



ORIGINAL RESEARCH PAPER

Psychology

A STUDY OF BULLYING AND WELL BEING OF THE SECONDARY SCHOOL STUDENTS

KEY WORDS: Bullying, Well-Being and Secondary Schools.

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ABSTRACT

This study aimed to find out relationship of Bullying and Well Being of the Secondary School Students of Navi Mumbai, Maharashtra. Descriptive survey method was used to conduct this study. Standardized tool of well-being was used by the researcher and for measuring the bullying level among secondary students, self-prepared tool was used. 200 secondary school students taken as sample and they were selected through stratified random sampling method. Type of School and gender were considered as demographic variables of the study, so sufficient number male and female secondary students were included from government and private secondary schools of Mumbai. Appropriate statistical techniques were used to find out the analysis of collected data. After analysis of data, the following results are found. They are: Negative significant relationship is found between the Bullying and Well Being of the Secondary School Students. There is significant difference found in mean score of Bullying of the Secondary School Students of government and private secondary schools. There is significant difference found in mean score of Well-being of the Secondary School Students of government and private secondary schools. There is significant difference found in mean score of Bullying of the boys and girls students of secondary schools. There is significant difference found in mean score of Well-Being of the boys and girls students of secondary schools.

INTRODUCTION:

Now a days bullying is found most serious problem in our schools as well as in society. Bullying is a form of practice in which destructive and violent behavior intentionally and repeatedly done by the some students towards some students in school or outside the school. If bullying of students done by their classmates, then it is referred as peer abuse. It is a category of aggressive behavior which is the result of gap found between the power and status of victim and bullyer. Some students of same class are found taller, stronger, having high status in society treated rudely and abusively to other students who are poor, shorter and weaker than them. Sometimes bullying done in alone and sometimes it done in group, when it is done in group then it is called mobbing. School bullying has become an unambiguous, growing problem stimulating the well development of teenagers and minors. Tsitsika.K.A and et.al(2013) reported that bullying is a worldwide delinquent which not only affects the corporal but also the expressive health of children and teenagers. Full change A. and Furlong M.J (2016) also reported that bullying significantly affects the mental health of the teenagers.

Richard.J and et.al (2019) also suggested that the mental health of bullyer and victims were badly effected when they are involved in the process of bullying. They reported that victims of bullying were more likely engaged in addictive behaviour and grieve from mental health problems. Previous researches suggested the mental health of children is strongly affected by the bullying. So in this research, researcher tried to explore the relationship of bullying and well-being of secondary school students. The main objectives of this research were:

Objective of the Study:

1. To Study the significant relationship between Bullying and Well Being of the Secondary School Students.
2. To Study the significant difference in mean score of Bullying of the Secondary School Students of government and private secondary schools.
3. To Study the significant difference in means scores of Well-being of the Secondary School Students of government and private secondary schools.
4. To Study the significant difference in means scores of Bullying of the boys and girls students of secondary schools.
5. To Study the significant difference in means scores of Well-Being of the boys and girls students of secondary schools.

The main null-hypothesis of this study was:

Hypothesis of the Study:

1. There is no significant relationship between Bullying and Well Being of the Secondary School Students.
2. There is no significant difference in mean score of Bullying of the Secondary School Students of government and private secondary schools
3. There is no significant difference in mean score of Well-being of the Secondary School Students of government and private secondary schools.
4. There is no significant difference in mean score of Bullying of the boys and girls students of secondary schools.
5. There is no significant difference in mean score of Well-Being of the boys and girls students of secondary schools.

Methodology of the Research:

For conduction of this research, researcher used descriptive survey method. The population of this research was the secondary school students of Navi Mumbai. 200 secondary school students from 5 government and 5 private schools including boys and girls were taken as a sample and they were selected through stratified sampling technique.

Instruments Used:

Self-Prepared tool of Bullying was used to measurement of bullying of secondary school students. It consists of 18 items having positive and negative types and measure in three point rating scale. Agree, Undecided and Disagree were the responses and scored as 3, 2, and 1 for positive items and vice versa for negative items.

Well- being of secondary school students was also measured by the self-prepared tool. This tool consists of 15 items and the responses collected in three point rating scale. Agree, Undecided and Disagree were the responses and scored as 1, 2 and 3 for negative items and vice versa for positive items.

RESULT AND DISCUSSION:

The following results are found after collecting and analyzing the data:

The following table for testing hypothesis number 1 in which showing the significant relationship between Bullying of the secondary students and well- being of the secondary school students..

S.No	Variables	N	r	Significance
1	Bullying	100	.76	Significant
2	Well-Being	100		

The value of r is .76 it shows that the significant relationship found between the scores of Bullying of the secondary students and well-being of the secondary school students. The first hypothesis of this research is rejected because the significant negative relationship found between the bullying and well-being of students of secondary level students of Navi Mumbai Schools. It means that bullying decreases the well-being of students.

The result after testing of 2 to 4 number hypothesis is given in table number 2.

S.No of Hypothesis	Group	Variables	N	Mean	S.D	t
Hypothesis 2.	Government School Students	bullying	100	41.92	3.45	3.78
	Private School Students		100	43.89	4.17	
Hypothesis 3.	Government School Students	well-being	100	11.02	3.98	5.09
	Private School Students		100	13.67	4.67	
Hypothesis 4.	Boys Students	bullying	100	44.75	3.12	3.26
	Girls Students		100	43.98	4.22	
Hypothesis 5	Boys Students	well-being	100	12.10	3.23	3.61
	Girls Students		100	13.98	3.98	

The testing of hypothesis number showed that the t value is 3.78, which showed that the significant difference is found in mean score of Bullying of the Secondary School Students of government and private secondary schools, the mean of Government School Students (41.92), is found less than the mean (43.89) of bullying scores of Private School Students. It means the score of bullying in students of government schools is less than the students of private schools. Hence hypothesis number 2 is rejected

The hypothesis number 3 is not accepted because the table value of t is found less than the calculated t value which infers the significant difference is found in mean score of Well-Being of the Students of government and private secondary schools, the mean of well-being score of students (11.02) of government school is found inferior than the mean (13.67) of well-being of students private schools. It means the well-being of students of government schools are less than the well-being of private schools.

From the table number 2 the t value is 3.26, which showed that the significant difference is found in mean score of Bullying of the boys and girls students of secondary schools of navi Mumbai, Maharashtra. The mean of boys students (44.75) in bullying is found more superior than the mean score (43.98) of female students of secondary schools. It means the boys are the more sufferer of bullying than the girls students of secondary school students, it inferred that the fourth hypothesis is rejected. Källmén, H., Hallgren, M suggested that bullying take place in boys are more than the girls.

The testing of fifth hypothesis showed that the t value is 3.61, it inferred that the significant difference is found that well-being score of the boy students of secondary schools are found less the mean score of well-being of girl students. The well-being score of boys (12.10) is found less than the mean score of well-being (13.98) of girl students of secondary schools. It means the score of well-being among boys and girls students of secondary schools are not found same. It means the fifth hypothesis is not accepted. Källmén, H., Hallgren, M also reported that bullying at school related to several health issues.

CONCLUSION AND SUGGESTIONS:

Significant negative relationship indicated that the state of mental health is affected by the bullying which is done in school premises or outside the premises. Cyber bullying, Social Bullying, Physical Bullying, Social bullying and any

type of bullying significantly affected negatively on the state of being happy and healthy of a student. Well-being of the students is strongly connected to their mental, physical, social health and emotional factors. So they are negatively influenced by the aggressive repeatedly behavior done by the other students. To stop bullying major role played by the Bystanders (those who are watching and observing the bullying). If Bystanders are actively involved in stopping the bullying, then bullyer and victim both are safe and possess good well-being.

Teachers, senior students of Schools, Management persons, Non-teaching Staff and any other mature understandable person can prevent bullying through positive actions and interventions. The following activities in school will be helpful to prevent bullying in school. They are follows:

- Identification of bullyer and victim as early as possible.
- Arrangement of counseling sessions.
- Provide empathy and kindness towards students by teachers
- Fostering the responsibility of good citizen.
- Enhance the communication between teachers, parents and students.
- Track the record of each students.

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