



**Research Article**

## **IDENTIFYING THE BULLYING BEHAVIOR AMONG SCHOOL GOING CHILDREN**

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### **ABSTRACT**

Bullying happens once an individual is exposed repeatedly and over time to negative actions on the part of one or additional persons. It's a retardant that plagues each socio-economic cluster, boys and women, men and girls, employees, students and others. This study has been conducted in U.P. & C.B.S.E. schools of Lucknow to identify the bullies and bullied children which has been done with the help of using Illinois Bully Scale on the children aged between 10-12 years and graded between V-VII. It results that boys are having more bully- behavior than girls and hence, concluded that they are need to be develop anti-bullying behavior and moral development right from the very first sign of bullying behavior which should be taken as a warning sign.

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### **INTRODUCTION**

Children from birth to five years elderly have a restricted ability to grasp and to specific themselves clearly mistreatment words. However, their general behavior, and talent to play well with alternative youngsters and with adults' means a lot. However, Marrow (2011) read childhood as each legal and relative however additionally behavioral within the sense of acting 'childishly' and being 'innocent'.

All kinds of bullying embody four parts. They embody associate degree imbalance of power, intent to hurt, a threat of any aggression and terror. The primary part, is imbalance of power, happens once the person doing the bullying is older, stronger, smarter, and a lot of standard among peers or of a unique race. The intent to hurt is once the bully sets bent because physical or emotional hurt to a different person and takes pleasure in doing therefore. The third part, the threat of any aggression, happens once the bully and also the victim aware that the act of bullying can occur once more. Lastly, terror happens when the act of bullying has escalated. Once the bully is aware of that they need caused terror, they believe the victim won't report the bullying and feel like they will continue while not consequences.

#### **Bullying**

Bullying is a problem that affects all children- those who bully, those who are victimized, and those who are witnesses

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to interpersonal violence (Shelley, Hymel & Susan, M. Swearer 2012). It is the use of force, threat, or coercion to abuse, intimidate or aggressively to impose domination over others. The behavior is often repeated and habitual. One essential prerequisite is the perception, by the bully or by others, of an imbalance of social or physical power. Behaviors used to assert such domination can include verbal harassment or threat, physical assault or coercion and such acts may be directed repeatedly towards particular targets. Legitimizations and defenses for such conduct once in a while incorporate contrasts of class, race, religion, sex, sexuality, appearance, conduct, quality, size or capacity. Harrassing can be characterized in a wide range of ways. It comprises of four essential sorts of maltreatment passionate (once in a while called social), verbal, physical or digital. It might be characterized as the action of forceful conduct planned to hurt someone else, physically, rationally or inwardly. It is described by an individual carrying on positively to pick up control over someone else (Fuller W. Robert). Harrassing is undesirable, forceful conduct among school matured kids that includes a genuine or saw control unevenness. The conduct is reshaped or can possibly be reshaped extra minutes. It incorporates activities, for example, making dangers, spreading bits of gossip, assaulting somebody physically or verbally and barring somebody from a gathering deliberately. It is a type of forceful conduct in which somebody purposefully and over and over causes someone else damage or distress. It can appear as physical contact, words or more unobtrusive activities. The bullied individual typically has trouble defending him or herself and does nothing to "cause" the bullying. Bullying behavior is continual physical, psychological, social, verbal or emotional methods of intimidation by an individual or group.

Direct forms include physical and verbal bullying; indirect forms include behaviors such as actively isolating an individual from the peer group (exclusionary) and spreading rumors. Incidents of bullying often include the aggressor, a targeted peer and bystanders, who play a critical role in positively reinforcing bullying behaviors (O'Connell, Pepler & Craig, 1999). High rates of community crime are associated with severe bullying at school (Espelage, Bosworth & Simon, 2000). The victim is who the bully intends to harm and is not a perpetrator and a target of bullying (Holt *et al.*, 2007). Students that are bullied and those who bully are more likely to be a victim of crime, maltreatment, sexual abuse and a witness to other forms of victimization (Holt *et al.*, 2007).

**Occurrence of Bullying**

Bullying in middle schools is well on the way to happen in unclear open spaces, for example, corridors, washrooms, play areas, stairwells, cafeteria and locker rooms. These areas are not claimed or characterized by any individuals from the school network. Since these areas need instructor or grown-up supervision, they are spaces where spooks can escape with their demonstrations of mischief.

**Behavioral Warning Signs that helped in identifying the Bullying behavior**

Instructors ought to have the capacity to recognize practices which are cautioning signs that recommend social and passionate troubles outside the ordinary or expected range which can be due to the act of bullying. Their behavior is often characterized as follows:

- Hurtful to themselves or others
- Difficult stuck in an unfortunate situation shaping positive associations with them
- Unusually hard to mitigate
- Unable to solace or quiet self
- Extremely dreadful
- Shows sudden conduct changes
- Unable to play with others or items
- Absence of dialect or correspondence
- Frequent battles with others
- Emotionally extreme (extreme anger or sadness) or very slow

Based on the teacher's observations of the standard of the behaviors, the teacher should confirm whether or not a child's behavior is an element of traditional development or a warning sign for social and emotional difficulties. Boys are a lot of possible to be victims of physical bullying whereas women are a lot of possible to be bullied indirectly.

The aim of the study is to identify the number of children having bullying behavior in school on the basis of gender

**Ho:** There exist no association between gender and number of children showing bullied behavior in schools

**METHODOLOGY & METHOD OF DATA COLLECTION**

An explorative research design was used for the study. This study was carried out on school going students (between 10 to 12 years of age) of Lucknow city. Four schools were chosen for the study. Of these, schools were affiliated from CBSE Board and UP Board. Fifty respondents of class fifth to

seventh were randomly chosen from totally different chosen schools using simple random sampling, out of that 34 were boys and sixteen were girls. A regular scale (Illinois Bully Scale) was administrated to spot the number of children showing bullying behavior within the real category situation on the premise of gender.

**RESULTS & DISCUSSIONS**

**Table 1** Distribution of respondent on the basis of Gender

Gender	Total number of children	Number of Bullies	Number of Bullied
Boys	34	24	10
Girls	16	7	9
TOTAL	50	31	19

Result in Table-1 showed that out of thirty-four boys, twenty-four were showing bullying behavior and only ten were bullied. While in the case of girls, out of sixteen, only seven were having bullying behavior and nine were victims or bullied due to others' bullying behavior. It has summed up thirty-one bullies and nineteen bullied children in all. Identified bullies demonstrated significantly higher levels of bullying behavior than non-bullies. On the basis of gender, it has been found that boys were more involved in the bullying practices than the girls.

**Ho: There exist no association between gender and number of children showing bullied behavior in schools**

The study had sample of fifty children, out of which thirty-four boys and sixteen girls. Children were presented with a standard definition of bullying adapted from the Olweus Bully/ Victim Questionnaire: "Someone is bullying when he or she hits, kicks, grabs, or shoves you on purpose. It is also bullying when a student threatens or teases you in a hurtful way. It is also bullying when a student tries to keep others from being your friend or from letting you join in what they are doing. It is not bullying when two students of about the same strength argue or fight". (Olweus,1993).

Following this, Illinois Bully Victimization Scale was administered to separate out the bullies and bullied approximately one month after the start of the school. According to Illinois Bully Scale, students were asked to report the number of times they had bullied others in the last thirty days and number of times they have been bullied on their own. Bullies items consist of nine statements and bullied or victim items consist of seven statements which were very helpful to make difference between the bullies and bullied. Response categories were "never," "once or two times," "three or four times," "five or six times and "seven or more times." Students were classified as bullies if they had admitted to bullying their peers or bullied themselves at least "three or four times in the last thirty days".

**CONCLUSION**

It could be concluded that bullying in schools, was common in the children which is an issue of worry as these children should be given exceptional consideration instead of discipline. It was likewise observed that both boys and girls were the sufferers of bullying; particularly girls as they are more misled effortlessly instead of young men. In this way, both ought to be given uncommon consideration in the field of conduct with the goal that they additionally can perform like

other students of their class. They are should be create hostile to bullying conduct and good advancement ideal from the plain first indication of it which ought to be taken as a notice sign. Subsequently, it is distinguished that bullying is generally appeared by the boys, that were twenty-four in number than the girls which were seven, after using the Illinois Bully Scale in the above study.

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