An Analysis of the Reasons, Practices and Preventive Measures of Bullying at Secondary School

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Abstract

This study investigates the preventive measures and existing practices of bullying at secondary school level in Hyderabad Sindh. Objectives of the study were to: determine the reasons of bullying at Secondary School Level in Hyderabad Sindh, investigate the consequences of bullying at Secondary School Level in Hyderabad Sindh and assess the preventions, measures and existence practices of bullying at Secondary School Level in Hyderabad Sindh. This study was quantitative. Survey was used as research design. The population of the study was consisted of 18,673 secondary school students of Hyderabad District. The sample of the study was comprised 217 secondary school level students at Hyderabad District. And simple random sampling technique was used for sample selection. Self-made close-ended questionnaire was used for data collection. Researchers collected data both from teachers and students of secondary schools in district Hyderabad. Percentages, frequencies and chi-square were used as statistical techniques to analyze and interpret the data. Findings of the study concluded that the majority of participants expressed agreement regarding the necessity for scholarly presentations, such as speeches or role-plays, to address bullying. Furthermore, most of the participants emphasized the importance of organizing discussion sessions and fostering open communication on topics such as reporting incidents of bullying. The study recommended that there must be frequent parents-teachers meetings to motivate parents for playing their role to stop bullying among their children.

Keywords: Bullying, Preventive Measure, Secondary School

1. Introduction

Bullying means when a person or a group of people targets another person with frequent, direct or indirect negative actions over a period of time that harm the goal either willingly or forcibly. A destructive act occurs when someone intentionally inflicts or efforts to impose physical, emotional, or anxiety

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harm to another person (Farrington, 2017; Davis et al., 2007; Beane, 2009). This is a very severe problem as well as several innocent students have committed suicide (Aronson, 2000; Li, 2006). Although teachers and learners have been establishing mortified. In Ireland, 30% of secondary school pupils assumed that they were bullied by teachers (James, 2008). A survey conducted by Luo et al. (2022) in 11 provinces of China indicated that nearly 11% of respondents from secondary schools faced incidents related to bullying. Most of the countries in Middle East, for example, Australia and USA bullying were occurred at school level.

While Asia, Europe and other Scandinavian nation's students were become the victims of bulling at school level (Olweus, 1994; Marsh et al., 2004). Whereas in nowadays this problem is faced by all the countries in this world at all level especially at school level (Junger, 2001). Bullying is a mediocre and negligent way of treating others. Concept of bullying has been defined by Garcia-Pina and Posadas-Pedraza (2008) by stating that it has three key aspects which are related to phenomena that occur repeatedly in educational environment, frequent abuse, and a situation in which students feel defenselessness. It has been endorsed by González (2015) that parents and community members may be engaged to foster open communication and dialogue among the individuals who are involved in promoting bullying related activities at educational institutions.

The individual is deliberately crawling as well as other capable exercises with aggressive or disgusting intent. Violent or anti-social environment is introduced by verbal abuse in various areas of physical or verbal behavior (Landau et al., 2001). This includes ridicule, verbal and physical resentment, fear, chastening, anger and hearing, insults. Bullying also has a lot of impact on students, widespread in our high school. Majority of the schools have developed prevention policies to stop bullying such as schools at all 50 states of United States of America have developed their bullying prevention policies (Divecha, 2019). It has been indicated by Sainz and Martin-Moya (2023) that bullying is increasingly worrying and growing phenomena and researchers are required to conduct studies in this area to suggest as much preventive measures as possible.

There might be a lack of research focusing on the specific contextual factors that contribute to bullying in secondary schools, such as cultural, socioeconomic, or institutional aspects. While preventive measures are mentioned, there may be a gap in understanding which strategies are most effective in secondary school settings. This could include examining the efficacy of interventions tailored to different age groups or educational environments. There might be a gap in understanding the long-term consequences of bullying during secondary school years on academic performance, mental health, and

social relationships in later life. The research may predominantly concentrate on victims of bullying, neglecting a deeper exploration of the motivations and characteristics of bullies, as well as the experiences and coping mechanisms of both victims and perpetrators. Today, determining where bullying may occur in secondary schools is a challenging task. The availability and effectiveness of bullying measures and programs at the secondary school level in Hyderabad, Sindh, contribute to the complexity of this issue. Therefore, investigating the current situation in this area constitutes an innovative research endeavor.

1.1 Objectives of the Study

The objectives of the study were to:
1. find out the reasons of bullying at Secondary School Level in Hyderabad Sindh.
2. examine the preventions and practices of bullying at Secondary School Level in Hyderabad Sindh.

1.2 Research Questions

Following research questions were formulated;
1. What are the reasons of bullying at Secondary School Level in Hyderabad Sindh?
2. What are the preventions and measures of bullying at Secondary School Level in Hyderabad Sindh?

2. Literature Review

According to Olweus, (1993), bullying is a rational, deliberate act, a wish to harm others and to cause them distress. Abuse is when a person with no recurring influence, emotionally or physically, is overwhelmed by an influential person. Bullying can vary as a person uses his or her power to bully, injure, or humiliate another person with less power and position (Farrington, 2017; Davis et al., 2007; Beane, 2009). It has been explored by researchers (Zhang et al., 2019; Sharpe et al., 2022) that bullying can become the reason of mental disorders, other health issues and disruptive behavior among students.

Bully is the name given to a person or group of individuals who are concerned about threatening other people physically, spiritually, accidentally, verbally or physically. A bully is someone who uses his or her power or command when speaking to hurt or scare others who are weaker than abuser. Children bullying is dangerous and, hurting or frightening to others. So, such students are called bullies, who are complex in doing so and don't become bullies themselves (Besag, 1989; Nansel, 2001; Naylor et al., 2006), Bullying means abusing, bullying is done because they want to show superiority to others. They want others to follow them. They bully others by threatening, exploiting and

intimidating others. They want others to feel as bad as they do (Johnston, 2008; Kerrigan, 2003; Fox et al, 2003).

It is also the name of hammering, a name that annoys, upset or upset someone (Lines, 2008). One of the 9th graders of the school in KP Peshawar, was completely injured by another child in the same class. One investigation revealed that the provocateur was constantly intimidated. One of the 7th graders at a government high school in Chiniot region was jailed for killing another student who threatened to invade (The Express Tribune, 2011). Furthermore, he was expelled from the societal group for dissemination horrible wrong news against him. Therefore, he left his school for ever due to bulling (Batool, 2010). A 9th grade student at the PIP School & College in Abbottabad has tried to suicide because his school friends abused him (Khan, 2012). An 18-year-old boy has determined perversity after being harassed by a journalist in Washington. A 17-year-old schoolgirl in Haripur committed suicide when she was raped by a boy (Olson, 2013). All the schools are required to adopt anti-bullying policies as it has been indicated by Thornberg et al. (2022) that only anti-bullying class and school atmosphere can make students confident enough to defend victims.

A study conducted by Noboru (2021) in Indonesian context indicated that multiple strategies may be utilized to prevent bullying and one of the most significant strategy in to include content related to moral education in curriculum. Likewise, a study conducted by Eisenberg et al. (2022) in Minnesotan context proposed that activities related to diversity education may be conducted in schools at frequent basis as these activities can play a pivotal role in reducing bullying related incidents. Hultin et al. (2021) who with his colleagues conducted a study in Swedish context indicated that if administrators want to mark a full stop on bullying among students then it incumbent for them to focus on improving class climate specifically and school climate generally.

3. Research Methodology

3.1   Research Design

The nature of this study was quantitative and survey type. Survey was used as research design for this study.

3.2   Population of Study

The population of the study was consisted of 18,673 secondary school students at Hyderabad District. Data has been taken from Educational Management Information System (EMIS). According to John Curry rule of thumb, if the sample is population is more than 10,000 then only 1% participants may be selected as sample of the study (Curry, 1984).

3.3 Sample and Sampling Technique

The sample of the study was comprised 217 students from eight secondary schools of Hyderabad District. And simple random sampling technique was used for sample selection.

3.4 Instrumentation

Self-made close-ended questionnaire was used for students. Content validity of the questionnaire was checked through expert opinions. In the first draft of the questionnaire, it was consisted of 52 items. After the expert opinions and suggestions, the items of the questionnaire were reduced up to 38 items.

Pilot testing was conducted to check the reliability of instrument and 30 students were engaged in this process (other than the sampled participants). The value of overall reliability coefficient is 0.81. It presents that the questionnaire is reliable.

3.5 Data Collection

Due to Covid-19 situation it was very difficult for researcher to visit all the selected secondary schools in district Hyderabad. Researcher personally visited the eight selected institutes and collected the data from the respondents. Researchers collected data both from teachers and students of secondary schools in district Hyderabad.

4. Data Analysis and Interpretation

Data collected through closed ended questionnaires were analyzed through specific statistical software, Statistical Package for Social Sciences (SPSS Version, 24). Percentages, frequencies and chi-square were used as statistical techniques to analyze and interpret the data.

Table 1

Students Perceptions regarding Reasons (Physical Weakness) of Bullying at Secondary School

Statements		SA	A	N	D	χ^2
His school fellows pushed, hit, and kicked him	f	21	88	39	45	50.130[a]
	%	11	46	20	23	
Sometime his school fellows spoil his things and snatch his money	f	7	96	23	62	160.964[b]
	%	4	50	12	32	
He teases others than everyone will wait to hit him back	f	25	82	17	62	105.731[a]
	%	13	43	9	32	

Significant   df= 4 χ^2 at p-value 0.05= .000

Table 1 presents that, the χ^2 values is (χ^2= 50.130[a]), these values are higher than tabulated value (.005) at the level of significance (0.000). So, most of the responses of the participants were found significant because the Sig (2-sided). values is smaller than at the value of the significance level. Hence, it is depicted

that most of the participants agreed with statement that his school fellows pushed, hit, and kicked him. The χ^2 values is (χ^2= 160.964[b]), these values are higher than tabulated value (.005) at the level of significance (0.000). So, most of the responses of the participants were found significant because the asymp. Sig. values is smaller than at the value of the significance level.

Hence, it is depicted that most of the participants agreed with statement that sometime his school friends spoil his things and steal his money. The χ^2 values is (χ^2= 105.731[a]), these values are higher than tabulated value (.005) at the level of significance (0.000). So, most of the responses of the participants were found significant because the asymp. Sig. values is smaller than at the value of the significance level. Hence, it is depicted that most of the participants agreed with statement that he teases others than everybody will wait to hit him back.

Table 2

Students Perceptions regarding Consequences of Bullying at Secondary School Level

Statements		SA	A	N	D	χ^2
Students' drop out is mostly due to bullying	f	64	28	26	75	38.731[b]
	%	33	15	14	39	
Bullied person does not remain in good mood before and after the school	f	33	47	56	57	
	%	17	24	29	30	7.684[a]
Sometimes the victim takes weapons to school with him	f	52	103	18	20	97.922[a]
	%	27	53	09	11	
Student academic downfall starts	f	25	72	19	70	95.057[a]
	%	13	37	10	36	
Bullying produces family conflicts and enmity	f	20	99	23	51	83.290[a]
	%	11	51	12	27	
Bullied feels Anxiety	f	32	111	10	27	178.580[b]
	%	17	58	5	14	
Classroom Meetings to talk about peer relations	f	27	124	12	26	245.886[a]
	%	14	64	6	14	
have open communication	f	29	119	25	20	139.166[b]
	%	15	62	13	10	
Engage Parents in order to stop bullying	f	46	103	23	21	90.834[a]
	%	24	53	12	11	
Bullies want to have control over others with the help of bullying	f	53	88	19	33	55.767[a]
	%	28	46	10	17	
There is a need for a bullying prevention program at my school	f	41	115	23	14	130.959[a]
	%	21	60	12	7	
Low psychological well-being	f	83	75	22	13	79.891[a]
	%	43	39	11	7	

Bullying is a risk factor for depression and thinking about suicide	f	79	66	31	13	111.223[a]
	%	41	34	16	7	
I would tell the victim to stand up to the bully	f	60	108	18	7	131.083[b]
	%	31	56	9	4	
People may also be made aware against bullying through T.V and Newspapers	f	41	117	11	20	219.098[a]
	%	21	61	6	10	
The bullies want to bully due to their maladjustment in a new environment	f	52	102	25	14	123.917[a]
	%	27	53	13	7	
There is a need for a bullying prevention program at my school	F	25	89	26	53	95.684[b]
	%	13	46	14	28	
Effective anti-bullying programs must be launched at school	F	72	80	21	12	56.347[a]
	%	37	42	11	6	

Significant df= 4 χ^2at p-value 0.05= .000

Table 2 presents that, the χ^2 values is ($\chi^2= 38.731^b$), these values are higher than tabulated value (.005) at the level of significance (0.000). So, most of the responses of the participants were found significant because the asymp. Sig. values are smaller than at the value of the significance level. Hence, it is depicted that most of the participants agreed with statement that Students' drop out is mostly due to bullying. The χ^2 values is ($\chi^2= 7.684^a$), these values are higher than tabulated value (.005) at the level of significance (0.053). So, most of the responses of the participants were found significant because the asymp. Sig. values are smaller than at the value of the significance level. Hence, it is depicted that most of the participants agreed with statement that Bullied person does not remain in good mood before and after the school.

The χ^2 values is ($\chi^2= 97.922^a$), these values are higher than tabulated value (.005) at the level of significance (0.000). So, most of the responses of the participants were found significant because the asymp. Sig. values are smaller than at the value of the significance level. Hence, it is depicted that most of the participants agreed with statement that sometimes the victim takes weapons to school with him. The χ^2 values is ($\chi^2= 95.057^a$), these values are higher than tabulated value (.005) at the level of significance (0.000). So, most of the responses of the participants were found significant because the asymp. Sig. values are smaller than at the value of the significance level. Hence, it is depicted that most of the participants agreed with statement that Student academic downfall starts.

The χ^2 values is ($\chi^2= 83.290^a$), these values are higher than tabulated value (.005) at the level of significance (0.000). So, most of the responses of the participants were found significant because the asymp. Sig. values are smaller

than at the value of the significance level. Hence, it is depicted that most of the participants agreed with statement that Bullying creates family battles and enmity. The χ^2 values is (χ^2= 178.580[b]), these values are higher than tabulated value (.005) at the level of significance (0.000). So, most of the responses of the participants were found significant because the asymp. Sig. values is smaller than at the value of the significance level. Hence, it is depicted that most of the participants agreed with statement that bullied feels anxiety.

The χ^2 values is (χ^2= 245.886[a]), these values are higher than tabulated value (.005) at the level of significance (0.000). So, most of the responses of the participants were found significant because the asymp. Sig. values is smaller than at the value of the significance level. Hence, it is depicted that most of the participants agreed with statement that Classroom Meetings to talk about friendships. The χ^2 values is (χ^2= 139.166[b]), these values are higher than tabulated value (.005) at the level of significance (0.000). So, most of the responses of the participants were found significant because the asymp. Sig. values are smaller than at the value of the significance level. Hence, it is depicted that most of the participants agreed with statement that have open conversation.

The χ^2 values is (χ^2= 90.834[a]), these values are higher than tabulated value (.005) at the level of significance (0.000). So, most of the responses of the participants were found significant because the asymp. Sig. values is smaller than at the value of the significance level. Hence, it is depicted that most of the participants agreed with statement that involve parents so as to stop bullying. The χ^2 values is (χ^2= 55.767[a]), these values are higher than tabulated value (.005) at the level of significance (0.000). So, most of the responses of the participants were found significant because the asymp. Sig. values is smaller than at the value of the significance level. Hence, it is depicted that most of the participants agreed with statement that Bullies want to have control over others with the help of bullying.

The χ^2 values is (χ^2= 130.959[a]), these values are higher than tabulated value (.005) at the level of significance (0.000). So, most of the responses of the participants were found significant because the asymp. Sig. values are smaller than at the value of the significance level. Hence, it is depicted that most of the participants agreed with statement that there is a need for a bullying prevention program at my school.

The χ^2 values is (χ^2= 79.891[a]), these values are higher than tabulated value (.005) at the level of significance (0.000). So, most of the responses of the participants were found significant because the asymp. Sig. values is smaller than at the value of the significance level. Hence, it is depicted that most of the participants agreed with statement that low psychological happiness. The χ^2

values is (χ^2= 111.223[a]), these values are higher than tabulated value (.005) at the level of significance (0.000). So, most of the responses of the participants were found significant because the asymp. Sig. values are smaller than at the value of the significance level. Hence, it is depicted that most of the participants agreed with statement that Bullying is a danger factor for unhappiness and thinking about suicide.

The χ^2 values is (χ^2= 131.083[b]), these values are higher than tabulated value (.005) at the level of significance (0.000). So, most of the responses of the participants were found significant because the asymp. Sig. values are smaller than at the value of the significance level. Hence, it is depicted that most of the participants agreed with statement that I would tell the victim to stand up to the bully. The χ^2 values is (χ^2= 219.098[a]), these values are higher than tabulated value (.005) at the level of significance (0.000). So, most of the responses of the participants were found significant because the asymp. Sig. values are smaller than at the value of the significance level. Hence, it is depicted that most of the participants agreed with statement that People may also be made conscious about bullying through T.V and Newspapers.

The χ^2 values is (χ^2=123.917[a]), these values are higher than tabulated value (.005) at the level of significance (0.000). So, most of the responses of the participants were found significant because the asymp. Sig. values is smaller than at the value of the significance level. Hence, it is depicted that most of the participants agreed with statement that the bullies want to bully due to their instability in a different situation. The χ^2 values is (χ^2= 95.684[b]), these values are higher than tabulated value (.005) at the level of significance (0.000). So, most of the responses of the participants were found significant because the asymp. Sig. values are smaller than at the value of the significance level. Hence, it is depicted that most of the participants agreed with statement that there is a need for a bullying prevention program at my school. The χ^2 values is (χ^2= 56.347[a]), these values are higher than tabulated value (.005) at the level of significance (0.000). So, most of the responses of the participants were found significant because the asymp. Sig. values are smaller than at the value of the significance level. Hence, it is depicted that most of the participants agreed with statement that real anti-bullying programs should be launched at school.

5. Discussion and Conclusion

Findings of the study indicated that bullying has a great risk to promote depression among students and these findings are supported with the findings of a study conducted by Thornberg (2022) which reflected that students affected by bullying would be at risk of developing depression, anxiety, mistrust of others, loneliness, low self-esteem, poor social adjustment, poor health and poor

academic achievement. In this study, participants agreed with statement that students' drop out are mostly due to bullying. These findings are aligned with the findings of Alika (2012) whose study showed that a significant relationship existed between bullying and drop out from school. The finding of this research is also matching the studies of Pepler and Craig (2008). Findings of this study indicated that the classmates should be involved in group activities and open dialogues and these findings have been supported by findings of González (2015) who has shared same insights to stop bullying.

It has been explored that bullied should be told not to lose temper nor get angry as it further worsen the situation. The bullied should be encouraged to inform adults and their parents immediately. Olweus (1993) is also agreed that for minimizing bullying situations; effective anti-bullying programs must be launched at schools. Such strategies are the responsibilities of all the concerned. It includes the administration, teachers, students and parents. They should devise a workable plan against bullying. Findings of this study indicated that major signs of bullying that have been indicated by students are that their fellows pushed, hit, and kicked them. These findings are in agreement with the finding of Egbochuku (2007) and Asiyai (2015) who similarly reported bullying behaviors such as being threatened, kicking, hitting and extortion as types of bullying for public and private schools in Edo state Nigeria.

Findings have concluded that most of the participants agreed that there must be scholarly presentations, such as a speech or role-play to stop bullying. Participants also agreed that discussion sessions and open communication must be arranged about topics like reporting bullying. Most of the participants also agreed that there must be frequent classroom meetings to talk about peer relations. Participants also agreed with that parents must be engaged in order to stop bullying.

6. Recommendations

Findings of the study have drawn following recommendations;

1. Results stated students face a lot of problems due to bullying therefore it is recommended that all the secondary school of Hyderabad Sindh may take necessary actions to stop bulling among students in schools.
2. On the basis of findings, it is recommended that there must be frequent parents-teachers meeting to motivate parents for playing their role to stop bullying among their children.
3. As findings indicated that there must be scholarly presentations, so it is recommended that teachers may be trained in this regard to promote awareness among students in their schools.

4. On the basis of findings, it is recommended that TV and Newspaper also play their role to aware people with respect to the prevention, measure and possible solution about bullying.

5. Different types of anti-bullying activities may be started at secondary level; especially attention may be paid to establish guidance and counseling centers to aware students about bullying.

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