

(RESEARCH ARTICLE)



Popular bullying pattern among teenage students: A study of some school students in Kathmandu

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Abstract

Background: Bullying in itself has several impacts and entire world had been seeking solution for it. Bullying starts from the primary state of growth which begins from school. Bullying has its various type and impact. Aggression is one of the prominent factors for it.

Objectives

- To study the nature of bullying in some schools of Kathmandu.
- To compare bullying pattern among community and private schools.
- To find out types of bully among the students.
- To find out aggressive and behavior of students involved in bullying

Method: Descriptive with purposive sampling method was used and SPSS was used for data analysis.

Discussion: There were 200 respondents where 100 were male and 100 were females. Mean score of male bully (38.08) and female (30.70). There were 83 respondents from community school and 117 from private school.

Numbers of boys are higher in bullying, as bullies, victims, and bully-victims. Bullying students have higher aggression. Bullying occurs both in community and private school but it's more in community school and so was aggression.

Verbal bullying was higher in teenager than social and physical bullying. There was significant positive correlation between bully and victim, aggression and bully and bully and behavior.

Conclusion: Verbal bullying was higher than that of physical and social pattern of bullying. If gender was taken in count male bully more than female. Comparing schools, community school has higher bullying than private schools.

Keywords: Bullying; Adolescents; School; Aggression

1. Introduction

Olweus suggests that “a student is being bullied or victimised when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other students”¹. Negative actions can take many forms, including physical

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aggression, verbal aggression, spreading rumours, or intentional exclusion from a group¹. A young person whose age falls within the range from thirteen through nineteen (13–19) is called teen². Bullying is characterized by an individual behaving in a certain way to gain power over another person¹. It can be classified into four types: Physical (hitting, punching, or kicking), Verbal (name-calling or taunting), Social (destroying peer acceptance and friendships), Cyber-bullying (using electronic means to harm others)¹. In Nepal, Niti Rana (2006) who, unveiled the problem of school bullying in Nepal³. Currently, Niti's NGO Rakshya Nepal has been problematizing the issue of school bullying through training, publications, and research³.

2. Material and methods

Research design is Quantitative, Descriptive, and Exploratory. The aim of the study was to study the nature of bullying in some schools of Kathmandu, to compare bullying among community and private schools. It also focused on to explore types of bully among the students and to find out aggressive and bullying of students involved in bullying. There were near about 4 schools of Kathmandu were selected for it. Sample size were 200 students selected through deliberate purposive sampling method. Measuring Bullying Victimization, Perpetration, and Bystander Experiences: A Compendium of Assessment Tools was used⁴. Students' age range from 13 -19 years of age were included. Students who were from class 6 to class ten were included. Ethical clearance was taken from the Central Department of Psychology, Tribhuvan University. Informed and written consent was taken from each participants. Confidentiality was maintained throughout the study. There were no harm done to the participants from the study and no financial burden was done.

Data was analyzed using "Statistical Package for Social Sciences (SPSS)", Inc., and Chicago, IL, USA version 21 for windows was used. The results was expressed using mean \pm standard deviation, percentage with 95% confidence intervals (CI) Values of $p < 0.05$: significant Chi-square tests were done to find out statistically significant association between independent and dependent variables. Strength of association were further determined by binary logistic correlation.

3. Results

Table 1 Different domain of bullying and aggression in gender and type of school

S.N	Domain	Sub- Domain	Number	Mean	SD	Sig
1	Bullying among student	Male	100	38.08	10.90	0.04
		Female	100	30.70	8.60	
2	victim of student	Male	100	36.05	10.27	0.59
		Female	100	30.73	8.80	
3	Aggression and Bullying	Male	100	20.91	14.22	0.03
		Female	100	13.70	10.22	
4	Bullying Score of Community and Private School.	Community school	83	37.01	11.31	0.003
		Private school	117	32.54	9.50	
5	Aggression Score of Community and Private School	Community school	83	20.30	14.30	0.009
		Private school	117	15.21	11.32	

The table significantly shows that male bully higher than female as its significance value is 0.04 which is less than significant value 0.05 out of 200 respondent where 100 were male and female. Bullying student had higher aggression as its significance value is 0.03 which is less than significant value 0.05. The data showed that community school had higher bullying than private school as its significant value is 0.03 which is less than significant value 0.05. There had been significant difference in aggression in community and private school. The data showed that community school had higher bullying than private school as its significant value is 0.009 which is less than significant value 0.05.

Table 2 Score of Popular Pattern of Bullying among Students

Bully Type	Gender	N	M	SD	Sig
Verbal	F	100	13.12	4.89	0.032
	M	100	16.63	5.77	
Social	F	100	7.95	2.37	0.009
	M	100	9.14	2.88	
Physical	F	100	9.61	3.03	0.000
	M	100	12.46	4.84	

The table significantly showed that verbal bullying is higher among the students. The significant value of verbal bullying is 0.03 which was less than significant value 0.05. There were significant differences in mean score of verbal, social and physical bullying.

4. Discussion

Gender is the major factor in our society which is patriarchal in practice since begin. Male had been dominant in all the factors of society and hence I have as well taken them as one of the vital factor for bullying. So it is also important to take gender into account when considering the prevalence of bullying. Research suggests that boys are more involved than girls in bullying, as bullies, victims, and bully-victims^{1,5,6,7}.

Bullying students have higher aggression that came true with the data analysis. Aggression is the state of emotion of any individual which makes any person to perform certain activity which is not hurt or do not provide any pressure to the people who are around him or her. The expression of aggression can occur in a number of ways, including verbally, mentally and physically. There are so many researches that show that aggression results to bullying. In terms of direct bullying, research does support of aggression, as well as be the victims of such behaviour^{6,7,8,9,10,11,12,13,14,15,16}.

Despite bullying occurs both in community and private school but its more in community school. Research has advanced substantially in identifying individual variables, and socio-emotional competences in particular, related to bullying or to being bullied. For example, lack of assertiveness has been shown to be a good predictor of being a victim of bullying¹⁷. As it's been clear that bullying is higher in community school, it also support for the case of aggression. Since, bullying is high; aggression is also high in the community school's student than that of private school's student^{18,19}.

Pattern of bullying that "verbal bullying is higher in teenager than social and physical bullying" had come true. Two that have suggest that, although victims often report name-calling to be more frequent than physical bullying, bullies report the opposite pattern¹⁰. Several other studies suggest there is no gender difference in the level of verbal bullying to which victims are exposed^{9,19}. It thus remains unclear as to whether verbal bullying is more typical of males or females.

5. Conclusion

In conclusion verbal bullying is higher than that of physical and social pattern of bullying where as if gender is taken in count, male bully more than that of female, in schools, community school has higher bullying than private schools. The two major factor of bullying which is aggression and behavior. Bullying student had aggression and so was in community school but there were no relation of behavior issue in terms of schooling.

Recommendation

There were fixed age group chosen. Bullying relation of community and private was seen but bullying and schools academic performance was not seen which can be interesting to compare. Verbal bullying is high. So the relation of communication and bullying is could be compared. Teenager's students are facing bullying. So special psychological trainings and guideline can be provided to staff and student of schools.

Compliance with ethical standards

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Disclosure of conflict of interest

No conflict of interest.

Statement of informed consent

Informed consent was obtained from all individual participants included in the study.

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