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A Study of Bullying Awareness of Students

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Abstract

Bullying is a pervasive issue that significantly impacts the mental and emotional well-being of adolescents. It can manifest in various forms, including physical, verbal, and cyberbullying, and can lead to long-lasting consequences for both the victims and perpetrators. The objective of the study is to study awareness of bullying among students, as well as evaluate the effectiveness of anti-bullying programs within educational institutions. In this research Descriptive research method is used. The collected data is analyzed by using percentage statistics. The researcher made tool questionnaire used in the study. The questionnaire consists of 24 questions related to bullying. To effectively combat bullying and promote student well-being, a unified approach involving enhanced institutional readiness, proactive education, and community collaboration is essential.

Keywords: *Bullying, Adolescents, Mental health, Depression etc.*

Introduction

Bullying in schools is a growing concern, with the World Health Organization defining it as the use of threats or physical force that can cause serious harm. Despite the belief that bullying is a normal part of childhood, it can have severe effects on children's well-being and academic performance.

In India, a 2018 survey by the United Nations Population Division found that 34.9% of children reported being bullied, with boys (47.6%) experiencing it more than girls (21.8%). These numbers are likely higher due to underreporting. The recent tragic case of 11-year-old Kintan Saraswat, who was bullied by his classmates, highlights the urgent need to address this issue. As educators and researchers, it is crucial to understand and combat bullying to ensure a safe and supportive environment for all students.

Need of the research

Research on bullying in schools is crucial because of its harmful impact on children's well-being and academic success. By understanding the causes, prevalence, and effects of bullying— including cyberbullying, verbal

harassment, and physical aggression—research can help develop effective prevention and intervention strategies. It also sheds light on how bullying intersects with factors like gender, race, and sexual orientation. Evaluating current anti-bullying programs can lead to evidence-based practices that create safer school environments. Ultimately, research is key to study and rising awareness, guiding interventions, and advocating for changes to address bullying effectively.

Statement of research

A Study of Bullying Awareness of students

Objectives of the research

- To study awareness about the bullying programs at their institutions and evaluate their perceived effectiveness in reducing bullying incidents.
- To suggest how to prevent, tackle, cope up with bullying.

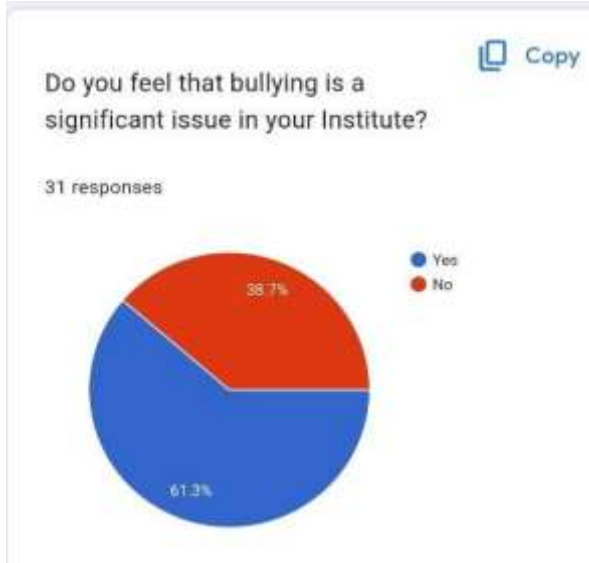
Scope and Limitations of research

This study includes students aged 16 to 19 years of various educational institutions in Mumbai region and no other age group, region is included. 'Bullying'

variable is used in this research and no other variables take into consideration. English medium students are involved in the study, and no other vernacular mediums were considered.

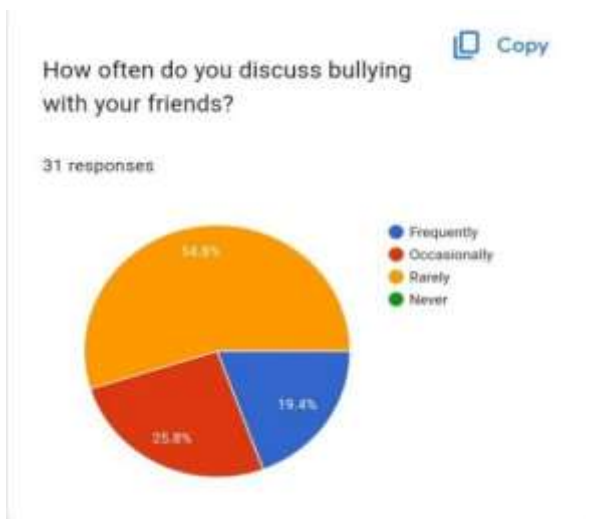
Importance of Research

Bullying can happen anywhere, in many forms. A reliable assessment scale helps us understand and



prevent it, protecting children and promoting a positive learning environment. This tool enables teachers to identify bullying and implement effective interventions, ensuring a safer school experience for everyone including-

Teachers: Research on bullying equips teachers with effective strategies and insights to recognize and



address bullying, enhancing their ability to create a supportive classroom environment.

Headmasters: Understanding bullying through research enables headmasters to implement comprehensive policies and interventions, fostering a safer and more inclusive school culture.

Students: Research helps students recognize and report bullying, empowering them to contribute to a positive and respectful school atmosphere.

Parents: Research provides parents with knowledge and tools to support their children and collaborate

with schools in preventing and addressing bullying effectively.

Research Design

This study used descriptive research. Because descriptive research focuses on observation and perception of the current situation, describes and interprets the issues, conditions, practices, or relationships that exist.

Research Tool: In this study survey method used for collect the data. Researchers have made the tool of a study of Bullying Awareness of students.

Questionnaire consist of 24 questions related to bullying, type of bullying, mental health, and awareness of bullying in institution. The questions are Open Ended & Close ended (Yes-No, Strongly Agree, Agree, Disagree, Strongly Disagree)

Sample Data was collected from students randomly, who filled out a questionnaire. In this study, 31 students were involved from different parts of Mumbai. The data collected were carefully assessed.

Findings of Research: The researcher has tried to analyze the collected data by using percentage statistics as follows:

All respondents (100%) demonstrate a comprehensive understanding of bullying, indicating a universal recognition of the concept and its implications in their educational environment.

Among the respondents, 58.1% or individuals they know have reported experiencing bullying within the past year. This statistic highlights a prevalent issue of bullying within this demographic, while 41.9% remain uncertain about their exposure to such incidents, suggesting a widespread concern.

Verbal bullying emerges as the most prevalent form, with 83.9% of respondents reporting witnessing or experiencing it. Additionally, 38.7% have encountered physical bullying, and 48.4% have been exposed to cyberbullying, demonstrating diverse manifestations of bullying behaviors.

A significant majority (61.3%) of respondents perceive bullying as a significant issue within their institute. This awareness underscores the perceived gravity of bullying's impact on the school environment and its stakeholders.

Approximately 54.8% of respondents engage in discussions about bullying with their peers. This moderate level of discourse indicates a proactive approach among students in addressing and understanding the complexities of bullying dynamics.

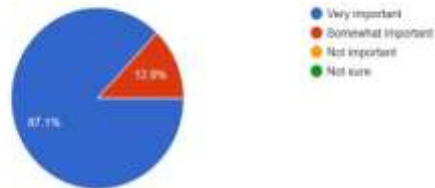
A substantial 74.2% of respondents acknowledge the detrimental impact of bullying on children's mental health. This recognition underscores the widespread concern for psychological well-being amid bullying incidents.

A significant majority (67.7%) of respondents report personal encounters with mean or hurtful words, reflecting firsthand experiences with bullying behaviors among peers.

A commendable 61.3% of respondents have reported bullying incidents to institution authorities, indicating a proactive stance in seeking institutional intervention and support mechanisms.

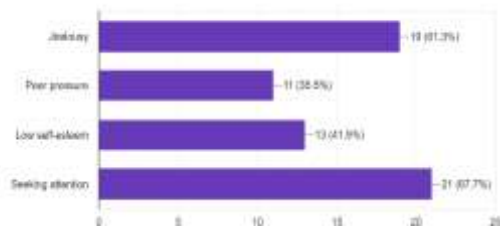
Only 41% of respondents believe their institution is

How important do you think it is to educate students about bullying?
 31 responses



adequately trained to handle bullying incidents effectively. This perceived gap suggests a need for

What reasons do you think people bully others? (Select all that apply)
 21 responses

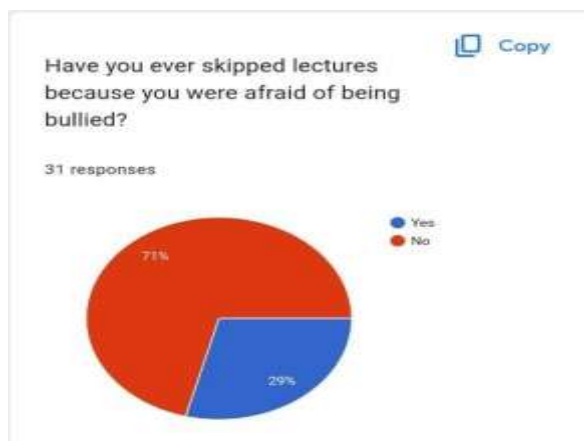


enhanced institutional preparedness and response strategies.

A small minority (9.7%) of respondents admit to engaging in bullying behaviors, contrasting with the vast majority (90.3%) who affirm non-engagement in such conduct.

A notable 61.3% of respondents attribute jealousy as a primary motive for bullying, shedding light on personal and social dynamics influencing such behaviors.

A reassuring 63.3% of respondents are aware of where to seek help if they experience bullying,



indicating a satisfactory level of awareness about available support systems.

Approximately 51.6% of respondents report the absence of anti-bullying programs at their institution, while 45.2% believe existing programs are effective. This disparity highlights varying perceptions regarding the efficacy of current initiatives.

A concerning 71% of respondents admit to skipping lectures due to fear of bullying, underscoring the disruptive influence of bullying on students' educational engagement and attendance.

Only 26% of respondents express feeling very comfortable discussing bullying issues with adults, indicating a need for more approachable and supportive reporting mechanisms within educational settings.

An overwhelming 96.8% of respondents consider bullying a serious issue, reaffirming widespread recognition of its detrimental effects and societal impact.

A substantial 74.2% of respondents advocate addressing bullying through counseling within schools, highlighting a preference for supportive interventions over punitive measures.

An encouraging 87.1% of respondents emphasize the importance of educating children about bullying, emphasizing the need for proactive educational initiatives to foster awareness and prevention.

A notable 83.9% of respondents stress the importance of institutions establishing clear and consistent consequences for bullying behaviors, promoting accountability and deterrence.

Conclusion

The findings of research paper highlight a widespread awareness of bullying among students, alongside troubling statistics indicating high incidences of verbal, physical, and cyberbullying. Importantly, the study underscores the profound negative effects of bullying on mental health, emphasizing the critical need for supportive interventions and resources within educational institutions. While many students have reported bullying incidents, perceptions of institutional readiness reveal opportunities for enhancing training and response protocols. The study advocates for proactive peer discussions, awareness campaigns about support services, and the implementation of effective anti-bullying programs to foster safe and inclusive school environments. Educational initiatives, including comprehensive education about bullying and the establishment of clear consequences for offenders, are vital steps forward. Moving forward, collaborative efforts involving educators, policymakers, and communities will be essential to combat bullying effectively and ensure the well-being and academic success of all students.

Suggestions

For Researcher

- Track the long-term effects of bullying on students' mental health, academic performance, and social relationships to better understand its impact and the effectiveness of interventions.
- Design and evaluate new anti-bullying programs, including peer-led initiatives, digital tools, and community-based interventions, to determine which are most effective in different school environments.

- Work with other experts to share what you learn about bullying so everyone can benefit from the findings.

For Educators

- Create an inclusive and respectful classroom culture by modeling positive behavior, promoting empathy, and encouraging open communication.
- Establish peer mentoring and support groups to provide students with additional avenues for help and to create a network of allies against bullying.
- Organize workshops and activities focused on educating students about bullying, its effects, and how to address it.
- Set up programs where students can help each other resolve conflicts peacefully.
- For Parents:
- Teach children about what constitutes bullying, why it's harmful, and how to respond if they witness or experience it. Encourage open dialogue about their social interactions and feelings.
- Stay engaged with your child's school, be aware of anti-bullying policies, and work collaboratively with teachers and administrators to address any issues that arise.
- Demonstrate respectful and empathetic behavior in your interactions. Children often mimic the attitudes and behaviors they see at home.
- Help your child build healthy, supportive relationships and guide them in navigating social dynamics effectively.

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