstress, danger or insecurity and comfortable , a sense of worthlessness, difficulty concentrating, it is difficult to socialize with the environment, self -esteem, depression affects the academic and even lead to suicide.

According to (Polanin et al 2018), Bullying is such a key problem in our schools and society because it impacts a large number of students of all races, genders, and socioeconomic statuses. More importantly, it can have an impact on the student’s physical and mental health. Students who have been a victim of bullying or have bullied others have a higher risk of developing social, emotional and/or behavioral problems than students who have not been part of the bullying process . These students also have a heightened risk for depression, anxiety, loneliness, and low self-esteem. These effects impact students throughout their adolescent years, and continue to impact their adulthood . A major increase in research focused on the long lasting impacts of bullying may provide insight into the urgency to prevent and understand bullying.

According to (Nansel 2017) Bullying in schools, is a hot topic in the education system today, and an all too common problem that has an impact on students day-to-day activities and their right to a safe environment. A study done by fund that as much as thirty percent of students have been impacted by bullying. This statistic makes bullying more prevalent than risky behaviors including alcohol, smoking, and drug abuse, and/or this age group. Bullying can cause an array of problems or issues for the victim, bully, and any bystanders. Results of bullying can be academic, physical, emotional, and other unidentified issues .Fortunately, bullying has shown a decrease in recent history.

According to KONISHI et al (2016)The bullied child shows the symptoms like comes home with torn clothing or missing belongings, appears sad, moody, depressed or anxious especially on returning home from school, prefers to be alone, Is afraid of going to school, sleep disturbances including insomnia and nightmares, frequently falling sick, headaches, body ache is the next most common symptom in female victims. Whereas the common traits of bullies are become violent with others, gets into physical or verbal fights, get sent to the principal's office often, has extra money or new belongings which cannot be explained, will not accept responsibility for their actions, need to win and be best at everything.

According to Glew et al(2016)Bullying occurs in many different forms. Because of the various types it can be hard to keep track of bullying behavior. The most common form of bullying used by both males and females is verbal bullying, which accounts for 70% of reported bullying .Verbal bullying includes name-calling, taunting, belittling, cruel criticism, personal defamation, racist slurs, and sexually suggestive or sexually abusive remarks . Physical bullying is another common form of bullying, and is much easier to identify and observe . Physical bullying includes slapping, hitting, choking, poking, punching, kicking, biting, pinching, scratching, spitting, and damaging or destroying property belonging to the bullied.

According to (Dempsey 2017)A study was conducted to investigate teacher's and students perceptions of anti-bullying interventions and the types of bullying each intervention prevents. A 26item questionnaire analyzing teacher's perception towards global interventions, student implemented, non-teaching staff implemented and specific. The results indicated that teachers perceived 'students implemented' as the most helpful in preventing bullying and was also identified as the most effective in preventing bullying. Overall the results indicated a consistent pattern which could be analyzed further and would benefit schools, local authorities and the government in preventing bullying. The study concluded that teachers had a central role in the management and prevention of bullying within schools and are in turn involved in the implementation of anti-bullying interventions.

According to (SALMI VALLI 2016) studies were included in this review if they evaluated the effects of an anti - bullying program by comparing an experimental group who received the intervention with a control group who did not. The word experimental here refers to students who received the program and does not necessarily imply randomization. Reports concerning an evaluation of a program had to clearly indicate that bullying or victimization were included as outcome measures. Bullying and victimization could be measured using self report questionnaires, peer ratings, teacher ratings, or observational data.

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A comparative study to assess the bully behavior among male and female adolescents at selected higher secondary schools in salem.

OBJECTIVES OF THE STUDY :

- ❖ To assess bully behavior among male and female adolescents.
- ❖ To compare the bully behavior among male and female adolescent.
- ❖ To associate between bully behavior with the selected demographic variables.

OPERATIONAL DEFINITION :

➤ BULLY BEHAVIOR :

In this study bully behavior refers to any intentional and aggressive behavior that include teasing, physical harm, calling nick name insulting, spreading rumors, social exclusion, gossiping, threatening, hurting through computer, humiliating and gesturing experienced by the adolescents. .

➤ ASSESS

The act which is being planned by researcher to evaluate the bully behaviour among male and female adolescents by using structured questionnaire.

➤ FEMALE

Girls who are aged between 15 to 17 years.

➤ MALE

Boys who are aged between 15 to 17years.

➤ ADOLESCENT

In this study, adolescents those who are male and female students aged between 15 to17 years.

ASSUMPTIONS :

- ❖ It is assumed that there may be a higher prevalence of bullying among student.
- ❖ There is a difference between bully behavior among male and female adolescents.
- ❖ Bully behavior may vary according the demographic variables.

HYPOTHESIS :

H₁: There will be a significant difference between bully behavior among male and female adolescents.

H₂: There will be a significant association between bully behavior selected demographic variables among male &female adolescents

DELIMITATION :

- ❖ The study is limited to selected higher secondary school students in salem.
- ❖ Students who are available during the period of data collection.
- ❖ Students who are willing to participate.
- ❖ Sample size is limited to 60.

CONCEPTUAL FRAMEWORK :

Conceptual framework facilitates communication that provides for systematic approach to nursing research, education, administration and practice. The conceptual framework selected for the present study was based on “Goal attainment theory”, by Imogene King’s model of nursing. It has been used in most speciality areas in nursing practice. It provides an approach for stimulating continued learning for establishing innovative foundation for nursing practice.

This model has been adopted because it helps the researcher to understand Male and females perception, actions i.e. knowledge regarding the areas of bullying, its effects on school children, thereby creating awareness among male and females to prevent bullying and to fulfil the needs of children and to help them become useful citizen in the society and lead good life.

The system act, as a whole, and all activity can be resolved into an aggregation of perception, judgement, action, reaction, interaction, transaction and goal attainment.

Perception: Is each persons representation of the reality. The elements of perception are the imparting of energy from the environment and organizing it by information, storing information and exploring information in the form of overt behaviour. In this study the investigator perception is to assess a comparative on bully behaviour and the Male and females perception is to learn and gain knowledge on school bullying.

Judgement: It is a cognitive process of reaching a decision making and playing conclusion. Here the researcher judges that the comparative to assess a bully behaviour among male and female adolescents.

Action: It is a capacity or ability to achieve goal. In this study the investigators action is to plan for a comparative to assess the bully behaviour among male and female adolescents. The action of male and female adolescents is their willingness to participate in the study by giving their consent.

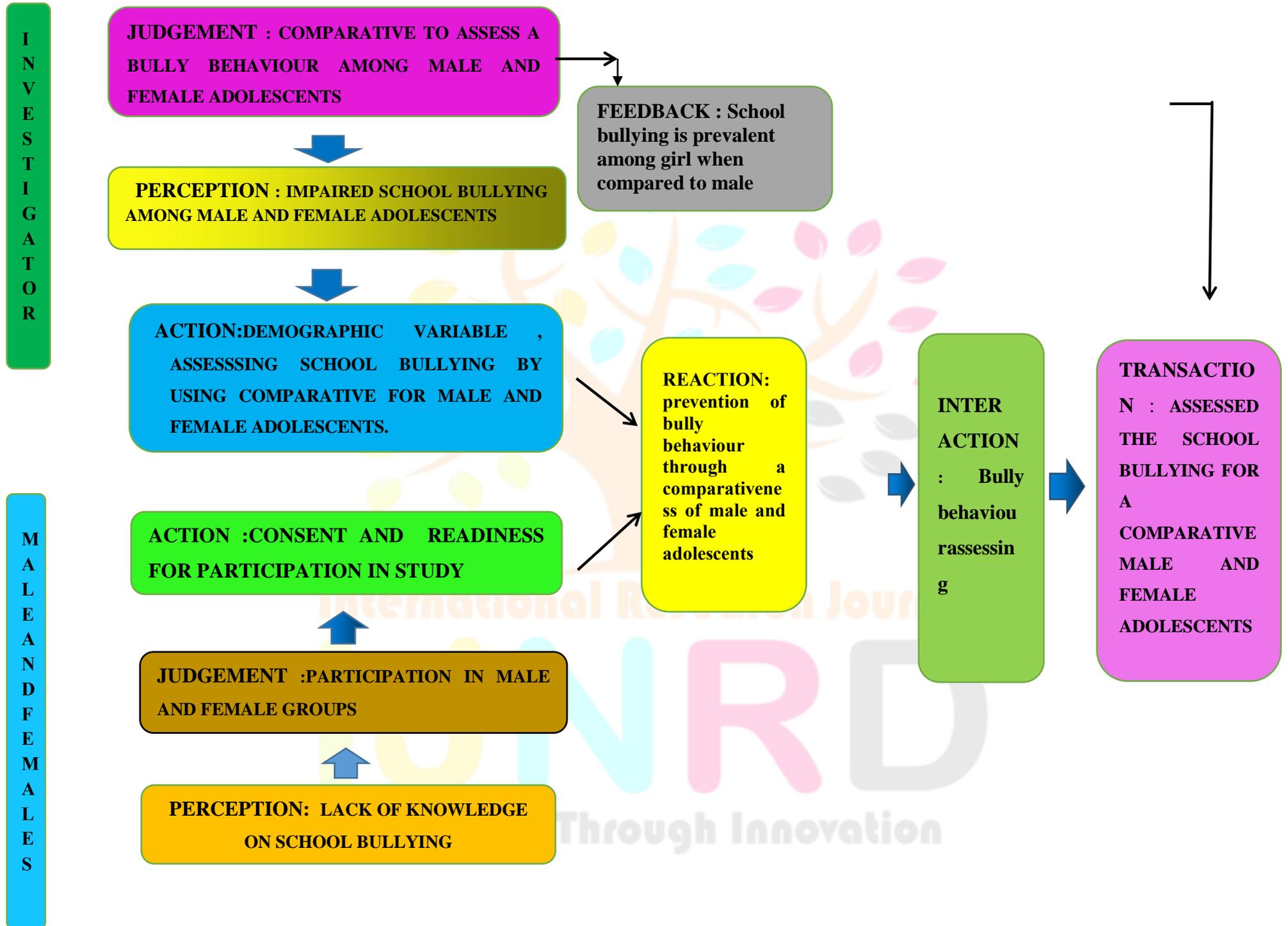
Reaction: It refers individual reaction towards teaching for accomplishing the plan of action. In this study it refers to conduction of comparative to assess a bully behaviour among male and female adolescents.

Mutual Goal : In this study it refers to prevention of bully behaviour on areas such as causes, signs and symptoms, effects, management and prevention of school bullying.

Interaction: It is a process of perceiving and understanding the given information and communication between person and, which is represented by either verbal or non verbal behaviors that are directed towards goal achievement. In this study comparative to assess the bully behaviour among male and female adolescents.

Transaction: It refers to the valuation component of human interactions. In this study the investigator evaluates the comparative study to assess the bully behaviour among male and female adolescents.

Summary: This chapter has dealt with the objectives, operational definition, assumptions, hypotheses, conceptual framework adopted and delimitation of the study.



RESEARCH APPORACH

The selection of the research is a basic procedure for conducting the research study, in the view of the nature of the problem selected for the study and objectives to be accomplished quantitative evaluative approach is considered as an appropriate research approach to assess and comparativeness bully behavior among male and female adolescents.

RESERACH DESIGN

Research design refers to the researcher over all plan for obtaining answer to the research questions and it is spells out strategies that the researcher adopt to develop information that is adequate, accurate, objective and interpretable.

Research design provides a backbone structure of the study. It determines how the study will be collected and when intervention, if any are of implemented. The investigator proposed to compare the bully behaviour among male and female adolescents, (i.e) Group1 and group2 , therefore the research design used in the study was descriptive comparative design in nature.

SETTING OF THE STUDY

Setting is physical location in which data collection take place in study.

-DENSIE F POLITE AND BECK (2002)

The present study was conducted in government higher secondary school male and female students at salem.

The selection of the area was done on the basis of :

- ❖ Geographical proximity
- ❖ Feasibility of conducting study
- ❖ Availability of sample

VARIABLES :

A concept can take on different qualitative value is called variable.

- Kotahri C.R (2002)

➤ **Dependent variable:**

Bully behavior

➤ **Independent variable :**

Assess and comparativeness of bully behaviour among male and female adolescents.

➤ **Demographic variable:**

Age, Sex, Religion, Educational status, Type of family, parent educational status, parent occupation, residential area.

POPULATION :

The entire set of individuals or object having the same common characteristics.

- Polit and hungler (2011)

➤ **Target population :**

The entire population in which the researchers are interested and to which they would like to generate the research findings.

- Suresh K sharma

The target population in the present study was the both male and female adolescents between the age group 15 to 17 years.

➤ **Accessible population :**

The aggregate of cases that conform to designated inclusion and exclusion criteria and that are accessible as subject of the study.

The male and female adolescents between the age group of 15 to 17 years in government higher secondary school at salem.

SAMPLE :

Sampling refers to the process of selecting a portion of the population to represents the entire population.

- Polit and hunger (2011)

In this study, the sample consists of 30 male adolescents and 30 female adolescents who are studying in government higher secondary schools at salem, age group 15 to 17 years and who fulfilled the eligibility criteria for the study.

SAMPLE SIZE :

60 Students (male 30 and female 30)

SAMPLE TECHNIQUE :

In this study purposive sampling was used according to the availability of the sample who are meeting all the criteria.

SAMPLING CRITERIA :

The sample is selected based on the following inclusion and exclusion criteria.

➤ **INCLUSION CRITERIA :**

Both male and female high school students who are willing to participate in the study.

- ❖ Higher secondary school students between age group of 15 to 17 years.
- ❖ Higher secondary school students who can speak and write tamil & english.

➤ **EXCLUSION CRITERIA :**

It includes school student,

- ❖ Students who are not willing to participate.
- ❖ Students who are not available at the time of study.

RESEARCH TOOLS AND TECHNIQUE :

The instrument selected in a research must be the vehicle that obtains best data for drawing conclusion of the study.

-Treece and treece (1986)

Data will be collected by using modified structured questionnaire regarding bully behavior among male and female adolescent higher secondary school students.

Tools of data collection are divided into following categories :

- ❖ **Part A:** Items of demographic variable will be listed under structured questionnaire.
- ❖ **Part B :** Items on the coping behaviour among male and female adolescents higher secondary school students will be assessed by structured questionnaire separately.

RELIABILITY

“Reliability is the consistency with which it measure the target attribute”.

- Poilt and Beck, (2004)

Reliability established by test retest method the structured questionnaire was administered to the of Male and female adolescents.

Reliability was compared by Karl Pearson’s correlation coefficient.

PILOT STUDY

The pilot study is a small-scale version done in preparation for a main study.

- Polit and Hunger (2011)

Pilot study was conducted between government higher secondary schools at salem. Purposive technique was adopted. Prior permission was obtained from the individual consent taken from the samples selected for the study.

The structural tool was administered on 30 males and 30 females along with their parents for clarity and understanding; this helped to find the feasibility of the tool for language, clarity,

sequence, and appropriateness of items. The samples of the pilot study were not included in the main study.

METHODS OF DATA COLLECTION

The investigator will obtain permission from the concerned authority of the school and informed consent will be taken from the authority. The investigator will select 60 students for the study using purposive sampling. Confidentiality of the collected data is assured. The analyzed data will be presented in forms of table, diagram and graph.

DATA COLLECTION PROCEDURE:

“Data collection is the gathering of information needed to address a research problem”

- Polit and Hunger (2011)

Before conducting the main study, the research method for this study was undertaken to assess the bully behaviour for comparative male and female adolescents in selected schools at Salem (Dt). The present study was conducted in government higher secondary schools. Prior permission from authorities was obtained. Individual informed consent was taken from the study sample. The investigator introduced himself to the school students and developed a good rapport and made them to cooperate and accept for the study. A sample of males 30 and females 30, 11th students was selected, to assess and compare bully behaviour among male and female adolescents, after the data was collected in just 15 minutes. The collected data were analyzed and interpreted based on objectives by using assessing and comparativeness.

PLAN FOR ANALYSIS :

Data analysis was planned to include both descriptive and inferential statistics, the level of significance adopted was 0.05 and the following plan for analysis was developed.

- ❖ Frequency, percentage distribution used to analyze the demographic variable
- ❖ Mean standard deviation, and ‘t’ test was used to compare the bully behavior among male and female adolescents.
- ❖ Chi-square test used to find out the association between bully behavior among male and female adolescents.

ETHICAL CONSIDERATION :

- ❖ The research proposal was approved by the dissertation committee prior to conduct the pilot study.
- ❖ Ethical clearance was obtained from the ethical committee of Sre.Sakthimayeil Institute of nursing and research.

- ❖ The written formal permission was obtained from head of the government higher secondary school.
- ❖ The information oral consent was obtained from each subject before starting the data collection.
- ❖ The subjects privacy confidentiality and anonymity was maintained throughout the study.

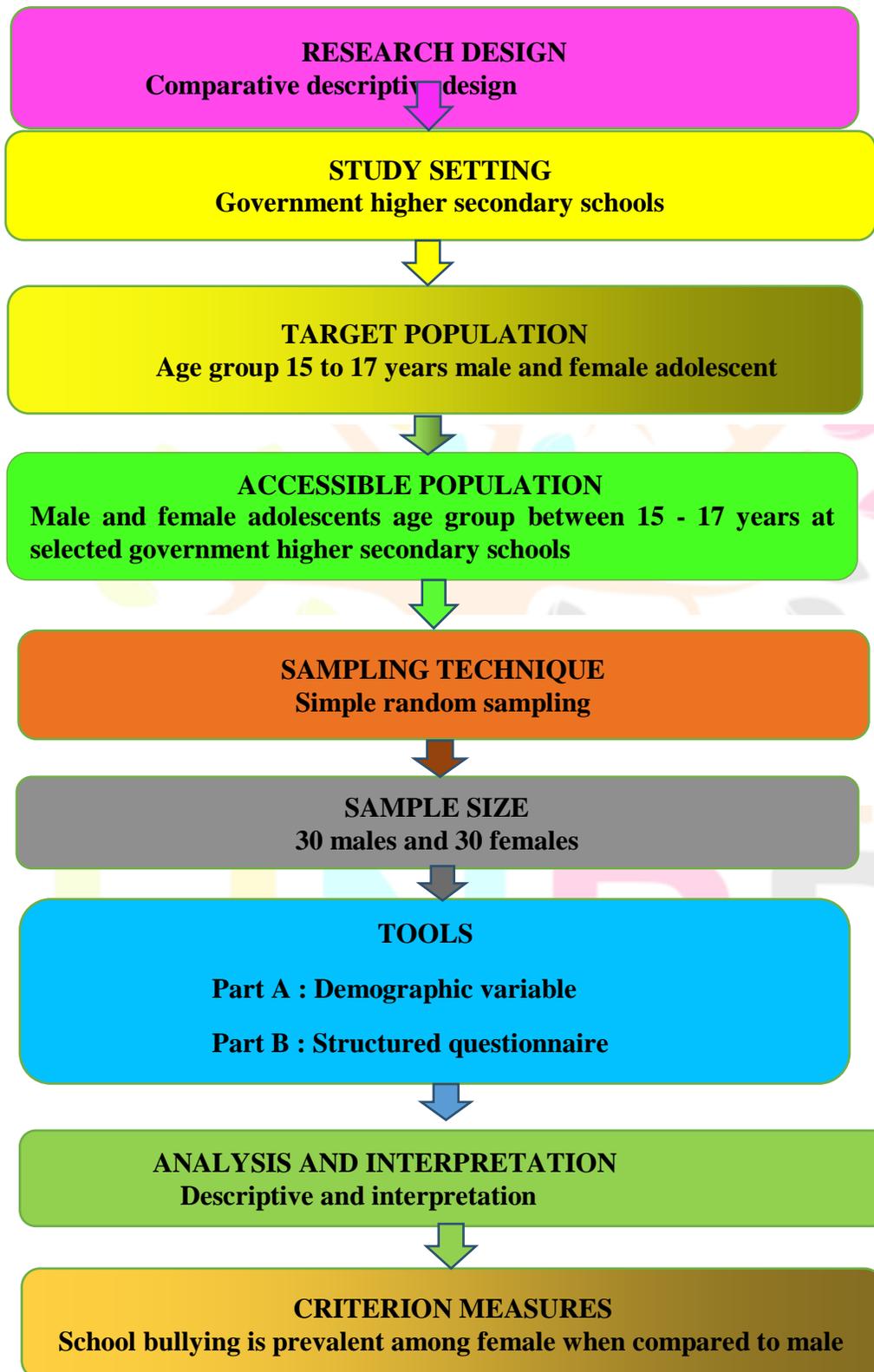


Figure 3:1 SCHEMATIC REPRESENTATION OF THE RESEARCH DESIGN

**SECTION - A : DATA ON DESCRIPTION OF SAMPLES ACCORDING TO THEIR
DEMOGRAPHICAL VARIABLE**

Table - 4.1

Frequency and percentage distribution of demographic variables of students

S. No	DEMOGRAPHIC VARIABLES	MALES		FEMALES	
		Frequency (F)	%	Frequency (F)	%
1.	Age in years				
	a) 15 years	14	46.6%	12	40%
	b) 16 years	9	30%	10	33.3%
	c) 17 years	7	23.3%	8	26.6%
2.	Gender				
	a) Male	30	100%	-	-
	b) Female	-	-	30	100%
3.	Religion				
	a) Hindu	23	76.6%	25	83.3%
	b) Muslim	3	10%	2	6.66%
	c) Christian	4	13.3%	3	10%
4.	Area of living				
	a) Rural	22	68%	23	76.6%
	b) Urban	8	32%	7	23.3%
5.	Educational status of mother				
	a) Primary schools	13	43.3%	8	26.6%
	b) High school	6	20%	9	30%
	c) Higher secondary school	5	16.6%	4	13.3%
	d) illiterate	6	20%	9	30%
6.	Educational status of father				
	a) Primary schools	7	23.3%	6	20%
	b) High school	5	16.6%	5	16.6%
	c) Higher secondary school	8	26.6%	6	20%
	d) illiterate	10	33.3%	13	43.3%
7.	Type of family				
	a) Nuclear family	21	70%	23	76.6%
	b) Joint family	9	30%	6	20%
	c) Single parent family	-	-	-	-
	d) Blended family	-	-	1	3.33%
8.	Family income per month				
	a) Less than Rs.10,000	28	93.3%	24	80%
	b) Rs.10,000 to Rs. 20,000	2	6.66%	6	20%
	c) Rs.20,000 to Rs.30,000	-	-	-	%
	d) Above Rs.30,000	-	-	-	%
9.	Source of information in bully behavior				
	a) Mass media	10	33.3%	12	40%
	b) Teachers	12	40%	8	26.6%
	c) Family	7	23.3%	9	30%
	d) Friends	1	3.33%	1	3.33%

Table 4.1:Shows frequency and percentage distribution of background variables of boys and girls

SECTION - B : DATA ON COMPARISION BETWEEN THE LEVEL OF BULLY BEHAVIOUR AMONG MALE AND FEMALES STUDENTS

TABLE: 4.2

Frequency and percent distribution level of bully behavior problem among male and female adolescents

(N = 60)

BULLY BEHAVIOR SCORING	MALES (n = 30)		FEMALES(n=30)		TOTAL	
	Frequency	%	Frequency	%	Frequency	%
MILD	12	40%	7	23%	19	32%
MODERATE	18	60%	19	64%	37	62%
SEVERE	-	-	4	13%	4	6%
TOTAL	30	100%	30	100%	60	100%

Table.4. 2 : Shows the bully behavior problems of male female adolescents ,From the above table it is evident the among male students 40 % of them had mild bully behavior , 60 % of them moderate bully behavior and 0% had severe bully behavior. Among Female students 23% of them mild bully behavior, 64% of them had moderate bully behavior and 13% had severe bully behavior.

LIMITATION :

- ❖ The research study was limited to particular geographical area at salem district which imposes limits on generalization.
- ❖ The present study confined to a sample size is 60.
- ❖ The duration of the study was limited to the two weeks.

RECOMMENDATION :

The large scale of the study can be carried out to generalize findings,

- ❖ A comparative study can be conducted to assess and self expressed practice regarding bullying behavior among male and female adolescents.
- ❖ A study can be conducted to assess the knowledge, attitude and self expressed practice on bullying behavior.

- ❖ A study can be conducted to assess the knowledge and practice regarding bullying behavior among male and female adolescents.
- ❖ A similar study can be conducted in school setting.

CONCLUSION :

This chapter is focusing towards the development of nursing standards. This chapter deals with conclusion, implication for nursing practice, implication for nursing education, implication for nursing administration, implication for nursing research, limitations and recommendations.

