

**BULLYING AS A SOCIAL PROBLEM IN SECONDARY
SCHOOLS OF KHYBER PAKHTUNKHWA**



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**INSTITUTE OF EDUCATION AND RESEARCH
UNIVERSITY OF PESHAWAR
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**BULLYING AS A SOCIAL PROBLEM IN SECONDARY
SCHOOLS OF KHYBER PAKHTUNKHWA**



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DECLARATION

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Dated:_____

Jehangir Shah

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the Name of

Allah

The Most Merciful, and the Most

Compassionate.

DEDICATION

This Effort Is Dedicated To

My Loving Friends, Family In General

And Particularly To My Parents

Whose Love And Prayers Transform My Dreams

To Reality

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ABSTRACT

The overall purpose of the proposed study was to analyze bullying as a social problem in Secondary Schools of Khyber Pakhtunkhwa. The objectives of the proposed study were to explore physical, verbal and social bullying in Secondary Schools of Khyber Pakhtunkhwa, to evaluate the nature of bullying among male and female students in Secondary Schools of Khyber Pakhtunkhwa, to investigate objectively the causes and effects of bullying in Secondary Schools of Khyber Pakhtunkhwa, to suggest workable anti bullying strategies in Secondary Schools of Khyber Pakhtunkhwa towards bullying and to compare ways of bullying of boys and girls in Secondary Schools of Khyber Pakhtunkhwa.

The target population was all the principals, teachers and students, both male and female, from the public Secondary Schools of Khyber Pakhtunkhwa. The sample was selected through random stratified sampling techniques. A sample of 1800, (30 principals, 270 teachers and 1500 students) were selected from six districts of Khyber Pakhtunkhwa including Charsadda, Mardan Nowshera, Peshawar, Malakand and Swabi. Five (four boys and one girl), public Secondary Schools of Khyber Pakhtunkhwa were randomly selected from each selected district. From each district five (05) principals, forty five (45) teachers and two hundred and fifty (250) students participated in the study. From each school a principal, nine (09) teachers and fifty (50) students (25 each from class 9th and 10th) were selected as sample of the study. To achieve the objectives of the study, three questionnaires containing same items, were prepared one each for principals, teachers and students, to get their perception on bullying. The data was collected, tabulated, analyzed and interpreted by using Chi Square method.

It has been concluded that majority of the respondents showed serious concern about bullying in Secondary Schools of Khyber Pakhtunkhwa. Physical, verbal, and social bullying is taking place everywhere in the absence of the teachers. However, the favorite places for the bullies were school canteen, washrooms, school bus and trips. Loose tempered, handsome, very bright, slow learners and physically disable students are being bullied.

The victims are trying to run away from school, changing their routes to and from school frequently, do not take interest in study and become weak academically. There is a sudden increase in their school absentees, failure in examination and saying goodbye to the school for ever. In some severe cases, the child loses confidence, remains in tension and at last commits suicide.

The bullied may be heard seriously, carefully and sympathetically. Good behaving students may be awarded with certificates for the motivation of the bullies to become like them. Informer may bring bullying cases into the notice of the teachers or any other concerned person. The school may arrange useful co curricular activities to utilize the energies of the students in the best possible way. Close contact between school and parents, awareness about the hard consequences of bullying through seminars, lectures and electronic media and regular anti-bullying programs in schools can minimize this unsocial behavior.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The word bully was used for the first time in 1530. It was used for the sweet heart regardless of the sex. The meaning underwent change and it has been using for the harassment of the weakers since 1700. Bullying means when one person (the bully), or a group of persons, targets another person (the bullied) with repeated direct or indirect negative actions over a period of time which are harmful to the target either emotionally or physically, (Online Etymology Dictionary). A negative action occurs when a person knowingly inflicts, or attempts to inflict physical or emotional injury or discomfort upon another person. It is a very serious social problem and many students have committed suicides who were being bullied. It was considered as an innocent misadventure on the part of the school boys (Koo, 2007).

From school age, the researcher has the sense of observing the happenings in his surrounding, very keenly and critically. Some of the researcher's class fellows always appeared to be gloomy for whom the researcher was anxious all the time and wanted to ask about their problems but could not muster the courage. Those fellows were always being teased by other classmates. Sometimes, they were welcomed with name calling or kicking but the researcher could not help them. The same experiences were observed in college as well.

The researcher remained the superintendent of various hostels of the school at Peshawar University and currently teaches in one of the university schools. The situation experienced by the researcher in past was also observed in the school as a teacher and in the hostel as a superintendent. Bullying behavior is not only a problem in Pakistan but all over the world. The researcher observed the same bullying situation when he was teaching in the Middle East in 2002-2004. The researcher discussed bullying situations and its hard consequences, which were occurring repeatedly in different schools, with friends and colleagues and started taking interest to investigate about the areas, root causes, effects and to suggest some workable plan for minimizing this unsocial behavior. Such incidents reminded the researcher his school age and inspired him towards the research study.

Both teachers and students were found guilty in bullying the students. In Ireland, 30% of the students in secondary schools said that they were bullied by teachers (Allen, 2010). Apart from bullying cases in the Middle East, there has been report from USA and Australia. Scandinavian countries, Japan and Europe are also suffering from the problem of bullying (Olweus, 1978; Morita, 1996; Smith and Mortia, 1999). At present, it has been considered as an international problem for the teachers and students in schools (Junger, Morita, Olweus, Catalano and Slee 1999).

A student of grade nine (09) in a school of Peshawar, where the researcher is a teacher, was seriously injured by another boy of the same class. On investigation, it came to know that the aggressor was always being bullied with the help of bystanders. The researcher also observed such case in newspaper which occurred in Faisal Abad. A student of 7th grade in

Government High School Chiniot (District Punjab) was sent to jail on account of killing another student who was bullying the aggressor (Islam, 2011).

A girl (student) was continuously bullied by two girls. She was abused and was teased by irritating calls. Moreover, she was pushed to isolation from social peer group by spreading malicious false rumors against her. As a result, she said goodbye to her school (Batoool, 2010). A 9th grade student at Pakistan International Public School and College in Abbottabad committed suicide as he was teased repeatedly by his hostel mates. Amna Khan, a news reporter from Washington, reported in 2010 a suicide case of eighteen (18) years boy on account of bullying. In Haripur, a seventeen (17) years old girl committed suicide because she was bullied by a boy (Olson, 2013).

Common forms of bullying in schools are yelling, intimidating, name-calling, accusing, humiliating, belittling, using sarcasm, looking down upon, rejecting opinion, threatening, ridiculing, criticizing, insulting, blaming, mocking, treating with scorn, disparaging ideas and trivializing y desires (Grady, 2003). Usually children are in a fix by dent of various forms of bullying. Bullying is antisocial behavior which will be treated properly (Batoool, 2010). In bullying, the victim is tortured repeatedly by the same bully, physically and emotionally, which is not liked by the bullied. There is always an imbalance of power between the bully and the victim (Besag, 1989 and Olweus, 1993).

1.2 Nature of Bullying

According to Tattum and Tattam (1992) and Olweus (1993) bullying is the willful, conscious desire to hurt others and to put them under stress.

Bullied are the victims of negative action and are not in a position to save themselves.

Bullying is when a less powerful person is oppressed, psychologically or physically, time and again by a more powerful individual. Bullying can be defined as the use of one's strength or status to intimidate, injure, or humiliate another person of lesser strength or status (Farrington, 1993; Davis, 2007 and Beane, 2009).

Bullying in schools is one of the least understood and researched area in Pakistan. Bullies are people who use their strength or power and speech to hurt or frighten others who are weaker than them. A bully boy is a tough aggressive man who hurts or frightens other people (Collins Today's English Dictionary 1995).

Those students are called bullies who are involved in such activities and are not bullied themselves (Nansel, Overpeck, Pilla, Ruan, Simons-Morton, & Scheidt, 2001; Pellegrini, 2002; Pellegrini; Long, 2002; Espelage, Bosworth, Simon, 2000 and Smith, Junger-Tas, et al., 1999). Bullying is the name of aggressive attitude, because bullies want to show their superiority over others. They want other people to obey them. They adopt aggression and violence. They torture others by threatening, insulting and scaring. They want others to feel bad like him (Johnston 2008 and Kerrigan 2003).

Bullying is the name of action of an individual or a group of individuals who frighten by threatening physically, psychologically, socially, verbally or emotionally, another individual. It is also the name of hitting, name calling which make a person angry, hurt or upset (Lines, 2008). Bullying is a

mean and hurtful way of treating others. The bullies are not bad but their behavior is abominable (Beane, 2009).

1.3 The Difference between Bullying and Harassment

Field, A. (2008) provides clear differentiation between harassment and bullying. Harassment is used for physical touch, interfering in one's private freedom, and or the harmful of one's belongings. Bullying is almost emotional and psychological. It is often verbal, written or sometimes in gestures. It is the matter of interest to note that bullying is taking place in workplace while harassment is taking place inside or outside workplace. Harassers normally take happiness in target others, while bullies bully to cover their own disabilities and to rule out the peril they identify in other people. It may be the offence on someone's gender, color of skin or culture. However, bullying is an unwanted offence which hurts and threatens someone, irrespective of race or sex. The treatment of harassment and bullying is also different according to the law. Therefore, the confusion must be removed whether someone is being the victim of harassment or bullying. Following are some differences between the two.

In the beginning, the bullied are not aware of being attacked by the bully (Ibid). The nature of bullying is based on pushing, punching or mental torture. Bullying often occurs in some specific places of activities. Bullies are considering the bullied as a threat that is why he/she makes him/her bully. Bullying has the element of dishonor, while harassment has the element of prevailing over others. Harassment can occur everywhere. Here the target of offence will be sexual attack or color of someone's skin. The person can be

easily controlled and falls prey to the offender. Here the victim is well aware of being harassed.

1.4 Significance of the Study

The peaceful environment of the school is greatly disturbed by the mischievous students who make bully of the innocent students. Bullying is considered as a social problem in almost every society. School is the reflection of the society and one of the aims of schooling is to promote culture and values in society. Bullying is one of the common problems in schools, especially in Pakistan. Students are greatly affected with this problem. Bullying is developed in school age and thus incorporated in the society so it becomes part of the culture, thus results in social instability in civic life.

The proposed study will help the researcher to improve his vision about bullying, its causes and effects over students. It will also provide a support to the bullied students in re-adjustment in school environment. The study will be a source of knowledge for the faculty and parents about bullying and its control. In the long run, it will facilitate the administration and stake holders of the educational institution to make proper arrangements while checking and discouraging bullying in schools.

1.5 Statement of the Problem

Being a teacher himself, the researcher views bullying a cause of disturbing the peaceful environment of schools. Perhaps a few researches have been carried out on this vital issue in Pakistan. The overall purpose of the proposed study was to analyze bullying as a social problem in secondary schools of Khyber Pakhtunkhwa.

1.6 Objectives:

The current research study is based on the following objectives:

1. To investigate bullying as a social problem in Secondary Schools of Khyber Pakhtunkhwa.
2. To explore physical, verbal and social bullying in Secondary Schools of Khyber Pakhtunkhwa.
3. To evaluate the nature of bullying among male and female students in Secondary Schools of Khyber Pakhtunkhwa.
4. To investigate the causes of Bullying in Secondary Schools of Khyber Pakhtunkhwa.
5. To identify the effects of bullying in Secondary Schools of Khyber Pakhtunkhwa.
6. To suggest workable anti bullying strategies in Secondary Schools of Khyber Pakhtunkhwa towards bullying.
7. To compare ways of bullying of boys and girls in Secondary Schools of Khyber Pakhtunkhwa.

1.7 Limitations of the Study

The study is limited to the Secondary School principals, teachers and students of 9th and 10th grade of Khyber Pakhtunkhwa to know the prevailing problem of bullying.

1.8 Delimitations of the Study:

Due to time constrain and limited resources, the study was further delimited to six districts (Charsadda, Malakand, Mardan, Nowshera, Peshawar and Swabi) of Khyber Pakhtunkhwa focusing attention on bullying as a social problem.

1.9 Definition of the Terms

- **Bullying:** To tease someone physically, verbally or socially
- **Physically:** Hurting, unwanted touching or scratching someone's body
- **Verbally:** Hurting someone with the help of language
- **Socially:** To ban someone from mixing in a group or boycott socially, removing from a group
- **Secondary School Students:** students of class IX and X
- **Bullied:** The victim of bullying
- **Bully:** The one who makes others victim of bullying

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Research Already Conducted

According to a study done by the Kaiser Family Foundation & Children “Teasing and bullying were first on the minds of children when asked what threatens their safety and emotional well-being” (Macklem, 2003). Bullying affects the mind, the thinking and emotion of the children first and then it put stress on the nerves of the parents as parents are the most worried about their children (Carpenter and Ferguson. C, 2009). Usually children are in a fix by dent of various forms of bullying (mocking, abusing, afflicting physically). In such a situation neither the parents of bullies nor that of bullied want the situation to become worse. Parents remain worried how to cope with the prevailing situation, so useful guidance can help them (Ibid).

Oliver Twist (Dickens, 2012) is the first novel in English language which has discussed the problem of bullying at length. In “Lord of the Flies” (Golding, 1962) a group of boys, in the absence of an adult, makes bully of a small innocent boy Piggy who has been killed at the end in the deserted Island. Similarly, the best example of bullying can also be seen in The Outsider (Hinton, 1968) where a fourteen years boy has been bullied by a group of high school boys. We come across about the story of bullying of an overweight girl who was studying in grade five. In schools, children are passing through different experiences. These include friendship, confidence, sympathy, bullying, teasing and harassment. Bullying, the most unwanted thing, they learn it during their elementary school years. Because of this practice, the

bullied develops certain unwanted characteristics such as poor academics, absentee and isolation. Apart from this, the bullied becomes the victim of internal disorderliness, depression, anxiety, maladjustment (Blubber, 1974).

It is one of the duties of parents to make their children respect the feelings of others. They should practice with them certain aspects of body language like happiness, worry, surprise, sadness and anger. In schools, teachers have to manage the behavioral problem of bullying (Barnes, 2008). The victims of bullying feel ashamed to disclose themselves, so the parents need to listen to their children carefully and sympathetically. Bullying prevention program does not need the purchase of anything expensive but it needs the prevailing of such an environment in which everybody treats other as he/she likes to be treated then there would be no bullying. This kind of environment is possible when all stake holders work together to provide safe environment to students (Call it safe, 2003).

Scandinavian countries, Japan and Europe are also suffering from bullying. Today, it is considered as an international problem for teachers and students in schools (Olweus, 1978; Morita, 1996; Smith & Mortia, 1999& Junger, et al, 1999).

Actually, bullying is such a power in which the attacker attacks the victim by dent of his words and action against which the victim cannot protect himself Smith & Mortia (1999), Bullies are very strong in aggression, can control themselves with great difficulties and have high degree of tolerance about aggressive behavior (Rubin, Bukowski & Parker, 2007)

Majority of the students are involved in bullying in one form or another. They could be either attackers, on lookers or bullied. In some of the

schools, in the United States, bullying is very obvious in the form of teasing and harassment (Fein, Reddy, Borum & Modzeleski, 2002). In the United States and many other countries of the world, bullying is considered worth thinking problem in schools. According to a national study, 29.9% of students are involved in bullying, 13.0% as a bully, 10.6% victims and 6.3% both a bully and a victim (Nansel, et al., 2001). A study by the National Institute of Child Health and Human Development estimated that 1.7 million children in the United States in grades 6 are bullied by the children of grade 10 (Ibid). This study found that 10.6% of students reported bullying others "sometimes" (moderate bullying) and 8.8% admitted to bullying others "once a week" or more (frequent bullying). It has been found that majority of the students from grade 6 to 8 are bullied. This ratio is somewhat different in urban, suburban, and rural areas (Ibid).

Classroom management is a very vital issue which is ignored often. From the different studies it has been concluded that new teachers do not show any interest in classroom management, therefore, they face failure in classroom management (Boyer & Hamil 2008; Steyn, 2004; Evan, 2013; Hasting & Bham, 2003 and Stoughton, 2007). Such teachers cannot tackle the behavioral problems of the students and have no skill how to design curriculum either

It is often seen that teachers say goodbye to their profession on account of misbehavior of the students (Thomson, 2012; Kathleen 2010; Public Agenda, 2004 and Kathleen, 2010).

Bullying has to be understood in the context of individual, family, peer, school and community (Core 2012 and Bronfenbrenner, 1979). It is a

suggestion for the teachers to participate in such workshops which can train them in dealing with the behavior of the students. They are also advised to broaden their knowledge by studying books and other relevant material to cope with the issues of behavior of the students (Swearer & Espelage, 2004 and Wenger, McDermott, & Snyder, 2002).

Recently, crimes in school have decreased but the ratio of bullying has increased in 2003 as compared to children being victimized in 2001 and 1999 (National Center for Education Statistics, 2003). The percentage of the children bullied, irrespective of the gender differences, is increasing as it was 08 % in 2001 and 05% in 1999. The report tells that ages of 09% male and 07% female (who were bullied) range between 12 to 18 years.

The 2003 report of the National Center for Education Statistics highlighted that except Black students, the percentage of bullied children had been increased for each ethnic group. In both the years 2001 and 1999, 06 percent of the Black students were the victims of bullying while the percentage of bullied students for White students increased from 5 to 9 percent. In case of Hispanic and non Hispanic students, this percentage has increased from 4 to 8 percent and from 3 to 7 percent respectively (Ibid).

A bullying teacher is the one who uses his coercive power to punish a student beyond reasonable limits. The teacher “uses his or her power to punish, manipulate, or disparage a student beyond what would be a reasonable disciplinary procedure” (Stuart W. Twemlow, M.D. Peter Fonagy 2005), p-2387. In 116 elementary school 45 % teachers admitted that they had bullied students (Fonagy & Kathleen, 2010 and Twemlow, 2005). In a qualitative study and conversational analyses, different teachers were interrogated and

one teacher admitted openly to have bullied students (Hepburn, 2000). In Ireland, in a secondary school, thirty percent of students said they were bullied by teachers (James, et al., 2008). A study conducted in the United Kingdom showed that the teachers in the high school were bullied in the previous semester, 56.4% by students at least once, 35.6% by students sometimes or more, and 9.9% by students several times a week (Andrew, 1998).

Teachers are serious in formative the school environment. Thus their attitude to power dynamics is really pertinent (Kathleen, 2010 p-2). Those teachers are successful who devise rules, organizing classroom, monitoring its activities and solving misbehavior problems (Bork & Putnam, 1995).

Many teachers do not have the power to recognize and understand bullying behavior. Research has shown that the effect of bullying is very severe and negative on the students for a long time; it can be reduced by the carefully implemented program of the school (Rigby, 2007; Sander & Phye, 2004 and Slee, 1999). According to the very authentic research by Scandinavian researcher Olweus (1993) about 50% of the bullying can be reduced by the school carefully implemented program, such scheduled program were implemented in the whole of Norway. These programs were implemented in the schools of the United States and many other countries as well. In the carefully selected programs, there are spacious classrooms, individual attention, rules of the school and putting some sanctions on those students who made other students bullied. It also includes regular class discussion on the topic of bullying. In such programs, individual supervision is received and parents are also involved.

Different types of books on bullying such as (*Bullying at School What We Know and What We Can Do* 1993) may also be arranged for the school library to help in understanding bullying.

Olweus (2008) presented a very comprehensive program after the name of “The Bully-Proofing Your School”. According to this program, the faculty gets the training how to intervene in bullying situation and how to take part in resolving the conflict of bullying. This program makes the students able to solve the social problem successfully in a nine-session curriculum followed by booster sessions in middle school. Leadership techniques are taught to those who are thoroughly involved in bullying. The oppressors are educated and are made more socialized. Parents are equally getting the credit of the said program. More information about this program can be obtained from the website: <http://www.creatingcaringcommunities.org>

However, the idea of the bullying as an offence is fairly new. It was not considered as serious matter of concern in the past, yet there have been well documented and recorded cases from centuries. The fifth volume of the *Newgate Calendar* (1825) is full of killing on account of bullying. There Eton Scholars George Alexander Wood and Alexander Wellesley Leith were charged with killing and slaying the Hon. F. Ashley Cooper on February 28, 1825. “Teachers are critical in determining the school climate. Thus their attitudes to power dynamics are extremely relevant” (Kathleen, 2010, p-2). Teachers are always very serious about bullying of adults by adults. It is destroying the school climate in general and classroom in particular. Here in this situation the teachers’ seriousness counts a lot. The same school climate is

also disturbed when certain head of the institutions are bullying the teachers themselves.

Bullying may be considered on various levels. Here we can say that different individuals living under the same umbrella of the school can make bully of one another. Teachers' skillful knowledge of recognizing bullying is of prime importance. It is very obvious from the research that teachers possess very poor knowledge about recognizing bullying. It has been shown by many researches that teachers possess little knowledge as compared to students (Holt & Keyes, 2004). It means that students are more keen observers, regarding bullying, than their teachers. Physical bullying is considered more severe than bullying verbally (Craig, Henderson & Murphy, 2000). Although, students are bullied by using abusive words and immoral talking yet teachers are taking notice only of physical assaults and verbal threats (Boulton, 1997). It is very difficult for the teacher to differentiate between relational and other forms of bullying (Kathleen, 2010). However, the effect of relational bullying is not as serious as other forms of bullying (Simmons, 2011).

“Bunch of Bullies” is the type of bullying in which the group of children inflict or make bully a child. Individually they cannot bully the child. Such children attack in the form of group over the victim. In group, the thinking faculty of children is lowered and they do not think in a natural way about anything.

Jesse, a known bully, sees Hanna walking home from school. Jesse gathers her friends and starts after her. When Hanna stops, Jesse unzips her book bag and dumps out the contents. As Hanna crouches down to pick up her books, Jesse kicks one into the road and says, “Oops! My bad!” Jesse kicks

another and another and encourages her friends to join in the fun. Soon there are books, notebooks, and papers strewn all over the busy intersection. Jesse and the girls laugh and make fun of how Miss Perfect Little Hanna may look like when she returns to her homework with skid marks all over it. It is possible that Jesse' friend might not have participated but they were in the group and did not refuse. In the form of group the intensity of the bullying is on increase and is goes out of control (Carpenter with Christopher Ferguson, 2009).

Children are bullied at playground, Cafeteria, bus or in the neighborhood. In Cafeteria, the nature of the bullying is that of throwing food item on the weaker children. Here the children are also told that they are not allowed to sit on a certain place. Sometimes, children are denied to participate in certain activities in their neighborhood (Depino, 2009).

In a survey, conducted in USA, pre service teachers were asked about the importance of information regarding bullying for which the respondents were of the view that it is very important to train them, guide them and provide them with the basic knowledge about bullying. Actually, they were interested how to deal the bullies and the bullied. They also needed knowledge for framing policy for the proper treatment of bullying. It is obvious that majority of the pre service teachers are facing the problem of bullying and they are in need of necessary knowledge to handle this social problem before they inter in the actual service. Apart from pre service teachers, in service teachers are also in the need of enough knowledge for this social problem (Hunt, 2006).

In families where parents are authoritative, less number of bullies and bullied have been detected. It shows the influence of parents over their children (Baumrind, 1996; Sullivan, Cleary, & Sullivan, 2004)

There is a special connection among the treatment of students by their teacher, which is very clear from their classroom management and the existing or absence of bullying in classroom setting (Sullivan et al., 2004).

The whole of the teachers' community wants to have good relations with their students, having good teaching learning classroom environment but such things are not expected from all teachers. Some of the teachers have adopted the characteristics of a sergeant which result in anti social behavior. These characteristics include over dependence on punishment for controlling the class, lack of cooperation among faculty, non-cooperation from administration, vague rules for students, lack of interest on the part of the teachers, no involvement of the students in their affairs and lack of seriousness towards students' problems (Mayer, 2002).

Sometimes, neither teacher nor students are ready to hear each other with attention and so disruptive attitude emerges. It produces a big gap between teacher and students. Teachers are of the view that such a situation discourages them. Parents are worried and the image of the school is destroyed; as a result students become the victims. They lack confidence, having no unity among them and hence peer conflict arises (Malone, Bonitz, & Rickett, 1998).

2.2 Kinds of Bullying

According to Olweus (1993) and Besag (1989), the three main classes of bullying are Physical, Verbal, and social bullying.

2.2.1 Physical Bullying

Physical bullying is the type of bullying in which the bully inflicts physical injuries and hurts the bullied physically. He also gives physical threats to the victim (Olweus, 1993).

According to Bullying Statistics - Stop Bullying, Harassment, and Violence (2009), physical bullying is one of the dangerous forms of bullying. Not only it affects the bullies and the victims but also the other students who watch it. Apart from this, parents and teachers are also affected by it, so they should have the knowledge about this problem to handle it in future.

There are numerous forms of physical contact among individuals such as hitting, the use of practical jokes, theft or sexual abuse. These forms cannot be called physical bullying unless it is carried out repeatedly, intended to hurt the victim. The bully is always in search of the favorable situation to tease the victim.

Physical bullying includes the following forms:

To hit someone anywhere physically, to push a person arrogantly, to slap an individual, to spit on someone, destruction of somebody's things or property, to steal or tear someone's clothes, written material, money or snatching someone lunch is also known as physical bullying. Sexual harassment is also one of the forms of physical bullying.

According to Bullying Statistics - Stop Bullying, Harassment, and Violence (2009) bullying, especially physical bullying can take place anywhere such as in school, in bus and on the way to or from going back home. It can occur in the middle school, high school and even in adulthood.

Although, female are also bullied yet male are mostly the victims. There are several reasons for making bully. Sometimes a person wants to get control over others or to make himself fit in a society. It is also due to the lack of self-control that the bully does not care for anybody or does not want to follow rules or sometimes wants to show himself stronger. Usually, the victim of physical bullying is physically weaker than the bullies. The victim of bullying is facing severe consequences such as depression, having trouble in school or sometimes shows violent behavior (Malone, 1998).

The victim of physical bullying may be identified from the following signs:

He may have injuries on his body while coming back home from school; may have damaged books; torn clothes and missing his belongings; often losing things that he takes to school; making excuses of being not feeling well to avoid certain activities of the school; avoiding certain classes; changing his routes to and from school frequently; avoids to ride on the bus; remains depressed and melancholic in nature; avoiding the company of others, saying they feel picked on; and show lack of confidence (Mayer, 2002).

They are loose tempered and gloomy, always in search of refuge. The victim tries to be in the possession of weapons in the school and most of the time talking about the violent attitude or discussing about suicide (Sullivan et al, 2004).

2.2.2 Verbal Bullying

Vega and Comer (2005), say that although, sticks and stones will break someone bones, yet words can destroy one's spirit. Whenever there is a talk about bullying, people think of physical bullying only. However, there is

verbal and social bullying which are very dangerous for the overall administration of the school. Here we can say that verbal bullying is also as harmful as social and physical bullying. Like physical and social bullying in verbal bullying the aggressor also overpowers the victim.

The germs of verbal bullying are greater in girls than in boys (Hunt, 2006).

Usually, girls want to dominate others and show themselves more advance and superior. Boys are also teasing others verbally. Verbal bullying hurts or teases the victim by the use of different words. Verbal bullying is the most common type of bullying experienced by both boys and girls. Verbal bullying means to get power over others by the use of language. Here the bullies make fun of the physical disability. Its identification is very difficult. It occurs most of the time in the absence of adults. Although, it does not hurt anyone physically yet it has everlasting effects on the victims (Elsa Chloe, 2013).

2.2.3 Common form of Verbal Bullying

Yelling, Intimidating, Name-calling, Accusing, Humiliating, Belittling, Using sarcasm, Putting you down, Rejecting your opinion, Threatening, Ridiculing, Criticizing, Insulting, Blaming, Mocking, Treating someone with scorn, Disparaging one's ideas, Trivializing desires are the common forms of verbal bullying (Grady, 2003).

2.2.4 The Effect of Verbal Bullying on the Victim

The victim of verbal bullying remains depressed. He is ill emotionally and psychologically. There is lack of confidence and self esteem. In extreme cases, the victim thinks about suicide. The effect of verbal bullying exhibits itself in the form of physical consequences.

2.2.5 Remedial Measure for Verbal Bullying

Teachers and parents should be very careful while dealing verbal bullying. They should note the prominent signs in their child as verbal bullying cannot be detected through physical signs. The parents should note whether their son is the victim of depression or tension. Does their son show reluctance to go to school? Does he/she complain about his/her dislikes by his/her school mates? They should also note about the drastic changes in the academic performance, eating and sleeping habits of their child.

The treatment of verbal bullying is a tough job on the part of the teachers. However, some tips may be tried to get rid of verbal bullies. Show zero attention towards bullying. Although, it is difficult to ignore yet if the child avoids the bully then it is possible that the bullies may divert his attention towards something else. Informing some authority concerned is also suggested in some cases. Although, it is very difficult to understand and prove verbal bullying however, it is suggested to inform some authority about such a behavior. Do not react, at once, physically and do not show aggressive behavior. Concentrate on your own friends. If someone has some reliable friends then he is supposed to encourage him to face the situation with full confidence. The child should look for an alternative activity.

Boys are more likely to be physically bullied by their peers (Olweus, 1993 & Nansel et al., 2001). Girls are more likely to report being targets of rumor spreading and sexual comments (Nansel et al., 2001). Girls are also more likely to bully each other using social exclusion (Olweus, 2002)

2.3 Social Bullying

Social bullying isolates, humiliates, rejects the victim socially, and excludes him/her from the group by the peer. There is always an imbalance of power between the bully and the victim (Besag, 1989 & Olweus, 1993). A student is said to be bullied when he/she is made the victim, time and again, by a single or by the group of students (Olweus, 1993). In bullying, generally, one child bullies another; a group of children makes collusion against one child who is all alone; or a one group of children targets another group as was made by the children in a novel (*Lord of the Flies* by Golding, 1962).

In bullying the victim is tortured time and again by the same bullies physically and emotionally, which is not liked by the bullied (Tarshis, 2010).

The following are the prominent areas of social bullying:

Someone is in search of the negative aspect of another person to blackmail him/her, to exclude someone to make him/her feel that he/she is not liked, to insult someone in the presence of others with gestures, to disown someone from his/her wealth or possession by stealing, threat or violence. Unwanted telephonic calls, teasing someone ethnically, to blame someone for the wrong doing of others, to defame someone by rumors, not allows someone to join the company of his friends, to intimidate by sending letters, email etc showing weapons or gesturing.

2.4 Workplace Bullying

Such behavior that humiliates, hurts, harms, dishonors, intimidates or threatens a person or group in a workplace, come within the category of workplace bullying. This behavior is exhibited by the aggressor time and again, to defame a particular individual at a workplace (Nansel et al, 2001).

The following are some of the obvious examples:

Criticizing someone negatively in his/her absence, defaming, sabotaging someone's performance intentionally, making unwanted hidden gesture to humiliate, deliberately struggling to underestimate someone's performance, trying to get the credit of someone's performance, showing you that you are good for nothing, not giving credit for your work and showing that all you have done is only rubbish (Olweus, 1993). Such a person is always trying to intimidate a person at a work place.

2.5 Bullying Stories

2.5.1 Faisal Abad Bullying Case: Boy killed Classmate over 'Homophobic Slur'

Recently in Government High School in Chiniot (District of Punjab) one of the students of class 7, was sent to jail on account of killing another student. The report stated that the student and his uncle, who was a Physical Training teacher in the said school, bullied another student. The bullied, in his defense said that the aggressor used to abuse him and was calling him homosexual in front of his friend that is why he got infuriated and kicked the aggressor in his stomach and genitals (Islam, 2011).

"I shall remember and will never forget. Monday: my money was taken. Tuesday: names called.

Wednesday: my uniform torn, Thursday: my body pouring with blood. Friday: it's ended.

Saturday: freedom..."

The above words have been narrated in the last page of diary by a boy of thirteen (13) years who had been the victim of bullying and who committed suicide. (Neil, Marr & Field, 2011)

2.5.2 Mother Blames Verbal Bullying for Death of Her Son, Inquest Hears

On December 12, 2006 an eleven (11) years old student of Tanbridge House School in Horsham, West Sussex hanged himself in his home in South water, as a result of calling names by the bus driver and his fellow. The bus driver, Brian McCullough, used abusive language by calling the boy "Masterbate", "Billie No Mates", and "Dickhead" in the presence of his fellows. The mother of the boy Caroline Vodden narrated that Ben hated the bus, the driver and the school.

The morning on which he died he went to school and sent a message to his father: "Please can you bring my gel; they are doing it again." From this message the parents concluded that their son was bullied once again. After the school hour, the boy reached school in good mood. His parents received a call from the school that their son had been got down from the bus on the way making gesture on the driver of the bus.

According to the mother of the boy, her son was full of anxiety. She asked him to tell her about his problem but he was reluctant to unfold himself. The boy went his bedroom telling his mother: "I'm sorry, mummy." After that he closed the door and shouted in an unprecedented manner. Later on his father came, went to the bedroom and found him hanged there. He was declared dead by the Worthing hospital. Although, he was reluctant to tell her mother due to the nasty language used by Brian, the bus driver, yet he told

about name calling to his father. No further investigation was made as the case was decided by the court in favor of the bus company. Outside the court, the boy's parents told that though he had been bullied physically yet the main cause of his death was verbal bullying (Taylor, 2007).

It is very important for the children to know about bullying and how to face bullying situation and why it is important to inform elders about bullying. November 17, 2010 was celebrated as International Students' Day for the students across the world, who were the victims of abusive language, harassment and bullying in schools (Batool, 2010)

As a result of bullying and harassment some of the children have shown very serious reaction by committing suicide whereas, academic career of the others have been affected to great extent. Many cases of suicide which were committed as a result of bullying by the classmates of the students have not been documented in Pakistan. However, some of the cases have been registered in which students have committed suicide after being bullied by their classmates. In Pakistan, the real situation has been hidden which has affected the educational progress of the country to an alarming extent. The reality is buried in layers of ignorance and has left great impact on the educational progress of the country.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Research Methodology means to investigate the current problem properly and to find out appropriate solution for the existing problem. The main purpose of the study was to investigate bullying as a social problem in the secondary schools of Khyber Pakhtunkhwa. For this purpose, survey was conducted to get the opinion of the respondents. The nature of the study is descriptive.

3.2 Target Population:

3.2.1 Categorization of the Population

- All the principals of the Secondary Schools in Khyber Pakhtunkhwa
- All the teachers teaching to Secondary classes in Khyber Pakhtunkhwa
- All the students of Government Schools at Secondary level in Khyber Pakhtunkhwa

3.2.2 Sampling:

Gravetter and Forzana (2009) say that a sample is a group of individuals selected from the area of population as it represents the population in a research study.

A sample of 1800 (30 principals, 270 teachers and 1500 students) respondents was taken from six districts of Khyber Pakhtunkhwa including Charsadda, Mardan, Nowshera, Peshawar, Sawabi and Malakand as target population. Four boys 'public Secondary Schools and one girl's public Secondary School from each district were randomly selected. Equal number of teachers, students and a principal were selected from those targeted schools. From each district there were five (05) principals; forty five (45) teachers and

three hundred (300) students from class nine and ten. A principal, nine (09) teachers and two hundred and seventy (270) students were randomly selected through stratified random sampling techniques.

The following schools from the given districts had randomly been selected for sampling:

Table 3.1: Strength of Sample Districts

S #	Name of District	No. of schools	No. of teachers	No. of students
1	Charsadda	88	1147	29926
2	Mardan	109	1593	51669
3	Nowshera	77	546	27069
4	Peshawar	114	1497	46774
5	Malakand	63	946	24425
6	Swabi	114	1623	49163
Grand Total		565	7352	229026

Source: Provincial EMIS (2010-11)

3.2.3 Districts in Khyber Pakhtunkhwa

There are total 24 districts in Khyber Pakhtunkhwa:

1. Abbottabad 2. Bannu 3. Chitral 4. Charsadda 5. D.I. Khan 6. Dir Lower
7. Karak 8. Kohat 9. Kohistan 10. Mansehra 11. Mardan 12. Malakand
13. Nowshera 14. Peshawar 15. Swat 16. Swabi 17. Bunner 18. Haripur
19. Lakki 20. Tank 21. Battagram 22. Dir Upper 23. Hangu 24. Shangla

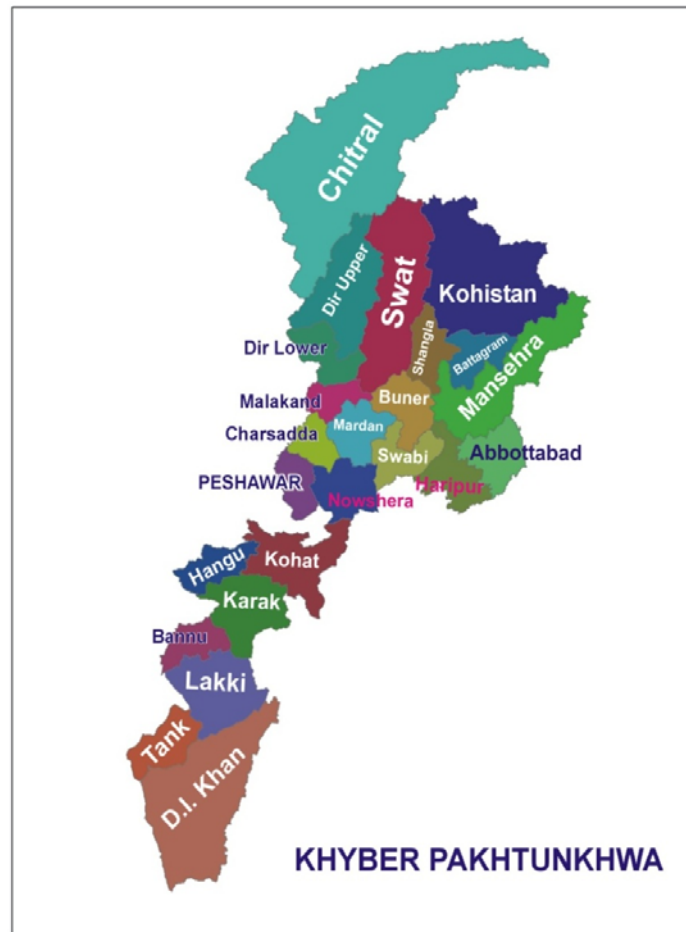
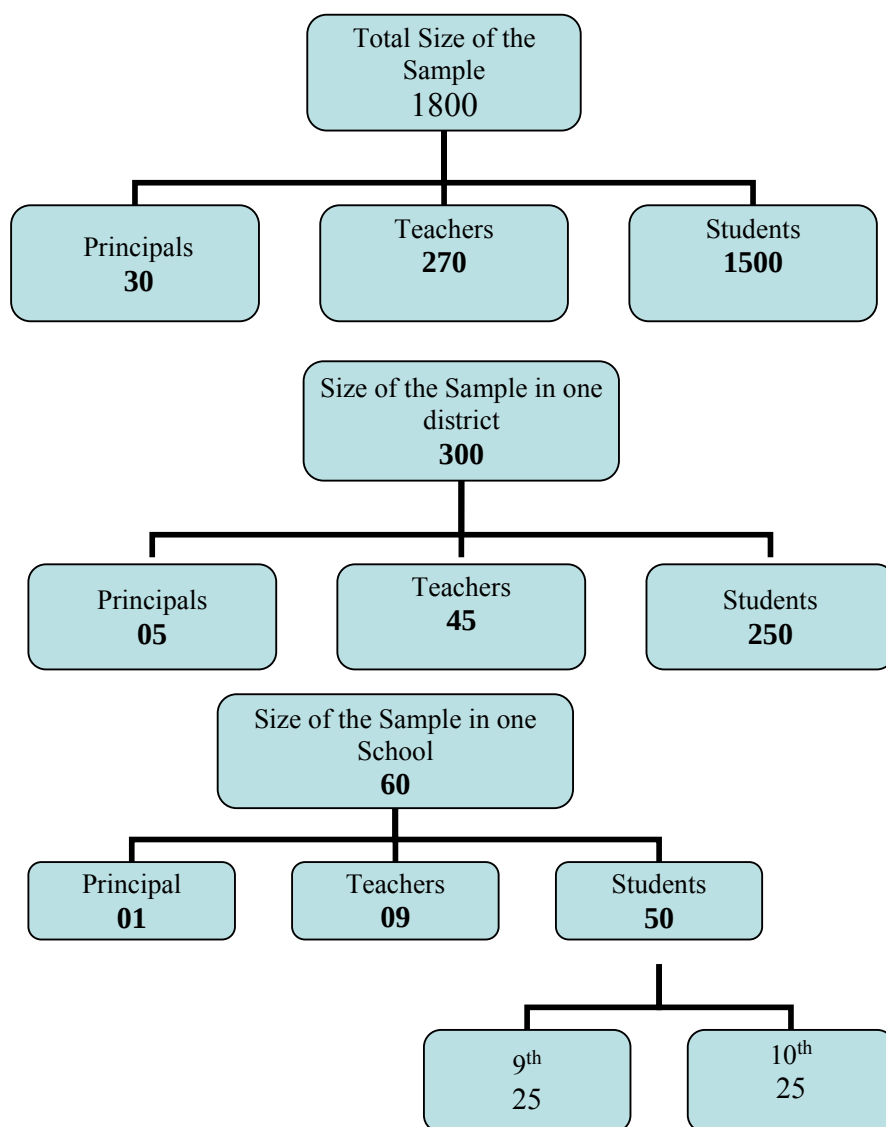


Figure-3.1: Map showing districts of Khyber Pakhtunkhwa

3.2.5 Strength of the Teachers, Students and number of the Schools

- Total number of Secondary Schools in KPK = 1759
- Total number of Teachers in KPK = 21965
- Total strength in Secondary Schools = 562568

Chart 3.1: Flow chart for the Sample



3.3 Data Generation Tool

Strydom (2005) says that the main objectives of the questionnaire are to get many facts and opinions from the people who are informed about an issue. Kumar (2005) is of the view that questionnaire is a list of questions for which the respondents answer.

3.4 Detail of the Questions

The total number of asked items is one hundred and seven (107). Items from 1-3 belong to general statements about bullying. Items from 4-11 belong to physical bullying. Items from 12-21 are related to verbal bullying. Items from 22-28 are about social bullying. Items from 29-36 are about areas of bullying. Items from 37- 46 belong to causes of bullying. Items from 47 – 76 are related to the effect of bullying and items from 76- 107 belong to workable plan for reducing of bullying.

A five points Likert scale questionnaire was designed for the proposed study, focusing on the bullying at schools, especially at Secondary level in Khyber Pakhtunkhwa.

3.5 Pilot Testing

It is considered a mistake on the part of researcher to rush into the main investigation without conducting a pilot study (Strydom, 2005). The pilot test is viewed as a dress rehearsal for the main investigation. It is a small scale implementation to bring into light the possible deficiencies for the forthcoming research. As mentioned by Strydom (Ibid) a pilot test of the questionnaire can highlight the problems such as formulation, interpretation and confusing questions. The questionnaire then can be modified accordingly.

For the convenience and understanding of the respondents, the questionnaire was translated into the national language and then pilot test was conducted. For this purpose, two Government schools from district Peshawar were taken. The researcher visited both of the schools personally and administered the questionnaire among two hundred (200) students, forty (40) teachers and two (02) principals of the respective schools. The researcher also sought their suggestions for improving the questionnaire. The respondents were requested to amend the questionnaire and make it simple in connection with its format and language, if necessary. The suggestions of the respondents were incorporated and the questionnaire was revised with the consultation of research supervisor, experts from the Institute of Education and research and statistics dept.

3.6 Data Collection

Data of the proposed study was collected from the students, teachers and headmasters/principals, of the selected sample. For this purpose three questionnaires containing similar items on five points Likert scale was used. The opinion of the students was also collected through interview.

3.7 Ethical Consideration

Babbi (2005) narrates that in most dictionaries and in common usage moral code is usually linked with decency and contract with the notion of true and incorrect. An informed consent was signed from the teachers and students under study. Confidentiality of data and anonymity of the participants was ensured as well.

3.7.1 Budget

The study was managed on self support basis.

3.7.2 Time Schedule

The study was completed in sixteen (16) months by following the given phases:

1. Review of related literature was completed in four (04) months.
2. The questionnaire was developed in two (02) months.
3. The data was collected in four (04) months
4. The collected data was organized, analyzed and interpreted in four (04) months.
5. The research was reported in two (02) months.

CHAPTER FOUR

DATA ANALYSES

4.1 Organization of the Data

The collected data was arranged, tabulated, analyzed and interpreted by using percentage and Chi Square statistical tool. The data was collected and arranged as soon as received from the respondents. It was calculated and its percentage was drawn. For getting solid results, the researcher made three categories i.e. Principals, Teachers and students.

The tabulation of the data was also categorized according to the category of the questionnaire. The opinion of the principals, teachers and students for physical bullying, verbal bullying, social bullying, areas of bullying, causes and effect of bullying and workable plan for bullying was separately arranged, tabulated, analyzed and interpreted.

4.2 Data Tabulation and Analysis

Chi-Square Test

Test statistics to be used is

$$\chi^2_{Cbs} = \sum_{cells} \frac{(O - E)^2}{E}$$

O_i = Observed frequencies

E_i = Expected frequencies.

Df = Degree of freedom

Significance Level used in the study was 0.05 (Gay, 2000)

We collect Observed Frequencies and the expected frequency comes from the formula.

Row total is multiplied by column total and whole is divided by the grand total
 $= \{(R * C) / GT\}$.

8 is the degree of freedom represented by “df” and 0.05 is level of significance. (Garrett, 1997)

The three groups of the respondents were accommodated in one table having individual portion for each category i.e.; Principals, Teachers and Students. The total number of each group has been mentioned with its group in the first left column.

Denotation: P Value = probability

df = degree of freedom

Level of significance=0.05

4.3 Data Regarding Comparison between Respondents and Responses

Table-4.1: Bullying is a social problem in class room setting

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	110	112	8	20	20	270
Student (N=1500)	583	644	102	60	111	1500
Principal (N=30)	14	15	0	0	1	30
Chi-Square=16.48			Df= 8	P-Value=0.0359		1800

The analysis of the data shows that the P-Value=0.0359) is less than the level of significance 0.05 therefore we conclude that there is an association between the respondents and responses. Here majority of the respondents are in favour of the statement that bullying is a social problem in classroom setting

Table-4.2: Bullies are those who have no self control

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	120	124	10	0	16	270
Student (N=1500)	500	615	225	77	83	1500
Principal (N=30)	12	14	0	0	4	30
Chi-Square=54.65				P-Value=0.000		

The analysis of the data shows that the P-Value=0.000 is less than level of significance 0.05, so we say that there is an association between the respondents and responses and majority of the respondents agree with the statement by saying that bullies are the individuals who have no control over themselves

Table-4.3: Bullies are of criminal nature

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	113	134	10	0	13	270
Student (N=1500)	560	666	159	54	61	1500
Principal (N=30)	12	16	0	0	2	30
Chi-Square=29.06				P-Value=0.0003		

The analysis of the data shows that the P-Value=0.0003 is less than level of significance 0.05, therefore it is said that there is an association between the respondents and responses. The above statement has been supported by majority of the respondents by saying that bullies are of criminal nature

4.3.1 Physical Bullying

Table-4.4: Physical bullying is more dangerous than verbal bullying

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	115	93	22	18	22	270
Student (N=1500)	638	548	128	92	94	1500
Principal (N=30)	13	11	3	0	3	30
Chi-Square=4.13				P-Value=0.845		

The data shows that the P-Value=0.845 is greater than the level of significance 0.05, so it is concluded that there is no association between the respondents and responses and the statement has been rejected.

Table-4.5: Physical bullying can only be a scratch or injury on the body

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	111	110	26	0	23	270
Student (N=1500)	616	614	140	73	57	1500
Principal (N=30)	13	13	2	0	2	30
Chi-Square=26.42			Df= 8	P-Value=0.0008		

From the analysis of the data it is clear that the P-Value=0.0008 is smaller than the level of significance 0.05. Thus it is concluded that there is an association between the respondents and responses. The above statement has been supported by majority of the respondents by saying that physical bullying can only be a scratch or injury on the body

Table-4.6: In physical bullying the victims are tortured physically

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	108	95	35	16	16	270
Student (N=1500)	603	535	180	92	90	1500
Principal (N=30)	13	13	1	1	2	30
Chi-Square=3.08				P-Value=0.928		

The analysis of the data shows that the P-Value=0.928 is greater than the level of significance 0.05 that is why we can conclude that there is no association between the respondents and responses. The above statement has been rejected.

Table-4.7: The Victims of physical bullying are usually physically weaker than the bullies

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	74	104	40	21	31	270
Student (N=1500)	400	589	199	136	176	1500
Principal (N=30)	12	14	0	0	4	30
Chi-Square=10.05				P-Value=0.261		

The analysis of the data shows that the P-Value=0.261 is greater than the level of significance 0.05, thus there is no association between the respondents and responses and the statement is rejected

Table-4.8: Physical bullying takes place to get control over others

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	77	76	40	39	38	270
Student (N=1500)	410	471	202	165	252	1500
Principal (N=30)	13	14	0	1	2	30
Chi-Square=17.20			Df=8	P-Value=0.028		

The analysis of the data shows that the P-Value=0.028 is less than the level of significance 0.05 so we can conclude that there is an association between the respondents and responses. Thus majority of the respondents think bullies are bullying others to get control over them.

Table-4.9: The bullies want to bully due to their maladjustment in a new environment.

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	94	86	48	14	28	270
Student (N=1500)	539	381	244	141	195	1500
Principal (N=30)	14	14	0	0	2	30
Chi-Square=23.88				P-Value =0.002		

From the analysis it is concluded that the P-Value=0.002 is smaller than the level of significance 0.05 therefore we can say that there is association between the respondents and responses. Majority of the respondents are of the opinion that bullies want to control the bullied that is why they are involved in this unsocial behavior.

Table-4.10: Physically tall boys bullies the one who are short physically

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	77	90	30	34	39	270
Student (N=1500)	455	490	155	178	222	1500
Principal (N=30)	13	15	1	0	1	30
Chi-Square=12.58				P-Value=0.127		

According to the data analysis the P-Value=0.127 is greater than the level of significance 0.05 so it is said that there is no association between the respondents and responses and the statement is rejected that bullies are physically tall than the bullied.

Table-4.11: Physically short boys bullies tall boys

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	68	79	24	36	63	270
Student (N=1500)	349	425	194	219	313	1500
Principal (N=30)	8	9	3	5	5	30
Chi-Square=5.05				P-Value=0.751		

The analysis of the data shows that the P-Value=0.751 is greater than the level of significance 0.05, so there is no association between the respondents and responses. We come to the result that majority of the respondents are not in favour by saying that physically tall students can be held responsible for bullying

4.3.2 Verbal Bullying

Table-4.12: Verbal bullying is to tease someone by the use of your tongue

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	126	93	28	6	17	270
Student (N=1500)	698	512	149	84	57	1500
Principal (N=30)	14	10	4	0	2	30
Chi-Square=10.94				P-Value=0.205		

The analysis of the data shows that the P-Value=0.205) is greater than the level of significance 0.05, thus we conclude that there is no association between the respondents and responses and the respondents are not in favour of the above statement by unfolding their view that verbal bullying is not to tease someone by the use of one's tongue

Table-4.13: Verbal bullying includes name calling, insults and teasing verbally

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	112	111	25	15	7	270
Student (N=1500)	629	598	126	76	71	1500
Principal (N=30)	14	14	0	0	2	30
Chi-Square=3.69				P-Value=0.464		

The analysis of the data shows that the P-Value=0.464) is greater than the level of significance 0.05 and there is no association between the respondents and responses. The result of the table show that most of the respondents are not in favour of the above statement that verbal bullying includes name calling, insults and teasing verbally

Table-4.14: It is very difficult to identify verbal bullying

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	55	111	61	29	14	270
Student (N=1500)	263	540	280	236	181	1500
Principal (N=30)	10	16	2	1	1	30
Chi-Square=31.05				P-Value=0.0001		

The analysis of the data shows that the P-Value=0.0001) is smaller than the level of significance 0.05 and there is an association between the respondents and responses. Here great number of the respondents agrees that the identification of verbal bullying is very difficult as the bully can also refuse of the action

Table-4.15: Verbal bullying is the most common type of bullying experienced by both boys and girls.

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	79	110	58	13	10	270
Student (N=1500)	395	492	287	142	184	1500
Principal (N=30)	9	14	4	1	2	30
Chi-Square=30.29				P-Value=0.0001		

The analysis of the data shows that the P-Value=0.0001) is less than the level of significance 0.05 so it is concluded that there is an association between the respondents and responses. From the analysis of the table it is very obvious that majority of the respondents experienced verbal bullying in both the sexes equally.

Table-4.16: It occurs most of the time in the absence of adults

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	83	118	29	12	28	270
Student (N=1500)	464	660	155	148	73	1500
Principal (N=30)	10	15	2	1	2	30
Chi-Square=21.50				P-Value=0.005		

The analysis of the data shows that the P-Value=0.005 is smaller than the level of significance 0.05 and thus it is concluded that there is association between the respondents and responses. Great number of the respondents is of the view that verbal bullying occurs most of the time when adults are not over there.

Table-4.17: Physically disabled students are more prone to verbal bullying

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	69	90	45	28	38	270
Student (N=1500)	410	515	225	122	228	1500
Principal (N=30)	12	15	1	0	2	30
Chi-Square=12.99				P-Value=0.112		

According to the analysis of the data shows that the P-Value=0.112 is greater than the level of significance 0.05 and there is no association between the respondents and responses

Table-4.18: In verbal bullying the victim is teased by his/her caste

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	68	111	55	19	17	270
Student (N=1500)	388	631	273	114	94	1500
Principal (N=30)	10	16	1	0	3	30
Chi-Square=8.97				P-Value=0.344		

The data shows that the P-Value=0.344 is greater than the level of significance

0.05 and there is no association between the respondents and responses

Most of the respondents rejected the above statement

Table-4.19: Verbal bullying is more dangerous than physical and social bullying

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	121	96	18	8	27	270
Student (N=1500)	677	529	90	58	146	1500
Principal (N=30)	15	11	1	0	3	30
Chi-Square=2.371				P-Value=0.967		

The analysis of the data shows that the P-Value=0.967 is greater than that of level of significance 0.05 therefore there is no association between the respondents and responses and the statement is rejected that verbal bullying is more hurting than physical bullying.

Table-4.20: Verbal bullying is the easiest way of bullying because the bullies cannot be caught easily.

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	74	111	52	5	28	270
Student (N=1500)	431	627	259	101	82	1500
Principal (N=30)	13	15	0	0	2	30
Chi-Square=28.60				P-Value=0.0003		

The analysis of the data shows that the P-Value=0.0003 is less than the level of significance 0.05 the result is that there is association between the respondents and responses. Over here the bulk of the respondent agree that as nobody can catch the verbal bullying easily that is why it is the easiest way of bullying and when a person do not face any difficulty in performing an activity, he goes for it very confidently

Table-4.21: Verbal bullying is usually taken place on religious grounds

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	92	132	40	0	6	270
Student (N=1500)	455	654	200	83	108	1500
Principal (N=30)	10	16	1	0	3	30
Chi-Square=31.63				P-Value=0.0001		

The analysis of the data shows that the P-Value=0.0001 is smaller than that of the level of significance 0.05 and there is an association between the respondents and responses

According to the table majority of the respondents say that students are being bullied on religious grounds

4.3.3 Social Bullying

Table-4.22: In social bullying a bullied is being expelled from the group activities when we exclude someone from the company we make them feel unlikable and very alone

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	62	138	37	5	28	270
Student (N=1500)	359	786	187	75	93	1500
Principal (N=30)	10	20	0	0	0	30
Chi-Square=20.97				P-Value=0.007		

The analysis of the data shows that the P-Value=0.007 is smaller than the level of significance 0.05 so it is said that there is an association between the respondents and responses. Most of the responded are of the view that social bullying is being observed in the form of social isolation in which one is being expelled and is socially boycotted

Table-4.23: In social bullying the bullies sends Threatening notes, letters, emails, telephone calls etc

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	76	113	51	4	26	270
Student (N=1500)	439	649	252	87	73	1500
Principal (N=30)	12	17	0	0	1	30
Chi-Square=27.99				P-Value=0.0004		

The analysis of the data shows that the P-Value=0.0004 is less than the level of significance 0.05 so we can conclude that there is an association between the respondents and responses. Majority of the respondents are of the opinion that in social bullying the victim is teased by sending threatening letters, making malicious telephonic calls, E. Mails etc

Table-4.24: Social bullying is the most dangerous than all the above mentioned types of bullying

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	101	100	44	6	19	270
Student (N=1500)	510	517	221	134	118	1500
Principal (N=30)	13	16	0	0	1	30
Chi-Square=26.17				P-Value=0.001		

The analysis of the data shows that the P-Value=0.001 is smaller than that of the level of significance 0.05 thus we can conclude that there is an association between the respondents and responses. According to analysis of the tables majority of the respondents view social bullying as most hurting than verbal and physical bullying.

Table-4.25: Teachers bully their students

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	51	86	34	41	58	270
Student (N=1500)	301	346	182	445	226	1500
Principal (N=30)	10	14	2	2	2	30
Chi-Square=46.59				P-Value=0.000		

The analysis of the data shows that the P-Value=0.000 is smaller than the level of significance 0.05 so it is concluded that there is an association between the respondents and responses. According to the table above most of the respondents are of the view that teachers are also bullying their students

Table-4.26: Students bully their teachers

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	58	95	27	43	47	270
Student (N=1500)	339	538	136	336	151	1500
Principal (N=30)	10	15	1	1	3	30
Chi-Square=24.89				P-Value=0.001		

The analysis of the data shows that the P-Value=0.001 is less than the level of significance 0.05 so we can say that there is an association between the respondents and responses. According to the analysis, taken from the opinion of majority of the respondents in the above two tables it is concluded that both the teachers and students are bullying each other to a considerable extent

Table-4.27: In social bullying the bullies are Spreading false rumors against the victim

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	75	131	45	13	6	270
Student (N=1500)	430	725	221	66	58	1500
Principal (N=30)	12	15	0	1	2	30
Chi-Square=9.12				P-Value=0.331		

The analysis of the data shows that the P-Value=0.331 is more than the level of significance 0.05 and there is no association between the respondents and responses

Table-4.28: In social bullying the bullied are banned to meet their friends

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	76	126	38	15	15	270
Student (N=1500)	450	705	192	78	75	1500
Principal (N=30)	14	15	0	0	1	30
Chi-Square=9.29				P-Value=0.318		

The analysis of the data shows that the P-Value=0.318 is greater than the level of significance 0.05 so we can conclude that there is no association between the respondents and responses and most of the respondents rejected the statement above.

4.3.4 Areas of Bullying

Table-4.29: Students are being bullied in the school canteen

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	66	84	39	44	37	270
Student (N=1500)	358	474	194	208	266	1500
Principal (N=30)	12	14	0	1	3	30
Chi-Square=16.19				P-Value=0.039		

The analysis of the data shows that the P-Value=0.039 is less than the level of significance 0.05 so we can conclude that there is an association between the respondents and responses. Majority of the respondents are of the opinion that students are being bullied in the school canteen where the bullied are free of any of the elders' interference

Table-4.30: School washroom is the favourable place for bullying

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	54	80	62	30	44	270
Student (N=1500)	260	395	320	242	283	1500
Principal (N=30)	10	12	2	0	6	30
Chi-Square=20.34				P-Value=0.009		

The analysis of the data shows that the P-Value=0.009 is smaller than the level of significance 0.05 so we can conclude that there is an association between the respondents and responses. According to analysis of the table majority of the respondents view most of the bullying activities are taking place in the washrooms.

Table-4.31: Most of the bullying cases are taken place in school Laboratory

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	37	80	59	47	47	270
Student (N=1500)	243	452	293	304	208	1500
Principal (N=30)	12	15	1	1	1	30
Chi-Square=29.76				P-Value=0.0002		

The analysis of the data shows that the P-Value=0.0002 is less than the level of significance 0.05 so it is concluded that there is an association between the respondents and responses. From the analysis of the data it is concluded that majority of the respondents consider laboratory as bullying spot.

Table-4.32: Libraries are mostly used for bullying

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	40	88	53	45	44	270
Student (N=1500)	197	454	286	224	339	1500
Principal (N=30)	7	12	4	3	4	30
Chi-Square=10.59				P-Value=0.225		

The analysis of the data shows that the P-Value=0.225 is greater than the level of significance 0.05 and there is no association between the respondents and responses and the above statement has been rejected

Table-4.33: Bullies are bullying in the form of group during tour

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	78	103	56	10	23	270
Student (N=1500)	349	496	258	168	229	1500
Principal (N=30)	10	15	2	1	2	30
Chi-Square=34.55				P-Value=0.000		

The analysis of the data shows that the P-Value=0.000 is very less than the level of significance 0.05 so we can conclude that there is an association between the respondents and responses. From this table it is concluded that bullies are bullying in the form of group during tour.

Table-4.34: Students are being bullied while going to school and coming back home

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	81	131	27	12	19	270
Student (N=1500)	455	727	151	79	88	1500
Principal (N=30)	10	15	4	0	1	30
Chi-Square=3.16				P-Value=0.923		

The analysis of the data shows that the P-Value=0.923 is greater than that of the level of significance 0.05 thus we conclude that there is no association between the respondents and responses and the idea is rejected

Table-4.35: In classroom students are being bullied

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	99	108	18	21	24	270
Student (N=1500)	548	596	97	120	139	1500
Principal (N=30)	11	12	2	2	3	30
Chi-Square=0.153				P-Value=1.000		

The analysis of the data shows that the P-Value=1.000 is very great than the level of significance 0.05 so we can conclude that there is no association between the respondents and responses and the idea is rejected

Table-4.36: In the absence of teachers bullying is taken place everywhere

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	127	81	25	20	17	270
Student (N=1500)	705	455	139	116	85	1500
Principal (N=30)	15	10	3	1	1	30
Chi-Square=1.40				P-Value=0.994		

The analysis of the data shows that the P-Value=0.994 is greater than the level of significance 0.05 so we can conclude that there is no association between the respondents and responses and the statement is rejected

4.3.5 Causes of Bullying

Table-4.37: Poverty is the main cause for bullying

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	123	90	21	18	18	270
Student (N=1500)	684	497	115	101	103	1500
Principal (N=30)	14	10	3	2	1	30
Chi-Square=0.768				P-Value=0.999		

The analysis of the data shows that the P-Value=0.999 is greater than the level of significance 0.05 and that there is no association between the respondents and responses.

Table-4.38: Slow learners are the victim of bullying

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	51	113	58	20	28	270
Student (N=1500)	284	631	320	111	154	1500
Principal (N=30)	5	13	6	3	3	30
Chi-Square=0.394				P-Value=0.999		

The analysis of the data shows that the P-Value=0.999 is greater than the level of significance 0.05 so we conclude that there is no association between the respondents and responses and the idea was rejected

Table-4.39: Jealousy is the main cause of bullying

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	109	102	35	13	11	270
Student (N=1500)	612	569	191	67	61	1500
Principal (N=30)	13	12	3	0	2	30
Chi-Square=2.18				P-Value=0.974		

The analysis of the data shows that the P-Value=0.974 is greater than the level of significance 0.05 so we conclude that there is no association between the respondents and responses

Table-4.40: Usually bright students are the victim of bullying

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	70	83	35	43	39	270
Student (N=1500)	374	461	194	250	221	1500
Principal (N=30)	5	10	4	6	5	30
Chi-Square=1.37				P-Value=0.994		

The analysis of the data shows that the P-Value=0.994 is greater than the level of significance 0.05 so we conclude that there is no association between the respondents and responses. Here from the analysis of the data it is clear that majority of the respondents are not favouring the statement that usually bright students are the victim of bullying

Table-4.41: Handsome/ pretty students are bullied

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	106	74	29	25	36	270
Student (N=1500)	595	425	148	139	193	1500
Principal (N=30)	13	11	1	2	3	30
Chi-Square=2.88				P-Value=0.941		

The analysis of the data shows that the P-Value=0.941 is greater than the level of significance 0.05 so we conclude that there is no association between the respondents and responses. Here from the analysis of the table it is shown that majority of the respondents are not favouring the statement above that handsome/ pretty students are bullied

Table-4.42: Loose tempered students are being bullied

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	132	94	24	11	9	270
Student (N=1500)	732	523	123	65	57	1500
Principal (N=30)	15	11	1	1	2	30
Chi-Square=1.96				P-Value=0.982		

The analysis of the data shows that the P-Value=0.982 is greater than the level of significance 0.05 so we conclude that there is no association between the respondents and responses

Table-4.43: Those children are bullied who are involved in various co-curricular activities

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	45	121	66	18	20	270
Student (N=1500)	247	672	366	18	197	1500
Principal (N=30)	5	14	7	1	3	30
Chi-Square=39.81				P-Value=0.000		

The analysis of the data shows that the P-Value=0.000) is very less than the level of significance 0.05 so we conclude that there is an association between the respondents and responses. Most of the respondents say that those students are being bullied and are being made the victim of sarcastic remarks who are active participant in co curricular activities as they are considered blue eyed students.

Table-4.44: Physical disability is root cause of bullying

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	95	109	33	23	10	270
Student (N=1500)	528	605	183	71	113	1500
Principal (N=30)	11	12	4	1	2	30
Chi-Square=11.32				P-Value=0.184		

The analysis of the data shows that the P-Value=0.184 is greater than the level of significance 0.05 thus it is concluded that there is no association between the respondents and responses. From the table above it is clear that a large number of the respondents do not agree with the above statement and consider physical disability as one the causes of bullying.

Table-4.45: Religion is the base for bullying

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	64	110	48	23	25	270
Student (N=1500)	360	606	265	123	146	1500
Principal (N=30)	8	12	5	2	3	30
Chi-Square=0.30				P-Value=1.000		

The analysis of the data shows that the P-Value=1.000 is greater than the level of significance 0.05 and can be concluded that there is no association between the respondents and responses

Table-4.46: Bullies want to have control over others with the help of bullying

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	104	121	14	11	20	270
Student (N=1500)	520	607	178	83	112	1500
Principal (N=30)	11	12	1	1	5	30
Chi-Square=17.55				P-Value=0.024		

The analysis of the data shows that the P-Value=0.024 is less than the level of significance 0.05 so it is concluded that there is some association between the respondents and responses. Keeping in view the analysis of the table most of the respondents consider that bullies want to have control over others with the help of bullying.

4.3.6 Effect of Bullying

Table-4.47: The victim tries to run away from school or home

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	100	115	24	17	14	270
Student (N=1500)	555	639	134	95	77	1500
Principal (N=30)	12	15	0	0	3	30
Chi-Square=6.36				P-Value=0.608		

The analysis of the data shows that the P-Value=0.608 is greater than the level of significance 0.05 thus concluded that there is no association between the respondents and responses

Table-4.48: Sometimes the victim takes weapons to school with him

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	35	15	60	60	100	270
Student (N=1500)	368	659	248	118	107	1500
Principal (N=30)	4	5	3	8	10	30
Chi-Square=374.5				P-Value=0.000		

The analysis of the data shows that the P-Value=0.000 is very less than the level of significance 0.05 so it is concluded that there is strong association between the respondents and responses. Here from the analysis of the table it is shown that majority of the respondents say that sometimes the victim takes weapons with him to school.

Table-4.49: Physical bullied avoids the company of others

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	108	90	50	10	12	270
Student (N=1500)	597	500	276	59	68	1500
Principal (N=30)	12	13	1	1	3	30
Chi-Square=6.56				P-Value=0.584		

The analysis of the data shows that the P-Value=0.584 is greater than the level of significance 0.05 therefore it is concluded that there is no association between the respondents and responses

Table-4.50: The victims do not ride on the bus

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	60	111	59	22	18	270
Student (N=1500)	331	617	325	124	103	1500
Principal (N=30)	13	14	1	0	2	30
Chi-Square=13.30				P-Value=0.101		

The analysis of the data shows that the P-Value=0.101 is greater than the level of significance 0.05 therefore we can conclude that there is no association between the respondents and responses

Table-4.51: Bullied are changing their routes frequently to and from school

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	90	110	43	13	14	270
Student (N=1500)	497	604	240	77	82	1500
Principal (N=30)	14	12	1	1	2	30
Chi-Square=4.96				P-Value=0.761		

The analysis of the data shows that the P-Value=0.761 is greater than the level of significance 0.05 so we can conclude that there is no association between the respondents and responses

Table-4.52: The victim of physical bullying always come home with bruises, damage books, clothes and lost his belongings

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	100	90	40	15	25	270
Student (N=1500)	411	622	265	83	119	1500
Principal (N=30)	12	13	2	2	1	30
Chi-Square=16.83				P-Value=0.031		

The analysis of the data shows that the P-Value=0.031 is less than the level of significance 0.05 so we can conclude that there is some association between the respondents and responses. Majority of the respondent unfolded themselves that the victims of bullying come home with various problems such as either physically or damages to their clothes and book

Table-4.53: Physically bullied person does not remain in good mood before and after the school

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	110	115	25	9	11	270
Student (N=1500)	474	578	266	100	82	1500
Principal (N=30)	14	10	2	1	3	30
Chi-Square=27.08				P-Value=0.0006		

The analysis of the data shows that the P-Value=0.0006 is less than the level of significance 0.05 therefore it is said that there is an association between the respondents and responses.. After analysis of the table it is concluded that most of the respondents are of the opinion that physically bullied person does not remain in good mood before and after the school.

Table-4.54: The victim of physical bullying sometimes gets severe injuries

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	90	106	40	15	19	270
Student (N=1500)	504	567	218	142	69	1500
Principal (N=30)	13	12	1	0	4	30
Chi-Square=16.97				P-Value=0.030		

The analysis of the data shows that the P-Value=0.030 is less than the level of significance 0.05 so we can conclude that there is an association between the respondents and responses. According to the opinion of many respondents the victims of physical bullying sometimes get severe injuries.

Table-4.55: The peaceful environment of the school is destroyed by bullying

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	95	116	30	14	15	270
Student (N=1500)	599	586	193	79	43	1500
Principal (N=30)	14	13	0	1	2	30
Chi-Square=13.24				P-Value=0.103		

The analysis of the data shows that the P-Value=0.103 is greater than the level of significance 0.05 then it is concluded that there is no association between the respondents and responses

Table-4.56: Students' drop out is mostly due to bullying

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	96	106	38	12	18	270
Student (N=1500)	441	667	181	128	83	1500
Principal (N=30)	15	13	1	0	1	30
Chi-Square=18.80				P-Value=0.015		

The analysis of the data shows that the P-Value=0.015 is less than the level of significance 0.05 so we can conclude that there is some association between the respondents and responses. Here majority of the respondents declare that bullying is largely responsible for students drop out as they are not feeling well in the school.

Table-4.57: Students remain absent from the school due to bullying

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	85	97	32	30	26	270
Student (N=1500)	536	631	145	135	53	1500
Principal (N=30)	13	11	1	2	3	30
Chi-Square=28.40				P-Value=0.0004		

The analysis of the data shows that the P-Value=0.0004 is less than the level of significance 0.05 that is why it is concluded that there is some association between the respondents and responses. A large number of the respondents unfolded that by dent of bullying the absentee ratio increases.

Table-4.58: Student academic downfall starts

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	109	95	30	16	20	270
Student (N=1500)	591	596	172	109	32	1500
Principal (N=30)	14	13	2	0	1	30
Chi-Square=26.73				P-Value=0.0007		

The analysis of the data shows that the P-Value=0.0007 is less than the level of significance 0.05 so we can conclude that there is an association between the respondents and responses. According to the table it is shown by a huge number of the respondents that most of the time the victims of bullying are on downfall academically.

Table-4.59: Bullying results failure in examination

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	80	122	36	18	14	270
Student (N=1500)	557	522	203	125	93	1500
Principal (N=30)	12	13	2	0	3	30
Chi-Square=16.26				P-Value=0.038		

The analysis of the data shows that the P-Value=0.038 is less than the level of significance 0.05 thus we can conclude that there is an association between the respondents and responses. Keeping in view the analysis of the tables most of the respondents agree that majority of the students is failed in the examination as they are being bullied.

Table-4.60: Students remain in continuous tension and stress due to bullying

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	75	88	50	17	40	270
Student (N=1500)	513	601	235	106	45	1500
Principal (N=30)	10	15	1	0	4	30
Chi-Square=82.46				P-Value=0.000		

The analysis of the data shows that the P-Value=0.000 is very less than the level of significance 0.05 so we can conclude that there is an association between the respondents and responses. Majority of the respondents are of the opinion that bullying is the source of continuous tension for the student.

Table-4.61: Students fall prey to inferiority complexity due to bullying

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	110	125	30	0	5	270
Student (N=1500)	509	594	279	79	39	1500
Principal (N=30)	13	11	4	1	1	30
Chi-Square=28.88				P-Value=0.000		

The analysis of the data shows that the P-Value=0.000 is very less than the level of significance 0.05 so we conclude that there is some association between the respondents and responses. From the tabulation it is concluded that majority of the respondents say that students fall prey to inferiority complex by dent of bullying.

Table-4.62: Bullying produces family conflicts and enmity

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	118	100	35	0	17	270
Student (N=1500)	629	532	196	94	49	1500
Principal (N=30)	15	12	1	1	1	30
Chi-Square=25.96				P-Value=0.001		

The analysis of the data shows that the P-Value=0.001 is less than the level of significance 0.05 so we conclude that there is an association between the respondents and responses. Most of the respondents view that this unsocial behavior leads to family conflict and enmity.

Table-4.63: It is the cause for continuous tension for the teacher concern

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	130	127	0	2	11	270
Student (N=1500)	412	553	353	104	78	1500
Principal (N=30)	10	13	2	0	5	30
Chi-Square=130.10				P-Value=0.000		

The analysis of the data shows that the P-Value=0.000) is very less than the level of significance 0.05 thus it is concluded that there is an association between the respondents and responses. From the table above it is clear that a large number of the respondents consider bullying not only the cause of tension for the students but also for the teachers.

Table-4.64: A student, thoroughly bullied, may adopt social isolation

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	101	99	45	7	18	270
Student (N=1500)	413	703	250	83	51	1500
Principal (N=30)	13	9	4	2	2	30
Chi-Square=27.45				P-Value=0.0005		

The analysis of the data shows that the P-Value=0.0005 is less than the level of significance 0.05 so we conclude that there is an association between the respondents and responses. After analysis of the table it is concluded that most of the respondents are of the opinion that bullied students become the victim of social isolation. They do not want to mix with others.

Table-4.65: People who are bullied appear to have more difficulty in making friends.

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	80	87	60	12	31	270
Student (N=1500)	405	675	225	125	70	1500
Principal (N=30)	10	13	5	0	2	30
Chi-Square=42.53				P-Value=0.000		

The analysis of the data shows that P-Value=0.000 is very less than the level of significance 0.05 so we conclude that there is some association between the respondents and responses. From the analysis of the table it is clear that majority of the respondents declared that it is very difficult for the bullied to make friends in their society.

Table-4.66: There is the lack of confidence in such children

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	77	92	79	14	8	270
Student (N=1500)	390	593	284	167	66	1500
Principal (N=30)	10	10	3	0	7	30
Chi-Square=52.89				P-Value=0.000		

The analysis of the data shows that the P-Value=0.000 is very less than the level of significance 0.05 so we can conclude that there is strong association between the respondents and responses. The analysis of the table shows that many of the respondents say that bullied students have no confidence to face the bullies so they lose the courage to handle any difficult situation properly.

Table-4.67: Such children remain unbalance emotionally

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	92	111	36	17	14	270
Student (N=1500)	308	616	348	136	92	1500
Principal (N=30)	12	10	4	2	2	30
Chi-Square=36.49				P-Value=0.000		

The analysis of the data shows that the P-Value=0.000 is very less than the level of significance 0.05 so we conclude that there is some association between the respondents and responses. Great number of the respondents stated that bullied children are being hurt emotionally and cannot gather themselves. They remain unbalance emotionally.

Table-4.68: The reaction of the bullied is very severe

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	127	117	13	0	13	270
Student (N=1500)	310	612	366	136	76	1500
Principal (N=30)	13	13	2	0	2	30
Chi-Square=140.00				P-Value=0.000		

The analysis of the data shows that the P-Value=0.000 is very less than the level of significance 0.05 so we conclude that there is an association between the respondents and responses. From the table it is stated by majority of the respondents that bullied do not always remain passive, sometime their reaction is very severe when they are being tortured again and again

Table-4.69: In some severe cases bullied is committing suicide

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	128	84	54	0	4	270
Student (N=1500)	434	556	283	126	101	1500
Principal (N=30)	12	14	2	0	2	30
Chi-Square=66.65				P-Value=0.000		

The analysis of the data shows that the P-Value=0.000 is very less than the level of significance 0.05 so we conclude that there is some association between the respondents and responses. From the table it is stated by majority of the respondents that sometime their reaction is very severe when bullied are not being spared and are being teased repeatedly then the victim found no way out and commit suicide.

Table-4.70: There is a clear change in the eating habit and appetite of such children

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	70	60	78	6	56	270
Student (N=1500)	469	510	342	81	98	1500
Principal (N=30)	13	13	3	0	1	30
Chi-Square=81.51				P-Value=0.000		

The analysis of the data shows that the P-Value=0.000 is very less than the level of significance 0.05 so we conclude that there is an association between the respondents and responses. Here majority of the respondents agree with the statement that there is a clear change in the eating habit and appetite of such children.

Table-4.71: Such children are the victim of insomnia

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	68	79	89	11	23	270
Student (N=1500)	355	636	350	53	106	1500
Principal (N=30)	9	8	8	1	4	30
Chi-Square=22.79				P-Value=0.003		

The analysis of the data shows that the P-Value=0.003 is less than the level of significance 0.05 so we conclude that there is an association between the respondents and responses. From the table it is clear that a lot of the respondents are of the view that the victim of bullying fall prey to insomnia.

Table-4.72: Such children show less interest in the school

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	109	99	39	3	20	270
Student (N=1500)	557	684	147	56	56	1500
Principal (N=30)	13	12	3	1	1	30
Chi-Square=21.86				P-Value=0.005		

The analysis of the data shows that the P-Value=0.005 is less than the level of significance 0.05 so we conclude that there is an association between the respondents and responses. The above table shows that huge number of the respondents agrees with the statement that the victim of such unwanted behavior takes no interest in their studies.

Table-4.73: The victim of bullying avoid to participate in the family functions

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	76	72	90	10	22	270
Student (N=1500)	299	618	385	91	107	1500
Principal (N=30)	10	9	6	2	3	30
Chi-Square=30.76				P-Value=0.0001		

The analysis of the data shows that the P-Value=0.001 is less than the level of significance 0.05 so we conclude that there is an association between the respondents and responses. According to the opinion of many respondents the victims of bullying avoid to participate in the family functions

Table-4.74: The pleasant mood of the child suddenly changes to unpleasant mood

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	109	98	42	5	16	270
Student (N=1500)	495	631	253	91	30	1500
Principal (N=30)	12	15	2	0	1	30
Chi-Square=31.17				P-Value=0.0001		

The analysis of the data shows that the P-Value=0.0001 is less than the level of significance 0.05, thus we can conclude that there is an association between the respondents and responses. Here majority of the respondents say that bullying is largely responsible for the unpleasant mood of the child as suddenly the child became upset and does not feel well.

Table-4.75: Such children get angry even on small things

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	82	95	37	11	45	270
Student (N=1500)	432	710	184	109	65	1500
Principal (N=30)	10	12	4	1	3	30
Chi-Square=68.52				P-Value=0.000		

The analysis of the data shows that the P-Value=0.000 is very less than the level of significance 0.05 so we conclude that there is an association between the respondents and responses. The analysis of the table shows that a large number of the respondent state that majority of the bullied are getting angry even on petty issues

Table-4.76: Girls are frequently changes their groups

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	65	62	80	16	47	270
Student (N=1500)	384	535	404	111	66	1500
Principal (N=30)	10	7	7	0	6	30
Chi-Square=83.37				P-Value=0.000		

The analysis of the data shows that the P-Value=0.000 is very less than the level of significance 0.05 so we conclude that there is an association between the respondents and responses. From the analysis of the data in the tables we come to the conclusion that most of the respondents are in favour of the above statement that girls being the victim of bullying are frequently changing their groups

4.3.7 Workable Plan for Reduction of Bullying

Table-4.77: Effective anti-bullying programs must be launched at school

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	120	101	0	9	40	270
Student (N=1500)	598	553	295	38	16	1500
Principal (N=30)	14	14	1	0	1	30
Chi-Square=197.20				P-Value=0.000		

The analysis of the data shows that the P-Value=0.000 is very less than the level of significance 0.05, thus we can conclude that there is an association between the respondents and responses. From the table it is obvious that bulk of the respondents favours the statement and admits that for minimizing bullying situations effective anti-bullying programs must be launched at schools

Table-4.78: Bullies should be educated and guided not to carry on with such activities.

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	111	118	0	0	41	270
Student (N=1500)	722	513	203	41	21	1500
Principal (N=30)	16	13	1	0	0	30
Chi-Square=183.10				P-Value=0.000		

The analysis of the data shows that the P-Value =0.000 is very less than the level of significance 0.05 so we conclude that there is an association between the respondents and responses. Most of the respondents agree with the fact that bullies should be educated and guided not to carry on with such unsocial activities.

Table-4.79: Discourage the bystander

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	112	116	10	10	22	270
Student (N=1500)	689	385	294	71	61	1500
Principal (N=30)	13	14	2	0	1	30
Chi-Square=74.55				P-Value=0.000		

The analysis of the data shows that the P-Value=0.000 is very less than the level of significance 0.05 so we conclude that there is an association between the respondents and responses. From the analysis it is concluded that more than 80% of the respondents wants to discourage those friends of the bullies who help them in this activities.

Table-4.80: Show love and support to the victims and explain that bullying is not their fault, and that what the bully is doing is wrong.

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	126	109	0	2	33	270
Student (N=1500)	717	419	192	111	61	1500
Principal (N=30)	16	13	1	0	0	30
Chi-Square=99.16				P-Value=0.000		

The analysis of the data shows that the P-Value=0.000 is very less than the level of significance 0.05 so we conclude that there is some association between the respondents and responses. From the tabulation it is concluded that majority of the respondents suggest to show love and support to the victims and explain them that bullying is not their fault, and that what the bully is doing is wrong.

Table-4.81: The parents should listen carefully to the children's whole story.

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	120	119	3	0	28	270
Student (N=1500)	742	399	247	66	46	1500
Principal (N=30)	19	10	1	0	0	30
Chi-Square=111.80				P-Value=0.000		

The analysis of the data shows that P-Value=0.000 is very less than the level of significance 0.05 so we conclude that there is an association between the respondents and responses. Many of the respondents agree with the above statement that parents of the bullied should listen to their children very carefully and may seek out proper solution for their problem.

Table-4.82: The parents have to figure out the reason for being bullied their child, where and when the teasing took place, and why their children were teased.

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	112	109	0	8	41	270
Student (N=1500)	729	434	230	76	31	1500
Principal (N=30)	14	13	2	0	1	30
Chi-Square=157.00				P-Value=0.000		

The analysis of the data shows that the P-Value=0.000 is very less than the level of significance 0.05 so we conclude that there is an association between the respondents and responses. Majority of the respondents suggested that the parents have to figure out the reason for being bullied their child, where and when the teasing took place, and why their children were teased

Table-4.83: The victim should ask the reason for their being bullied.

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	92	89	30	7	52	270
Student (N=1500)	1055	18	325	95	7	1500
Principal (N=30)	10	6	5	2	7	30
Chi-Square=699.30				P-Value=0.000		

The analysis of the data shows that the P-Value=0.000 is very less than the level of significance 0.05 so we conclude that there is some association between the respondents and responses. From the analysis of the data it is clear that majority of the respondents put the responsibilities also on the shoulder of the bullied to ask the bully the reason for their being bullied

Table-4.84: Parents are needed to make their children to face bullying with confidence and to keep their voice high

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	110	120	0	10	30	270
Student (N=1500)	570	451	243	171	65	1500
Principal (N=30)	15	13	0	0	2	30
Chi-Square=101.90				P-Value=0.000		

The analysis of the data shows that the P-Value=0.000 is very less than the level of significance 0.05 so we conclude that there is an association between the respondents and responses. Here from the data tabulation it is obvious that most of the respondents suggest that parents are needed to make their children confident enough to face bullying situation with confidence and to keep their voice high

Table-4.85: The victim should agree with the teaser: “You’re dumb.”

Child: “Yeah, but I’m good at it.” or Teaser: “Hey, four eyes.” Child: “You’re right, my eyesight is poor.”

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	82	73	80	11	24	270
Student (N=1500)	456	358	271	307	108	1500
Principal (N=30)	11	5	4	0	10	30
Chi-Square=43.09				P-Value=0.000		

The analysis of the data shows that the P-Value=0.000 is very less than the level of significance 0.05 so we conclude that there is an association between the respondents and responses. From the analysis it is shown that majority of the respondents suggest that the bullied may agree with the behaviour of the aggressor and may respond very confidently about his own defect.

Table-4.86: Make Fun of the teasing, suppose the teaser says, “You’re stupid.” The child says a rehearsed comeback such as: “Really? Or “Thanks for telling me.”

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	70	65	88	16	31	270
Student (N=1500)	342	433	302	276	147	1500
Principal (N=30)	10	6	5	0	9	30
Chi-Square=60.19				P-Value=0.000		

The analysis of the data shows that P-Value=0.000 is very less than the level of significance 0.05 so we conclude that there is some association between the respondents and responses. Majority of the respondents suggested, to make Fun of the teasing, suppose the teaser says, “You’re stupid.” The child says a rehearsed comeback such as: “Really? Or “Thanks for telling me”.

Table-4.87: The victim should get control over him and may not lose his temper.

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	115	98	35	3	19	270
Student (N=1500)	471	568	266	128	67	1500
Principal (N=30)	12	14	2	0	2	30
Chi-Square=37.63				P-Value=0.000		

The analysis of the data shows that P-Value=0.000 is very less than the level of significance 0.05 so we conclude that there is an association between the respondents and responses. After analysis of the data it is concluded that large number of the respondents agree upon the fact that the victim should get control over him and may not lose his temper

Table-4.88: A bully should be told that the behavior is not acceptable

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	122	118	0	0	30	270
Student (N=1500)	622	477	236	111	54	1500
Principal (N=30)	14	13	1	0	2	30
Chi-Square=106.00				P-Value=0.000		

The analysis of the data shows that the P-Value=0.000 is very less than the level of significance 0.05 so we conclude that there is an association between the respondents and responses. The data of the table shows that many of the respondents suggest that the bullies may be made aware of his unsocial activities and may be told that such activities are being hated by the public

Table-4.89: Anti bullying attitude should be produced in the public through, lecture, speeches and seminars

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (<i>N=270</i>)	120	124	0	0	26	270
Student (<i>N=1500</i>)	598	482	250	106	64	1500
Principal (<i>N=30</i>)	14	13	0	1	2	30
Chi-Square=97.41				P-Value=0.000		

The analysis of the data shows that the P-Value=0.000 is very less than the level of significance 0.05 so we conclude that there is an association between the respondents and responses. From the analysis of the table we conclude that majority of the respondents suggest that anti bullying attitude should be produced in the public through, lecture, speeches and seminar

Table-4.90: Bullies may be guided that they should have respect for the feeling of others

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (<i>N=270</i>)	119	127	0	3	21	270
Student (<i>N=1500</i>)	663	500	190	118	29	1500
Principal (<i>N=30</i>)	13	15	0	1	1	30
Chi-Square=105.3				P-Value=0.000		

The analysis of the data shows that the P-Value=0.000 is very less than the level of significance 0.05 so we conclude that there is some association between the respondents and responses. It is also suggested by majority of the respondents that bullies may be made aware to have respect for the feelings of other

Table-4.91: People may also be made aware against bullying through T.V and Newspapers

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	125	110	0	0	35	270
Student (N=1500)	740	436	209	55	60	1500
Principal (N=30)	14	15	0	0	1	30
Chi-Square=101.4				P-Value=0.000		

The analysis of the data shows that the P-Value=0.000 is very less than the level of significance 0.05 so we conclude that there is some association between the respondents and responses. From the findings it is clear that many of the respondents agree with the statement to arose the masses against bullying by the use News paper and electronic media

Table-4.92: Strict disciplinary action may be taken against the bullies

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	60	78	40	41	51	270
Student (N=1500)	554	369	292	146	139	1500
Principal (N=30)	6	7	4	9	4	30
Chi-Square=57.37				P-Value=0.000		

The analysis of the data shows that the P-Value=0.000 is very less than the level of significance 0.05 so we conclude that there is an association between the respondents and responses. Here from the data tabulation it is obvious that most of the respondents suggest strict disciplinary action against the aggressor for teaching them a lesson and to keep them control in future.

Table-4.93: Heavy fine may be imposed on bullies

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	68	79	40	39	44	270
Student (N=1500)	580	387	271	108	154	1500
Principal (N=30)	5	4	5	7	9	30
Chi-Square=57.18				P-Value=0.000		

The analysis of the data shows that the P-Value=0.000 is very less than the level of significance 0.05 so we conclude that there is some association between the respondents and responses. From the analysis of the data we come to the conclusion that most of the respondents are in favour of the statement that bullied may be punished with fine

Table-4.94: Bullies may be given corporal punishment

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	50	62	35	51	72	270
Student (N=1500)	609	343	183	205	160	1500
Principal (N=30)	4	6	1	9	10	30
Chi-Square=98.66				P-Value=0.000		

The analysis of the data shows that the P-Value=0.000 is very less than the level of significance 0.05 so we conclude that there is the association between the respondents and responses. The table shows that all of the respondents are in favour of corporal punishment for the bullies

Table-4.95: There will be a routine staff meeting regarding bullying prevention

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (<i>N=270</i>)	130	128	0	0	12	270
Student (<i>N=1500</i>)	789	505	152	39	15	1500
Principal (<i>N=30</i>)	13	14	0	0	3	30
Chi-Square=81.49				P-Value=0.000		

The analysis of the data shows that the P-Value=0.000 is very less than the level of significance 0.05 so we conclude that there is some association between the respondents and responses. After analysis of the data it is concluded that large number of the respondents agree upon the fact that there will be a routine staff meeting regarding bullying prevention

Table-4.96: Vigilant eye should be kept on all the activities of the students.

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (<i>N=270</i>)	125	110	10	0	25	270
Student (<i>N=1500</i>)	640	624	152	69	15	1500
Principal (<i>N=30</i>)	14	14	0	0	2	30
Chi-Square=97.42				P-Value=0.000		

The analysis of the data shows that P-Value=0.000 is very less than the level of significance 0.05 so we conclude that there is some association between the respondents and responses .From the analysis of the tabulated data it is very obvious that majority of the respondents agree upon the fact that all the activities of the students should be monitored vigilantly.

Table-4.97: Bullies may be interviewed

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	98	115	10	18	29	270
Student (N=1500)	588	590	227	69	26	1500
Principal (N=30)	15	13	1	1	0	30
Chi-Square=90.85				P-Value=0.000		

The analysis of the data shows that the P-Value=0.000 is very less than the level of significance 0.05 so we conclude that there is some association between the respondents and responses. From the analysis of the table we conclude that majority of the respondents suggest that the bullies may be interview to ask about their such behaviour

Table-4.98: Help may be taken from good students to know about bullies.

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	112	116	0	0	42	270
Student (N=1500)	735	490	170	71	34	1500
Principal (N=30)	13	13	1	1	2	30
Chi-Square=149.20				P-Value=0.000		

The analysis of the data shows that the P-Value=0.000 is very less than the level of significance 0.05 so we conclude that there is an association between the respondents and responses. The tabulated data clarifies that almost all the respondents are in favour of the above statement by saying that help may be taken from good character students for minimizing such activities

Table-4.99: Teachers can play a pivotal role in minimizing the bullying

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (<i>N=270</i>)	107	127	6	0	30	270
Student (<i>N=1500</i>)	767	373	243	73	44	1500
Principal (<i>N=30</i>)	15	14	0	0	1	30
Chi-Square=136.90				P-Value=0.000		

The analysis of the data shows that P-Value =0.000 is very less than the level of significance 0.05 so we conclude that there is some association between the respondents and responses. From this table it is concluded that majority of the respondents are of the opinion to involve teachers for minimizing bullying behaviour.

Table-4.100: Good character students should be awarded with certificates and trophies

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (<i>N=270</i>)	130	140	0	0	0	270
Student (<i>N=1500</i>)	786	403	184	74	53	1500
Principal (<i>N=30</i>)	16	14	0	0	0	30
Chi-Square=111.60				P-Value=0.000		

The analysis of the data shows that the P-Value=0.000 is very less than the level of significance 0.05 so we conclude that there is an association between the respondents and responses. Here the data of the table show that many of the respondents suggest that good character students should be awarded with certificates and trophies to motivate others to behave like them

Table-4.101: Being bullied should be discussed with the teachers

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (<i>N=270</i>)	135	135	0	0	0	270
Student (<i>N=1500</i>)	832	411	174	46	37	1500
Principal (<i>N=30</i>)	13	17	0	0	0	30
Chi-Square=97.00				P-Value=0.000		

The analysis of the data shows that the P-Value=0.000 is very less than the level of significance 0.05 so we conclude that there is some association between the respondents and responses. After analysis of the data it is concluded that large number of the respondents agree upon the fact that being bullied should be discussed with the teachers

Table-4.102: Students should discuss their case of being victimized with their parents

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (<i>N=270</i>)	120	110	15	10	15	270
Student (<i>N=1500</i>)	618	537	196	91	58	1500
Principal (<i>N=30</i>)	14	10	2	0	4	30
Chi-Square=25.33				P-Value=0.001		

The analysis of the data shows that the P-Value=0.001 is very less than the level of significance 0.05 so we conclude that there is an association between the respondents and responses. Here according to the calculation of the table large number of the respondents wants the victims of bullying to discuss their problem, of being bullied, with their parents

Table-4.103: Teachers should be serious in classroom management

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	138	132	0	0	0	270
Student (N=1500)	572	552	288	64	24	1500
Principal (N=30)	15	15	0	0	0	30
Chi-Square=95.07				P-Value=0.000		

The analysis of the data shows that the P-Value=0.000 is very less than the level of significance 0.05, thus we conclude that there is an association between the respondents and responses. After analysis of the data it is concluded that large number of the respondents agree upon the fact that teachers should be very careful and serious in classroom management

Table-4.104 Bullies may fully co-operate with the school administration

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	137	133	0	0	0	270
Student (N=1500)	651	502	234	61	52	1500
Principal (N=30)	14	16	0	0	0	30
Chi-Square=90.46				P-Value=0.000		

The analysis of the data shows that the P-Value=0.000 is very less than the level of significance 0.05, therefore we conclude that there is some association between the respondents and responses. From the analysis of the tabulated data it is very obvious that majority of the respondents agree upon the fact that bullies may co-operate with the administration of the school for reducing bullying

Table-4.105: Other students should not participate in bullying rather they should inform the elders

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	126	140	4	0	0	270
Student (N=1500)	708	380	243	130	39	1500
Principal (N=30)	17	13	0	0	0	30
Chi-Square=131.00				P-Value=0.000		

The analysis of the data shows that P-Value =0.000 is very less than the level of significance 0.05 so we conclude that there is some association between the respondents and responses. Here huge number of the respondents suggest for other students not to participate in bullying and to inform the elders about the unsocial behavior of bullying

Table-4.106: There should be close contact among the parents, school, teachers, students and school administration

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	145	125	0	0	0	270
Student (N=1500)	756	366	136	68	174	1500
Principal (N=30)	18	12	0	0	0	30
Chi-Square=117.40				P-Value=0.000		

The analysis of the data shows that the P-Value=0.000 is very less than the level of significance 0.05 so we conclude that there is an association between the respondents and responses. The tabulated data clarifies that almost all the respondents are in favour of the above statement by saying that for reducing bullying close contact among the parents, school, teachers, students and school administration is very essential

Table-4.107: Different variety of co-curricular activities should be presented

<i>Respondents</i>	<i>Strongly Agreed</i>	<i>Agreed</i>	<i>Undecided</i>	<i>Strongly disagreed</i>	<i>Disagreed</i>	<i>Total</i>
Teacher (N=270)	128	126	16	0	0	270
Student (N=1500)	795	370	188	73	74	1500
Principal (N=30)	13	17	0	0	0	30
Chi-Square=90.84				P-Value=0.000		

The analysis of the data shows that P-Value=0.000 is very less than the level of significance 0.05 so we conclude that there is an association between the respondents and responses. From the analysis of the data in the table it is clear that many of the respondents agree with the statement and suggest that different variety of co-curricular activities should be launched in the school, according to the interest level of the students

CHAPTER FIVE

FINDINGS, CONCLUSION, DISCUSSION AND RECOMMENDATIONS

This chapter deals with the gist of the whole thesis. The researcher has derived findings after analyzing the data, has presented the conclusion, discussion on the results and has given suggestions and recommendations.

5.1 Findings

The following findings have been derived from the analysis of the data

- From the analysis it has been concluded that majority of the respondents consider bullying as a social problem. Furthermore, bullies are the individuals who have no control over themselves and they are of criminal nature.
- Physical bullying can only be a scratch or injury on the body.
- The analysis shows that huge number of the respondents is of the view that bullies are tall and maladjusted children of the society. The respondents are of the opinion that bullies want to control the bullied, that is why they are involved in such unsocial behavior.
- Great number of the respondents agrees that the identification of verbal bullying is very difficult as bully can deny his/her actions. The respondents also agree that as nobody can catch verbal bullying easily, that is why it is the easiest way of bullying. When a person does not face any difficulty in performing an activity, he/she goes for it very confidently. Great number of the respondents is of the view that verbal bullying occurs most of the time when adults are not there.

- From the analysis, it is obvious that majority of the respondents experienced verbal bullying in both the sexes, boys and girls.
- Majority of the respondents said that students are bullied on religious grounds.
- In social bullying, the bullied are teased by sending threatening letters, making malicious telephone calls, emails and spreading false rumors against the victim.
- According to the analysis, majority of the respondents considers social bullying more hurting than verbal and physical bullying. We also found that in social bullying the victim is banned to meet his friends and is pushed into isolation.
- Most of the respondents are of the view that teachers are also bullying their students. Moreover, it was also found that both, teachers and students, are bullying each other to a considerable extent.
- Majority of the respondents are of the opinion that students are bullied in school canteens, where the bullied have no danger from the elders' interference. However, majority of the respondents also view that most of the bullying activities take place in washrooms and laboratories.
- The analysis shows that bullying takes place in group during tour. It is also observed that students are, most of the times, bullied while going to and from school.
- Most of the respondents say that those students are bullied and are made victims of sarcastic remarks who are active participants in co-curricular activities, as they are considered blue eyed students.

- Majority of the respondents say that victim of bullying takes weapons to school.
- The analysis shows that majority of the respondents claim that victims of physical bullying do not want mixing up with others. They try to keep bullies away from the company of others. The victims do not want to have any type of contact with others. They remain happy to keep themselves away from others; even during break time such students try to avoid company of others.
- Majority of the respondents agreed with the statement that victims of bullying come home with various problems, such as physical injuries or damaged clothes and book.
- Analysis of the tabulated data shows that physically bullied persons do not remain in good mood before and after school timings.
- According to the opinion of many respondents, victims of physical bullying sometimes get severe injuries.
- A large number of the respondents declared that bullying is greatly responsible for absentees, academic downfall, failure in examination and the consequent drop out of the students, as they are not feeling well in schools.
- Majority of the respondents are of the opinion that bullying is the source of continuous tension not only for the students but also for the teachers.
- Most of the respondents are of the view that this unsocial behavior leads to family conflicts and animosity.

- Results of analysis show that most of the respondents are of the opinion that bullied students become victims of social isolation. They do not want mixing up with others and it is very difficult for the bullied to make friends.
- The analysis also shows that bullied students have lack of confidence to face the bullies, so they lose courage to handle any difficult situation properly.
- Great number of the respondents stated that bullied children are hurt emotionally. As a result they suffer from emotional imbalance.
- Majority of the respondents think that bullied do not remain passive, sometimes their reaction is very severe when they are tortured again and again. The victims commit suicide when there is no way out.
- Majority of the respondents agree with the statement that drastic changes occur in the eating habits and appetite of such children.
- From the table it is clear that most of the respondents are of the view that victim of bullying fall prey to insomnia.
- According to the opinion of many participants, victims of bullying avoid participation in family functions.
- Bullying is largely responsible for the unpleasant mood a child and suddenly the child becomes upset and does not feel well. Such children get angry even on trifles.
- Those girls who remain victims of bullying often change their groups.
- Most of the respondents agree with the fact that bullies should be educated and guided not to carry on with such unsocial activities.

- More than 80% of the respondents want to discourage bystanders.
- We should show love and support to the victims and explain them that bullying is not their fault, and that what the bully is doing is wrong.
- Many of the respondents agree that parents of the bullied should listen to their children carefully and may seek proper solution for their problem.
- Parents need to figure out the reasons for their children being bullied, where and when the teasing took place, and why their children are teased.
- The analysis shows that majority of the respondents also put the responsibilities on the shoulders of the bullied to ask the bully the reason for their being bullied. Sometimes, the bullied should agree with the behavior of the bully and may respond confidently about his own defect. Moreover, the respondents also suggest the bullied to make fun of the teasing. Suppose, when a teaser says, “You’re stupid.” The child should respond with a rehearsed comeback such as: “Really? Or “Thanks for telling me.”
- Parents are needed to make their children confident enough to face bullying situation with confidence and to keep their voice high.
- After analysis of the data it is concluded that large number of the respondents agree that the victim should get control over himself and should not lose temper.
- Bullies should be made aware of all their unsocial activities and should be told that such activities are hated by the public. It is also suggested

by the participants that bullies should be made aware to have respect for others' feelings.

- Majority of the respondents suggest that anti bullying attitude should be produced in the public through, lecture, speeches, seminars, print and electronic media.
- The respondents suggest that strict disciplinary action, in the form of fine and corporal punishment, should be taken against bullies.
- Large number of the respondents agrees that there should be routine staff meetings regarding bullying prevention.
- It is obvious from the data that all the activities of the students should be monitored.
- The analysis shows that majority of the respondents suggest that bullies should be interviewed and asked about their unsocial behavior.
- The tabulated data clarifies that almost all the respondents are in favor of the statement that help may be taken from good character students and teachers should also be involved in minimizing such activities. Furthermore, good character students should be awarded with certificates and trophies to motivate others to behave like them.
- After analysis of the data, it is found that large number of the respondents agrees that being bullied should be discussed with teachers and parents.
- After analysis of the data, it is found that large number of the respondents agrees that teachers should be very careful and serious in classroom management.

- Majority of the respondents agrees that bully should co-operate with administration of the school to reduce bullying.
- Many of the respondents suggest that different co-curricular activities should be launched in schools, according to the interest level of students.
- The researcher was told by the participants, while visiting the sampled schools, that if a bully cannot get rid of his bullying behavior how can he cope with the larger problems of life.

5.2 Conclusion

Bullying is a social problem in the Secondary Schools of Khyber Pakhtunkhwa. Physical bullying is dangerous, as it causes scratches and injuries. The victim of physical bullying always come home with bruises, damaged books, torn clothes. Physically bullied person does not remain in good mood before and after the school timings. Usually, weaker students are tortured by maladjusted bullies.

It is very difficult to identify verbal bullying. Verbal bullying is the most common type of bullying, experienced by both boys and girls. It occurs, most of the time, in the absence of adults. Verbal bullying is the easiest way of bullying because the bullies cannot be caught easily. Verbal bullying is usually taken place on religious grounds.

In social bullying, the victim is socially boycotted, so the bullied remains the victim of social isolation. He is tortured by malicious emails, threatening letters, telephone calls and by spreading false rumors against him. Social bullying is the most dangerous than all the above mentioned types of bullying

Mostly, those children are bullied who are involved in various co-curricular activities. Bullies want to have control over others with the help of bullying. Bullying behavior has been observed during tour, in laboratories, school canteens and washrooms. It is one of the main causes of students' poor attendance, frequent drop out, academic downfall, lack of interest in studies and failure in examination. The victim usually comes home with damage and does not feel well, so it causes family conflict and enmity. Sometimes, the victim takes weapons to school with him. It creates tension not only for the bullied but also for the teachers and administration. The victim lacks confidence to cope with any difficult situation. The bullied feels no appetite and there is a clear change in his eating habits. He falls prey to insomnia and emotional imbalance. The victim becomes gloomy, starts quarrelling on petty issues and does not show any interest in family functions. Sometimes, his reaction is very severe and commits suicide. While bullying girls frequently change their groups.

Bullying may be controlled through continuous social education which inculcates awareness and respect for others and discourages bystanders. Parents and teachers should pay special attention towards the bullied by showing love and sympathy. Bullied may not pay attention to what the bullies say and may make fun of the bullying. There should be anti-bullying programs in schools and public should be made aware through seminars, lectures, speeches, electronic and print media. There should be no compromise on discipline and bullying behavior will be dealt with an iron hand. Information will be taken from the informers of the school. For motivation, good character students should be encouraged with certificates and shields. There should be

close contact among administration, teachers, parents and students. Parents should fully co-operate with the administration. To keep students occupied, there should be arrangement of interesting co-curricular activities in school.

5.3 Discussion

According to the report of the WHO (2010) Canada is on 26th and US is on 24th position, in bullying, among thirty five (35) developed countries. The result of the analysis also shows that majority of the respondents consider bullying as a great social problem; the results of the study are in consistency with the report.

Bullying is affecting the bullied in the form of depression, insecurity, fear, hopelessness, tension, rude behavior, self-destruction, and lack of confidence and self-esteem (NMSA, 2006; Nansel et al., 2001 & Olweus, 1993). The bullied adopt unsocial activities such as they start drinking alcohol, smoking, gambling, stealing and telling lies. Similar results have been derived from the finding of the researcher. The researcher also came to the conclusion that as a result of bullying the affected child starts various unsocial activities.

Majority of the principals, teachers and students are not of the view that physically weak children are coming under the heavy wheels of bullying. This conclusion has been derived by Olweus (1993). He narrated that the victims of bullying are weak socially and physically, than their class fellows. The researcher also reached to the same conclusion.

Generally, verbal bullying is not identified by many people and many have no solution even if they know that they are being bullied. (Grady, 2003)

The results of the study *Free Yourself from an Abusive Relationship* conducted by Nansel et al. (2001) also supports the research findings of the researcher that verbal abuse is like a thief in the darkness that devastates, intimidates and plunders the victim. It results in the destruction of emotion and physical ailment. Its consequences are very severe, as it destroys shape of the victim and leaves lasting effects. Verbal bullying is slow poison; it destroys love and trust.

In social bullying, students are the victims of social isolation when no one is allowing them in their group. They also tell others not to keep any relation with them. The same result was supported by the report of Batool (2010) about Taskeen (a student) who was continuously bullied by two girls. She was abused and was teased by irritating calls. Moreover, she was pushed into isolation from social peer group by spreading malicious false rumors against her. As a result, she said goodbye to her school

According to the *Global Report on School Violence* (2010) playgrounds and classrooms are the favorite places for bullying, where bullying takes place every seven (07) minutes and twenty five (25) minutes respectively. The present study is in consistency with the Global Report on bullying. Majority of the respondents views that school classrooms are the favorite places for bullying because teachers are not there.

According to Olweus (1993) emotional and loose tempered victims start violent and aggressive behavior. The researcher also concludes that more aggression from the bullied is resulting in more bullying from the bullies. Over aggressiveness start self-destruction; start the use of narcotics, smoking and drinking.

In the present study, huge number of the respondents agrees that gifted students are not vulnerable to bullying. The conclusion is not supported by the study of 432 gifted students, in the eleven (11) states of USA, on bullying where majority of the talented students were victimized.

It is concluded from the findings that bullying produces fear. The bullied do not want mixing up with others (NMSA, 2001). The bullied avoid gathering. They remain happy in keeping themselves away from others; even during break time such students try to avoid contact of others.

Majority of the respondents are against the view that bullied are changing their routes from and to school, in order to avoid the bullies and unfavorable bullying situation. A contradictory result was put forward by Wessler (2003) by saying that the bullied use different routes to and from school to save their face from victimization.

Majority of the respondents declared that bullying is not responsible for disturbing the congenial atmosphere of the school. *The Global Report on School Violence* (2010), does not match the result. The report says that peaceful and beautiful environment of the playground of the school presents an ugly look where children are standing pole apart.

The said report also says that the attendance is suffered to great extent. The same response was obtained by the researcher when huge number of the respondents explained that by dent of bullying the absentee ratio increases day by day.

The same report was also given by American Psychologists Association (2011), that bullying affects the academic performance to a large extent. High degree of bullying, in High Schools in Virginia, resulted in poor

academic performance of the students. In this context, bullying is not an individual problem rather it is the problem of the whole school (Cornell, 2010). The findings of the research show that bullying is not only the cause of tension for the students but also for the teachers and the victims of bullying are on academic downfall. Finding of the researcher matches to a great extent with the Global Report (2010) and the studies of Glew, Rivara, Katon, Ming and Kernic (2005). Bullying affects the teaching learning process, causes many behavioral and emotional problems and affects the academic performance of the students. Olweus (1993) is of the view that bullied students themselves unsuccessful. Another study was conducted in 2007 on bullying, for the peaceful environment of the High School in Virginia. As a result, 3 to 6 percent students showed lower academic performance in those schools where the students were facing severe bullying. The finding of the present research has been supported by the study.

Cornell (2011) conducted a study on the 9th grade students and found that drop-out rate is very high at this stage. The finding of the present research is supported as the result shows that the children say goodbye to their schools for good because of bullying. A student, at this stage of his/her life, has very tender feelings. Even a slight incident or a little disturbance can darken his/her whole world.

Both the *Global Report on School Violence* (2010) and the researcher's finding matches, as both are of the view that bullying is the reason for psychological sickness and sometimes, the victims take weapons to school as they are made sick psychologically. Similarly, the finding of the researcher and Osterman (2010) of the Anti-Bullying Centre at Trinity College in Dublin

matches to a great extent. Both agree that bullied become the victim of fear; frustration and depression; fall prey to solitude; mental stress, worries, low self-esteem; and vulnerable to illness and sometimes suicide.

The National Conference of State Legislatures: the US Secret Service released a report in 2002. It says that most of the time bullies are complaining about stomach problems. The current research also says that eating habits of the students are disturbed very frequently and they complain of their digestion after being bullied.

Many death cases in US and Canada have been reported by the *Global Report on School Violence* (2010). The impacts of bullying on the victims are very serious. School discipline and bullying have very close relation and it has got attention since the 1999 Columbian massacre. There were two gifted students who were bullied for so many years. Both of them killed 13 people, injured 24 and in the end committed suicide. Moreover, more than two third of the attacks in schools are due to bullying. Findings of the current study indicate that due to severe bullying children can also commit suicide.

The results of the present study and the researcher's own observations match together. The researcher himself comes across such stories frequently in national and international newspapers.

Many cases of suicide, as a result of bullying, are reported every year. It has been reported that due to bullying 15 to 25 students commit suicide in the United Kingdom every year.

Express Tribune's correspondent reports in 2012 that 9th grade student, Mobeen, in Pakistan International Public School and College Abbottabad, commits suicide after being repeatedly teased by his hostel mates.

Amna Khan, a news reporter from Washington, presented a report on bullying in 2012. She said that a boy of 18 years committed suicide on account of bullying. Another student Natasha Habib in Haripur committed suicide when she was bullied by some boys (Van, 2013)

Findings of the research study show that bullied do not tell the truth of their bullying to their parents and as a result they face more bullying. *Call it Safe* (2003), also agrees with the opinion and says that majority of the bullied keep secret of their being bullied and do not report it to their parents.

The idea of strict disciplinary action against bullies is supported by California Education Code Section 48900(r) the code says that students will be suspended or expelled from the school who are found guilty of bullying.

The researcher and Olweus (1993) agree 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.

The researcher is further supported by Olweus (1993) that proper rules for coping with bullying must be adopted inside classrooms. There should be regular meetings with parents of bullied and bullies to discuss bullying and to find out some solution. The researcher is of the same view that parents of the bullied should listen to their children very carefully and may seek out proper solution for their problem.

For the identification of the bully and bullied, students should be individually met regularly. Bullying should be reported properly through the trusted informers and should be promptly treated. The finding of the current research is matching the studies of Pepler and Craig (2008). The classmates should be involved in group activities. 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.

The researcher's findings for minimizing bullying on involving elders and spreading awareness in public through seminars print and electronic media is supported by many researchers. They have suggested some of the valuable anti-bullying strategies. They provide several strategies which address ways to help in reducing bullying. Bullying can be minimized by the positive interference of the adults, especially teachers. Bullying behavior can be changed into socially accepted behavior by distributing purposeful literature and co-operative learning (Whitted & Dupper, 2005; Morrison, 2002 and Olweus, 1993). Anti bullying laws may be enforced. It should be declared that bullying should be discouraged. Anti-bullying day should be observed in schools to throw light on the bullying problems. A vigilant eye should be kept on the spots where maximum bullying takes place. There should be stress on other's respect, safety and care for the feeling of others. Every child and youth has the right to be respected and safe and Bullying is the violation of this basic human right (Pepler and Craig, 2008; Kandersteg Declaration, Switzerland, 2007). The researcher's findings also show that there should be respect for the feeling of parents, student and staff of the school. Close contact and cooperation among parents, teachers, students and school administration

should be maintained. The findings of the present study were further supported by Cooper & Snell (2003) that useful co-curricular and anti-bullying guidance should be adopted in the school. Teachers, administrators, volunteers and other staff members can play a vital role in changing culture of schools. Olweus, (1993) anti-bullying strategies are a great support to the finding of the present research study. According to him helpful students should be applauded without any bias. Meeting should be conducting to deal with the bullying cases. Both the bullies and bullied should be interrogated seriously.

The result derived from the data in tables 4.4, 4.6, 4.7.4, 4.10---4.13, 4.17---4.19, 4.27, 4.28, 4.32, 4.34---4.41, 4.44, 4.45, 4.47, 4.49---4.51 and 4.55 have shown no association. The P-Value is greater than the level of significance, therefore, they are insignificant.

The study also identified areas for the future research. As the researcher has studied only the students of 9th and 10th grade of Secondary Schools in Khyber Pakhtunkhwa, the result might have been different if the students of Middle and Primary Schools have been studied. The nature of bullying might be different if the researcher would have considered comparison between urban, rural schools. Another possible study can be carried out regarding comparison of bullying in public and private schools or comparative study of bullying among boys and girls. It is also possible that result of the study might be different if the nature of bullying was studied in different provinces. Moreover, a study is also possible if the nature of this unsocial behavior is studied in the neighboring countries.

5.4 Recommendations

The following recommendations are given in the light of the researcher's findings and conclusion:

1. The result of the study indicates that bullying is a social problem in classroom setting, so the bully and bystanders may be educated that their act of bullying is disliked by everybody and will remain a flaw in their personality. Bullying may be controlled through continuous social education which inculcates awareness and respect for the feelings of others.
2. Form the findings it has been concluded that most of the times the blue eyed of the teachers and those who are active participant in co-curricular activities are bullied. In such a situation the bullied should make fun of the teasing. If someone teases you laugh at him and do not show him that you are hurt. The victim should agree with the teaser, in some cases, by saying that he is right.
3. It has been observed that bullying behavior has been observed during tour, in laboratories, in libraries, school canteens and in washroom, therefore, help may be taken from informers who may report the teachers and other concerned about such activities well in time. All the activities of the students should be monitored and classroom management should be observed seriously.
4. The study results revealed that students come home with damaged books, torn clothes and off mood. The bullied feel no appetite and there is a clear change in their eating habits. They fall prey to insomnia

and emotional disturbance. The victims become gloomy, start quarrelling on petty issues and do not show any interest in family functions. Sometimes, their reactions are very severe and commit suicide. In the light of such symptoms, the parents should find out why, when and how such things were happened to their children. They should listen to their children carefully, show love, sympathy and encourage their children to face such situations with full confidence.

5. From the findings, it is concluded that majority of the respondents suggested for anti-bullying programs in the schools and public awareness through seminars, lectures, speeches, electronic and print media. So the school and media should play its vital role in minimizing bullying.
6. There should be no compromise on discipline; bullying behavior will be dealt with an iron hand; and good character students will be awarded.
7. There should be close contact and co-operation among administration, teachers and parents. Therefore, home and school should be in close contact in paving the way to eradicate bullying.
8. Majority of the respondents are of the view that both the victim and the bully may be interrogated. Thus, it is suggested to interview both of them and to reach to the root cause of the problem.
9. It is concluded from the findings that the administration may arrange useful co-curricular activities, according to the mental and physical level of the students to channelize the energies of the students properly.

Therefore, schools should plan useful activities to avoid bullying and keep the students busy in constructive activities.

10. It is observed from the result that majority of the respondents suggested that bullied may ask bully the reason of their being bullied. So the bullied should not spare the bullies and interrogate them for the reasons of their victimization.

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APPENDICES

Appendix- 1: Letter to the Chairman

The Chairman

Board of Intermediate and Secondary Education,

University

Subject: **PROVISION OF THE STRENGTH OF THE ENROLLED
STUDENTS IN CLASS IX & X FOR THE SESSION 2011-**

12

Sir,

It is submitted that I am a Ph.D. scholar, at I.E.R, University of Peshawar, under the supervision of **Dr. Hafiz Muhammad Inamullah**. I am conducting research in the field of Education under the title *Bullying as a Social Problem in the secondary schools of Khyber Pakhtunkhwa*.

Sir, I have to collect data for the stated purposes from the students of class IX & X of, **Khyber Pakhtunkhwa** for which I need the exact data of the enrolled students in class IX & X in the running session.

It is requested that I may kindly be provided with the data of enrolled students for the session 2011-12.

Thanks

Jehangir Shah
Ph.D. Scholar,
I.E.R
University of Peshawar

Appendix-2: Letter to the Director

From

The director,
Institute Of Education and Research,
University of Peshawar.

To

The Principal,
Government High School-----

Subject: PERMISSION FOR SURVEY.

Dear Sir,

Mr Jehangir Shah, *Ph.D*, research scholar in the Institute of Education and Research, is conducting research on *Bullying is a Social Problem in Secondary Schools of Khyber Pakhtunkhwa*, under the supervision of **Dr. Hafiz Muhammad Inamullah**. He has to collect data related to the given topic for which your kind cooperation will be highly appreciated. This questionnaire will be used only for the purpose of research. All the information will be kept confidential.

Thanks

Director,
Institute Of Education and Research,

Appendix-3: List of Acronyms

WHO	(World Health Organization)
DHA	(Department of Health and Ageing)
NCSL	(National Conference of State Legislation)
NMSA	(National Middle School Association)
USA	(United States of America)
UK	(United Kingdom)

Appendix- 4: Questionnaire for Principals

Bullying as A Social Problem at Secondary Schools in Khyber Pukhtunkhwa

I **Jehangir shah**, Ph.D., research scholar in the Institute of Education and Research, am conducting research on “Bullying as A Social Problem in Secondary Schools of Khyber Pakhtunkhwa under the supervision of **Dr. Hafiz Muhammad Inamullah**. I have to collect data on the given topic for which your kind cooperation will be highly appreciated. This questionnaire will be used only for the purpose of research. All the information will be kept confidential.

REMEMBER

Bullying means when one person (the bully), or a group of persons, targets another person (the bullied) with repeated direct or indirect negative actions over a period of time which are harmful to the target either emotionally or physically. A negative action occurs when a person knowingly inflicts, or attempts to inflict, physical or emotional injury or discomfort upon another person.

Physical bullying: in which the Bully made physical injuries and hurt the Bullies physical

Verbal bullying: to get power over others by the use of language.

Social bullying: Social bullying isolates, humiliates, rejects the victim socially, and excluded him/her from the group by the peer.

Abbreviations; A: agreed, S.A: strongly agreed, U.D: undecided, D.A: disagree, S.D: strongly disagree

Please tick (✓) the appropriate box in front of each question

The Statements of bullying may be answered under the following headings.

- 1) Types of bullying
 - A) General Statements,
 - B) Physical bullying,
 - C) Verbal bullying
 - D) Social bullying
- 2) Areas of bullying,
- 3) Causes of bullying,
- 4) Effects of bullying on the school, students and teachers,
- 5) Action plan for the remedy of bullying

(Demographic Information)

Name: (optional) _____

Class _____

Designation _____

Gender (M/F): _____

School: _____

Email Address (Optional) _____

Thanks

Jehangir shah

QUESTIONNAIRE FOR PRINCIPALS

S #	Questions	A	SA	UD	DA	SD
1	Bullying is a social problem in classroom settings					
2	Bullies are those who have no self control					
3	Bullies are of criminal nature					
PHYSICAL BULLYING						
4	physical bullying is more dangerous than verbal bullying					
5	Physical bullying can only be a scratch or injury on the body					
6	In physical bullying the victims are tortured physically					
7	The Victims of physical bullying are usually physically weaker than the bullies					
8	The bullies want to bully due to their maladjustment in a new environment.					
9	Physical bullying takes place to get control over others					
10	Physically tall boys bullies the one who are short physically					
11	Physically short boys bullies tall boys					
VERBAL BULLYING						
12	Verbal bullying is to tease someone by the use of your tongue					

13	Verbal bullying includes name calling, insults and teasing verbally					
14	It is very difficult to identify verbal bullying					
15	Verbal bullying is the most common type of bullying experienced by both boys and girls					
16	It occurs most of the time in the absence of adults.					
17	Physically disabled students are more prone to verbal bullying.					
18	In verbal bullying the victim is teased by his/her caste					
19	Verbal bullying is more dangerous than physical and social bullying					
20	Verbal bullying is the easiest way of bullying because the bullies cannot be caught easily.					
21	Verbal bullying is usually taken place on religious grounds					
SOCIAL BULLYING						
22	In social bullying a bullied is being expelled from the group activities When we exclude someone from the company we make them feel unlikable and very alone					
23	In social bullying the bullies sends Threatening notes, letters, emails, telephone calls etc					
24	Social bullying is the most dangerous than all the above mentioned types of bullying					
25	Teachers bully their students					
26	Students bully their teachers					
27	In social bullying the bullies are Spreading false rumors against the victim					
28	In social bullying the bullied are banned to meet their friends					

AREAS OF BULLYING					
29	Students are being bullied in the school canteen				
30	School washroom is the favourable place for bullying				
31	Most of the bullying cases are taken place in school Laboratory				
32	Libraries are mostly used for bullying				
33	Bullies are bullying in the form of group during tour				
34	Students are being bullied while going to school and coming back home				
35	In classroom students are being bullied				
36	In the absence of teachers bullying is taken place everywhere				
CAUSES OF BULLYING					
37	Poverty is the main cause for bullying				
38	Slow learners are the victim of bullying				
39	Jealousy is the main cause of bullying				
40	Usually bright students are the victims of bully				
41	Handsome/ pretty students are bullied				
42	Lose tempered students are being bullied				
43	Those children are bullied who are involved in various co- curricular activities				
44	Physical disability is root cause of bullying				
45	Religion is the base for bullying				
46	Bullies want to have control over others with the help of bullying				

EFFECT OF BULLYING					
47	The victim tries to runaway from school or home				
48	Sometimes the victim takes weapons to school with him				
49	Physical bullied avoids the company of others				
50	The victims do not ride on the bus				
51	Bullied are changing their routs frequently to and from school				
52	The victim of physical bullying always come home with bruises, damage books, clothes and lost his belongings				
53	Physically bullied person does not remain in good mood before and after the school				
54	The victim of physical bullying sometimes gets severe injuries				
55	The peaceful environment of the school is destroyed by bullying				
56	Students' drop out is mostly due to bullying				
57	Students remain absent from the school due to bullying				
58	Student academic downfall starts				
59	Bullying results failure in examination				
60	Students remain in continuous tension and stress due to bullying				
61	Students fall prey to inferiority complexity due to bullying				
62	Bullying produces family conflicts and enmity				
63	It is the cause for continuous tension for the teacher concern				
64	A student, thoroughly bullied, may adopt				

	social isolation					
65	People who are bullied appear to have more difficulty in making friends.					
66	There is the lack of confidence in such children					
67	Such children remain unbalance emotionally					
68	The reaction of the bullied is very severe					
69	In some severe cases bullied are committing suicide					
70	There is a clear change in the eating habit and appetite of such children					
71	Such children are the victim of insomnia					
72	Such children show less interest in the school					
73	The victim of bullying avoid to participate in the family functions					
74	The pleasant mood of the child suddenly changes to unpleasant mood					
75	Such children get angry even on small things					
76	Girls are frequently changes their groups					
WORKABLE PLAN FOR REDUCTION OF BULLYING						
77	Effective anti-bullying programs must be launched in school					
78	Bullies should be educated and guided not to carry on with such activities.					
79	Discourage the bystander					
80	Show love and support to the victims and explain that bullying is not their fault, and that what the bully is doing is wrong.					
81	The parents should listen carefully to the children's whole story.					
82	The parents have to figure out the reason for					

	being bullied their child, where and when the teasing took place, and why their children were teased.					
83	The victim should ask the reason for their being bullied					
84	Parents are needed to make their children to face bullying with confidence and to keep their voice high					
85	The victim should agree with the teaser: "You're dumb." Child: "Yeah, but I'm good at it." or Teaser: "Hey, four eyes." Child: "You're right, my eyesight is poor."					
86	Make Fun of the teasing, Suppose the teaser says, "You're stupid." The child says a rehearsed comeback such as: "Really? Or "Thanks for telling me."					
87	The victim should get control over them and may not lose their temper.					
88	A bully should be told that the behavior is not acceptable					
89	Anti bullying attitude should be produced in the public through, lecture, speeches and seminars					
90	Bullies may be guided that they should have respect for the feeling of others					
91	People may also be made aware against bullying through T.V and Newspapers					
92	Strict disciplinary action may be taken against the bullies					
93	Heavy fine may be imposed on bullies					
94	Bullies may be given corporal punishment					
95	There will be a routine staff meeting regarding bullying prevention					
96	Vigilant eye should be kept on all the activities of the students.					

97	Bullies may be interviewed					
98	Help may be taken from good students to know about bullies.					
99	Teachers can play a pivotal role in minimizing the bullying					
100	Good character students should be awarded with certificates and trophies					
101	Being Bullied should be discussed with the teachers					
102	Students should discuss their case of being victimized with their parents					
103	Teachers should be serious in classroom management					
104	Bullies may fully cooperate with the school administration					
105	Other students should not participate in bullying rather they should inform the elders					
106	There should be close contact among the parents, school, teachers, students and school administration.					
107	Different variety of co curricular activities should be presented according to the interest level of the students					

Appendix- 5: Questionnaires for Teachers

Bullying as A Social Problem at Secondary Schools in Khyber Pakhtunkhwa

I **Jehangir shah**, *Ph.D*, research scholar in the Institute of Education and Research, am conducting research on “Bullying is A Social Problem in Secondary Schools of Khyber Pukhtunkhwa_under the supervision of Dr. Hafiz Muhammad Inamullah. I have to collect data on the given topic for which your kind cooperation will be highly appreciated. This questionnaire will be used only for the purpose of research. All the information will be kept confidential.

REMEMBER

Bullying means when one person (the bully), or a group of persons, targets another person (the bullied) with repeated direct or indirect negative actions over a period of time which are harmful to the target either emotionally or physically. A negative action occurs when a person knowingly inflicts, or attempts to inflict, physical or emotional injury or discomfort upon another person.

Physical bullying: in which the Bully made physical injuries and hurt the Bullies physical

Verbal bullying: to get power over others by the use of language.

Social bullying: Social bullying isolates, humiliates, rejects the victim socially, and excluded him/her from the group by the peer.

Abbreviations; A: agreed, S.A: strongly agreed, U.D: undecided, D.A: disagree, S.D: strongly disagree

Please tick (✓) the appropriate box in front of each question

The Statements of bullying may be answered under the following headings.

- 1) Types of bullying
 - A) General Statements,
 - B) Physical bullying,
 - C) Verbal bullying
 - D) Social bullying
- 2) Areas of bullying,
- 3) Causes of bullying,
- 4) Effects of bullying on the school, students and teachers,
- 5) Action plan for the remedy of bullying

(Demographic Information)

Name: (optional) _____

Class _____

Designation _____

Gender (M/F): _____

School: _____

Email Address (Optional) _____

Thanks

Jehangir shah

QUESTIONNAIRE FOR TEACHERS

S #	QUESTIONS	A	SA	UD	DA	SD
1	Bullying is a social problem in classroom settings					
2	Bullies are those who have no self control					
3	Bullies are of criminal nature					
PHYSICAL BULLYING						
4	physical bullying is more dangerous than verbal bullying					
5	Physical bullying can only be a scratch or injury on the body					
6	In physical bullying the victims are tortured physically					
7	The Victims of physical bullying are usually physically weaker than the bullies					
8	The bullies want to bully due to their maladjustment in a new environment.					
9	Physical bullying takes place to get control over others					
10	Physically tall boys bullies the one who are short physically					
11	Physically short boys bullies tall boys					
VERBAL BULLYING						

12	Verbal bullying is to tease someone by the use of your tongue					
13	Verbal bullying includes name calling, insults and teasing verbally					
14	It is very difficult to identify verbal bullying					
15	Verbal bullying is the most common type of bullying experienced by both boys and girls					
16	It occurs most of the time in the absence of adults.					
17	Physically disabled students are more prone to verbal bullying.					
18	In Verbal bullying the victim is teased by his/her caste					
19	Verbal bullying is more dangerous than physical and social bullying					
20	Verbal bullying is the easiest way of bullying because the bullies cannot be caught easily.					
21	Verbal bullying is usually taken place on religious grounds					
SOCIAL BULLYING						
22	In social bullying a bullied is being expelled from the group activities When we exclude someone from the company we make them feel unlikable and very alone					
23	In social bullying the bullies sends Threatening notes, letters, emails, telephone calls etc					
24	Social bullying is the most dangerous than all the above mentioned types of bullying					
25	Teachers bully their students					
26	Students bully their teachers					
27	In social bullying the bullies are Spreading false rumors against the victim					
28	In social bullying the bullied are banned to					

	meet their friends					
AREAS OF BULLYING						
29	Students are being bullied in the school canteen					
30	School washroom is the favorable place for bullying					
31	Most of the bullying cases are taken place in school Laboratory					
32	Libraries are mostly used for bullying					
33	Bullies are bullying in the form of group during tour					
34	Students are being bullied while going to school and coming back home					
35	In classroom students are being bullied					
36	In the absence of teachers bullying is taken place everywhere					
CAUSES OF BULLYING						
37	Poverty is the main cause for bullying					
38	Slow learners are the victim of bullying					
39	Jealousy is the main cause of bullying					
40	Usually bright students are the victims of bully					
41	Handsome/ pretty students are bullied					
42	Lose tempered students are being bullied					
43	Those children are bullied who are involved in various co- curricular activities					
44	Physical disability is root cause of bullying					
45	Religion is the base for bullying					
46	Bullies want to have control over others with the help of bullying					

EFFECT OF BULLYING					
47	The victim tries to run away from school or home				
48	Sometimes the victim takes weapons to school with him				
49	Physical bullied avoids the company of others				
50	The victims do not ride on the bus				
51	Bullied are changing their routs frequently to and from school				
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59	Bullying results failure in examination				
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61	Students fall prey to inferiority complexity due to bullying				
62	Bullying produces family conflicts and enmity				
63	It is the cause for continuous tension for the teacher concern				
64	A student, thoroughly bullied, may adopt				

	social isolation					
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66	There is the lack of confidence in such children					
67	Such children remain unbalance emotionally					
68	The reaction of the bullied is very severe					
69	In some severe cases bullied are committing suicide					
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71	Such children are the victim of insomnia					
72	Such children show less interest in the school					
73	The victim of bullying avoid to participate in the family functions					
74	The pleasant mood of the child suddenly changes to unpleasant mood					
75	Such children get angry even on small things					
76	Girls are frequently changes their groups					
WORKABLE PLAN FOR REDUCTION OF BULLYING						
77	Effective anti-bullying programs must be launched in school					
78	Bullies should be educated and guided not to carry on with such activities.					
79	Discourage the bystander					
80	Show love and support to the victims and explain that bullying is not their fault, and that what the bully is doing is wrong.					
81	The parents should listen carefully to the children's whole story.					
82	The parents have to figure out the reason for					

	being bullied their child, where and when the teasing took place, and why their children were teased.					
83	The victim should ask the reason for their being bullied					
84	Parents are needed to make their children to face bullying with confidence and to keep their voice high					
85	The victim should agree with the teaser: "You're dumb." Child: "Yeah, but I'm good at it." or Teaser: "Hey, four eyes." Child: "You're right, my eyesight is poor."					
86	Make Fun of the teasing, Suppose the teaser says, "You're stupid." The child says a rehearsed comeback such as: "Really? Or "Thanks for telling me."					
87	The victim should get control over them and may not lose their temper.					
88	A bully should be told that the behavior is not acceptable					
89	Anti bullying attitude should be produced in the public through, lecture, speeches and seminars					
90	Bullies may be guided that they should have respect for the feeling of others					
91	People may also be made aware against bullying through T.V and Newspapers					
92	Strict disciplinary action may be taken against the bullies					
93	Heavy fine may be imposed on bullies					
94	Bullies may be given corporal punishment					
95	There will be a routine staff meeting regarding bullying prevention					
96	Vigilant eye should be kept on all the activities of the students.					
97	Bullies may be interviewed					
98	Help may be taken from good students to know about bullies.					

99	Teachers can play a pivotal role in minimizing the bullying					
100	Good character students should be awarded with certificates and trophies					
101	Being Bullied should be discussed with the teachers					
102	Students should discuss their case of being victimized with their parents					
103	Teachers should be serious in classroom management					
104	Bullies may fully cooperate with the school administration					
105	Other students should not participate in bullying rather they should inform the elders					
106	There should be close contact among the parents, school, teachers, students and school administration.					
107	Different variety of co curricular activities should be presented according to the interest level of the students					

Appendix- 6: Questionnaire for Students

Bullying as A Social Problem at Secondary Schools in Khyber Pakhtunkhwa

I **Jehangir Shah**, Ph.D. research scholar in the Institute of Education and Research, am conducting research on *Bullying is A Social Problem in Secondary Schools of Khyber Pakhtunkhwa*, under the supervision of **Dr. Hafiz Muhammad Inamullah**. I have to collect data on the given topic for which your kind cooperation will be highly appreciated. This questionnaire will be used only for the purpose of research. All the information will be kept confidential.

REMEMBER

Bullying means when one person (the bully), or a group of persons, targets another person (the bullied) with repeated direct or indirect negative actions over a period of time which are harmful to the target either emotionally or physically. A negative action occurs when a person knowingly inflicts, or attempts to inflict, physical or emotional injury or discomfort upon another person.

Physical bullying: in which the Bully made physical injuries and hurt the Bullies physical

Verbal bullying: to get power over others by the use of language.

Social bullying: Social bullying isolates, humiliates, rejects the victim socially, and excluded him/her from the group by the peer.

Abbreviations; A: agreed, S.A: strongly agreed, U.D: undecided, D.A: disagree, S.D: strongly disagree

Please tick (✓) the appropriate box in front of each question

The Statements of bullying may be answered under the following headings.

- 1) Types of bullying
 - A) General Statements,
 - B) Physical bullying,
 - C) Verbal bullying
 - D) Social bullying
- 2) Areas of bullying,

- 3) Causes of bullying,
- 4) Effects of bullying on the school, students and teachers,
- 5) Action plan for the remedy of bullying

(Demographic Information)

Name: (optional) _____

Class _____ Designation _____

Gender (M/F): _____ School: _____

Email Address (Optional) _____

Thanks

Jehangir Shah

QUESTIONNAIRE FOR STUDENTS

S #	QUESTIONS	A	SA	UD	DA	SD
1	Bullying is a social problem in classroom settings					
2	Bullies are those who have no self control					
3	Bullies are of criminal nature					
PHYSICAL BULLYING						
4	physical bullying is more dangerous than verbal bullying					
5	Physical bullying can only be a scratch or injury on the body					
6	In physical bullying the victims are tortured physically					
7	The Victims of physical bullying are usually physically weaker than the bullies					
8	The bullies want to bully due to their maladjustment in a new environment.					

9	Physical bullying takes place to get control over others					
10	Physically tall boys bullies the one who are short physically					
11	Physically short boys bullies tall boys					
VERBAL BULLYING						
12	Verbal bullying is to tease someone by the use of your tongue					
13	Verbal bullying includes name calling, insults and teasing verbally					
14	It is very difficult to identify verbal bullying					
15	Verbal bullying is the most common type of bullying experienced by both boys and girls					
16	It occurs most of the time in the absence of adults.					
17	Physically disabled students are more prone to verbal bullying.					
18	In Verbal bullying the victim is teased by his/her caste					
19	Verbal bullying is more dangerous than physical and social bullying					
20	Verbal bullying is the easiest way of bullying because the bullies cannot be caught easily.					
21	Verbal bullying is usually taken place on religious grounds					
SOCIAL BULLYING						
22	In social bullying a bullied is being expelled from the group activities When we exclude someone from the company we make them feel unlikable and very alone					
23	In social bullying the bullies sends Threatening notes, letters, emails, telephone calls etc					

24	Social bullying is the most dangerous than all the above mentioned types of bullying					
25	Teachers bully their students					
26	Students bully their teachers					
27	In social bullying the bullies are Spreading false rumors against the victim					
28	In social bullying the bullied are banned to meet their friends					
AREAS OF BULLYING						
29	Students are being bullied in the school canteen					
30	School washroom is the favourable place for bullying					
31	Most of the bullying cases are taken place in school Laboratory					
32	Libraries are mostly used for bullying					
33	Bullies are bullying in the form of group during tour					
34	Students are being bullied while going to school and coming back home					
35	In classroom students are being bullied					
36	In the absence of teachers bullying is taken place everywhere					
CAUSES OF BULLYING						
37	Poverty is the main cause for bullying					
38	Slow learners are the victim of bullying					
39	Jealousy is the main cause of bullying					
40	Usually bright students are the victims of bully					
41	Handsome/ pretty students are bullied					
42	Lose tempered students are being bullied					

43	Those children are bullied who are involved in various co- curricular activities					
44	Physical disability is root cause of bullying					
45	Religion is the base for bullying					
46	Bullies want to have control over others with the help of bullying					
EFFECT OF BULLYING						
47	The victim tries to runaway from school or home					
48	Sometimes the victim takes weapons to school with him					
49	Physical bullied avoids the company of others					
50	The victims do not ride on the bus					
51	Bullied are changing their routs frequently to and from school					
52	The victim of physical bullying always come home with bruises, damage books, clothes and lost his belongings					
53	Physically bullied person does not remain in good mood before and after the school					
54	The victim of physical bullying sometimes gets severe injuries					
55	The peaceful environment of the school is destroyed by bullying					
56	Students' drop out is mostly due to bullying					
57	Students remain absent from the school due to bullying					
58	Student academic downfall starts					
59	Bullying results failure in examination					
60	Students remain in continuous tension and stress due to bullying					
61	Students fall prey to inferiority complexity					

	due to bullying					
62	Bullying produces family conflicts and enmity					
63	It is the cause for continuous tension for the teacher concern					
64	A student, thoroughly bullied, may adopt social isolation					
65	People who are bullied appear to have more difficulty in making friends.					
66	There is the lack of confidence in such children					
67	Such children remain unbalance emotionally					
68	The reaction of the bullied is very severe					
69	In some severe cases bullied are committing suicide					
70	There is a clear change in the eating habit and appetite of such children					
71	Such children are the victim of insomnia					
72	Such children show less interest in the school					
73	The victim of bullying avoid to participate in the family functions					
74	The pleasant mood of the child suddenly changes to unpleasant mood					
75	Such children get angry even on small things					
76	Girls are frequently changes their groups					
WORKABLE PLAN FOR REDUCTION OF BULLYING						
77	Effective anti-bullying programs must be launched in school					
78	Bullies should be educated and guided not to carry on with such activities.					
79	Discourage the bystander					

80	Show love and support to the victims and explain that bullying is not their fault, and that what the bully is doing is wrong.					
81	The parents should listen carefully to the children's whole story.					
82	The parents have to figure out the reason for being bullied their child, where and when the teasing took place, and why their children were teased.					
83	The victim should ask the reason for their being bullied					
84	Parents are needed to make their children to face bullying with confidence and to keep their voice high					
85	The victim should agree with the teaser: "You're dumb." Child: "Yeah, but I'm good at it." or Teaser: "Hey, four eyes." Child: "You're right, my eyesight is poor."					
86	Make Fun of the teasing, Suppose the teaser says, "You're stupid." The child says a rehearsed comeback such as: "Really? Or "Thanks for telling me."					
87	The victim should get control over them and may not lose their temper.					
88	A bully should be told that the behavior is not acceptable					
89	Anti bullying attitude should be produced in the public through, lecture, speeches and seminars					
90	Bullies may be guided that they should have respect for the feeling of others					
91	People may also be made aware against bullying through T.V and Newspapers					
92	Strict disciplinary action may be taken against the bullies					
93	Heavy fine may be imposed on bullies					
94	Bullies may be given corporal punishment					
95	There will be a routine staff meeting					

	regarding bullying prevention					
96	Vigilant eye should be kept on all the activities of the students.					
97	Bullies may be interviewed					
98	Help may be taken from good students to know about bullies.					
99	Teachers can play a pivotal role in minimizing the bullying					
100	Good character students should be awarded with certificates and trophies					
101	Being Bullied should be discussed with the teachers					
102	Students should discuss their case of being victimized with their parents					
103	Teachers should be serious in classroom management					
104	Bullies may fully cooperate with the school administration					
105	Other students should not participate in bullying rather they should inform the elders					
106	There should be close contact among the parents, school, teachers, students and school administration.					
107	Different variety of co curricular activities should be presented according to the interest level of the students					

Appendix- 7: Selection of School from Different Districts

S #	District Charsadda	S #	District Mardan
1	GHS Charsadda	16	GHS Lund Khawar Mardan
2	GGHS Charsadda	17	GGHS Lund Khawar Mardan
3	GHS Behlola Charsadda	18	G H S Takht Bhai Mardan
4	GHS Ibrahim Zai Charsadda	19	G HSTakkar Mardan
5	GHS Utmanzai Charsadda	20	G HS Mardan
District Nowshera			District Peshawar
6	GHS Pabi Nowshera	21	GHS Gharib Abad Peshawar
7	GGHS Nowshera	22	GHS Hayat Abad Phase- I Peshawar
8	GHS Akora Khattak Nowshera	23	GHS Cantt- 1 Peshawar
9	GHS Jehangira Nowshera	24	GGHS Dabgari Garden Peshawar
10	GHS Khair Abad Nowsher	25	GHSSufaid Dehri Peshawar
	District Malakand		District Swabi
11	GHS 1, Dargai Malakand	26	GHS Swabi
12	GGHS Sakha Kot Malakand	27	GGHS Yar hussain Swabi
13	GHS Sakha Kot 1 Malakand	28	GHS Turlandai Swabi
14	GHS 2, Dargai Malakand	29	GHS Kotha Swabi
15	GHS Harichand Malakand	30	GHS Topi Swabi

Appendix- 8: Table of Chi-square statistics

T-statistics

F-statistics with other P-values: P=0.05 | P=0.01 | P=0.001

df	P = 0.05	P = 0.01	P = 0.001
1	3.84	6.64	10.83
2	5.99	9.21	13.82
3	7.82	11.35	16.27
4	9.49	13.28	18.47
5	11.07	15.09	20.52
6	12.59	16.81	22.46
7	14.07	18.48	24.32
8	15.51	20.09	26.13
9	16.92	21.67	27.88
10	18.31	23.21	29.59
11	19.68	24.73	31.26
12	21.03	26.22	32.91
13	22.36	27.69	34.53
14	23.69	29.14	36.12
15	25.00	30.58	37.70
16	26.30	32.00	39.25
17	27.59	33.41	40.79
18	28.87	34.81	42.31
19	30.14	36.19	43.82
20	31.41	37.57	45.32
21	32.67	38.93	46.80
22	33.92	40.29	48.27
23	35.17	41.64	49.73
24	36.42	42.98	51.18
25	37.65	44.31	52.62
26	38.89	45.64	54.05
27	40.11	46.96	55.48
28	41.34	48.28	56.89
29	42.56	49.59	58.30
30	43.77	50.89	59.70
31	44.99	52.19	61.10
68	88.25	98.03	109.79

69	89.39	99.23	111.06
70	90.53	100.42	112.31
71	91.67	101.62	113.56
72	92.81	102.82	114.84
73	93.95	104.01	116.08
74	95.08	105.20	117.35
75	96.22	106.39	118.60
76	97.35	107.58	119.85
77	98.49	108.77	121.11
78	99.62	109.96	122.36
79	100.75	111.15	123.60
80	101.88	112.33	124.84
81	103.01	113.51	126.09
82	104.14	114.70	127.33
83	105.27	115.88	128.57
84	106.40	117.06	129.80
85	107.52	118.24	131.04
86	108.65	119.41	132.28
87	109.77	120.59	133.51
88	110.90	121.77	134.74
89	112.02	122.94	135.96
90	113.15	124.12	137.19
91	114.27	125.29	138.45
92	115.39	126.46	139.66
93	116.51	127.63	140.90
94	117.63	128.80	142.12
95	118.75	129.97	143.32
96	119.87	131.14	144.55
97	120.99	132.31	145.78
98	122.11	133.47	146.99
99	123.23	134.64	148.21
100	124.34	135.81	149.48

Appendix- 9: Urdu Translation of Questionnaire

BULLYING AS A SOCIAL PROBLEM
At Secondary School at Khyber Pakhtunkhwa

By
Jehangir Shah

میں جہانگیر شاہ ادا رے تحقیق و تعلیم پشاور یونیورسٹی میں پی۔ ایچ۔ ڈی سکالر ہوں اور چھیڑ چھاڑ غیر پختونخواہ کے سکینڈری سکولوں میں ایک معاشرتی مسئلہ ہے کے عنوان سے ڈاکٹر حافظ محمد انعام اللہ کی سرپرستی میں تحقیق کر رہا ہوں۔ مجھ دئے گئے عنوان کے مطابق ڈیٹا جمع کرتا ہے جس کے لئے آپ کے تعاون کا میں بے حد ممنون رہوں گا۔

چھیڑ چھاڑ کا مطلب ہے کہ ایک شخص یا افراد کا گروپ بلواسطہ یا بلاواسطہ کسی دوسرے بندے کو بار بار منفی طور پر جسمانی، زبانی یا معاشرتی لحاظ سے تنگ کرے۔ جسمانی چھیڑ چھاڑ سے مراد کسی بندے کو جسمانی طور پر زخمی کرنا یا نقصان پہنچانا۔

زبانی چھیڑ چھاڑ سے مراد کسی بندے کو اپنی زبان سے (گالی دینا یا بے بنیاد فحاشیاں پھیلانا) سے تنگ کرنا۔ معاشرتی چھیڑ چھاڑ سے مراد ہے کہ کسی بندے کو معاشرتی طور پر بے عزت کرنا، انکو تنہا چھوڑ دینا یا اسکو گروپ سے نکال دینا۔ ہر سوال کے سامنے پانچ خانے ہیں اپنی رائے کے مطابق ایک پر () لگائیں۔

سکول کا نام:

عہدہ/کلاس:

نام:

زیادہ شفق ہوں	شفق ہوں	معلوم نہیں	باکمال شفق نہیں ہوں	شفق نہیں ہوں
زیادہ شفق ہوں	شفق ہوں	معلوم نہیں	باکمال شفق نہیں ہوں	شفق نہیں ہوں

۱۔ سکول میں چھیڑ چھاڑ کرنا ایک معاشرتی مسئلہ ہے۔

۲۔ چھیڑ چھاڑ کرنے والے افراد ہوتے ہیں جنکو اپنے اوپر کنٹرول نہیں ہوتا۔

جسمانی چھیڑ چھاڑ

زیادہ شفق ہوں	شفق ہوں	معلوم نہیں	باکمال شفق نہیں ہوں	شفق نہیں ہوں
زیادہ شفق ہوں	شفق ہوں	معلوم نہیں	باکمال شفق نہیں ہوں	شفق نہیں ہوں
زیادہ شفق ہوں	شفق ہوں	معلوم نہیں	باکمال شفق نہیں ہوں	شفق نہیں ہوں
زیادہ شفق ہوں	شفق ہوں	معلوم نہیں	باکمال شفق نہیں ہوں	شفق نہیں ہوں
زیادہ شفق ہوں	شفق ہوں	معلوم نہیں	باکمال شفق نہیں ہوں	شفق نہیں ہوں
زیادہ شفق ہوں	شفق ہوں	معلوم نہیں	باکمال شفق نہیں ہوں	شفق نہیں ہوں
زیادہ شفق ہوں	شفق ہوں	معلوم نہیں	باکمال شفق نہیں ہوں	شفق نہیں ہوں
زیادہ شفق ہوں	شفق ہوں	معلوم نہیں	باکمال شفق نہیں ہوں	شفق نہیں ہوں
زیادہ شفق ہوں	شفق ہوں	معلوم نہیں	باکمال شفق نہیں ہوں	شفق نہیں ہوں
زیادہ شفق ہوں	شفق ہوں	معلوم نہیں	باکمال شفق نہیں ہوں	شفق نہیں ہوں

۳۔ چھیڑ چھاڑ کرنے والے شریف فطرت رکھتے ہیں۔

۴۔ جسمانی چھیڑ چھاڑ زبانی چھیڑ چھاڑ سے زیادہ خطرناک ہوتی ہے۔

۵۔ جسمانی چھیڑ چھاڑ جسم پر ایک لکیر (Scratch) یا زخم بھی ہو سکتا ہے۔

۶۔ جسمانی چھیڑ چھاڑ میں متاثرہ افراد کو جسمانی طور پر اذیت دی جاتی ہے۔

۷۔ جسمانی چھیڑ چھاڑ کرنے والا متاثرہ فرد سے جسمانی طور پر طاقتور ہوتا ہے۔

۸۔ جسمانی چھیڑ چھاڑ دوسروں پر کنٹرول حاصل کرنے کیلئے کیا جاتا ہے۔

۹۔ جسمانی چھیڑ چھاڑ کرنے والے نئے ماحول سے مطابقت نہ ہونے کی وجہ چھیڑ چھاڑ کرتے ہیں۔

۱۰۔ جسمانی طور پر لمبے قد والے چھوٹوں کے ساتھ چھیڑ چھاڑ کرتے ہیں۔

۱۱۔ جسمانی طور پر چھوٹے چھیڑ چھاڑ چھوٹے قد والے بچے کرتے ہیں۔

زبانی چھیڑ چھاڑ

زیادہ شفق ہوں	شفق ہوں	معلوم نہیں	باکمال شفق نہیں ہوں	شفق نہیں ہوں
زیادہ شفق ہوں	شفق ہوں	معلوم نہیں	باکمال شفق نہیں ہوں	شفق نہیں ہوں
زیادہ شفق ہوں	شفق ہوں	معلوم نہیں	باکمال شفق نہیں ہوں	شفق نہیں ہوں
زیادہ شفق ہوں	شفق ہوں	معلوم نہیں	باکمال شفق نہیں ہوں	شفق نہیں ہوں
زیادہ شفق ہوں	شفق ہوں	معلوم نہیں	باکمال شفق نہیں ہوں	شفق نہیں ہوں
زیادہ شفق ہوں	شفق ہوں	معلوم نہیں	باکمال شفق نہیں ہوں	شفق نہیں ہوں
زیادہ شفق ہوں	شفق ہوں	معلوم نہیں	باکمال شفق نہیں ہوں	شفق نہیں ہوں
زیادہ شفق ہوں	شفق ہوں	معلوم نہیں	باکمال شفق نہیں ہوں	شفق نہیں ہوں
زیادہ شفق ہوں	شفق ہوں	معلوم نہیں	باکمال شفق نہیں ہوں	شفق نہیں ہوں
زیادہ شفق ہوں	شفق ہوں	معلوم نہیں	باکمال شفق نہیں ہوں	شفق نہیں ہوں

۱۲۔ کسی کو اپنی زبان کی وجہ سے تنگ کرنا زبانی چھیڑ چھاڑ کہلاتا ہے۔

۱۳۔ زبانی چھیڑ چھاڑ میں چھیڑ چھاڑ کرنے والا گالی دیتا ہے، بے عزتی کرتا ہے۔

۱۴۔ زبانی چھیڑ چھاڑ کی شناخت بہت مشکل ہوتی ہے۔

۱۵۔ زبانی چھیڑ چھاڑ لڑکوں اور لڑکیوں میں یکساں پائی جاتی ہے۔

۱۶۔ زبانی چھیڑ چھاڑ عام طور پر بڑوں کی غیر موجودگی میں واقع ہوتی ہے۔

۱۷۔ زبانی چھیڑ چھاڑ جسمانی طور پر معذور طلباء کے ساتھ کی جاتی ہے۔

۱۸۔ زبانی چھیڑ چھاڑ میں متاثرہ فرد کو نسلی طعنہ دیا جاتا ہے۔

زیادہ تعلق ہوں	تعلق ہوں	معتدل ہوں	باقی تعلق نہیں ہوں	تعلق نہیں ہوں
زیادہ تعلق ہوں	تعلق ہوں	معتدل ہوں	باقی تعلق نہیں ہوں	تعلق نہیں ہوں

زیادہ تعلق ہوں	تعلق ہوں	معتدل ہوں	باقی تعلق نہیں ہوں	تعلق نہیں ہوں
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زیادہ تعلق ہوں	تعلق ہوں	معتدل ہوں	باقی تعلق نہیں ہوں	تعلق نہیں ہوں
زیادہ تعلق ہوں	تعلق ہوں	معتدل ہوں	باقی تعلق نہیں ہوں	تعلق نہیں ہوں
زیادہ تعلق ہوں	تعلق ہوں	معتدل ہوں	باقی تعلق نہیں ہوں	تعلق نہیں ہوں
زیادہ تعلق ہوں	تعلق ہوں	معتدل ہوں	باقی تعلق نہیں ہوں	تعلق نہیں ہوں
زیادہ تعلق ہوں	تعلق ہوں	معتدل ہوں	باقی تعلق نہیں ہوں	تعلق نہیں ہوں
زیادہ تعلق ہوں	تعلق ہوں	معتدل ہوں	باقی تعلق نہیں ہوں	تعلق نہیں ہوں
زیادہ تعلق ہوں	تعلق ہوں	معتدل ہوں	باقی تعلق نہیں ہوں	تعلق نہیں ہوں

زیادہ تعلق ہوں	تعلق ہوں	معتدل ہوں	باقی تعلق نہیں ہوں	تعلق نہیں ہوں
زیادہ تعلق ہوں	تعلق ہوں	معتدل ہوں	باقی تعلق نہیں ہوں	تعلق نہیں ہوں
زیادہ تعلق ہوں	تعلق ہوں	معتدل ہوں	باقی تعلق نہیں ہوں	تعلق نہیں ہوں
زیادہ تعلق ہوں	تعلق ہوں	معتدل ہوں	باقی تعلق نہیں ہوں	تعلق نہیں ہوں
زیادہ تعلق ہوں	تعلق ہوں	معتدل ہوں	باقی تعلق نہیں ہوں	تعلق نہیں ہوں
زیادہ تعلق ہوں	تعلق ہوں	معتدل ہوں	باقی تعلق نہیں ہوں	تعلق نہیں ہوں
زیادہ تعلق ہوں	تعلق ہوں	معتدل ہوں	باقی تعلق نہیں ہوں	تعلق نہیں ہوں

زیادہ تعلق ہوں	تعلق ہوں	معتدل ہوں	باقی تعلق نہیں ہوں	تعلق نہیں ہوں
زیادہ تعلق ہوں	تعلق ہوں	معتدل ہوں	باقی تعلق نہیں ہوں	تعلق نہیں ہوں
زیادہ تعلق ہوں	تعلق ہوں	معتدل ہوں	باقی تعلق نہیں ہوں	تعلق نہیں ہوں
زیادہ تعلق ہوں	تعلق ہوں	معتدل ہوں	باقی تعلق نہیں ہوں	تعلق نہیں ہوں
زیادہ تعلق ہوں	تعلق ہوں	معتدل ہوں	باقی تعلق نہیں ہوں	تعلق نہیں ہوں
زیادہ تعلق ہوں	تعلق ہوں	معتدل ہوں	باقی تعلق نہیں ہوں	تعلق نہیں ہوں
زیادہ تعلق ہوں	تعلق ہوں	معتدل ہوں	باقی تعلق نہیں ہوں	تعلق نہیں ہوں

۱۹۔ زبانی چھیڑ چھاڑ جسمانی چھیڑ چھاڑ سے زیادہ تکلیف دہ ہوتی ہے۔

۲۰۔ زبانی چھیڑ چھاڑ چھیڑ چھاڑ کا آسان ترین طریقہ ہوتا ہے کیونکہ آسمیں چھیڑ چھاڑ کرنے والے کو آسانی کیساتھ نہیں پڑا جاسکتا۔

۱۲۔ زبانی چھیڑ چھاڑ میں بعض اوقات مذہبی چھیڑ چھاڑ ہوتی ہے۔

معاشرتی چھیڑ چھاڑ

۲۲۔ معاشرتی چھیڑ چھاڑ میں اکثر اوقات متاثرہ بندے کو گروپ سے نکالا جاتا ہے۔

۲۳۔ اسی قسم کی چھیڑ چھاڑ میں متاثرہ افراد کو دھمکی امیر خطوط، رشتے، ای میل اور ٹیلی فون کال کی جاتی ہے۔

۲۴۔ معاشرتی چھیڑ چھاڑ زبانی اور جسمانی چھیڑ چھاڑ سے زیادہ اذیت ناک ہوتی ہے

۲۵۔ اساتذہ طلباء کے ساتھ چھیڑ چھاڑ کرتے ہیں۔

۲۶۔ طلباء بھی اساتذہ کے ساتھ چھیڑ چھاڑ کرتے ہیں۔

۲۷۔ معاشرتی چھیڑ چھاڑ میں متاثرہ افراد کے بارے میں غلط اور بے بنیاد افویہ پھیلاتے ہیں

۲۸۔ معاشرتی چھیڑ چھاڑ میں متاثرہ افراد کو دوستوں کیساتھ میل جول سے روکا جاتا ہے

چھیڑ چھاڑ کہاں کہاں ہوتی ہے

۲۹۔ چھیڑ چھاڑ کے لیے پسندیدہ جگہ سکول کی کنٹین ہوتی ہے۔

۳۰۔ واش روم میں زیادہ تر بچے چھیڑ چھاڑ کرتے ہیں۔

۳۱۔ زیادہ تر چھیڑ چھاڑ تجربہ گاہ میں واقع ہوتی ہے۔

۳۲۔ چھیڑ چھاڑ زیادہ تر لائبریریوں میں ہوتی ہے۔

۳۳۔ زیادہ تر چھیڑ چھاڑ ٹور میں ہوتی ہے۔

۳۴۔ سکول آتے جاتے وقت چھیڑ چھاڑ کا خطرہ ہوتا ہے۔

۳۵۔ کمرہ جماعت میں بچے چھیڑ چھاڑ کرتے ہیں۔

۳۶۔ استاد کی غیر موجودگی میں بچے ہر جگہ چھیڑ چھاڑ کرتے ہیں۔

وجوہات

۳۷۔ اکثر غریب طلباء کو چھیڑ چھاڑ کا نشانہ بنایا جاتا ہے۔

۳۸۔ چھیڑ چھاڑ Slow Learners کیساتھ کیا جاتا ہے۔

۳۹۔ حسد کی بنیاد پر چھیڑ چھاڑ کی جاتی ہے۔

۴۰۔ ذہین طلباء چھیڑ چھاڑ کا شکار بن جاتے ہیں۔

۴۱۔ کسی بچے کا خوبصورت ہونا چھیڑ چھاڑ کی بڑی وجہ ہوتی ہے۔

۴۲۔ جلدی غصہ ہونے والے بچے ہمیشہ چھیڑ چھاڑ کا شکار ہو جاتے ہیں۔

۴۳۔ مختلف قسم کی ہم نصابی سرگرمیوں میں ملوث بچوں کے ساتھ چھیڑ چھاڑ کی جاتی ہے۔

زیادہ شوق ہوں	شوق ہوں	معلوم نہیں	بالکل شوق نہیں ہوں	شوق نہیں ہوں
زیادہ شوق ہوں	شوق ہوں	معلوم نہیں	بالکل شوق نہیں ہوں	شوق نہیں ہوں
زیادہ شوق ہوں	شوق ہوں	معلوم نہیں	بالکل شوق نہیں ہوں	شوق نہیں ہوں

۴۴۔ کسی بچے کی جسمانی نقص کی بنا پر چھیڑ چھاڑ کی جاتی ہے۔

۴۵۔ مذہب کی بنیاد پر بعض بچوں کو نشانہ بنایا جاتا ہے۔

۴۶۔ بچے دوسرے بچوں پر برتری حاصل کرنے کیلئے چھیڑ چھاڑ کرتے ہیں۔

چھیڑ چھاڑ کے اثرات

زیادہ شوق ہوں	شوق ہوں	معلوم نہیں	بالکل شوق نہیں ہوں	شوق نہیں ہوں
زیادہ شوق ہوں	شوق ہوں	معلوم نہیں	بالکل شوق نہیں ہوں	شوق نہیں ہوں
زیادہ شوق ہوں	شوق ہوں	معلوم نہیں	بالکل شوق نہیں ہوں	شوق نہیں ہوں
زیادہ شوق ہوں	شوق ہوں	معلوم نہیں	بالکل شوق نہیں ہوں	شوق نہیں ہوں
زیادہ شوق ہوں	شوق ہوں	معلوم نہیں	بالکل شوق نہیں ہوں	شوق نہیں ہوں
زیادہ شوق ہوں	شوق ہوں	معلوم نہیں	بالکل شوق نہیں ہوں	شوق نہیں ہوں

۴۷۔ چھیڑ چھاڑ سے متاثرہ افراد گھر یا سکول سے بھاگنے کی کوشش کرتا ہے۔

۴۸۔ چھیڑ چھاڑ سے متاثرہ افراد بعض اوقات سکول اسلحہ لے جانے کی کوشش کرتا ہے۔

۴۹۔ جسمانی طور پر چھیڑ چھاڑ سے متاثرہ افراد دوسروں کی محفل میں جانے سے گریز کرتا ہے۔

۵۰۔ جسمانی چھیڑ چھاڑ کا شکار بندہ سکول کے بس پر سوار ہونے سے گریز کرتا ہے۔

۵۱۔ جسمانی طور پر چھیڑ چھاڑ کا شکار بندہ سکول آنے اور جانے کے راستے مسلسل تبدیل کرتا ہے۔

۵۲۔ جسمانی چھیڑ چھاڑ کا شکار بندہ بعض اوقات زخمی بدن پھٹے ہوئے کتابوں اور کھوئی ہوئی چیزوں کیساتھ گھر لوٹتا ہے۔

زیادہ شوق ہوں	شوق ہوں	معلوم نہیں	بالکل شوق نہیں ہوں	شوق نہیں ہوں
زیادہ شوق ہوں	شوق ہوں	معلوم نہیں	بالکل شوق نہیں ہوں	شوق نہیں ہوں
زیادہ شوق ہوں	شوق ہوں	معلوم نہیں	بالکل شوق نہیں ہوں	شوق نہیں ہوں
زیادہ شوق ہوں	شوق ہوں	معلوم نہیں	بالکل شوق نہیں ہوں	شوق نہیں ہوں
زیادہ شوق ہوں	شوق ہوں	معلوم نہیں	بالکل شوق نہیں ہوں	شوق نہیں ہوں
زیادہ شوق ہوں	شوق ہوں	معلوم نہیں	بالکل شوق نہیں ہوں	شوق نہیں ہوں
زیادہ شوق ہوں	شوق ہوں	معلوم نہیں	بالکل شوق نہیں ہوں	شوق نہیں ہوں
زیادہ شوق ہوں	شوق ہوں	معلوم نہیں	بالکل شوق نہیں ہوں	شوق نہیں ہوں
زیادہ شوق ہوں	شوق ہوں	معلوم نہیں	بالکل شوق نہیں ہوں	شوق نہیں ہوں
زیادہ شوق ہوں	شوق ہوں	معلوم نہیں	بالکل شوق نہیں ہوں	شوق نہیں ہوں
زیادہ شوق ہوں	شوق ہوں	معلوم نہیں	بالکل شوق نہیں ہوں	شوق نہیں ہوں
زیادہ شوق ہوں	شوق ہوں	معلوم نہیں	بالکل شوق نہیں ہوں	شوق نہیں ہوں
زیادہ شوق ہوں	شوق ہوں	معلوم نہیں	بالکل شوق نہیں ہوں	شوق نہیں ہوں
زیادہ شوق ہوں	شوق ہوں	معلوم نہیں	بالکل شوق نہیں ہوں	شوق نہیں ہوں
زیادہ شوق ہوں	شوق ہوں	معلوم نہیں	بالکل شوق نہیں ہوں	شوق نہیں ہوں
زیادہ شوق ہوں	شوق ہوں	معلوم نہیں	بالکل شوق نہیں ہوں	شوق نہیں ہوں
زیادہ شوق ہوں	شوق ہوں	معلوم نہیں	بالکل شوق نہیں ہوں	شوق نہیں ہوں
زیادہ شوق ہوں	شوق ہوں	معلوم نہیں	بالکل شوق نہیں ہوں	شوق نہیں ہوں
زیادہ شوق ہوں	شوق ہوں	معلوم نہیں	بالکل شوق نہیں ہوں	شوق نہیں ہوں
زیادہ شوق ہوں	شوق ہوں	معلوم نہیں	بالکل شوق نہیں ہوں	شوق نہیں ہوں

۵۳۔ جسمانی طور پر چھیڑ چھاڑ کا شکار بندہ سکول سے پہلے اور بعد میں بھی اچھے موڈ میں نہیں رہتا۔

۵۴۔ جسمانی طور پر چھیڑ چھاڑ سے بچے بعض اوقات بُری طرح زخمی ہو جاتے ہیں۔

۵۵۔ کسی بھی قسم کی چھیڑ چھاڑ کی وجہ سے سکول کا پُر امن ماحول تباہ ہو جاتا ہے۔

۵۶۔ اسکی وجہ سے بچے سکول چھوڑ جاتے ہیں۔

۵۷۔ بچے سکول سے غیر حاضر ہوتے ہیں۔

۵۸۔ بچوں کی تعلیمی حالت بگڑنا شروع ہو جاتا ہے۔

۵۹۔ ایسے زیادہ تر بچے امتحان میں فیل ہو جاتے ہیں۔

۶۰۔ ایسے بچے ہمیشہ تناؤ اور ذہنی دباؤ کا شکار ہوتے ہیں۔

۶۱۔ ایسے بچے احساس کمتری کا شکار ہوتے ہیں۔

۶۲۔ چھیڑ چھاڑ سے دشمنی اور خاندانی تضاد پیدا ہو جاتی ہے۔

۶۳۔ اس سے اساتذہ کرام بھی مسلسل تناؤ کے شکار ہوتے ہیں۔

۶۴۔ معاشرتی چھیڑ چھاڑ میں متاثرہ افراد کو تنہائی کا احساس ہوتا ہے۔

۶۵۔ ایسے بچے دوست بنانے میں مشکلات کا سامنا کرتے ہیں۔

۶۶۔ ایسے بچوں میں خود اعتمادی ختم ہو جاتی ہے۔

۶۷۔ چھیڑ چھاڑ کے متاثرہ بچے جذباتی طور پر غیر متوازن رہتے ہیں۔

۶۸۔ چھیڑ چھاڑ کے متاثرہ بچوں کا رد عمل بڑا شدید ہوتا ہے۔

۶۹۔ بعض شدید حالات میں چھیڑ چھاڑ سے متاثرہ بچے انتہائی قدم

(خودکشی) اٹھانے پر مجبور ہو جاتے ہیں۔

- ۷۰۔ چھیڑ چھاڑ سے شکار بچوں کی کھانے کی عادت اور بھوک میں نمایاں تبدیلی پیدا ہو جاتی ہے۔
- ۷۱۔ ایسے بچے بے خوابی کا شکار ہو جاتے ہیں۔
- ۷۲۔ ایسے متاثرہ بچوں کی سکول میں دلچسپی کم ہو جاتی ہے۔
- ۷۳۔ چھیڑ چھاڑ کے شکار بچے خاندانی سرگرمیوں سے کنارہ کشی اختیار کرتے ہیں۔
- ۷۴۔ بچے کا خوشگوار موڈ اچانک ناگوار موڈ میں تبدیل ہونا شروع ہو جاتا ہے۔
- ۷۵۔ ایسے بچے بات بات پر غصہ ہوتے ہیں۔
- ۷۶۔ چھیڑ چھاڑ کی شکار لڑکیاں مسلسل اپنی گروپ تبدیل کرتی ہیں۔

اقدامات

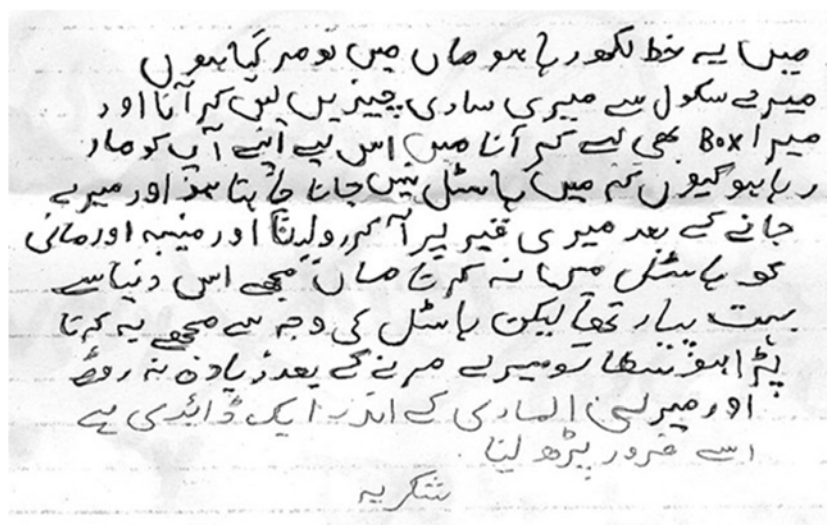
- ۷۷۔ سکولوں میں چھیڑ چھاڑ کی روک تھام کیلئے موثر اقدامات کی ضرورت ہے۔
- ۷۸۔ چھیڑ چھاڑ کرنے والے بچوں کی تربیت کرنی چاہئے۔
- ۷۹۔ چھیڑ چھاڑ کرنے والے بچوں کے دوستوں کو چھیڑ چھاڑ کرنے والوں کی مدد سے روکنا چاہئے۔
- ۸۰۔ چھیڑ چھاڑ سے متاثرہ بچوں کیساتھ ہمدردی اور محبت سے پیش آنا چاہئے۔
- ۸۱۔ چھیڑ چھاڑ کے متاثرہ بچوں کے والدین کو اپنے بچوں کو غور سے سننا چاہئے۔
- ۸۲۔ والدین کو پتہ لگانا چاہئے کہ اُنکے بچوں کیساتھ چھیڑ چھاڑ کیوں کیا جاتا ہے۔
- یہ تک کرنا کیسے اور کب شروع ہوا۔
- ۸۳۔ چھیڑ چھاڑ سے متاثرہ بچوں کو چاہئے کہ وہ چھیڑ چھاڑ کرنے والے سے پوچھ کر اُنکے ساتھ ایسا سلوک کیوں کیا جاتا ہے۔
- ۸۴۔ چھیڑ چھاڑ سے متاثرہ بچوں کے والدین کو چاہئے کہ وہ اپنے بچوں کو سمجھالے کہ چھیڑ چھاڑ کا مقابلہ خود اعتمادی اور اپنے آواز کو بلند کر کے کیا جائے۔
- ۸۵۔ ایسے بچوں کو چھیڑ چھاڑ کرنے والوں کیساتھ متفق ہونا چاہئے۔
- ۸۶۔ ایسے متاثرہ بچوں کو چھیڑ چھاڑ کو مذاق سمجھ کر نظر انداز کرنا چاہئے۔
- ۸۷۔ ایسے متاثرہ بچوں کو اپنے اوپر کنٹرول کر کے غصہ نہیں ہونا چاہئے۔
- ۸۸۔ چھیڑ چھاڑ کرنے والے بچوں پر واضح کرنا چاہئے کہ اُنکا یہ عمل کسی کو بھی قابل قبول نہیں۔
- ۸۹۔ تقاریر، سمینار اور لیکچرز کی وسعت سے چھیڑ چھاڑ کے خلاف آواز بلند کرنی چاہئے۔
- ۹۰۔ چھیڑ چھاڑ کرنے والوں کو سمجھانا چاہئے کہ وہ دوسروں کے عزت نفس کا خیال رکھیں۔
- ۹۱۔ اخبارات اور ٹی وی کے ذریعے سے چھیڑ چھاڑ کے خلاف لوگوں میں آگاہی پیدا کرنی چاہئے۔
- ۹۲۔ چھیڑ چھاڑ کرنے والوں کے خلاف سخت کارروائی کرنی چاہئے۔
- ۹۳۔ چھیڑ چھاڑ کرنے والوں پر بھاری جرمانے عائد کرنی چاہئے۔
- ۹۴۔ چھیڑ چھاڑ کرنے والوں کو جسمانی سزا دینی چاہئے۔

زیا دہ شفق ہوں	شفق ہوں	معلوم نہیں	بالکل شفق نہیں ہوں	شفق نہیں ہوں
زیا دہ شفق ہوں	شفق ہوں	معلوم نہیں	بالکل شفق نہیں ہوں	شفق نہیں ہوں
زیا دہ شفق ہوں	شفق ہوں	معلوم نہیں	بالکل شفق نہیں ہوں	شفق نہیں ہوں
زیا دہ شفق ہوں	شفق ہوں	معلوم نہیں	بالکل شفق نہیں ہوں	شفق نہیں ہوں
زیا دہ شفق ہوں	شفق ہوں	معلوم نہیں	بالکل شفق نہیں ہوں	شفق نہیں ہوں
زیا دہ شفق ہوں	شفق ہوں	معلوم نہیں	بالکل شفق نہیں ہوں	شفق نہیں ہوں
زیا دہ شفق ہوں	شفق ہوں	معلوم نہیں	بالکل شفق نہیں ہوں	شفق نہیں ہوں
زیا دہ شفق ہوں	شفق ہوں	معلوم نہیں	بالکل شفق نہیں ہوں	شفق نہیں ہوں
زیا دہ شفق ہوں	شفق ہوں	معلوم نہیں	بالکل شفق نہیں ہوں	شفق نہیں ہوں
زیا دہ شفق ہوں	شفق ہوں	معلوم نہیں	بالکل شفق نہیں ہوں	شفق نہیں ہوں
زیا دہ شفق ہوں	شفق ہوں	معلوم نہیں	بالکل شفق نہیں ہوں	شفق نہیں ہوں
زیا دہ شفق ہوں	شفق ہوں	معلوم نہیں	بالکل شفق نہیں ہوں	شفق نہیں ہوں
زیا دہ شفق ہوں	شفق ہوں	معلوم نہیں	بالکل شفق نہیں ہوں	شفق نہیں ہوں
زیا دہ شفق ہوں	شفق ہوں	معلوم نہیں	بالکل شفق نہیں ہوں	شفق نہیں ہوں
زیا دہ شفق ہوں	شفق ہوں	معلوم نہیں	بالکل شفق نہیں ہوں	شفق نہیں ہوں

- ۹۵۔ چھیڑ چھاڑ کی روک تھام کے سلسلے میں اساتذہ کی باقاعدگی کیساتھ میٹنگ ہونی چاہئے۔
- ۹۶۔ تمام طلباء کی سرگرمیوں پر کھڑی نظر رکھنی چاہئے۔
- ۹۷۔ چھیڑ چھاڑ کرنے والے بچوں کا انٹرویو کرنا چاہئے۔
- ۹۸۔ چھیڑ چھاڑ کرنے والوں کا پتہ لگانے کیلئے ایجنسے طلباء کی مدد لینی چاہئے۔
- ۹۹۔ چھیڑ چھاڑ کو کم کرنے میں اساتذہ مرکزی کردار ادا کر سکتے ہیں۔
- ۱۰۰۔ ایجنسے بچوں کو انعامات اور سرٹیفکیٹ سے نوازا جاسکتے ہیں۔
- ۱۰۱۔ متاثرہ بچوں کو فوراً اپنے اساتذہ کو بتانا چاہئے۔
- ۱۰۲۔ متاثرہ بچوں کو اپنے والدین کو آگاہ کرنا چاہئے۔
- ۱۰۳۔ اساتذہ کو اپنے کلاس روم میں نظم و ضبط کو بحال رکھنے سے قائل کرنا چاہئے۔
- ۱۰۴۔ چھیڑ چھاڑ کرنے والے بچوں کے والدین کو سکول انتظامیہ سے مکمل تعاون کرنی چاہئے۔
- ۱۰۵۔ دوسرے بچوں کو چاہئے کہ وہ چھیڑ چھاڑ میں تعاون نہ کریں بلکہ چھیڑ چھاڑ کی خبر کو فوراً بڑوں تک پہنچا دیں۔
- ۱۰۶۔ والدین بچوں، اساتذہ اور سکول انتظامیہ کے درمیان مکمل رابطہ ہونا چاہئے۔
- ۱۰۷۔ طلباء کے معیار کے مطابق سکول میں ہم انصافی سرگرمیاں شروع کرنی چاہئے۔

**Appendix-10: 7th Class student committed suicide in Abbottabad
(Pakistan)**

Abbottabad: A 12-year-old student committed suicide reportedly due to the harsh attitude of the hostel administration of a local private school



Translation of the above manuscript

“Mom: although I am writing you the letter yet I am dead. After my death get my belongings and my bag from my school. I am taking this step because I am sick of the hostel life due to the harsh behavior of the concerned people there. Come to my grave after my death and weep there till to your satisfaction Mom! Do not get admit Muniba and Mani in hostel. Mom I loved this world very much but due to the life in the hostel I took this step. Do not weep after my death if possible. There is a diary in my cupboard, read it after my death”

Thanks