



PERCEPTION OF BULLYING AMONG PROSPECTIVE TEACHERS OF CHANDIGARH

Mangat Ram¹ & Dr. Vijay Phogat²

ABSTRACT

Bullying refers to the act by someone powerful threatening or harming someone less powerful. This behaviour is found in common. Bullying has many forms. Bullying is related to personal dominating factors. In the present study, a sample of 97 prospective teachers was studied. It was found that there exists above average perception of Bullying among prospective teachers. There was no significant difference in perception of Bullying on basis of Gender, Locality, and Stream of prospective teachers.

KEYWORDS:- Bullying, Victims, Parental Involvement, Perception, Institutions.

INTRODUCTION

Bullying is faced by most of the students in their classrooms and academic achievement is made low (Mbah, 2020). Bullying is present in all schools but with different levels (Al-Raqqad, et.al., 2017). Bullying is differently experienced by an individual. We need to use various strategies to know well about Bullying (Subedi, 2020). Some important forms of Bullying includes activities like physical, verbal, social, cyber, and psychological torture (Antiri, 2016). Cyberbullying consequently takes several forms. It includes sharing of derogatory remarks or spreading rumour about a person (Sharma, 2020). Students' academic performance and school attendance are lowered by Bullying. It includes the activities like- mocking, joking of the physical drawbacks of others and using filthy language, and physical bullying as- kicking, pushing, physical attack, and forcefully possession of others. It is commonly seen that victims of bullying are affected by stress, anxiety, depression, a problem with academic, suicidal ideas, and other psychosocial problems (Akasyah, et.al. 2018). Students possessing bullying behaviour required to use psychotherapeutic training as remedial of the behaviour (Olatunbosun, 2016). The related studies found that school bullying affect student's academic achievement either victims or the bullies (Al-Raqqad, et.al., 2017), Bullying and Moral Disengagement (Wang, et.al., 2017), bullying and victimization (Sudan, 2016).

SIGNIFICANCE OF THE STUDY

The gender, region, age, and education level are influenced by Bullying. Victims rarely share their bullying and avoid the problem (Le, 2020). Anti-bullying policies might be effective at reducing bullying if their content is based on evidence and sound theory (Hall, 2017). Today, violence among school children, in the form of bullying and physical fighting, is a topic of great concern for parents, school staff, researchers and policy-makers (World Health Organisation, 2016). It has high impact on children's physical and mental health, psychosocial well-being and educational performance, and even continue in adulthood on health, well-being and lifetime earnings (Pells, et.al., 2016). Bullying has been an ongoing problem that tends to be ignored or tolerated due to institutions, and people in general, not knowing how to

¹ Research Scholar, Department of Education, Panjab University, Chandigarh

² Associate Professor, Government College of Education, Sector 20-D, Chandigarh



effectively address the issue (Rios, 2016). Parental involvement is as crucial in dealing with cases of bullying (2016).

OBJECTIVES OF THE STUDY

1. To study level of Bullying among prospective teachers of Chandigarh.

HYPOTHESES OF THE STUDY

1. There is no significant difference in perception of Bullying in Rural and Urban Prospective Teachers.
2. There is no significant difference in perception of Bullying in Male and Female Prospective Teachers.
3. There is no significant difference in perception of Bullying in Science and Arts Prospective Teachers.

POPULATION AND SAMPLE

All the students studying in colleges of Education in Chandigarh constituted the population. A total of 97 students of B.Ed. of Govt. College of Education, Sector 20-D, Chandigarh was selected as a sample. The sample was studied as a descriptive research method.

TOOLS USED

The researchers developed a self-developed Scale of perception of Bullying consisting of 30 items consisting of two choices yes or no. The option 'yes' was assigned a score 1 and 'no' was assigned 0 scores. The score range was 0-30. The score was 30-25 Most Favorable, 24-19, Above average, 18-13 average, and score below 12 had below average perception of Bullying.

ANALYSIS AND INTERPRETATION

The results of the present study are analyzed in the following two sections:

Section I: To study perception of Bullying among prospective teachers of Chandigarh.

Section II: Comparison of Perception of Bullying among Prospective Teachers studying in Colleges of Education on the basis of Gender, Locality, and Stream.

Section I: To study perception of Bullying among prospective teachers of Chandigarh

1. Perception of Bullying among prospective teachers of Chandigarh.

Table No. 1.

Sr. No.	Level of Bullying	Range of Scores	No. of Students	Percentage
1	Most Favorable	25-30	11	11.34
2	Above Average	19-24	29	29.89
3	Average	13-18	45	46.39
4	Below Average	Below 12	12	12.37

It is analyzed from Table No. 1, that 11 students i.e. 11.34 percent of prospective teachers are Most favorable, 29 students i.e. 29.89 percent of prospective teachers have an above average perception of Bullying, 45 students i.e. 46.39 percent of prospective teachers have an average perception of Bullying 12 students, i.e. 12.37 percent of prospective teachers have an below average perception of Bullying.

2. Perception of Bullying among prospective teachers of Chandigarh based on Locality, Gender, and Stream.



Table No. 2

Sr. No.	Variable	Mean	SD	Interpretation
1	B.Ed. Students	19.31	5.43	Above Average perception of Bullying
2	Rural	19.78	5.09	Above Average perception of Bullying
3	Urban	19.09	5.62	Above Average perception of Bullying
4	Male	19.49	5.43	Above Average perception of Bullying
5	Female	18.93	5.52	Above Average perception of Bullying
6	Science	19.50	5.31	Above perception of Bullying
7	Arts	19.16	5.63	Above Average perception of Bullying

It is analyzed from Table No. 2 that Prospective teachers have mean value 19.31, which shows above average perception of Bullying, Rural students have 19.78, Urban students have 19.09, Male students have 19.49, Female students have 18.93, Arts students have 19.16, Science Students have 19.50 and have above average perception of Bullying.

Section II: Comparison of perception of Bullying of Prospective Teachers studying in Colleges of Education on the basis of Gender, Locality, and Stream.

1. There is no significant difference in perception of Bullying in Rural and Urban Prospective Teachers.

Table No. 3.

Locality	N	Mean	SD	df	t-Value
Rural	32	19.78	5.09	95	0.604
Urban	65	19.09	5.62		

Entries in the table-3 show the mean differentials (t-test) of perception of Bullying among rural and Urban prospective teachers. From the table, it is clear that mean and standard deviation for rural group is found to be 19.78 and 5.09 respectively. Likewise, the mean and standard deviation for urban group is found to be 19.09 and 5.62 respectively. „t“-ratio is calculated as 0.604 which is less than the „t“- value 1.99, at 0.05 level of significance at $df = 95$. This shows that the obtained „t“- value is not significant at 0.05 level of confidence. Therefore, it is clear from the results that mean scores of both the groups do not differ significantly with respect to their perception of Bullying. So, the null hypothesis that There is no significant difference in perception of Bullying among Rural and Urban prospective teachers is accepted.

2. There is no significant difference in perception of Bullying in Male and Female Prospective Teachers.

Table No. 4



Gender	N	Mean	SD	df	t-Value
Male	13	19.49	5.43	95	0.463
Female	84	18.93	5.52		

Entries in the table-4 show the mean differentials (t-test) of perception of Bullying among Male and Female prospective teachers. From the table, it is clear that mean and standard deviation for Male group is found to be 19.49 and 5.43 respectively. Likewise, the mean and standard deviation for Female group is found to be 18.93 and 5.52 respectively. „t“-ratio is calculated as 0.463 which is less than the „t“- value 1.99, at 0.05 level of significance at df = 93. This shows that the obtained „t“- value is not significant at 0.05 level of confidence. Therefore, it is clear from the results that mean scores of both the groups do not differ significantly in perception of Bullying. So, the null hypothesis that There is no significant difference in perception of Bullying among Male and Female prospective teachers is accepted.

3. There is no significant difference in perception of Bullying in Science and Arts Prospective Teachers.

Table No. 5.

Stream	N	Mean	SD	Df	t-Value
Science	23	19.50	5.31	95	-0.294
Arts	74	19.16	5.63		

Entries in the table-5 show the mean differentials (t-test) in perception of Bullying among Science and Arts prospective teachers. From the table, it is clear that mean and standard deviation for Science group is found to be 19.50 and 5.31 respectively. Likewise, the mean and standard deviation for Arts group is found to be 19.16 and 5.63 respectively. „t“-ratio is calculated as -0.294 which is less than the „t“- value 1.99, at 0.05 level of significance at df = 95. This shows that the obtained „t“- value is not significant at 0.05 level of confidence. Therefore, it is clear from the results that mean scores of both the groups do not differ significantly with respect to their perception of Bullying. So, the null hypothesis that There is no significant difference in perception of Bullying among Science and Arts prospective teachers is accepted.

FINDINGS OF THE STUDY

1. Prospective teachers have above average perception of Bullying - Rural students, Urban students, Male students, Female students, Arts students, and Science Students all have above average perception of Bullying.
2. The perception of Bullying does not differ among Rural and Urban prospective teachers.
3. The perception of Bullying does not differ among Male and Female prospective teachers.
4. The perception of Bullying does not differ among Science and Arts prospective teachers.

CONCLUSION



It is concluded that there is above average perception of Bullying among prospective teachers. There are no significant differences in the perception of Bullying of prospective teachers on basis of Gender, Locality, and Stream. Our study is contradictory to findings that males also tend to more frequently be victims of bullying, and females are more involved as victims of online than offline bullying (Smith et.al., 2018). Our study is also contradictory to findings that boys are more than girls, to bully others, and more boys than girls are being bullied or are bullying victims (Khezri et.al. 2013).

REFERENCES

- Akasyah, W., Margono, H., & Efendi, F. (2018). Bullying Victimization Effect at Physical, Psychological, and Social in Adolescence. In Proceedings of the 9th International Nursing Conference (INC 2018), 538-546. DOI: 10.5220/0008328205380546
- Al-Raqqad, H.K., Al-Bourini, E.S., Al Talahin, F.M., & Aranki, R.M.E. (2017). The impact of school bullying on students' academic achievement from teachers point of view. *International Education Studies*, 10 (6), 44-50. DOI:10.5539/ies.v10n6p44
- Al-Raqqad, H.K., Al-Bourini, E.S., Al Talahin, F.M., & Aranki, R.M.E. (2017). The impact of school bullying on students' academic achievement from teachers point of view. *International Education Studies*, 10 (6), 44-50.
<https://files.eric.ed.gov/fulltext/EJ1144634.pdf>
- Antiri, K.O. (2016). Types of bullying in the senior high schools in Ghana. *Journal of Education and Practice*, 7 (36), 131-138.
<https://files.eric.ed.gov/fulltext/EJ1126458.pdf>
- Hall, W. (2017). The Effectiveness of Policy Interventions for School Bullying: A Systematic Review. *Journal of the Society for Social Work and Research*, 8 (1), 45-69. DOI: 10.1086/690565
- Khezri, H., Ghavam, S.E., Mofidi, F., & Delavar, A. (2013). *Journal of Educational and Management Studies J. Educ. Manage. Stud.*, 3(3), 224-229. [https://jems.science-line.com/attachments/article/18/JEMS,%20C,%2019%20%20J.%20Educ.%20Manag e.%20Stud.,%203\(3\)%20224-229.pdf](https://jems.science-line.com/attachments/article/18/JEMS,%20C,%2019%20%20J.%20Educ.%20Manag e.%20Stud.,%203(3)%20224-229.pdf)
- Le, Q.T. (2020). A study of the core relationship between cyber-bullying and coping of high-school pupils in Vietnam. *International Journal of Innovation, Creativity and Change*, 11 (3), 483-500.
https://www.ijicc.net/images/vol11iss3/11338_Le_2020_E_R.pdf
- Lekena, M.A. (2016). An exploration of learners' experiences of bullying as an act that promotes exclusion in a high school in Botha-Bothe District, Lesotho. [Master's dissertation, University of The Witwatersrand].
<https://core.ac.uk/download/pdf/188768956.pdf>
- Mbah, R.M. (2020). The perception of students about school bullying and how it affects academic performance in Cameroon. [Master's thesis, Memorial University of Newfoundland]. <https://research.library.mun.ca/14613/1/thesis.pdf>
- Olatunbosun, F. (2016). Efficacy of Cognitive Behaviour Therapy on Reducing Bullying Behaviour among Secondary School Students in Ikwerre Local Government Area. *Academia Journal of Educational Research*, 4(1), 1-7. DOI: 10.15413/ajer.2015.0125



- Pells, K., Portela, M.J.O., & Revollo, P.E. (2016). Experiences of Peer Bullying among Adolescents and Associated Effects on young Adult Outcomes: Longitudinal Evidence from Ethiopia, India, Peru and Viet Nam. Innocenti Discussion Paper 2016-03. UNICEF.
https://www.younglives.org.uk/sites/default/files/migrated/IDP_2016_03_1.pdf
- Rios, J.L. (2016). Effective interventions: A Case study of the effects of bullying as portrayed in the documentary bully. [Master's thesis, West Texas A&M University].
<https://wtamu-ir.tdl.org/bitstream/handle/11310/101/RIOS-THESIS-2016.pdf?sequence=1&isAllowed=y>
- Sharma, A. (2020). Cyberbullying: Unraveling the motives of a cyberbully and its impact on the victim. *The International Journal of Indian Psychology*, 8 (4), 1071-1077. DOI: 10.25215/0804.125
- Smith, P.K., Lopez-Castro, L., Robinson, S., & Gorzig, A. (2018). Consistency of gender differences in bullying in cross-cultural surveys.
https://eprints.lse.ac.uk/87794/1/G%C3%B6rzig_Gender%20Differences%20in%20Bullying_Accepted.pdf
- Subedi, K.P.P. (2020). Theoretical perspective of bullying. *International Journal of Health Sciences and Research*, 10 (8), 83-89.
https://www.ijhsr.org/IJHSR_Vol.10_Issue.8_Aug2020/14.pdf
- Sudan, S.A. (2016). School bullying: Victimization in a public primary school in Malaysia. *Asian Journal of Management Sciences & Education*, 5(3), 120-129.
[http://www.ajmse.leena-luna.co.jp/AJMSEPDFs/Vol.5\(3\)/AJMSE2016\(5.3-14\).pdf](http://www.ajmse.leena-luna.co.jp/AJMSEPDFs/Vol.5(3)/AJMSE2016(5.3-14).pdf)
- Wang, C., Ryoo, J.H., Swearer, S.M., Turner, R., Goldberg, T.S. (2017). Longitudinal Relationships between Bullying and Moral Disengagement among Adolescents. *J Youth Adolescence*, 46, 1304–1317. DOI: 10.1007/s10964-016-0577-0
- World Health Organization. (2016). Bullying and physical fights among adolescents. *Fact Sheet*. https://www.euro.who.int/__data/assets/pdf_file/0005/303485/HBSC-No.7_factsheet_Bullying.pdf