



RELATIONSHIP OF BULLYING AND SELF-EFFICACY OF MIDDLE CLASS STUDENTS

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ABSTRACT

In present study, researchers tried to explore the relationship of bullying and self-efficacy of middle class students. In this study the main focus is to determine the relationship of different types of bullying (Physical, Cyber, Verbal, Emotional and Social) with the self-Esteem of students who are studying in middle classes (VI, VII and VIII). The purposive sampling was used to conduct this study. 100 victim students of middle class of schools from the Navi Mumbai city were taken as sample. Bullying scale and Self-Efficacy Scale were used to collect the data for analysis. The result of this study reported that the negative significant relationship found between the bullying and self-efficacy of middle class students. Similarly the Physical bullying also significantly negatively correlated with the self-efficacy of students. Cyber, Verbal, Emotional and Social type of bullying also negatively affected the self-esteem of students of middle classes.

KEYWORDS :

INTRODUCTION:

The self-efficacy of middle class students states to the faith in their capacity to implement their actions or behaviors in a particular direction. Bandura (1986) reported that self-efficacy of children is necessary to create particular performance attainments. Students, who are studying in classes of middle level, are very small in number of years (age), experience and exposure. At this level, if proper guidance is provided then they will acquire the self-efficacy skill. As Bandura suggested that, self-efficacy is a psychological skill it can be nurture and toughen.

It is observed that in schools, the students of middle classes are also regularly approached by bullies, due to this they suffer socially as well as emotionally. Bullying is the process of hurting physically, emotionally and socially to someone by others. Bullies are seemed to more powerful than victim. It is very difficult for victim to make friends and survival in class and in school because they always afraid from the teasing of bullies. It is also reported by researchers that bullying significantly affects the negative emotions of a victim. This negative emotion affects the academic performance, anxiety, mental health, confidence among the students.

Self-Esteem of students are also affected by the mean words of other students like some students are continually called losers or jokers, they started to believe these things are true. This all actions affected the self-esteem of students. Even they feel helpless, sad, frustrated, and angry and started to create distance from others. Sometimes they started missing classes and school also. If bullying is continued for a long time, then some victims committed suicide.

The following objectives of this study are discussed below:

- To study the relationship of bullying and self-efficacy of middle class students.
- To study the relationship of Physical bullying and self-efficacy of middle class students.
- To study the relationship of Cyber bullying and self-efficacy of middle class students.
- To study the relationship of Verbal bullying and self-efficacy of middle class students.
- To study the relationship of Emotional bullying and self-efficacy of middle class students.
- To study the relationship of Social bullying and self-efficacy of middle class students.

Following hypothesis was formulated for the testing. They are as follows:

- There is no significant relationship of bullying and self-efficacy of middle class students.

- There is no significant relationship of Physical bullying and self-efficacy of middle class students.
- There is no significant relationship of Cyber bullying and self-efficacy of middle class students.
- There is no significant relationship of Verbal bullying and self-efficacy of middle class students.
- There is no significant relationship of Emotional bullying and self-efficacy of middle class students.
- There is no significant relationship of Social bullying and self-efficacy of middle class students.

Design Of The Research:

This research was carried out in three phases, in first phase; researcher identified the victim with the help of bullying tool. Those students who got very low marks in bullying, they were not included in the study. Victim students are those students who got average or above average marks in bullying scale. The self-efficacy of victim students was measured with the help of self-efficacy scale. In second phase, the data were collected and analysed through proper statistical techniques like correlation. In last phase, researchers presented findings, conclusions and suggestions for betterment.

Analysis And Interpretation Of Data:

The following table number 1 is representing the correlation value of bullying and self-efficacy of middle class students. And also representing the r value of different types of bullying (cyber, physical, social, emotional and verbal) with the self-efficacy of the middle class students.

Table No.1

S. No	Variable	N	Df	r	Significance
1	Bullying	100	98	-.78	.01
	Self-Efficacy	100			
2	Physical Bullying	100	98	-.56	.01
	Self-Efficacy	100			
3	Cyber-Bullying	100	98	-.67	.01
	Self-Efficacy	100			
4	Verbal Bullying	100	98	-.66	.01
	Self-Efficacy	100			
5	Emotional Bullying	100	98	-.58	.01
	Self-Efficacy	100			
6	Social Bullying	100	98	-.77	.01
	Self-Efficacy	100			

The r value- .78 of above table for bullying and self-efficacy scores of middle class students indicated that significant relationship found between the both variables and they are negatively correlated to each other. It inferred that if bullying occurs among students then they possessed low self-efficacy

scores. Emotions of middle class students are strongly affected by the bullying done by the bullies. Students who are victims carry on struggling with self-efficacy and feeling difficulty to maintaining and developing relationships, and making distance from other students and also avoiding interactions. It is very difficult to them to trust other person; ultimately these all affects the relationships in school as well as in home.

For physical bullying and self-efficacy scores of middle class students, the r value is $-.56$ and it is directed that significant negative relationship found between the them. It inferred that physical bullying affects the self-efficacy scores too. Pushing, pinching, hitting, tripping, damaging or kicking is the types of physical bullying. When this type of bullying takes place with the students and their belongings, then automatically the self-esteem decreases. Bullied students feel anxiety. This anxiety creates stress on their bodies this will result into a variety of health issues. These victim students used to complain of headaches and stomachs regularly in the school.

In middle class students the r value between Cyber bullying and self-efficacy scores is $-.67$ and it indicated that relationship found between the cyber bullying and self-efficacy scores. It inferred that cyber bullying affects the self-efficacy scores of students of middle class. By using mobile phones threatening developed among victims by the bullies and also used to abusive texts, direct messages, emails, social media posts, spreading rumours online and comments on social posts by using cell phones. These are the common ways used by the bullies in cyber bullying.

The r value of Verbal bullying and self-efficacy scores of middle class students, is $-.66$ which inferred that significant negative relationship found between Verbal bullying and self-efficacy scores. Bullies used to tell mean and cheap words to victim students. They used to tease by unsuitable arguments, by spoken abuse, fears, abuses, homophobic remarks, and racist remarks.

The r value of middle class students between Emotional bullying and self-efficacy scores is $-.58$ and it indicated that negative significant relationship found between the social bullying and self-efficacy scores of middle class students. The self-efficacy scores of victims are influenced due to the target set by the bullies to the victim's emotions, confidence and mental health. Emotional bullying includes isolating from victim from classmates or grouping. The r value of middle class students between social bullying and self-efficacy scores is $-.77$ and it indicated that negative significant relationship found between the social bullying and self-efficacy scores of middle class students. The self-efficacy scores of victims are decreases due to the spreading rumours counter to the victim students to deterioration the status in their class or in the school by bullies

CONCLUSION AND SUGGESTION:

The entire formulated null hypotheses were rejected because significant negative relationship found between bullying and its types with self-efficacy of students of middle level. Teachers, parents, elders and students should work collaboratively to prevent bullying from school. There are some interventions and actions are given below:

- Educate the children about the ways and types of bullying and also suggested that how to overcome from that.
- Organized frequently the training camps for teachers and parents about the identification of bully and victim.
- Make laws and Anti-Bullying committees in school for prevent bullying from school.
- Teachers and Parents should be kind to their students and children.
- Try to close the empathy gap to decrease the effect of bullying or totally to stop bullying.

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