BULLYING PREVALENCE AND PSYCHOSOMATIC PROBLEMS AMONG CBSE SCHOOL STUDENTS: ROLE OF SOCIAL SUPPORT

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in

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DECLARATION

I, hereby declared that the presented work in the thesis entitled "Bullying Prevalence and Psychosomatic Problems among CBSE School Students: Role of Social Support" in fulfilment of degree of **Doctor of Philosophy (Ph.D.)** is outcome of research work carried out by me under the supervision of Dr. Vijay Kumar Chechi, working as Professor and Deputy Dean, in the School of Education of Lovely Professional University, Punjab, India. In keeping with general practice of reporting scientific observations, due acknowledgements have been made whenever work described here has been based on findings of other investigator. This work has not been submitted in part or full to any other University or Institute for the award of any degree.

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CERTIFICATE

This is to certify that the work reported in the Ph.D. thesis entitled **"Bullying Prevalence and Psychosomatic Problems among CBSE School Students: Role of Social Support"** submitted in fulfillment of the requirement for the award of degree of **Doctor of Philosophy (Ph.D.)** in the Education, is a research work carried out Anuradha Joshi, Reg. No. 41500143, is bonafide record of her original work carried out under my supervision and that no part of thesis has been submitted for any other degree, diploma or equivalent course.

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ABSTRACT

Bullying represents a widespread manifestation of violence that can manifest across a range of environments, encompassing government institutions, private organizations, schools, and colleges It involves unwanted aggressive behavior among children, often characterized by a power imbalance. Bullying encompasses direct actions, such as physical attacks and verbal insults, as well as indirect behaviors like exclusion and threats. It is commonly observed when a student is harassed, abused, or provoked by fellow students or a group of students. Considering the widespread issue of bullying in schools and its potential adverse effects on students' well-being, this study seeks to examine its prevalence within educational institutions and also to assess the psychosomatic problems of bullying prevalence in CBSE schools. Bullying can cause significant harm to the victim, and it is important to address and prevent such behavior. The reviews emphasize the urgent need for further research. Despite extensive documentation of the detrimental impact of bullying on children's psychosomatic health and social development, there is a pressing need for focused research aimed at developing comprehensive interventions that can effectively prevent and address bullying. This study intends to fill the existing research gaps in bullying prevention and intervention by providing insights into the prevalence of bullying, its forms, psychosomatic problems faced by victims, as well as the importance of social support in deterring bullying. The findings will contribute to the development of evidence-based strategies to effectively address and prevent bullying in schools. This study will help the society to be aware of the phenomenon and how to deal with it, since the prevention plans and steps are in availability but their use and implementation affects the impact. The objectives of the study are: (1) Determining the prevalence rate of bullying behavior in secondary and senior secondary schools concerning factors such as gender, socio-economic status, and geographical location. (2) Investigating the prevalence of various forms of bullying behavior (including verbal, physical, social, sexual, and religious bullying) in secondary and senior secondary schools with respect to gender, socio-economic status, and geographical location. (3) Assessing the psychosomatic challenges

encountered by students in secondary and senior secondary schools. (4) Evaluating the knowledge and attitudes of students regarding bullying. (5) Examining the knowledge and attitudes of teachers concerning anti-bullying programs within schools. (6) Assessing the effectiveness of the implementation of the 2012 Prevention of Bullying guidelines issued by CBSE (Central Board of Secondary Education). (7) Investigating the role of social support in mitigating the risk of bullying prevalence. 8) Exploring the role of social support in addressing the psychosomatic issues faced by victims of bullying in secondary and senior secondary schools. The research is conducted in CBSE-affiliated schools in Punjab, North Zone Cluster XVI. The study is delimited to 5 districts of Punjab and only Class IXth to XIIth students studying in CBSE affiliated schools. Total five districts have been selected from CBSE cluster XVI, North zone of CBSE. The sample selection utilizes a combination of multi-stage sampling and random sampling methods. Lottery method has been used for selecting the schools. The sample size includes 1509 student responses, 163 teacher responses, and 25 responses from school heads. Various tools have been used for data collection, including the Bully Attitude Scale by Jeffrey S. Craven (2014), Child and Adolescent Social Support Scale Christine Kerres Malecki, Michelle Kilpatrick Demaray and Elliott (2000), Bullying information sheet, Bullying Questionnaire, Questionnaire on Knowledge and Attitude of teachers towards Anti-Bullying Program, Psychosomatic Problems Scale, and Checklist on effectiveness of implementation of Anti-Bullying guidelines issued by CBSE. From which two tools, Bully Attitude Scale and Child and Adolescent Social Support Scale, have been validated and rest of the tools have been prepared by the investigator. Exploratory cum evaluative research involving both the qualitative and quantitative approaches have been used. The collected data has been analyzed using statistical techniques such as percentage method, frequency analysis, means and standard deviations, chi-square test, t-test, binary logistic regression, and ordinal logistic regression. The results of the study revealed that (1) The prevalence rate of bullying among CBSE school students is found 65.3% (faced bullying) and 75.74% (involved in bullying incidences) (2) The percentage of bullying prevalence in rural area schools is significantly higher than in urban area schools. (3) Rate of prevalence of verbal bullying is higher with respect to gender, socio-economic status and area.

(4) The percentage of students from high socio-economic status faced more incidences of physical bullying with them as compared to students from average socio-economic status. (5) Female students exhibit a higher involvement in verbal bullying as compared to their male counterparts. (6) Students from low SES showed more involvement in bullying acts as compare to students from average and high SES. (7) Prevalence of bullying has an impact on the occurrence of psychosomatic problems. (8) Majority of students (66.53%) fall into the category of low knowledge level group, indicating a lack of awareness and understanding about bullying. (9) Majority of school students (39.96%) had moderately favorable attitude (mixed attitude) towards bullying. (10) Majority of the teachers (58.90%) fall under the category of low knowledge level. (11) Majority of the teachers (42.95%) fall under the moderate attitude level group. (12) Anti-bullying program, as per the Prevention of Bullying guidelines, 2012 issued by CBSE, has been largely effective in its implementation. (13) The support offered by parents and teachers exhibits a statistically significant, albeit relatively small, impact in reducing the probability of bullying incidents among CBSE school students (14) The presence of social support from close friends serves as a noteworthy predictor of involvement in bullying occurrences. (15) Social support received from close friends significantly contributes to reducing the chances of experiencing psychosomatic problems, specifically poor appetite. In conclusion, the findings of the study shed light on several important aspects related to bullying prevalence, its forms, psychosomatic problems faced by victims, knowledge and attitudes of students and teachers, and the effectiveness of the Anti-Bullying program implemented by CBSE. Educational implications of the study are**:** High Percentage of instances of bullying acts imply the lack of awareness among the adolescents about the bullying behaviors; Verbal bullying stands out as the most frequently employed form by adolescents; The results shed light on the ineffectiveness of the Anti-Bullying guidelines as well as lack of initiatives of the different sub system (school, home, community) of society towards awareness of bullying problem and ways of its propagation. It is recommended that school authorities need to strategies and replan the implementation of anti-bullying guidelines; Sensitization of the parents' school authorities and students shall be conducted in workshop modes/drama for better understanding of bullying behaviors;

It is recommended to teachers that they should try to interact with students as much as they can because positive interaction between students and faculty increases the confidence of students to share their problems; It is recommended to researchers that they should not only focus on limited types of psychosomatic problems of students but also focus on overall psychosomatic problems of students in broader way. To gain a more comprehensive insight into various aspects of bullying, it is recommended for future research endeavors employ mixed-method approaches, considering factors such as cultural influences, school climate, and individual characteristics. This would enable the development of targeted interventions and policies to address bullying effectively. Finally, it is recommended for future research to consider replicating these studies in various Indian states or comparing students from the CBSE board with those from other educational boards in India. This approach would enhance our understanding of the topic in a more comprehensive and detailed manner.

Key words: *Bullying Prevalence, Psychosomatic Problems, Social Support, Anti-Bullying Programme.*

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TABLE OF CONTENTS

DECLARATION	i
CERTIFICATE	ii
ABSTRACT	iii-vi
ACKNOWLEDGEMENT	vii-viii
TABLE OF CONTENTS	ix-xiii
LIST OF TABLES	xiv-xxiv
LIST OF FIGURES	xxv-xxvi
LIST OF ABBREVATIONS	xxvii

LIST OF TABLES

LIST OF FIGURES

LIST OF ABBREVATIONS

Sr. No.	ABBREVIATION	DETAILS
1	CBSE	Central Board of Secondary Education
2	SES	Socio-Economic Status
3	Wrt	With respect to
4	Kurtz	Kurtosis
5	RMR	Root Mean Square Residual
6	RMSEA	Root Mean Square Error of Approximation
7	ITC	Item Total Correlation
8	MCQ	Multiple Choice Question
9	Exp.	Exponential Beta
10	Sig.	Significant
11	NS	Not Significant
12	CASSS	Child and Adolescent Social Support Scale
13	PSS	Parents' Social Support
14	TSS	Teachers' Social Support
15	CMSS	Class Mates' Social Support
16	CFSS	Close Friends' Social Support
17	SPSS	School People's Social Support
18	SS	Social Support
19	M	Mean
20	Md.	Median
21	Std. dev. (σ)	Standard Deviation
22	Sk	Skewness
23	SE	Standard Error
24	CFA	Confirmatory Factor Analysis

Sr. No.	ABBREVIATION	DETAILS
25	DF	Degree of Freedom
26	EFA	Exploratory Factor Analysis
27	GFI	Goodness of fit index
28	IFI	Incremental Fit Index
29	TLI	Tucker Lewis Index

CHAPTER - I

INTRODUCTION

Education is an important dimension in the developmental process of an individual. It drags a person out of the darkness, poverty, and misery and leads him on a road of enlightenment and prosperity. Gandhi's insightful words emphasize that education serves as the exclusive path to both acquiring knowledge and earning a livelihood. This remarkable creation of humanity distinguishes us from other creatures. A person lacking education exists, but their existence mirrors that of an animal. Education illuminates the path toward our ultimate destination, shaping our journey in life. It is an indispensable companion, guiding us through every phase of existence – just as a ship relies on a sailor. The significance of education extends beyond the individual, contributing to the advancement of society and the nation; it embodies one's distinct identity. A continuous endeavor, education empowers students to master their surroundings and meet their aspirations. By fostering education, we cultivate a compassionate society, working persistently to enhance the capacities of all and create a more humane world We can develop society morally, physically, intellectually, and emotionally through education, so education leads us towards all-round development.

Development is a lifelong process that takes place from the moment of conception till the time of death. The meaning of development is not limited to the physical growth of an individual but it encompasses the nurturing and growth of social dimensions as well as emotional and cognitive dimensions in individuals. It refers to the process in which an individual comes out with new abilities, traits, and qualities. As Plato says 'a man is a social animal'. This highlights the inherent social nature of humans. Living within a community, we inevitably form opinions about others, just as they form opinions about us. This often leads us to conform to societal norms in an attempt to adapt to our surroundings. However, this endeavor is intricate due to the unique developmental paths each individual follows. This process significantly contributes to the formation of one's personality, encompassing dimensions like social and emotional development. Social development pertains to

the acquisition of the skills required to align behavior with social expectations. It involves cultivating the ability to maintain order and coherence in our interactions with others in our vicinity, thereby assimilating into the community. This aspect bears great significance for achieving success in life, signifying a transformative shift in customary conduct to seamlessly integrate into our surroundings. We express our feelings with the help of emotions so it becomes more important for an individual to be emotionally developed. An emotionally mature individual not only comprehends their own feelings but also empathetically understands the emotions of others. This tandem progress of social and emotional growth holds relevance throughout all stages of development, with adolescence being particularly crucial. This phase is marked by heightened sensitivity and emotional responses During this phase individuals undergo significant emotional and social maturation. In sum, the intertwined progress of social and emotional development is integral to personal growth, with adolescence being a pivotal period. Harmonious development in these aspects during adolescence can contribute to a smoother journey into adulthood.

A child with a lack of social and emotional development has to face many psychological problems like – depression, anti-social behavior, suicidal tendency, drug abuse, delinquency, etc. Depression is a prevalent psychological issue during adolescence, characterized by feelings of sadness, frustration, and hopelessness towards life. Individuals also experience a loss of interest and pleasure in activities, along with disruptions in sleep patterns, concentration, and energy levels. Moreover, depression during adolescence may result in enduring emotional challenges. Severe depression can even lead to contemplation of suicide, a situation that regrettably all too frequently manifests into actual self-harm. Various factors contribute to the vulnerability of adolescents towards suicide, including parental emotional issues, diminished self-esteem, exposure to significant life stressors, the dissolution of crucial peer relationships, the shame associated with getting caught, and involvement in anti-social behaviors. The socially children and emotionally weak child also face the problem of Delinquency and that child is known as a delinquent child. The delinquents are those children who are involved in illegal activities. Frequently, their actions do not involve serious offenses; instead, they often resort to minor theft and disruptive behavior. Delinquent actions typically surge in early adolescence, reach

their highest point during middle adolescence, and then gradually wane as individuals move into young adulthood. Delinquency has been linked to various factors, including a challenging temperament, lower intelligence, academic struggles, childhood peer rejection, and affiliations with anti-social peers. Consequently, a child's social and emotional development holds significant importance. Attaining this progress predominantly relies on the process of education, as it plays a pivotal role in boosting a child's ability to think critically, solve complex problems, and make well-informed decisions. Through education, children are empowered to exercise their cognitive faculties and equip themselves with the skills necessary to navigate life's choices judiciously.

In the era of the digital revolution, adolescents have seamlessly embraced electronic media. The impact of media on adolescents is influenced by several factors, including the extent of exposure, usage patterns, and the specific content they engage with. In today's digital landscape, children devote significant amounts of time to activities involving television and computers, spending hours chatting and surfing the internet on their mobile phones. Twenty-first-century India witnesses' frequent parent-adolescent disputes over video games and mobile phone usage. The wide selection of international channels and program content easily accessible today possesses the capability to influence the beliefs and actions of young people. Adolescents frequently attempt to absorb the messages conveyed by media programs, which can give rise to novel emotional and behavioral issues within this demographic. According to a report by the Nuffield Foundation in 2012, the teenage experience has undergone significant changes over the past three to four decades, with a noticeable increase in the prevalence of conditions such as anxiety, depression, and various behavioral issues. Fifteen- or sixteen-year-olds report that they regularly feel anxious and depressed. This reporting has doubled in the last 30 years. With the transition, there was an elevation in the occurrences of depression, anxiety, and antisocial behavior among adolescents. In addition to these issues, bullying stands out as another challenge faced by adolescents. Historically, bullying was primarily observed in rural settings, but it has now become an integral part of urban Indian culture. Within urban environments, bullying takes on various names: Ragging when senior

3

students target juniors, Eve Teasing when girls face harassment from boys—encompassing both sexual and non-sexual forms of mistreatment. Presently, bullying is assuming new facets. While previously confined to educational institutions, including schools and universities, bullying has extended its reach into workplaces as well (Branch, Ramsay, and Barker, 2007).

Education plays a critical role in addressing and preventing bullying among students. It serves as a platform for fostering positive relationships, teaching empathy, promoting conflict resolution skills, and creating a safe and inclusive school climate. Through education, students can develop the necessary knowledge, skills, and attitudes to combat bullying effectively and contribute to a harmonious learning environment. Education, as a cornerstone of personal and societal advancement, plays a pivotal role in shaping individuals' trajectories from early development through to adulthood. It forms the bedrock upon which skills, knowledge, and character are built, influencing the overall well-being and potential of students. In recent times, however, the landscape of education and the experiences of students have evolved in multifaceted ways. This thesis embarks on a comprehensive exploration, beginning with the foundational role of education, progressing through the intricate development process, and delving into the current state of students in today's educational milieu. Additionally, it scrutinizes a critical issue that has emerged as a significant concern within educational contexts: bullying. As a pervasive problem with far-reaching consequences, understanding the dynamics of bullying and its impact on students is paramount in fostering a safe and inclusive learning environment. By scrutinizing these interconnected facets, this research seeks to offer valuable insights into the holistic educational experience, shedding light on areas that necessitate further attention and intervention.

1.1   HISTORICAL BACKGROUND OF THE PROBLEM

Bullying is an enduring and deeply rooted problem that continues to afflict various segments of society within the Indian context. It spans various relationships, including friendships, family ties, classmates, and playmates, occurring both in formal and informal settings. This global concern has garnered significant attention from researchers worldwide. It involves intentional aggression perpetrated by

individuals or groups with more power against weaker victims, leading to both physical and psychological harm. Beyond physical abuse like hitting and kicking, it extends to verbal forms such as name-calling, teasing, and humiliation (Olweus, 1993).

In 1978, the term "bullying" became widely recognized and gained prominence in academic and public discourse. This recognition was primarily attributed to the publication of a book titled 'Aggression in Schools: Bullies and Whipping Boys' by an author named Olweus. This information about the term's recognition and its association with Olweus' book comes from a source cited as Smith in the year 2004. Smith is presumably an author or researcher who provided this historical context about the term "bullying" and its significance in the field of education and psychology.

According to an online etymology dictionary word 'Bully' was introduced in the 1530s. In the literature, the novel 'Oliver Twist' written by Charles Dickens in the English language in 1938 was the first novel that focuses on the first report of bullying highlighted in August of 1862, as reported by 'The Times' published in London. In this article the story of John Flood who was a soldier was detailed. The bullying victim (John Flood) was turning violent and shooting his teaser. Flood was found guilty and received a death sentence but his punishment was overturned by the Queen because he was known to be a man of kindness.

In 1970, Dr. Dan Olweus conducted a groundbreaking, comprehensive study on bullying that marked the world's first of its kind. His research findings were later documented in Swedish publications and subsequently published in the United States in 1973 and 1978. The initial identification of school bullying as a potential concern was documented by the Raghavan Committee, established with the primary purpose of addressing and preventing ragging in educational institutions. Although the committee primarily focused on colleges in its definition of educational institutions, it acknowledged that the origins of ragging often stemmed from schools and residential hostels, frequently manifesting as bullying. Despite this awareness, the committee did not propose any preventative measures to address such incidents specifically within schools.

As the 20th century commenced, juvenile courts were established across the United States. These juvenile courts sparked research into aggressive behaviors among young individuals (De Bruyn, Cillessen, and Wissink, 2010). Psychologists were entrusted with the task of delving into the underlying reasons behind youth aggressiveness. The 1950s saw a surge in criminal activities among young adolescents across the nation, prompting psychologists to intensify their exploration of the phenomenon of bullying.

Bullying is pervasive across all segments of Indian society. Initially, it was predominantly observed in rural regions where individuals of higher castes would subject those from lower castes to bullying, exploiting their social status. However, its presence has now expanded to urban settings. Within urban schools, instances of senior students bullying their juniors or newcomers are commonly referred to as 'Ragging' (Einarsen, 2000). In 1993, Olweus expanded on the concept of 'mobbing,' a term initially borrowed from a Swedish publication on aggression. He provided a more comprehensive explanation that shed light on the prevalence of this phenomenon in Scandinavia, where 'mobbing' is frequently used to characterize instances of bullying. Olweus's elaboration aimed to deepen our understanding of how 'mobbing' manifested in Scandinavian contexts and the extent to which it was employed to describe various forms of bullying behaviors.

Literary works often depict instances where children are subjected to bullying by their peers. Additionally, many adults share their own experiences with bullying from their school years. During the late 1960s and early 1970s, Sweden started to take notice of the issue of peer harassment, often referred to as 'mobbing,' which gained recognition through the work of Olweus. During this period, the Swedish society and researchers began to pay significant attention to the concept of mobbing, as Olweus's (2001) studies shed light on this concerning behavior.

In our society, bullying stands out as the prevailing manifestation of violence. This phenomenon takes place when a school-going child experiences mistreatment and consistent harassment from one or more of their fellow classmates or older students. (Srisiva, Thirumoorthi, and Sujatha, 2013).

Bullying has been a longstanding issue that has persisted over time, transcending generations and societal changes. In the present day, this issue has transcended the boundaries of educational institutions. It has extended into workplaces as well, where individuals are subjected to emotional and psychological bullying. It has a long history that can be traced back to various literary works and documented cases throughout different time periods. Thus, bullying has proven to be a persistent and pervasive issue that extends beyond educational institutes. It has not only affected schools but has also infiltrated workplaces, where individuals experience emotional and psychological bullying. This problem has a deep-rooted history, evident in various literary works and documented cases across different time periods. The fact that bullying has endured over time highlights the need for continued efforts to address and prevent this harmful behavior. It is crucial that we work towards creating inclusive and respectful environments in both educational and professional settings, where individuals can thrive without the fear of being subjected to bullying.

1.2   CONCEPT OF BULLYING

Bullying, a prevailing form of violence, refers to the unwelcome and aggressive behavior exhibited among children or it is a pervasive manifestation of violence, encompasses the unwelcome and aggressive conduct observed among children, distinguished by a tangible or perceived asymmetry of power. It is a pervasive issue that affects students across educational settings and has significant implications for their overall well-being and academic success. This is a multifaceted social occurrence characterized by individuals repeatedly engaging in deliberate and aggressive actions directed at others who may have difficulty defending themselves. The problem of bullying poses a challenge for the field of education, as it directly impacts the learning environment and the emotional and social development of students. It is affecting all government and private organizations, schools, and colleges. Bullying includes direct and indirect behavior such as bad name calling, Insulting, beating, slapping and teasing someone. In general, when a child in school is harassed, abused, or provoked by fellow students or a group of students that is called bullying. Bullying is harmful behavior done by a person or group of persons

with the less powerful person as a victim. It is also known as peer harassment, school harassment, and peer victimization.

Operationally, bullying manifests through actions like making hurtful remarks, excluding someone from activities, issuing threats, causing discomfort, damaging belongings, physical aggression, or coercing individuals into unwanted actions. Those who engage in bullying exploit their power, whether derived from physical strength or popularity, to manipulate and harm others. These power dynamics can fluctuate based on circumstances and time, even if the same individuals are involved. This behavior tends to persist and can evolve into a repetitive pattern over time. It's essential to recognize that both bullying victims and perpetrators can encounter significant difficulties. Bullying involves the frequent oppression of a less empowered individual by someone more powerful. This repeated mistreatment can encompass both psychological and physical harm for the person in a position of lesser power, subjected to the actions of someone with greater influence.

The bullying phenomenon is very old. Throughout history we can see the exploitation of weak people by stronger (Rigby, 2002). Researchers have defined bullying in diverse manners, encompassing a range of hurtful behaviors like verbal insults, social exclusion, financial theft, property damage, and more overt forms of physical aggression.

Olweus 1993 proposed a widely accepted definition of bullying according to this definition bullying involves various aspects: (a) inflicting physical harm such as hitting kicking and pushing or engaging in verbal abuse, such as mockery, exclusion, and the dissemination of rumors about an individual, is prevalent in this context. (b) This maltreatment is enduring and ongoing and occurs repeatedly over a period of time and (c) the victims are at a disadvantage in terms of strength or power compared to the individuals carrying out the bullying behavior

Galloway (1994) explained that the act of bullying occurs when a child or a group purposefully imposes agony upon another child or group.

According to Sourander et. al. (2000) and Liang, Flisher, and Lombard, (2007) bullying is defined as behavior where individuals intentionally mistreat or harm their

peers. It is described as the intentional mistreatment of one's peers, which can take the form of physical or psychological victimization.

Artinopoulou (2001) explained that bullying has often been regarded as a conventional part of growth and a means of socialization within family and school settings. Students engage in teasing and provoking their peers in school, viewing it as a method of establishing social connections and camaraderie. Consequently, it can be inferred that the culture of bullying has become ingrained within the school environment.

According to Smith et al. (2002), an agreement exists among researchers regarding a comprehensive bullying definition. This definition incorporates three core components: (a) the intention to inflict harm, (b) the continuation of such behavior over a period, and (c) a power imbalance existing between the aggressor and the victim. This clearly outlined framework serves as a valuable tool for individuals, enabling them to differentiate bullying from various other expressions of aggression. It provides a structured and comprehensive set of criteria that can be applied to assess whether a particular behavior constitutes bullying or falls within the broader category of aggression. However, this description might not entirely suit bullying occurrences within schools as studies face challenges in establishing a clear connection between these specific behaviors. The study also highlighted the distinction between teasing and bullying.

Swearer and Cary (2003) described bullying as a range of behaviors that include teasing, saying mean things, excluding someone from a group, as well as physical attacks such as hitting, pushing, or kicking. These behaviors involve the repetitive targeting of one individual by either an individual or a group, persisting over a prolonged duration. The survey's assessment of bullying encompasses incidents occur within the school, including school buildings, grounds, and during transportation to and from the school.

According to the National Conference of State Legislatures (2007) bullying is characterized as deliberate harmful behavior, perpetrated by an individual or a group, which is sustained over time and involves a noticeable power imbalance.

Griffin and Gross (2004) defined as recurring pattern of behavior marked by deliberate actions aimed at causing harm or fear to an individual. Bullying often takes place within familiar social groups, such as schools or workplaces, where the victim and bully interact. A key aspect of bullying lies in the power dynamics involved, with the bully possessing a higher level of power than the victim, whether it is based on actual authority or perceived influence.

The bully possesses a greater level of power than the victim, which can be either real or perceived. Branch, Ramsay, and Barker (2013) highlighted that in urban settings, bullying assumes different labels. For instance, it's referred to as 'Ragging' when senior students target juniors, and 'Eve Teasing' when girls experience various forms of harassment from boys, both with and without sexual connotations. The landscape of bullying is evolving in contemporary times, taking on new dimensions.

According to Juvonen and Graham (2014), bullying is related to violence, although it is not the same. Bullying constitutes a manifestation of violent behavior, in which the committer uses intimidation and threat to dominate and degrade the victim. Smith (2016) opined that bullying constitutes recurrent acts of aggression involving an unequal power dynamic and is intended to cause harm to another individual.

The prevalence of bullying is increasing within Indian schools, capturing the concern of parents, educators, and healthcare experts. Numerous reports highlight instances of bullying, underscoring its gravity and widespread presence in India. An article in The Times of India (2005) shed light on the numerous teasing incidents occurring within several prestigious schools in Kolkata. The following cases have been presented are related to bullying in schools published in different newspapers.:

CASE - 1

School/ Institute: Baldwin Boys High School

Location: Bengaluru, Karnataka

A case is highlighted in which a class 9 student enrolled at Baldwin Boys High School leaped from the tenth floor of his apartment in JP Nagar. The reason behind his suicide is citing harassment by a senior. The police have investigated the

bus driver and a few students. The fact came to notice after the investigation is that the senior makes fun of the victim's physical appearance and humiliates him. They also call him by names and bully him and others laugh at him. The victim also complained to the driver many times. The boy who was responsible for the same was arrested under Juvenile Justice Act, after that the case shifted to the Child Welfare Committee as said by Additional Commissioner of Police Mr. Charan Reddy. The culprit was presented before the court and he was granted interim bail on the same day for attending his monthly exam. But as per the principal of the school, the bullying never happens in their school.

CASE - 2

School/Institute: Dr. Rajindra Prasad Government Medical College

Location: Kangra, Himachal Pradesh

Aman Kachroo died in the incident when he was beaten by senior students named Ajay Verma, Mukul Sharma & Abhinav Verma at Dr. Rajindra Prasad Government Medical College Tanda, HP. The police arrested all 4 accused students under different sections, but as the students are less than 21 years at that time so the Himachal Pradesh High Court decided to free the accused students in keeping view their good conduct and they were allowed to continue their Medical Study but not allow to do the job in government sector after the study. This was the first time when ragging at the school level came up for debate at Government Level. Raj Kachroo, father of the victim attended the meeting to make all aware that bullying in serious nature exists in schools. Based on that, the committee recommended anti-ragging regulations, and helplines for students.

CASE -3

School/Institute: Bishop Cotton School

Location: Shimla, Himachal Pradesh

At Bishop Cotton School in Shimla (H.P), two students named Avtar Singh and Akashdeep faced bullying from their seniors. Avtar Singh suffered injuries to his

intestines after reportedly being assaulted by an older student. Additionally, Akashdeep, whose father Kuldeep Singh is a British citizen of Indian Origin, was also subjected to excessive treatment by the seniors. Kuldeep Singh conveyed to IANS via phone that his son had endured both mental and physical torment at the hands of the seniors for several months. The matter came to the notice of father when his son Akashdeep visited Britain and asked his father if he would not be returned to the school. The study of the student continued in that school after getting a letter of assurance that such a matter will not happen in future as his father says, but regrettably, the series of incidents didn't end there. Presently, he has instructed his son to depart from the school premises and reside with his guardian. Akashdeep's father had previously notified the British High Commission in New Delhi about the occurrence. Roy Christopher Robinson, the headmaster of the school, characterized the incident as a clash between two factions of students. The clash transpired on Monday night, prompting the formation of a disciplinary committee. The school maintains a strict stance against any form of indiscipline on its grounds and assures that appropriate measures will be taken against those responsible.

CASE - 4

School/Institute: Lawrence School

Location: Sanawar, Himachal Pradesh

One case of bullying was held at Lawrence School, Sanawar, Himachal Pradesh. In this case, 11 fresher students were beaten by the 7 old students. The responsible students belonged to Punjab, Delhi & Chandigarh. The victim students were injured and got perforated eardrums in this incident. The main culprit student belonged to Punjab whose father was a senior Police Officer in Punjab. The parents of victim students are scared to speak as most of them also belong to Punjab. Meanwhile a teacher from Sanawar School named Mr. Rajinder Singhla has written a letter to them and tell him about the bullying culture in School. After that chief minister of Himachal Sh. Prem Kumar Dhumal has passed the order for an inquiry to be done regarding this bullying incident in school.

CASE - 5

School/Institute: Gandhi Vanita Ashram

Location: Jalandhar, Punjab

An old inmate of Gandhi Vanita Ashram tried to commit suicide by consuming some tablets because she was bullied by her fellow inmates while she was having dinner. She was staying in the Ashram for the past three years.

CASE - 6

School/Institute: Krishna Model School

Location: New Delhi

Shubham Jindal was a 14-year-old student. He was not only good in academics but also a prominent and well-behaved student among all his teenagers. He was selected as class monitor but could not accept it by some of his classmates who lived in his neighborhood. They always fight with Shubham. When Shubham goes home, he always cries and is depressed. Shubham's parents complained to school authorities many times and the school principal made them ensure that he will take strict action against the bullies, but all in vain. The school contacted the mother of the child whom Shubham had complained and when his mother heard about the issue, she beat her son a lot. His son feels humiliated and insulted by all his classmates. His anger was directed at Shubham and then he decided to take revenge for Shubham. He and his two-classmate planned an attack on Shubham. On Sunday, they attacked Shubham and beat him fatally. According to the police report, an outsider and two of his classmates were implicated in the assault. Together, they subjected Shubham to a violent attack, rendering him unconscious. Later, they ran away to stay with a family member's house in Rukhi Village of Sonipat District of Haryana. However, they were apprehended upon returning to the scene of the crime to retrieve a hidden bicycle. Shubham's parents claimed that the perpetrator's parents attempted to conceal their child's actions, as he was unable to relocate independently. The police also exhibited negligence by initially disregarding the involvement of the other boys in the attack. At present, the police have not yet taken statements from the school principal and class teacher.

<div align="center">**CASE - 7**</div>

School/Institute: Scindia School, Fort

Location: Gwalior, Madhya Pradesh

A student attempted to suicide by hanging to the ceiling fan with the help of Bedsheet because he became the victim of ragging by his senior at Scindia School at Fort in Gwalior. The FIR was registered against the boys, resident tutor, and House master. The victim was found in a semi-conscious state in his hostel room and he was taken for treatment in a private Hospital. After that, he shifted to New Delhi Apollo Hospital. The reason behind the suicide attempt was the harassment and asking him to do menial jobs by the senior students. The senior forced the victim to sweep the floor and punish him by asking him to bend down in various positions. The school management committee formed a special inquiry committee which also shows the truth of ragging in Schools.

<div align="center">**CASE - 8**</div>

School/Institute: Yadwindra Public School

Location: Patiala, Punjab

A professor of Punjabi University Patiala had lodged complaint to Patiala DC and SSP against the few students and management of Yadvindra Public School, Patiala regarding ragging of his son. Professor's son studied 4 years at Totonto before taking admission at Yadvindra Public School, Patiala. He was residing in a hostel in Phulikan House and he was bullied by the class VIII students and his clothes and shoes were forcibly taken from him. He also alleged that students force his son to do their homework also. Father also claimed that he had already brought this matter in the notice of school management, but the principal of school said that the parents of the student using pressure tactics so that their children could be allowed to be a day scholar as he took admission as a boarder student and they will not be allowed to change their decision later, now the parents unnecessarily dragging the issue.

CASE - 9

School/Institute: Christ Church Girls' High School

Location: Kolkata

Oindrilla Das, an 11-year-old student, experienced significant distress when after school hours her seniors locked her inside a toilet. Following this incident, she was taken to a nearby hospital for treatment, tragically resulting in her passing. The parents of the victim started violent protests and anti-bullying activities in the city, they were also blaming the principal for such incidents in school. The government had inquired about the fact and arrested the principal. The results of her postmortem examination indicated a natural cause of death, pointing towards pancreatitis as the underlying factor. But her parents felt upset with the report and sought experts' opinion.

CASE - 10

School/Institute: Gautam Polytechnic College

Location: Hamirpur, Himachal Pradesh

Amit Kumar had committed suicide by hanging himself with a ceiling fan inside his rented room in Hamirpur, Himachal Pradesh. Amit kumar was a 21-year-old student of Gautam Polytechnic College in Hamirpur. He was pursuing a Diploma in civil engineering. He was disturbed due to the harassment by two of his seniors. The case was registered against the two students along with college authorities by the Assistant Superintendent of Police.

CASE - 11

School/Institute: NIT

Location: Jalandhar, Punjab

A case was highlighted from NIT, Jalandhar, where a student named Amit Kumar was ragged regularly by 10 of their senior students in Hostel. Amit Kumar

from Barielly, U.P has left suicide note with written that everyday students are ragged in the college, they made us naked and force to do bad things. I can't even tell my parents. This humiliation brought me to this point. Amit Kumar committed suicide by jumping before the running train. His suicide note was recovered from a cupboard in his hostel by railway police. The Police had registered a case against his senior name Rahul and his associates and the college management also.

CASE - 12

School/Institute: Institute of Engineering and Technology

Location: Kanpur, Uttar Pradesh

Anoop Kumar, Firs year engineering student, 19 year's old committed suicide at his house. He hanged himself with a ceiling fan after returning home due to the sexual harassment and mental torture by his seniors. Anoop was a very bright student and had topped the Rohilkhand University's engineering examination test and joined Institute of Engineering and Technology (IET), Lucknow. In the suicide note Anoop had written that he was facing mental agony due to sexual harassment by the seniors. He had also said that senior students dragged the first-year students out of their rooms and forced them to remove clothes and play Kabaddi. Anoop complained several times to IET officials and warden. Anup's father Paras Nath Kapoor cursed the administration of institutes and his mother was filled with sorrow and just chanting his name. The SSP, Kanpur said that Vishnu Kumar Singh, Final year student of IET was responsible for Anoop's death. A team was sent to Vishu house to get more information regarding this case, but on the other side the IET official was unaware about the identification of Vishnu by police. Meanwhile, a four-member committee was constituted by the state government for the investigation in this ragging case. The committee said that there could be some another reason also which make Anoop to commit suicide. Committee also said that they have done their inquiry but they did not know the actual reason of suicide. They also said that it was possible that Anoop was suffering from depression or hyper-sensitiveness.

CASE - 13

School/Institute: BCM Sr. Sec School

Location: Ludhiana, Punjab

A student named Khushboo Sethi, Class XII, was admitted to ICU when she became a victim of bullying in BCM Sr. Sec School, Ludhiana. She was repeatedly called by a bad name. She was always depressed due to this humiliation. She did not want to go to school. Amidst challenging circumstances within the family, her mother expressed deep sorrow over the unfortunate reality that her daughter had to endure such mistreatment.

CASE - 14

School/Institute: Chhatrapati Shivaji Maharaj Medical University

Location: Anand Villa Hostel, Lucknow

A First Information Report (FIR) was filed against a group of five individuals involved in the ragging incident targeting MCA student Sanjay Pal Singh. Among the accused, three were residents of Anand Villa hostel, while the remaining two were outsiders. Sanjay suffered both mental and physical abuse at the hands of the accused individuals, identified as RS Tripathi, Vikas Gupta, Pravin Chaudhary, along with two other hostel occupants. Sanjay Pal's father, Mr. Ajay Pal, reported the incident to the police. Two other students Naaus and mama were also responsible. Victim's father also said that the hostel authorities were informed regarding the ragging. But they never took any action so the victim was finally shifted to his guardian house. But things did not stop here, when Sanjay was on his way to his classes in a city bus, the group of five accused individuals stopped the bus, subjecting him to threats and verbal abuse. Overwhelmed by the situation, Sanjay disembarked from the bus and fled. The incident left him profoundly distressed, leading to his admission to the psychiatry ward of Chhatarapati Shivaji Maharaj Medical University. During this period, he was in a state of confusion and agitation, repeatedly mentioning the names of the students involved in the ragging and expressing fear for his life. The warden said that Sanjay Pal Singh was eccentric and kept awake the entire night. When two

people were talking to each other he thought they were talking about him so he was given another room but conflicts arose once again with different individuals. However, Sanjay's guardian dismissed these accusations, highlighting that Sanjay had joined the hostel a mere fifteen days prior, making it implausible for the hostel authorities to label him as mentally unwell. They also added that anyone can go to his village and ask about it. The police are investigating all these things and Sanjay was admitted for treatment in CSMMU.

CASE -15

School/Institute: Thapar Engineering College

Location: Patiala, Punjab

One student Ajay pal Singh Claimed that he had slipped from the second level roof of his hostel giddiness building. He revealed to the authorities of the institution that he had been disrobed one day prior to the incident during ragging by his seniors. The director of the institute Dr. M.P. Kapoor said that Ajay pal Singh was a very sensitive boy and he had hidden the truth about this incident because he feared that it would put him in trouble with their seniors. Even when his senior who ragged him were rusticated from the college, he was not in favor of taking any action against his seniors due to his fear that they might kill him. Dr Kapoor also said Ajaypal told that the senior forced him to remove his junior completely, but when he refused to do so the senior forced another two boys to disrobe him. Dr. Kapoor also said they took the decision to rusticate the culprit after inquiry and the culprit also admitted that they went to Physical Education Hostel with the intention of ragging fresher. Now the culprit students are no longer bonafide students of the institution. Four among the total eight culprits were chemical engineering students and three from the mechanical stream and one from the computer stream. The faculty and director of the institution regularly do inspections to ensure that no such incident ever occurs in future. Action will be taken in case of minor ragging if found. Ajay Pal is discharged from the hospital now with both legs in cast.

In these cases, several instances of bullying and its detrimental effects on students can be seen. The reported cases of bullying in various schools and institutes

shed light on the grave issue of bullying, its consequences, and the need for preventative measures. These cases illustrate the physical and psychological harm inflicted upon victims and highlight the failure of institutions to address the problem adequately. In many instances, students who were subjected to bullying suffered severe physical injuries, emotional trauma, and, tragically, some even lost their lives. It is evident that bullying is not confined to a particular region or type of institution; it can occur in schools, colleges, and hostels across the country. The response of school authorities and law enforcement agencies to these cases varied, with some taking prompt action and others appearing indifferent or reluctant to address the issue. In some cases, victims and their families faced additional challenges, such as being blamed or stigmatized, which further compounded their suffering.

These cases underscore the urgent need for comprehensive anti-bullying measures in educational institutions, including the implementation of strict policies, awareness campaigns, and support systems for victims. It is also essential for institutions to encourage a culture of reporting and ensure that those responsible for bullying are held accountable for their actions. Furthermore, the cases highlight the importance of involving parents, teachers, and the community in efforts to combat bullying. Building a safe and nurturing environment for all students is not just the responsibility of the schools but also a collective effort that requires vigilance and commitment from all stakeholders.

In conclusion, these cases serve as a stark reminder that bullying is a serious problem that can have devastating consequences. It is our collective responsibility to take action, raise awareness, and work towards creating safe and inclusive educational environments where every student can thrive without fear.

Hence, it's clear that bullying is characterized by persistent and deliberate aggressive conduct, often involving a power imbalance among individuals. This behavior tends to recur over time and can manifest in multiple ways, encompassing physical, verbal, social, and cyber dimensions. In recent times, the concern surrounding bullying has grown significantly. As educators grapple with reducing bullying, addressing such behaviors takes center stage. It's an integral aspect of the practice of ragging. In many instances, ragging commences with relatively minor acts

of bullying and victimization among young people, eventually culminating in grave outcomes. Bullying can manifest in diverse contexts, including educational institutions, workplaces, and online platforms. It denotes repetitive aggressive conduct that's purposeful and encompasses a power discrepancy between individuals. This conduct constitutes a form of harassment and can assume a variety of forms, spanning physical, verbal, social, sexual, and religious dimensions. It can occur across various settings, such as schools, workplaces, neighborhoods, or digital spaces. It can have severe consequences for the individuals involved, leading to emotional distress, low self-esteem, anxiety, depression, academic difficulties, and even physical harm. Thus, efforts should be made to foster a culture of empathy, respect, and inclusivity, where bullying is not tolerated and students feel empowered to report incidents without fear of reprisal. Collaborative actions involving teachers, parents, students, and policymakers are necessary to combat bullying effectively and create nurturing educational environments for all.

1.3   BULLYING PREVALENCE

When delving into the subject of bullying, it becomes crucial to acknowledge its prevalence within educational institutions, as evidenced by the expanding body of research on the topic (Marraccini, 2013). Extensive research into the prevalence of bullying has been conducted in various nations, including European countries i.e Finland, Denmark, Norway, Sweden, from northern Europe; Germany from Central Europe; Spain and Italy from southern Europe and Ireland, England from western Europe, Scotland from north western Europe; Japan from East Asia, Canada and the United States from North America; Australia and South Africa. (Stevens, De Bourdeaudhuij, and Van Oost, 2001).

Dake, Price, and Telljohann (2003) investigated the prevalence of bullying in elementary schools and reported that the prevalence of victimization among elementary school students from classes 1 to 5 showed differences among various countries, with rates ranging from 11.3% in Finland to 49.8% in Ireland.

According to Singh (2023) bullying, a pervasive issue among school students, has endured throughout history, though its recognition and scholarly examination have evolved over time. While foreign countries began investigating this

phenomenon as early as the mid-19th century, the exploration of bullying in India emerged much later, notably in the 21st century. Despite a relative scarcity of research on bullying compared to international efforts, studies conducted in India consistently highlight its widespread occurrence among school-aged children. These investigations delve into the multifaceted causes of bullying, spanning individual, familial, social, cultural, and institutional realms. Moreover, they underscore the profound impact of bullying on children, which varies depending on factors such as the student's resilience, parental support, family dynamics, and institutional environment.

Bosworth, Espelage, and Simon (1999) conducted a study to assess the prevalence of bullying among a sample of urban middle school students situated within a 10-mile radius of the core of a prominent Midwestern city, characterized by a diverse socioeconomic demographic and found that in a Midwestern city, 81% of middle school students acknowledged their involvement in bullying incidents. Specifically, 9.1% acknowledged involvement in one specific type of bullying behavior, whereas 7.7% of students disclosed their participation in all five categories of bullying behaviors, i.e., teasing others, threatening, or making fun of others, calling names, physical bullying like kicking, pushing or shoving.

Nansel et al. (2001) conducted a study to assess the prevalence of bullying behaviors among a nationwide sample of 15,686 students in grades 6 through 10, encompassing both public and private schools across the United States. Their research aimed to examine the correlation between bullying experiences and indicators of psychosocial adjustment. The findings of the study unveiled a significant prevalence of bullying among American youth, with 29.9% of students involved in some form of bullying behavior. Among these, 13.0% assumed the role of bullies, 10.6% reported victimization, and 6.3% served as bystanders. Additionally, the study highlighted that boys exhibited higher levels of active engagement in bullying compared to girls. The study underscores the urgent need for attention to the issue of bullying, given its concurrent behavioral and emotional challenges and the potential long-term negative consequences for affected youth. This calls for continued research efforts and preventive interventions to address this pervasive issue effectively.

Sourander et al. (2000) conducted a study to investigate the associations between bullying and victimization among a cohort of 2,551 boys aged 8 years, followed up until ages 16 to 20 years, in Finland. The result of the study revealed that approximately 20% to 30% of school-age children participate in bullying, either in the role of aggressors or as recipients of such behavior. The research also unveiled that boys who engage in frequent bullying and also experience high levels of psychiatric symptoms are at an increased risk of developing criminal tendencies in the future.

Kshirsagar, Agarwal, and Bavdekar (2007) undertook a study to determine the prevalence of bullying among school children and to explore its correlation with typical childhood symptoms. The study focused on children aged 8-12 years attending both public and private schools. The results indicated that 31.4% of students reported bullying in which 16% of students reported that they were being bullied by physical harm. Additionally, 24% of parents were cognizant that their child was experiencing bullying from others. It is also indicated that teasing and name-calling were the most prevalent forms of bullying observed. Additionally, bullied children exhibited symptoms such as sadness, a preference for solitude, and frequent tearing of clothes, which were less common among their peers. Moreover, bullied children were more prone to reporting symptoms like school avoidance, vomiting, and sleep disturbances.

Solomon et al. (2010) conducted a study to compare adolescent bullying victimization across Mumbai, India, Melbourne, Australia, and Seattle, USA. The study surveyed a representative sample of 4,770 students in school years corresponding to US Grade 5, 7, and 9. In Mumbai, India, and in Washington State, USA, the sample size was 2,866 and 2,864, respectively. The findings of the study indicated that the incidence of bullying was comparatively lower among fifth graders in Mumbai, with a rate of 31%, and among seventh/ninth graders at 25%, in contrast to fifth graders in Melbourne (Australia) and Seattle (US), where the rates stood at 45% and 41%, respectively. Rate of violence victimization in Mumbai is reported lower as compared to adolescents of Melbourne (Australia) and Seattle (US) city. Across all three nations, females exhibit lower rates of experiencing violence compared to

males. While in Mumbai, violence victimization decreases as adolescents progress to upper grades, in Melbourne and Seattle, it tends to increase as adolescents reach higher grades.

The Journal of Adolescent Health (2012) offers valuable insights into how bullying behaviors' prevalence rates vary among different continents and cultures. The study reveals consistent patterns globally, with prevalence rates ranging between 29.9% and 40%. Notably, countries in Asia and Africa, including India, South Korea, South Africa, and Taiwan, demonstrate rates between 31% and 40%. Similarly, countries like Australia and the United States from North America exhibit comparable rates, with Australia recording 47.3% and the United States at 29.9%. On the contrary, Scandinavian nations of Northern Europe like Finland, Norway, Sweden, and Denmark deviate significantly from these trends, reporting lower prevalence rates ranging from 6% to 15.2%. Despite variations in rates worldwide, the psychological outcomes for youth involved in bullying, regardless of their role as bullies, victims, or both, remain consistent. In conclusion, these findings underscore the widespread nature of bullying across different countries and cultures, while highlighting the potential for variations in specific prevalence rates. Recognizing the prevalence of bullying is essential for implementing effective interventions and support systems that address the psychological impact on youth globally.

Sandhu and Hirpa (2018) conducted a study to determine the prevalence rate of bully victimization and investigate the psychosocial consequences of such victimization. The study involved 606 students from which 54.79% were male and 45.21% were female from grades 6 and 7, aged between 11 to 18 years, selected from eight elementary schools in Ethiopia using a multistage sampling technique. The findings of the study indicated that 37.6 % of the participants were bullied. Male students had a higher prevalence of bullying experiences compared to female students. There was no notable distinction in the average victimization scores for physical, verbal, and social/relational bullying between male and female victims.

Singh and Grover (2019) conducted a study to examine the prevalence of bullying among high school students, focusing on a sample of 320 students enrolled in classes IX and X across four districts of Haryana. The findings of the study indicated that majority of high school students reported experiencing bullying at an

average level, with only a small proportion reporting minimal instances of being bullied. Regarding verbal bullying dimension, specifically, 32.5% of students were classified as having a high level, 11.6% as average, and 55.9% as low level of bullying. Similarly, in the Physical Bullying dimension, among high school students, 37.5% exhibited a high degree of bullying, 5.6% showed an average level, and 56.9% demonstrated a low level of bullying. In the last dimension i.e., Social Bullying- 32.2% of high school students fall under the category of high level, 11.9% average and 55.9% low level of school bullying. Further 40% of the high school students were found to be highly bullied. Out of this 40%, 58.6% were male and 41.1% were female.

Galal, Emadeldin, and Mwafy (2019) conducted a study to determine the prevalence and correlates of school bullying and victimization and their association with behavioral disorders among preparatory and secondary school students from 476 students from two mixed public schools of rural Egypt. The result of the study revealed that Prevalence of bullying behavior was high (77.8%) among rural adolescent school students. The relation between bullying/victimization and behavioral problems among students revealed that only bully-victims are suffering from conduct problems. Establishment of a bullying prevention committee at school including all school personnel for addressing different factors associated with bullying behavior is recommended. Further follow-up and psychiatric assessment of students for predicting those prone to behavioral abnormalities are also recommended.

Verma and Phatak (2020) conducted a study to evaluate the prevalence of bullying involvement, including roles as bullies, victims, and bully-victims, among 2,552 sixth to tenth graders from 12 rural schools in Anand, Gujarat, Western India. The findings of the study indicated that the prevalence of bullying involvement was seventy percent in which nine-point one percent were bullies, eighteen-point six percent were victims, and forty-two-point three percent were bully–victims. Further from which 77.5% boys were found bullies and 67.2% of boys were victims. On the other hand, 58.3% of girls were bullies and 51% were found victims. It is also concluded that boys demonstrated a higher incidence of involvement in bullying behaviors in comparison to girls. Furthermore, it was observed that boys faced a higher probability of being singled out as targets of bullying in contrast to girls.

Kafle, Dhakal, and Kumari (2020) undertook a study to determine the prevalence of bullying among 164 adolescent students enrolled in grades 8, 9, and 10 in schools located in Dharan. The researchers employed a combination of stratified random sampling to select schools and simple random sampling to choose students. The findings of the study indicated that a significant majority of the respondents, comprising 98.2%, acknowledged the presence of bullying within their school environment. Among them, 84.8% admitted to engaging in mild forms of bullying and 11.6% engaged in a moderate level of bullying, while 1.3% exhibited severe bullying behavior. The majority, comprising 82.3% of the respondents, experienced mild victimization, with 15.2% reporting moderate victimization, and a smaller 2.4% indicating severe victimization.

In conclusion, the issue of bullying is prevalent in schools worldwide, as evidenced by numerous studies conducted in various countries. Various forms of bullying behavior have been recognized, encompassing physical aggression, verbal harassment, relational manipulation, and online harassment. The prevalence of these specific types of bullying varies, and gender plays a role in these differences. However, the psychological repercussions of bullying on young individuals remain consistent across diverse countries and cultures. Regardless of their role as bullies, victims, or both, youth involved in bullying are susceptible to negative psychological outcomes. These outcomes can vary depending on factors such as an individual's resistance capacity, parental support, and family environment. By acknowledging the widespread nature of bullying and recognizing its variations in specific prevalence rates, stakeholders can work towards creating safer and more supportive environments for students.

1.4   CAUSES OF BULLYING BEHAVIOR

Bullying behavior is not inherent. It is a learned behavior. There are many internal and external causes that lead to bullying behavior. Some of these causes are as follows:

➢ **Conflict in Families:** When a child sees their parents arguing, abusing each other, he becomes used to such behavior. He assumed that it is acceptable

behavior in society also. He starts behaving in the same manners with his classmates and Juniors.

➢ **Feeling Powerless:** In most cases bullies are the child who feels totally powerless at home and it puts the effect on his nature and the child tries to show his power by bullying other children. Sometimes the child sees that his parents are abused by the parents of another child then he feels powerless. To gain back his power he starts bullying the weak students at school.

➢ **Invisible Child:** In the busy life most of the parents can't give their full attention to their child. For the child nobody is close to him as his parents. He needs love, care and attention from his parents at every stage of his life whether it is his childhood stage, adolescence stage or adult stage. If the child does not get all these from his parents, he feels ignored and unvalued at home. This ignorance leads to frustration and aggression in children. This aggression comes out in the form of bullying.

➢ **Personal experience of bullies:** Personal experiences of the bullies are also responsible for his bullying behavior. If a child faces social rejection, then he tries to pass it to others. In some cases, the victim becomes the bullies as he feels that he has to tolerate the bullying behavior from his seniors and friends so he has the right to do bullying with juniors and other children. In this case bullying became the trend.

➢ **To get Attention:** Sometimes bullying is done by a bully to increase his social network because he feels that with this kind of act, he will get the attention of others and it will help to increase his friend circle.

➢ **Jealousy:** Jealousy is another factor responsible for bullying behavior. When a child sees that his friend is more popular in a circle than him due to his intelligence, attractiveness. He feels jealous with his friend and starts bullying because of jealousy.

Shellard (2002) observed that students who indulged in bullying activities tend to exhibit aggressive tendencies not only towards their peers but also towards

adults. These individuals often demonstrate a lack of empathy towards those they perceive as weaker or inferior, deriving satisfaction from causing distress to others.

Prinstein and Cillessen (2003) showed that aggression, although related to high peer perceived popularity, is associated with low likeability among peers. This indicates that bullies are disliked by their peers indeed.

Brinson (2005) concluded that instances of bullying instigated by females are often overlooked by males. Exploiting societal constraints imposed on boys, the female gender frequently engages in bullying towards boys, capitalizing on the assumption that retaliation is unlikely. This behavior stems from the realization that boys, as they mature, internalize the physical strength disparity between genders, which dissuades them from responding when subjected to bullying by females.

Jan and Hussain (2015) concluded that power fullness, Revenge seeking, aggression and jealousy are the causes of bullying. Girls were more likely to show absences from school than boys.

Madaan (2012) reported that decisive predictor of bullying among students in educational settings stands out as trait anger, family relation, school adjustment and Peer relationship quality etc. So, it is necessary to control the anger in children to reduce school bullying. Children who have poor peer relation are high on bullying, so it is important to value peer relations among school children to minimize school bullying.

In summary, bullying behavior is not innate but rather a learned behavior shaped by various internal and external factors. Conflict within families, feelings of powerlessness, being an invisible child, personal experiences, the desire for attention, and jealousy can all contribute to a child's tendency to engage in bullying behavior. Such behavior often stems from a sense of power and a lack of empathy towards others. Research has shown that bullies tend to be disliked by their peers, and bullying can take different forms, including girls bullying boys due to societal norms. Additionally, factors like anger management, family relationships, school adjustment, and peer relationship quality play significant roles in predicting and addressing bullying among students. Therefore, it is essential to address these underlying causes and foster positive relationships to combat bullying effectively in educational settings.

1.5 FORMS OF BULLYING

A child can be bullied through many ways. He can be bullied physically, verbally, socially, sexually and on the basis of his religion. The detailed descriptions of these forms are as follows:

➢ **Physical bullying:** Physical bullying encompasses actions such as striking, kicking, tripping, pinching, pushing, or causing harm to belongings. The consequences of physical bullying extend to both immediate and prolonged effects.

➢ **Verbal bullying:** It encompasses various forms of harmful behavior, including derogatory language, insults, mocking, intimidation, making discriminatory remarks based on sexuality or race, or engaging in verbal abuse. Although verbal bullying may initially appear harmless, it can escalate to a level where it negatively impacts the individual being targeted.

➢ **Social bullying:** This form of bullying is sometimes called covert bullying. It is more challenging to identify social bullying as it often occurs behind the back of the person being bullied. Its purpose is to harm someone's social reputation. Social bullying involves actions such as spreading lies and rumors, using negative facial or physical gestures, giving contemptuous looks, humiliating pranks, mocking unkindly, urging others to exclude someone socially, and tarnishing an individual's social reputation or acceptance.

➢ **Sexual Bullying:** Targeting an individual due to their sexuality or gender through bullying, whether physical or non-physical in nature, is termed as sexual bullying. This behavior involves employing one's sexuality or gender as a means of intimidation, enacted by both boys and girls toward their peers, with a higher frequency directed at girls. Such actions can occur openly, covertly, or through the utilization of technology.

➢ **Religious bullying:** Religious bullying can manifest in various ways. Occasionally, children adhering to Christianity may face bullying from those who don't share their beliefs. Similarly, children originating from non-Christian backgrounds, such as Muslims, Jews, Sikhs, or Buddhists, might encounter

bullying owing to distinctions in their cultural practices, attire, and religious convictions. Instances aren't uncommon where Sikh children are ridiculed for wearing turbans. Muslim children might become targets of bullying due to the association of their religion with acts of terrorism, leading to misconceptions about their faith. Regrettably, the actions of a radical minority within the Muslim community have adversely impacted many Muslim families. Consequently, Muslim children and adolescents, who bear no connection to extremist activities, bear the brunt of religious bullying from their peers. Religious Intolerance can lead to Religious Bullying.

Kobayashi (1999) reported three major types of bullying found in the Japanese educational system. These are psychological bullying, physical bullying and violent bullying. Psychological bullying includes called bad names; excluded from every activity. Majority of the students ignore the victim as if he/she did not even exist. No one would greet the victim. Under the second form of bullying i.e., physical bullying a student might hide the notebook paper, text book or other personal belongings of another student. Write bad things on the personal belongings of the victim. The third type of bullying is called violent bullying. In this a student beat the victim, burned the victim's hand with matches, tore the clothes of the victim etc.

Crick and Grotpeter (1995) found that female students in the 3rd to 6th grade in the Midwest displayed a range of bullying behaviors. Their research also highlighted a gender-based disparity, with girls demonstrating a higher tendency to partake in relational bullying, which involves actions like spreading rumors and purposefully excluding peers from group activities as a means of retaliation. In contrast, boys were more frequently observed engaging in overtly aggressive behaviors.

Haynie et. al. (2001) investigated that both girls and boys who were engaged in acts of bullying had also personally encountered various forms of bullying behaviors. This means that individuals of both genders who were involved in bullying situations had firsthand experiences with different types of bullying conduct directed toward them. Generally, girls do bullying by spreading rumors, manipulations in friendship and at the other side boys do physically aggressive

activities like verbal abuse, threats and even physical attack in their bullying behaviour.

According to Coloroso (2003) classified bullying into three main categories: verbal involves using words or language to harm others; physical bullying encompasses acts of harm carried out through physical force, and relational bullying focuses on damaging a person's social relationships. Verbal bullying involves the use of words to demean, insult, or intimidate others. Physical bullying entails direct physical aggression or harm inflicted upon someone. Relational bullying, on the other hand, focuses on damaging relationships, spreading rumors, or socially excluding individuals. By recognizing and understanding these different categories, we can better address and combat bullying behaviors in various contexts. Among these verbal abuse stands out as the predominant form of bullying, constituting approximately 70 percent of reported incidents. It includes a range of behaviors such as using derogatory names, teasing, diminishing others, delivering hurtful critiques, engaging in character assassination, employing racial insults, and making sexually explicit or offensive comments.

Ostrov and Keating (2004) investigated the forms of bullying are: Physical bullying which encompasses acts such as hitting, where the bully strikes the victim with physical force; Pushing refers to forcefully shoving or thrusting the victim, often resulting in them losing balance or falling; Pulling involves forcefully yanking or dragging the victim, either by their clothes or body parts. Punching involves delivering forceful blows with closed fists; forcefully taking objects. Verbal bullying which involves behaviors like teasing, name-calling, making threats of harm, or insulting others and relational bullying that includes actions such as excluding someone from a group means intentionally leaving someone out or isolating them from social activities, groups, or conversations; spreading rumors which involves the deliberate dissemination of false or exaggerated information about someone with the intention of damaging their reputation or social standing; withdrawing friendship, circulating malicious gossip, or purposefully ignoring a peer. Social exclusion involves rejecting an individual social setting or a group. It is categorized as bullying when the exclusion is specifically targeted at the child, rather than being a natural

outcome of the activity or situation from which they are excluded. The classification of bullying applies only when the exclusion directly involves the child, rather than being solely related to the nature of the activity they are excluded from.

Other researchers, such as Berger (2007) and Breakstone, Dreiblatt, and Dreiblatt (2009), have classified bullying into four distinct categories. Physical bullying involves a range of aggressive actions aimed at causing harm or intimidation, often through direct physical contact or manipulation of personal belongings. Relational bullying centers around manipulating interpersonal relationships to harm or isolate others. Verbal bullying entails using derogatory language and engaging in name-calling to belittle or humiliate individuals. Lastly, cyber bullying occurs in the digital realm and includes actions like spreading rumors and sending malicious text messages with the intent to harm or intimidate others.

Peleg et al. (2012) conducted a study that illuminated the extent and various forms of bullying within a group of 532 middle school adolescents. The findings revealed that physical bullying, verbal bullying, and cyber-bullying were significant forms of bullying, accounting for 30%, 52%, and 12% of the reported incidents, respectively. These findings underscore the complexity of bullying and emphasize the importance of holistic interventions tailored to address its diverse manifestations. Moreover, the research revealed a significant prevalence of bullying among American adolescents, underscoring the pressing need for robust prevention strategies and support networks to safeguard the welfare and security of young individuals in educational environments.

According to Olsen (2006), bullying is characterized by a combination of both direct and indirect actions. Direct behaviors, more frequently observed among boys, encompass activities such as abusing, teasing others, physical aggression, employing weapons, and theft, enacted by one or multiple individuals against a targeted victim. On the other hand, indirect behaviors entail actions like spreading rumors, excluding or isolating individuals from their peers, and manipulating relationships or friendships.

Monks and Smith (2006) reported that when bullying incidents were presented in front of pre-school students in cartoon form most of the children were

able to identify various types of bullying i.e., verbal bullying, physical bullying, relational or indirect bullying etc. However, this approach did not consider factors such as power imbalance and the repetitive nature of the bullying actions.

Notar and Padgett (2013) described bullying as a tactic to gain control on others at any cost. Name calling, stress, physical assault, peer pressure and damage of property all are the forms of bullying. Bullying represents a significant manifestation of violence within educational settings that intimidates a child's development and learning. Bullying also involves antisocial and disruptive behavior shown in high stages of aggression, disobedience of adults and destruction, stealing, and self-abuse expressed through contribution with drugs and alcohol.

Sharma and Tina (2018) reported that main characteristics of bullies are powerful, jealousy & aggressive, enjoying pain etc. It is also found that verbal bullying emerged as the most commonly reported (44.11%) form of bullying, social bullying 35.29% and physical bullying17.6% .69.9% respondents the bully was a boy as against 30% cases in which bullying was done by girls.

Kafle, Dhakal, and Kumari (2020) found that bullying is a widespread issue within schools and is particularly prevalent among adolescents. A significant number of students reported encountering physical, verbal, and social bullying. The research also uncovered notable associations between bullying and variables including a student's age, gender, grade level, and their family's income.

Zahra et al. (2021) scrutinized the prevalence of students engaging in different manifestations of bullying within the school setting. The study delved into the extent to which students participate in various forms of bullying behavior within the school environment. This includes physical, verbal, and relational bullying. Furthermore, the research revealed that both male and female students are responsible for exhibiting such bullying behaviors on campus.

In a study conducted by Saldıraner and Sıddıka (2021), the investigation focused on the varying prevalence of distinct bullying types, revealing that physical, verbal or indirect, cyber, and sexual bullying were the most frequently recounted. However, the research indicated that sexual bullying was comparatively less prevalent than the other forms.

Similarly, Ozbek and Taneri (2022) identified that within the primary-school student population, the most prevalent instances of bullying were notably associated with verbal confrontations and physical aggression. Their research underscored that these two forms of bullying were particularly prominent among this demographic. The study's findings also highlighted that a noteworthy portion—specifically 45.8% of the students—displayed an understanding of the nature of bullying.

Presently, the issue of bullying has reached a heightened state of urgency. In recent times, instances have arisen where bullying has extended to encompass factors such as religion, caste, and regional background. In comparison to Western nations, the comprehension of the bullying issue is relatively less understood within India. In the Indian context, instances of bullying tend to be perceived as common behavior, often resolved through teacher and parental intervention involving warnings to the perpetrators. Regrettably, bullying tends to receive minimal attention in India, often dismissed as ordinary conduct among children. Multiple studies have revealed diverse prevalence rates for different types of bullying, with particular attention given to the widespread occurrence of verbal as well as social bullying. Overall, bullying remains a significant concern in schools, highlighting the need for intervention and support for victims.

1.6 PSYCHOSOMATIC PROBLEMS

The term 'psychosomatic' has its roots in Greek, stemming from the words "psyche," denoting the mind, and "soma," signifying the body. Psychosomatic pertains to a physical ailment that emerges, to some extent, due to psychological influences or factors related to the mind. For instance, when someone experiences high levels of stress, this tension can trigger psychosomatic conditions such as headaches or stomachaches. These psychosomatic problems are defined as physical problems (the soma) that are influenced by mental factors (the psyche). In the year 1818, Johann Christian Heinroth introduced the term "psychosomatic," primarily within the framework of insomnia. Heinroth is credited with the introduction of this term, and he specifically applied it to the realm of sleep disorders. Heinroth coined this term to describe the connection between psychological factors and physical manifestations of illness, focusing on the specific case of sleep disturbances like insomnia. This marked an early recognition of the intricate interplay between mental

and physical health that underpins the concept of psychosomatic problems. Subsequently, it gained popularity through the work of Maximilian Jacobi, a German psychiatrist.

As per the Merriam-Webster dictionary, the term 'psychosomatic' pertains to, encompasses, or deals with physical symptoms that arise due to mental or emotional disturbances. In essence, it signifies the connection between a person's mental or emotional well-being and the physical manifestations or ailments that can result from these internal disturbances. This concept underscores how our psychological state can profoundly impact our physical health, giving rise to a range of conditions and symptoms.

The term psychosomatic was defined in 1978 by National Academy of Science as the interdisciplinary field that focuses on the advancement and integration of behavioral and biomedical science knowledge and techniques. This field is dedicated to addressing the connection between health, illness, and the application of these insights to the areas of prevention, diagnosis, and rehabilitation.

The concept of psychosomatic problems revolves around the interaction between psychological factors and physical health. It suggests that emotional and psychological factors can significantly impact the development and manifestation of physical symptoms or disorders. In psychosomatic medicine, it is understood that the mind and body are interconnected, and disturbances in one can influence the other. Psychosomatic problems stem from the complex interplay between emotional, cognitive, social, and physiological factors. Emotional states such as stress, anxiety, depression, and unresolved conflicts can contribute to the development or exacerbation of physical symptoms. These symptoms can vary widely and may include pain, gastrointestinal issues, respiratory difficulties, skin conditions, fatigue, sleep disturbances, and more.

Psychosomatic problems are not imaginary or fabricated but are genuine physical symptoms with underlying psychological or emotional roots. They are often referred to as 'mind-body' disorders or conditions because of their connection to mental and emotional well-being. It's crucial to understand that psychosomatic problems are not solely caused by psychological factors, but rather arise from the

intricate interplay between various influences, including biological, genetic, environmental, and psychosocial factors. Addressing psychosomatic problems typically involves a multidimensional approach. This may include psychological interventions such as therapy or counseling to explore and manage underlying emotional issues, stress reduction techniques, lifestyle modifications, and sometimes medical treatments for specific physical symptoms. The goal is to promote holistic well-being by addressing both the psychological and physical aspects of the individual's health. It is essential to approach psychosomatic problems with empathy, understanding, and a comprehensive perspective that recognizes the intricate relationship between the mind and body. By addressing the psychological and emotional factors contributing to physical symptoms, individuals can achieve better overall health and well-being.

Greco (1993) examines the historical trajectory of psychosomatics, starting from the era of Freud, contending that it signifies the introduction of a moral aspect into the understanding of health, complementing the conventional biomedical perspective. Within this context, health becomes intertwined with personal decisions, departing from its initial psychoanalytic underpinnings. The concept that mental processes influence bodily functions and that the interplay between thoughts, emotions, and physical experiences is intricate has been a recurring theme across historical accounts.

By adopting this perspective, health becomes intertwined with personal decision-making, surpassing the boundaries of the original psychoanalytic subject. The concept that mental processes impact physiological functions, and bodily experiences are closely intertwined with cognitive and emotional patterns, has been widely acknowledged across various historical contexts.

In Martin's (1997) definition, psychosomatic refers to a condition where psychological factors actively contribute to the onset or progression of an illness. It is characterized as a condition in which psychological factors play an active role in either initiating or advancing the development of an illness.

Skiba (1998) states that a prevalent misconception regarding psychosomatic disorders and illnesses is that they are merely products of a patient's imagination,

suggesting they lack actual existence. In contrast, the reality is that psychosomatic disorders are indeed genuine illnesses triggered by physiological changes.

In general terms, psychosomatic problems refer to physical symptoms or illnesses that are influenced by psychological or emotional factors. These conditions arise from the interaction between the mind and body, where psychological distress can manifest as physical symptoms. Psychosomatic problems do not imply that the symptoms are imaginary or not real; rather, they highlight the intricate connection between psychological states and physical well-being.

Psychosomatic problems encompass a diverse array of physical symptoms and conditions, such as headaches, skin conditions, and chronic pain. These issues often correlate with stress, anxiety, depression, and specific personality traits. The treatment of psychosomatic problems typically involves addressing both the physical symptoms and the underlying psychological factors. This may include a combination of medical interventions, psychotherapy, stress management techniques, lifestyle modifications, and addressing any underlying mental health conditions. Overall, psychosomatic problems highlight the intricate connection between the mind and body, acknowledging that psychological factors can significantly influence physical well-being.

Somatic symptoms are frequently cited as a primary reason for seeking medical consultations. Approximately 30% to 40% of these symptoms cannot be fully explained by medical examinations alone, suggesting a potential conversion from psychological distress. Frequently, these bodily manifestations are associated with adverse feelings and a decline in one's overall well-being. A substantial portion of these symptoms is thought to arise from functional causes. As a result, the quantity of self-reported somatic symptoms can be utilized as a gauge. A range of checklists has been created to evaluate physical distress, encompassing anywhere from 8 to 51 distinct bodily symptoms.

According to Alexander (1950) about psychosomatics, the psychological processes in the present stage of our knowledge should be studied by psychological methods and reported exactly, not in general terms such as anxiety, tension, etc.

Correlations between psyche and soma should not be made between personality types and somatic processes; rather, the psychic aspects should be studied in terms of the individual and of his specific emotional problems.

In Harold's (1950) analysis, it is highlighted that the stressors impacting individuals are not solely derived from their biological and physical surroundings. Rather, they stem from a variety of sources, including past danger signals, setbacks and disappointments related to personal desires and goals, as well as cultural expectations and the swift transformations occurring within society.

Laplanche (1973) said that Psychosomatic problems today are like updated versions of real mental struggles, which are different from other types of mental struggles. These real mental struggles are connected to what's happening in a person's life right now. Laplanche also mentioned that the word somatization can be used to tell apart one way of turning emotions into physical symptoms (hysterical conversion) from other ways, where somatization is used for the latter processes.

Sesar and Sesar (2012) argued that psychosomatic problems are the problems that encompass clinical manifestations characterized by the absence of a noticeable, underlying physical disease or pathology. In other words, these problems manifest as physical symptoms without a clear and distinct organic cause. Among the prevalent psychosomatic symptoms observed during adolescence are abdominal discomfort, headaches, chest unease, fatigue, backaches, leg pains, heightened health apprehensions, and respiratory difficulties.

Stone et. al. (2004) the term 'psychosomatic' was commonly employed with different connotations. In about 56% of cases, it referred to a problem primarily rooted in psychological factors, where the mind influences the body. On the other hand, only 5% of its usage connected it to a reciprocal interaction between the body and mind. In most instances, 'psychosomatic' was used to imply a psychological issue or the impact of the mind on the body, neglecting the bidirectional nature of the relationship.

From the above reviews it can be concluded that psychosomatic problems involve a complex interplay between the mind and body, where psychological

distress can lead to physical symptoms. It is important to recognize that these symptoms are not imaginary but caused by physiological changes. Psychosomatic problems encompass a wide range of physical conditions and are often associated with stress, anxiety, depression, and certain personality traits. Treatment typically involves addressing both the physical symptoms and underlying psychological factors, utilizing medical interventions, psychotherapy, stress management techniques, and lifestyle modifications. Overall, psychosomatic problems emphasize the connection between psychological states and physical well-being, highlighting the need for a comprehensive approach considering biological, psychological, and social factors.

1.7   SOCIAL SUPPORT

Social support entails the dual aspects of perceiving and experiencing both subjectively and objectively that one is being looked after and can access help from others. Additionally, it encompasses the feeling of being part of a supportive social circle. These supportive resources can manifest in various forms, such as emotional support, tangible help, information sharing, companionship, and intangible forms of support. In other words, this support can be received in the form of nurturance, financial assistance, advice, sense of belongingness and personal advice.

The concept of social support originated from nineteenth-century sociologist Durkheim, who observed the relationship between diminishing social ties and increased suicide rates. Over time, the concept has evolved, initially referred to as 'social ties' by Durkheim, and later expanded upon by Caplan (1974) who described social system as a network of others that provide assistance in mobilizing psychological resources, offering information, and providing instrumental aid to individuals dealing with emotional problems and stressful situations.

Social support involves a dynamic interaction where two individuals mutually share various forms of resources, such as emotional, tangible, informational, or companionship support. This exchange of resources is intended to contribute to the recipient's well-being, as assessed and appreciated by both the person offering support and the person receiving it. It's a multifaceted process that can encompass emotional reassurance, practical assistance, advice, and companionship, all with the

ultimate goal of improving the overall quality of life and coping with life's challenges for both parties involved.

Social support can be derived from a wide array of origins, spanning from family, companions, pets, neighbors, co-workers, and various affiliations or groups, among other potential sources. These sources of support might either emerge organically from personal connections or take on a formal structure, such as aid received from community-oriented entities. The origin of the social support plays a pivotal role in determining its efficacy as a coping mechanism. This form of support entails various types of assistance a person obtains from others, spanning emotional, personal, practical, informational, and instrumental realms. Its emphasis lies in the caliber and extent of support furnished by diverse resources. Notably, social support exerts its influence on well-being by acting as a buffer against the detrimental impacts of elevated stress levels.

The presence of social support plays a crucial role in aiding students in cultivating and preserving a positive emotional state. Students with strong social support systems tend to perform better academically. Students face various challenges throughout their academic journey, such as academic pressure, transitions, and personal issues. Social support acts as a buffer during these times, providing students with resources, advice, and different perspectives. Supportive individuals can help students navigate challenges, cope with stress, and find effective solutions. Social support contributes to the development of resilience in students. Experiencing a sense of connection and inclusion within a social community holds immense significance for the holistic well-being of students. Social support fosters a feeling of being part of a group, enabling students to establish valuable connections, take part in various activities, and engage in constructive social exchanges. Further, Social support provides opportunities for personal growth and skill development. Interacting with diverse individuals and engaging in collaborative activities can enhance communication skills, empathy, teamwork, and conflict resolution abilities. So, social support is of great importance in students' lives. It promotes emotional well-being, academic success, coping with challenges, resilience, a sense of belonging, and personal development. Schools, families, and communities play a critical role in

fostering a supportive environment that nurtures students' social connections and provides the necessary support systems for their holistic development.

Moreover, the notion of social support can be explored through two distinct viewpoints: structural support and functional support. Structural support, also known as social integration, pertains to the level of connectivity an individual has within their social network. It encompasses factors such as the number of social ties and the extent of integration within various social spheres, including family relationships, peers, and involvement in clubs and organizations. Conversely, functional support involves the specific functions and responsibilities that individuals hold within a social network, which encompass a range of supportive roles, including emotional assistance, practical aid, provision of information, and companionship support.

Braiker and Kelly (1979) talked about three different kinds of social support: personal, the one from places where you work or belong (called 'intra-organizational'), and the one from outside groups ('extra-organizational'). In 1974, Weiss looked at social support in another way and talked about six aspects: how close it makes you feel to others, how well you fit into social groups, the caring you get, how valued you feel, the connections you have, and the guidance you receive.

In a study Sarason et.al. (1983) placed particular emphasis on the conventional characterization of social support, which commonly describes it as having or having access to individuals whom we can count on, those who make it clear that they are concerned, cherish, and hold affection for us. Building on this, Kathleen (1984) adds that social support specifically refers to a particular group of individuals within a person's overall social circle, upon whom they can depend for assistance and assistance. This network of people plays a vital role in providing the help and reassurance we need in various situations.

Francine, Bonnie, and Kathleen (1994) suggested that while social support might be seen as a single idea, it's usually thought of as having many parts, especially when we think about the way relationships are set up, which is often called the social network. The idea of social support is closely connected to the idea of stress, both in theory and in practice. The impact of social support on difficult life situations can

happen directly or by interacting with other factors, although sometimes these effects can get mixed up or confused.

Pearson (1986) expressed the view that social support can be generally comprehended as recognizing that someone cares about you, values you, and that you're connected to a helpful group of caring people. This kind of support can be examined and explained using various methods, both by looking at people's personal feelings and the measurable parts of the help they receive. Likewise, the individual's network is formed and sustained based on their utilization and attitude towards it. This continuous interaction between the individual and the network results in mutual influence, where both sides impact and are affected by each other. Furthermore, once network orientations are established, they become linked to the individual's perception of stress, selection of coping strategies, proportion of multiple and kinship relationships, and the outcomes of their coping efforts.

According to Dunst, Trivette, and Cross (1986) Social support pertains to the aid an individual gets from their social connections, encompassing tangible, Psychological, informative, and instrumental aid.

House, Landis, and Umberson (1988) provided a description of social support as encompassing the diverse forms of help and support that individuals obtain from their social circles. This assistance can be categorized into three primary forms: informational support, instrumental support, and emotional support. Specifically, instrumental support pertains to the provision of concrete assistance and practical services to individuals who require them. This type of support includes practical assistance such as financial help, transportation, or physical assistance, which can alleviate practical burdens and fulfill specific needs. Emotional support encompasses providing empathy, warmth, love, and trust to others, which contributes to their overall well-being and sense of belonging. It involves offering understanding, comfort, and a listening ear during times of distress or difficulty. Informational support focuses on assisting others in problem-solving by providing valuable suggestions, advice, and information. This type of support equips individuals with knowledge and resources to make informed decisions, navigate challenges, and overcome obstacles effectively. Lastly, appraisal support involves offering

constructive feedback and information to help individuals evaluate themselves. It provides insight into one's strengths, weaknesses, and areas for improvement, fostering personal growth and self-awareness. By understanding the various categories of social support, individuals can recognize the importance of each type and seek or provide appropriate support based on specific needs and circumstances.

Becker and Schmaling (1991) expressed the view that social support serves as a potent mechanism for alleviating sensations of powerlessness, elevating one's self-worth, and ultimately reducing depressive symptoms linked to stress. It creates a sense of belonging, fosters resilience, and provides individuals with the necessary emotional and practical resources to navigate challenging circumstances more effectively.

Kleckler and Waas (1993) opined that social support refers to the presence of individuals who are accessible and offer assistance in the forms of physical, social, and emotional assistance and guidance as well as knowledge during challenging situations, particularly during times of crisis. This availability of support has significant positive outcomes, including fostering feelings of security and bolstering one's sense of self-worth.

Maleclki and Demaray (2002) put forth a definition of social support as an individual's subjective perception of receiving support in either a general sense or through particular supportive gestures from those within their social network. This assistance serves to enhance their overall well-being and could potentially function as a safeguard against adverse outcomes.

Schulz and Schwarzer (2003) delineated various categories of social support, encompassing instrumental support, which focuses on addressing real-world issues and challenges, tangible support, which involves furnishing goods or resources, informational support, which revolves around providing advice and guidance, and emotional support, which entails giving encouragement and comfort.

According to Eshbaugh (2008) the concept of social support is defined differently by various researchers. One commonly accepted definition of social support in academic literature involves a sense of connectedness and inclusion. Further studies have connected it to emotional assistance, where one person

demonstrates their love, appreciation, and concern for another. Emotional social support also encompasses verbal interaction, known as disclosure, which involves sharing personal and intimate information with others.

Taylor et. al. (2007) social support encompasses a range of categories that play crucial roles in assisting individuals. These categories include emotional support, instrumental support, informational support, and appraisal support. Emotional support often manifests through intangible means, such as expressions of love and care. On the other hand, instrumental support encompasses tangible forms of assistance, including financial aid, material resources, or practical services. Informational support, in turn, involves the provision of helpful information by others.

One key benefit of social support is its buffering effect, which helps mitigate the negative impact of stress and challenging circumstances. In essence, social support enhances coping skills and mitigates the detrimental outcomes of stress-inducing events, such as bullying (Cohen, Gottlieb, and Underwood, 2000; Holt and Espelage, 2007).

According to Wawrzynski et. al. (2021) the concept of social support involved the perception and actual experience of appraisal support, which aimed to facilitate a positive psychological transformation following a traumatic event. These transformations were characterized by heightened appreciation for relationships, increased compassion, improved self-esteem, and the discovery of personal meaning within one's experiences. It provides an individual with a sense of being cherished and supported, acknowledged, and as part of a community that shares common objectives and values. It can also be conceptualized as a reciprocal exchange of resources, wherein people provide assistance, emotional connection, and tangible help to one another. This assistance and resource exchange play a crucial role in helping individuals navigate life's difficulties, enhancing their ability to adapt and find comfort in times of need.

The concept of social support exhibits variation in its definition across scholars. One commonly observed definition in literature emphasizes the sense of belonging. Moreover, research suggests a connection between social support and

emotional well-being, where individuals express love, value, and care for one another (Eshbaugh, 2008).

In summary, social support represents a multifaceted and intricate concept that has undergone scrutiny from numerous researchers. Diverse scholars have introduced varying perspectives on the types and facets of social support, encompassing personal, intra-organizational, and extra-organizational support, as well as dimensions such as intimacy, social integration, nurturing, self-worth, partnership, and guidance. Commonly, social support is described as the existence or availability of people in one's social network who provide care, value, and love. It is seen as a subset of individuals on whom one can rely for support, and it plays a crucial role in promoting well-being, resilience, and interpersonal connections.

Social support acts as a powerful tool for mitigating feelings of helplessness, enhancing self-esteem, decreasing depression associated with stress, and fostering a sense of belonging. It provides individuals with the necessary emotional and practical resources to navigate challenging circumstances effectively. The concept of social support also encompasses the dynamic interplay between an individual's expectations, beliefs, behavior, and their social network. It is closely linked to emotional well-being and positive psychological transformations, such as increased compassion, improved self-esteem, and the discovery of personal meaning.

1.8   ANTI BULLYING PROGRAMME

An anti-bullying program is a program intentionally crafted to counteract bullying, employing a comprehensive strategy dedicated to addressing instances of bullying in educational settings. It represents a systematic, preemptive methodology put into action within schools and various institutions to thwart instances of bullying. Its fundamental objective is the establishment of a secure, considerate, and all-embracing atmosphere where individuals are shielded from any manifestations of bullying. These initiatives typically incorporate a blend of educational efforts, policy implementation, awareness campaigns, support networks, and interventions, all geared towards establishing a secure and considerate environment for every student. They require a commitment from all stakeholders, including students, parents,

educators, and administrators, to work together to prevent and address bullying effectively.

The key components of an effective anti-bullying program include:

➢ **Awareness and Education:** Raising awareness about bullying, its impact, and the importance of prevention is crucial. Educational initiatives can include workshops, presentations, and campaigns that promote empathy, kindness, and respect.

➢ **Policy Development:** It's crucial to create well-defined and thorough policies that precisely define bullying, lay out the repercussions for those responsible, and offer instructions for reporting and addressing such occurrences. Making sure that these policies are effectively communicated to every member of the community and consistently enforced is of utmost importance.

➢ **Training and Skill Building**: Providing training to teachers, staff, and students on recognizing and responding to bullying is vital. This training can include strategies for bystander intervention, conflict resolution, and fostering a positive and inclusive school culture.

➢ **Support Systems:** Implementing mechanisms for reporting and supporting victims of bullying is critical. This can involve designated staff members or counselors who are trained to address bullying incidents and provide emotional support to those affected.

➢ **Collaboration and Community Involvement:** Engaging parents, community members, and local organizations in the anti-bullying efforts can help create a united front against bullying. Collaboration can involve partnerships with mental health professionals, law enforcement, and other relevant stakeholders.

➢ **Ongoing Evaluation:** Regularly assessing the effectiveness of the anti-bullying program through data collection, surveys, and feedback is essential. This evaluation can help identify areas of improvement, measure progress, and ensure that the program remains relevant and impactful.

By implementing a comprehensive anti-bullying program, communities can work towards creating safe and inclusive environments where everyone feels

respected and supported. These programs not only address individual incidents of bullying but also aim to prevent future occurrences and promote positive behaviors and attitudes.

1.8.1 Role of Parents

Majority of school have framed anti bullying strategies but because of lack of time and resources schools don't follow these strategies. So, parents must encourage school officials to work on anti-bullying strategies and apply in school premises. If parents notice any kind of changes in their ward like depression, any kind of injury on body, lack of interest in school they should immediately approach the teacher of their ward to converse about what's going on in school. Parents should spend time with their child and build a friendly relationship with child so that child can discuss everything with parents without any hesitation. Parents should voluntarily speak about school improvement. According to US Deptt. of Justice (2004) it is essential for school staff to engage in educational efforts and collaborate with parents, enabling them to comprehend the issue of bullying, identify its indicators, and take appropriate action to intervene. Studies indicate that anti-bullying initiatives yield better results when parents grasp the fundamental principles behind them and are aware that the school has a zero-tolerance stance towards bullying.

1.8.2 Role of School

Schools have a legal obligation to create policies and formulate guidelines to prevent bullying. These policies should explicitly state that bullying is prohibited and will result in disciplinary action. The principal bears the responsibility of not only devising the policy but also ensuring its effective execution. The Raghavan Committee Report has previously proposed that both the principal and teachers could be held accountable in the event of any bullying incidents taking place on school premises. Student's physical and emotional integrity threaten by bullying behaviour. To fight with these problems school authorities should framed rules and policies that regulate the school administration and students' welfare (Shellard and Turner, 2004). School canteen, playgrounds etc. are the common places where bullying occurs (Shellard, 2002). So, teacher supervision is necessary in these areas of school (U.S. Department of Justice, 2004 and Northwest Regional Educational Laboratory, 2001).

Through encouragement and praise teacher should enhance their student's confidence so that they can focus on their aim instead of their weakness. School administration should be opted a well-defined and organized bullying reporting system in which a student can easily lodge their complaint against bullying. A teacher should be appointed to check these reports and act accordingly.

1.8.3 Role of Government

As a result, of this increased bullying problem across the country within schools, many countries have passed anti-bullying laws. However, in India, there is currently no specific legislation regarding bullying in schools. Nonetheless, considering our country's legal framework, it is prudent to institute a mandatory obligation for educational institutions to develop policies and establish guidelines specifically aimed at addressing the issues of bullying. This mandate should also encompass provisions for schools to impose penalties for such behaviors. Subsequently, the responsibility for developing and enforcing these policies would fall upon the school principal.

1.8.4 Role of Educational Bodies

University grants commission (UGC) has taken initiative to diminish this problem from. As per UGC directive, bullying a student on the basis of his religion, gender or ethnicity would amount to ragging.

In summary, addressing the pervasive issue of bullying in schools requires a multi-faceted approach involving various stakeholders. Parents play a vital role in advocating for anti-bullying strategies within schools, fostering open communication with their children, and actively participating in their child's school life. Schools must fulfill their legal obligations by creating and enforcing clear anti-bullying policies, ensuring that bullying is explicitly prohibited, and providing teacher supervision in areas prone to bullying incidents. Government intervention is necessary to establish specific legislation addressing bullying in schools, empowering school principals to implement and enforce anti-bullying policies. Additionally, educational bodies like the University Grants Commission (UGC) can contribute by taking proactive steps to combat bullying based on factors such as religion, gender, or ethnicity. By

collectively addressing this issue, we can create safer and more inclusive educational environments for all students.

1.8.4.1 CBSE Guidelines for the prevention of Bullying

The CBSE has made it mandatory for all its affiliated schools to establish an anti-bullying committee, due to the increasing incidents of student bullying. This committee must consist of various stakeholders, including the school's vice-principal, a senior teacher, a counselor, the school doctor, a parent-teacher representative, a school management representative, a legal advisor, and peer educators. Furthermore, CBSE has emphasized that stringent actions will be taken against any student found involved in bullying, ranging from issuing formal warning letters to possible expulsion. To take proactive measures in averting instances of bullying, the Central Board of Secondary Education has released an exhaustive set of guidelines for schools to comply with. These guidelines are aimed at preventing bullying incidents and have been provided for schools to implement.

1.   The school's prospectus and other informational materials distributed by the educational institution may clearly convey the message that bullying is strictly forbidden within the school premises, and any instances of such behavior will not be overlooked and will be appropriately addressed.

2.   Schools should establish a welcoming atmosphere and a positive school climate conducive to peaceful learning. To address bullying, an Anti-Bullying Committee can be formed. Their roles and responsibilities encompass several aspects: (a) Formulating and regularly assessing the School Bullying Prevention Strategy. (b) Devising and executing anti-bullying initiatives. (c) Establishing training programs for staff, students, and parents. (d) Launching awareness campaigns through a range of initiatives. (e) Upholding vigilance and promptly addressing indications of bullying with empathy. (f) Ensuring the committee's contact details are prominently displayed throughout the school premises, among other duties.

3.   Where feasible, it's advisable to establish counseling services for Primary, Middle, Secondary, and Senior Secondary levels of schooling, particularly

where incidents of bullying and ragging are more likely to occur. The school administration has the authority to appoint 'Sentinels/Monitors/Peer Educators' who will serve as vigilant observers and receive comprehensive training to handle potentially challenging situations. It is their responsibility to report instances of bullying in a respectful and non-confrontational manner.

4.   It is imperative for schools to proactively organize activities aimed at educating and fostering awareness among students, staff, and parents regarding the issue of bullying and its detrimental effects. These activities can be implemented through several methods. Additionally, organizing anti-bullying campaigns and training programs can further contribute to fostering a positive school atmosphere.

5.   Encouraging parents to actively endorse the school's activities in preventing bullying is of paramount importance. Parents should be encouraged to confidentially report any instances of bullying that their child discloses. Additionally, conducting regular orientation programs for school staff and teachers is essential to ensure their continuous awareness and preparedness.

6.   It is crucial that teacher training programs integrate subjects focused on increasing awareness of and preventing bullying within schools into their educational curriculum. This means that teachers-in-training should receive instruction and guidance on how to recognize, address, and prevent bullying behaviors when they eventually become educators in real classroom settings.

7.   Implementing a structured approach to address bullying incidents is advisable, encompassing a step-by-step response system that schools should follow. Comprehensive guidelines could be formulated for the School Management, outlining a range of measures and consequences. Some recommended actions in this regard are: (i) Providing oral/written warnings. (ii) Temporarily suspending a student from attending classes or the school for a defined duration. (iii) Retaining or revoking academic results. (iv) Imposing fines, up to a stipulated amount. (v) In exceptional circumstances, considering expulsion or rustication from the school. (vi) Exploring the possibility of transferring a student to another school as an option. Having a well-structured

approach with these steps and consequences can effectively address instances of bullying in schools.

8. The school bears the responsibility of creating a calming atmosphere after a bullying incident has occurred. The school should exercise caution to avoid labeling the victim or bully, and instead provide opportunities for both individuals to undergo personal growth and transformation.

9. A robust reporting mechanism can be put in place, encouraging students to report instances of victimization with confidence. Schools can introduce a complaint/suggestion box and consistently review the feedback collected. Pertinent concerns can then be deliberated upon and resolved. To foster positive conduct, strategies for recognizing and rewarding students' positive behavior can be formulated. For younger children, it's important to create communication methods suitable for their age, and teachers should actively converse with them to identify any potential issues.

10. Involve every student, as well as both teaching and non-teaching staff, alongside parents, in an ongoing commitment to combat bullying. This involvement should be seamlessly integrated into the ethical and operational framework of the school.

By prudently executing these interventions, we can effectively curtail the issue of bullying, thereby fostering a school environment that is nurturing and empathetic. This approach ensures that instances contrary to a child's dignity are minimized, thus establishing a supportive and encouraging learning environment.

In conclusion, the Central Board of Secondary Education (CBSE) has taken a resolute stance against the rising tide of student bullying within its affiliated schools. The introduction of mandatory anti-bullying committees, comprising various stakeholders ranging from the school's leadership to legal advisors and peer educators, signifies a comprehensive approach to address this critical issue. Furthermore, CBSE's commitment to enforcing stringent measures against bullying, including the possibility of expulsion, underscores the gravity with which this matter is regarded. The guidelines set forth by CBSE are both comprehensive and proactive. They

emphasize the need for open communication and a welcoming school climate, anchored by the pivotal role of the Anti-Bullying Committee in developing prevention plans, implementing programs, and conducting training initiatives. This multifaceted approach, combined with counseling services and the appointment of vigilant observers, demonstrates a steadfast dedication to safeguarding the well-being of students.

Additionally, CBSE recognizes the significance of education and awareness in tackling bullying, advocating for initiatives that foster understanding, empathy, and respect among students, staff, and parents alike. The involvement of parents, teacher training, and structured response mechanisms further solidify CBSE's commitment to eradicating bullying from the educational landscape.

In essence, CBSE's proactive measures and comprehensive guidelines serve as a beacon of hope for creating nurturing and empathetic learning environments. By implementing these interventions, we not only mitigate instances of bullying but also lay the foundation for a school culture that values the dignity and well-being of every child. Through this collective effort, we forge a path towards a more supportive and encouraging educational experience for all. In present days bullying is a common problem in schools. All schools are required to start a dynamic and enduring prevention and intervention program to control the problem of bullying. While proactive measures are essential for preventing the initiation of bullying behaviors, it's equally imperative to intervene promptly when instances of bullying arise. Introducing an intervention policy should encompass more than just punitive actions. While assigning consequences to bullying behaviors is important, integrating counseling is equally vital.

1.9 SIGNIFICANCE OF THE PROBLEM

In India, bullying is feared word and there is not much knowledge about the term and few studies (Srisiva, Thirumoorthi, R., & Sujatha, 2013; Harikesh 2013; Madaan 2012 and Solomon et. al., 2010) have been conducted on this serious problem with the adolescents and youth. There are proofs of incidents of suicides occurring in newspapers frequently about this. Therefore, the study is novel in the

sense that the status of the problem will come to the fore and it will bring knowledge and attitude of the problem and its prevalence in the society. Secondly, different studies have been conducted on the bullying forms i.e., verbal bullying (Haynie et. al., 2001; Olsen, 2006), Social bullying (Banks, 1997; Kobayashi, 1995; Kshirsagar, Agarwal, and Bavdekar, 2007), Physical bullying (Srisiva, Thirumoorthi, and Sujatha, 2013; Haynie et. al.,2001; Kobayashi, 1995), Sexual bullying (Banks,1997) and religious bullying (Birman, Trickett, and Bacchus, 2001). But no study has been done collectively to understand the major form of bullying being practiced by the bullies. Thirdly, it will bring to fore the psychosomatic issues experienced by CBSE school students. In Indian context no study has been conducted to examine the psychosomatic problems of bullying. However, very few cases in terms of newspaper reports are reported for consequences of bullying.

The family sizes had shrunk and this problem is secretive in nature and come to the knowledge only when its consequence is revealed in terms of suicide and excessive. Hence, this study holds significance in terms of expanding the understanding of bullying within the society.

The study is important in the sense that no law is present to deal with the cases of bullying and on the part of the government it has been suggested that it is the responsibility of schools/institutions and teachers for curbing this problem. Therefore, taking cue of the above CBSE formulated guidelines for prevention of bullying in 2012. The researcher intends to assess the efficiency of the CBSE's Anti-Bullying program by examining the extent to which its steps have been successfully put into practice. This evaluation aims to gauge how well the program's components are functioning and achieving their intended goals in the context of addressing bullying issues. Also, the study is important in the sense to understand the role of social support in the prevention of bullying incidence.

In totality this study helps the society to be aware of the phenomenon and how to deal with it, since the prevention plans and steps are in availability but their use and implementation affects the impact. So, the proposed topic is relevant to the needs of the immediate environment. Further, this study will help the government and different stakeholders (students, teachers and principals) to keep themselves

understand the phenomenon which is silently adversely affecting our society and its ill consequences. Evaluative aspect of study will bring understanding for government authorities to appraise the present guidelines and devise future course of action.

1.10   STATEMENT OF THE PROBLEM

In this research, the aim is to investigate the occurrence of bullying within secondary and senior secondary schools, as well as to analyze the psychosomatic issues associated with bullying. Furthermore, the research seeks to evaluate the impact of Anti-bullying initiatives introduced by these educational institutions, along with the level of social support provided to students for preventing bullying. Furthermore, the research explores the understanding and perspectives of students regarding bullying, as well as the knowledge and attitudes of teachers regarding Anti-bullying initiatives. Thus, the focal issue addressed in this study is termed 'Bullying Incidence and Psychosomatic Challenges among CBSE School Students: Impact of Social Support'.

1.11   OPERATIONAL DEFINITIONS OF THE TERMS

➤ **Bullying:** Bullying can be directly from the bully to the victim through physical intimidation or attacks, verbal abuse, unwanted attention and advances, damaging property or it can be indirect through spreading malicious rumors.

➤ **Bullying Prevalence:** Bullying Prevalence is defined as the magnitude of violent behavior in which a student or group of students verbally, socially, physically, sexually, religiously harass another student repeatedly over a period of time. It is the percentage of children being bullied at school. The prevalence of bullying in any state/country is measured through the number of cases reported or came into notice through any medium. In this study, forms of bullying is considered as Physical Bullying, Verbal Bullying, Social Bullying, Sexual Bullying and Religious Bullying.

➤ **Psychosomatic Problems:** Psychosomatic problems are the problems which involve both mind and body. Psychosomatic problem is a physical illness which is aggravated or caused by mental factors such as stress and internal conflict. These problems are related to the interaction of mind and body. Psychosomatic

problems herein is operationalized as difficulty in concentrating, difficulty in sleeping, headache, Stomach ache, Backache, Felt sad, Felt giddy, Felt tense, Fatigue, Skin Problem, Vision Problem, Poor appetite etc.

➢ **Social Support:** The presence of individuals who offer physical, social, and psychological support and share knowledge during times of crisis contributes to positive effects such as a sense of security and self-worth. The level of integration within a social network determines the extent of support. Support can be obtained from various sources such as family, peers, and institutions. This support can manifest through intimacy, social integration, nurturing, validation, companionship, and guidance.

➢ **Anti-bullying programmes: T**he measures that aim to prevent bullying or address it when it happens are known as Anti-bullying programmes. As these measures are against bullying so these are called anti-bullying programmes. Anti-bullying programmes started in national or state level and is commonly focused at stopping bullying in schools.

1.12 OBJECTIVES OF THE STUDY

The purpose of this study is to successfully attain the following specific objectives:

1. To find out the rate of prevalence of bullying behavior in secondary and senior secondary schools in terms of Gender, Socio-Economic Status and Area.

2. To study the prevalence of forms of bullying behavior (Verbal, Physical, Social, Sexual & Religious) in secondary and senior secondary schools in terms of Gender, Socio-Economic Status and Area.

3. To assess the psychosomatic problems faced by students in secondary and senior secondary schools.

4. To assess the knowledge and attitude of students towards bullying.

5. To study the knowledge and attitude of teachers towards Anti-bullying program in schools.

6.   To assess the effectiveness of implementation of Prevention of Bullying guidelines, 2012 issued by CBSE.

7.   To study the role of social support in reducing the risk of bullying prevalence.

8.   To study the role of social support in the psychosomatic problems faced by victims of bullying in secondary and senior secondary schools.

1.13   HYPOTHESES

Despite existing literature, researchers need to test hypotheses in their specific context or population. The null hypothesis provides a standardized method for systematically testing theories and claims against empirical data. Literature may provide general trends or findings, but each study's context, sample, and methodology may differ. Formulating a null hypothesis allows researchers to investigate whether these general trends hold true in their specific setting. In the present research the reviews of the previous studies have shown no clear direction with respect to the objectives planned. Further, empirical testing will be helpful for corroborating or challenging previous findings. Replication and extension of research contribute to the robustness and generalizability of scientific knowledge. The hypotheses outlined below have been formulated keeping in view the above consideration.

1.   There is no significant difference in the rate of prevalence of bullying behavior in secondary and senior secondary schools in terms of Gender, Socio Economic Status and Area.

1(a)   There is no significant difference in the rate of prevalence of bullying faced by students in secondary and senior secondary schools in terms of Gender.

1(b)   There is no significant difference in the rate of prevalence of bullying faced by students in secondary and senior secondary schools in terms of Socio-Economic Status.

1(c)   There is no significant difference in the rate of prevalence of bullying faced by students in secondary and senior secondary schools in terms of Area.

1(d)   There is no significant difference in the rate of prevalence of involvement in bullying by students in secondary and senior secondary schools in terms of Gender.

1(e)   There is no significant difference in the rate of prevalence of involvement in bullying by students in secondary and senior secondary schools in terms of Socio-Economic Status.

1(f)   There is no significant difference in the rate of prevalence of involvement in bullying by students in secondary and senior secondary schools in terms of Area.

2.   There is no significant difference in the prevalence of forms of bullying behavior (Verbal, Physical, Social, Sexual and Religious) in secondary and senior secondary schools in terms of Gender, Socio Economic Status and Area

2(a)   There is no significant difference in the prevalence of physical bullying behavior faced by students of secondary and senior secondary schools in terms of Gender, Socio-Economic Status and Area.

2(b)   There is no significant difference in the prevalence of verbal bullying behavior faced by students of secondary and senior secondary schools in terms of Gender, Socio-Economic Status and Area.

2(c)   There is no significant difference in the prevalence of social bullying behavior faced by students of secondary and senior secondary schools in terms of Gender, Socio-Economic Status and Area.

2(d)   There is no significant difference in the prevalence of sexual bullying behavior faced by students of secondary and senior secondary schools in terms of Gender, Socio-Economic Status and Area.

2(e)   There is no significant difference in the prevalence of religious bullying behavior faced by students of secondary and senior secondary schools in terms of Gender, Socio-Economic Status and area.

2(f)   There is no significant difference in the rate of prevalence of involvement in physical bullying by students of secondary and senior secondary schools in terms of Gender, Socio-Economic Status and Area.

2(g)   There is no significant difference in the rate of prevalence of involvement in verbal bullying by students of secondary and senior secondary schools in terms of Gender, Socio-Economic Status and Area.

2(h)   There is no significant difference in the rate of prevalence of involvement in social bullying by students of secondary and senior secondary schools in terms of Gender, Socio-Economic Status and Area.

2(i)   There is no significant difference in the rate of prevalence of involvement in sexual bullying by students of secondary and senior secondary schools in terms of Gender, Socio-Economic Status and Area.

2(j)   There is no significant difference in the rate of prevalence of involvement in religious bullying by students of secondary and senior secondary schools in terms of Gender, Socio-Economic Status and Area.

3.   There is no significant difference in the psychosomatic problems faced by students in secondary and senior secondary schools.

3(a)   There is no significant difference in the psychosomatic problem (concentration problem) faced by students in secondary and senior secondary schools.

3(b)   There is no significant difference in the psychosomatic problem (Sleep disturbance) faced by students in secondary and senior secondary schools.

3(c)   There is no significant difference in the psychosomatic problem (Headache) faced by students in secondary and senior secondary schools.

3(d)   There is no significant difference in the psychosomatic problem (Stomach ache /Abdominal Pain) faced by students in secondary and senior secondary schools.

3(e)   There is no significant difference in the psychosomatic problem (Backache) faced by students in secondary and senior secondary schools.

3(f)   There is no significant difference in the psychosomatic problem (Felt sad) faced by students in secondary and senior secondary schools.

3(g)   There is no significant difference in the psychosomatic problem (Felt giddy/dizzy) faced by students in secondary and senior secondary schools.

3(h)   There is no significant difference in the psychosomatic problem (Felt tense/Anxious) faced by students in secondary and senior secondary schools.

3(i)   There is no significant difference in the psychosomatic problem (Feeling of Fatigue) faced by students in secondary and senior secondary schools.

3(j)   There is no significant difference in the psychosomatic problem (Skin Problem) faced by students in secondary and senior secondary schools.

3(k)   There is no significant difference in the psychosomatic problem (Vision Problem) faced by students in secondary and senior secondary schools.

3(l)   There is no significant difference in the psychosomatic problem (Poor Appetite) faced by students in secondary and senior secondary schools.

4.   There is no significant difference in the knowledge and attitude of students towards Bullying.

4(a)   There is no significant difference in the knowledge of students towards Bullying.

4(b)   There is no significant difference in the attitude of students towards Bullying.

5.   There is no significant difference in the knowledge and attitude of teachers about anti-bullying programme.

5(a):   There is no significant difference in the knowledge of teachers about anti-bullying programme.

5(b):   There is no significant difference in the attitude of teachers about anti-bullying programme.

6.   There is no significant influence of social support in the bullying prevalence among secondary and senior secondary students.

7. There is no significant influence of social support in the psychosomatic problems faced by victims of bullying in secondary and senior secondary schools.

1.14 RESEARCH QUESTION

The following research question has also been framed keeping in view of the objectives:

1. To what extent the Anti-bullying program as per the Prevention of Bullying guidelines, 2012 issued by CBSE is effective in implementation? (Objective: 6)

1.15 DELIMITATIONS OF THE STUDY

The research is specifically focused on the following designated areas:

It is delimited to Class IXth to XIIth students studying in CBSE affiliated schools of Punjab state North zone Cluster XVI of CBSE.

CHAPTER - II

REVIEW OF RELATED LITERATURE

Examining existing literature serves as a crucial foundation for planning and conducting research. This process involves exploring prior studies and their relevance to the investigator's chosen research problem. It provides insights into the existing knowledge, the extent and depth of previous research, and the outcomes obtained. Literature review plays an essential role in all phases of research, offering guidance and insight throughout the research journey, ultimately providing clarity and direction for the study. The literature review's significance reverberates throughout all stages of the research, imbuing each step with crucial guidance and perspicacity. It acts as a compass, steering the researcher in the right direction and bestowing a sense of purpose and orientation upon the entire investigative journey. Overall, a well-executed review of related literature provides a solid foundation for your research, helps to contextualize the study within existing scholarship, and informs about research design and methodology. It also demonstrates the understanding of the current state of knowledge in the ability to critically evaluate and synthesize information from various sources.

Reviews of different studies conducted on bullying, Psychosomatic Problems and Social Support have been presented below:

2.1   REVIEWS RELATED TO BULLYING

In the present study literature review is presented mainly categorized into two parts:

1.   **Researches conducted Abroad**

2.   **Researches conducted in India**

2.1.1   Researches conducted Abroad

In research conducted by Olweus (1993), among a substantial group of Norwegian students, it was discovered that approximately 7% of these students consistently admitted to engaging in bullying behaviors, indicating that they were the

perpetrators. Additionally, the study revealed that 9% of the student population reported experiencing frequent victimization, signifying that they were often on the receiving end of such bullying behavior. These findings of the study emphasizing the importance of addressing this issue within the educational context.

Branwhite (1994) conducted a study on bullying on the sample of 836 secondary students from England. The research outcomes revealed a pronounced disparity in peer abuse rates between secondary and elementary school students. Moreover, the data pointed to a noteworthy gender difference, with males disclosing a substantially higher prevalence of physical abuse in comparison to their female counterparts.

Austin and Joseph (1996) undertook an examination of the issue of bully-victim dynamics in schools. They gathered data from a sample of 425 children hailing from the UK. The researchers employed the Bullying Behavior Scale and Peer Victimization Scale as tools to gauge the extent of the problems. The findings illuminated that within the evaluated group of children, a significant 46% could be categorized as either bullies, victims, or a combination of both. More specifically, 22% were identified as victims exclusively, 15% fell into the bullies/victims' category, and 9% were classified as bullies alone.

Banks (1997) reported that high school settings are predominantly characterized by bullying behaviors such as teasing and social isolation. Nevertheless, it is noteworthy that instances of physical violence, verbal threats, theft, as well as cases involving sexual and racial harassment, public humiliation, and property damage, are frequently encountered in such situations. This diverse range of aggressive behaviors contributes to the complex nature of bullying dynamics. In contrast, in elementary school environments, bullying tends to prominently involve physical aggression, coupled with elements of teasing, intimidation, and social exclusion.

Baldry and Farringto (1999) investigated that 13.9% students were bullied once or twice in a week, 14.7% were bullied sometimes in a week and 14.7% bullied once a week or more often. Forero et. al. (1999) carried out a cross-sectional investigation. They examined a group of 3918 students from grades 6, 8, and 10,

which were selected from a total of 115 different schools. The study's outcomes disclosed that 23.7% of the participants admitted to engaging in bullying behavior, 12.7% reported experiencing victimization, 21.5% fell into the category of both victims and bullies, while 42.4% identified as bystanders.

Sullivan (2000) reported that individuals who engage in bullying consistently seek to assert their dominance over their peers by exerting their authority. The research further unveiled that when a bully publicly intimidates someone, witnesses are often forced into remaining silent or aiding the victim, lest they themselves become targets of mistreatment. This tactic effectively enables bullies to wield coercive power over others.

Nansel et al. (2001) conducted an extensive study encompassing a sample of 6th to 10th graders across the United States. Their research unveiled that within this sample, 13% of students were identified as regular perpetrators of bullying, while 11% reported experiencing regular victimization. Furthermore, it was discovered that 6% of the participants exhibited significant engagement in both bullying others and being victims of bullying themselves.

Haynie et. al. (2001) delved that almost a third of students, approximately 31%, disclosed experiencing victimization on at least three occasions. Additionally, a considerable 44.6% of students indicated that they had encountered victimization at least once during the previous year. In terms of perpetration, 7.4% of students admitted to engaging in bullying behavior three or more times. Additionally, 24.1% of students acknowledged their involvement in bullying on at least one occasion. These findings underscore the multifaceted nature of bullying dynamics within the school environment.

Shellard (2002) explained that some of the highlight characteristics of bullies are being thoughtless in nature, being pro violence, like-minded towards dominating others, having low empathy levels towards their victims, low anxiety levels, lack of confidence, and being powerful and in total control by making others suffer.

Dake, Price, and Telljohann (2003) investigated the prevalence of bullying in elementary schools, revealing notable variations among countries. Bullying rates

ranged from 11.3% in Finland to a significantly higher 49.8% in Ireland. In the United States, where limited research had been conducted on elementary students, the reported bullying rate was approximately 19%. Moreover, the research findings also demonstrated a reduction in instances of bullying as students progressed through the various grade levels, suggesting a potential trend of reduced bullying as children progress through their education.

Swearer and Cary's (2003) study took place in Midwestern schools, concentrating on students in the middle school bracket, spanning from 6th to 8th grade. The primary objective was to delve into the students' perceptions regarding bullying. The results revealed that a substantial 70% of the students acknowledged being either involved in bullying or experiencing victimization during their middle school tenure. Furthermore, the study highlighted that both girls and boys were equally active in engaging in bullying behaviors.

Seals and Young (2003) conducted research that placed a strong focus on the occurrence of bullying and victimization, with a specific emphasis on gender distinctions. Their research sought to scrutinize the occurrence of these behaviors among 7th and 8th-grade students, drawing from a sample of 454 participants. The study's outcomes shed light on the fact that 24% of the students openly shared their encounters with bullying incidents. Furthermore, the research revealed that boys were more frequently involved in cases of physical bullying compared to girls.

Overall, a common pattern emerges in which instances of bullying tend to decrease as children grow older. However, it's worth mentioning that several researchers, including Olweus (1993), Smith, Madsen, and Moody (1999), Pellegrini and Long (2002), Salmivalli (2002), Griffin and Gross (2004), and Pepler et al. (2006), have observed an initial increase in bullying behavior during the transition from primary to secondary school. This decrease can be attributed to the maturation of social skills that children tend to acquire as they grow older. These improved social skills act as a protective barrier against instances of bullying, a phenomenon also highlighted by Smith, Madsen, and Moody (1999). Moreover, as children advance in school, they are likely to encounter fewer potential bullies, given that the perpetrators of bullying are typically older students, as indicated by research from

scholars such as Carney and Merrell (2001), Smith, Madsen, and Moody (1999), and Griffin and Gross (2004).

Dulmus and colleagues (2004) conducted a study focused on assessing the occurrence of peer bullying victimization within a rural school environment. The sample consisted of 192 students spanning from grades 3 to 8, specifically drawn from the Southeastern rural Appalachia region of the United States. The results illuminated that a striking 82.3% of the students disclosed experiencing some form of bullying within the three months prior to the study. Additionally, the research indicated that students attending rural schools reported a higher frequency of bullying incidents compared to their counterparts in urban school settings.

Maxwell (2006) revealed that principals of middle schools reported a higher incidence of bullying within their respective institutions when compared to elementary and high school principals. This suggests that the issue of bullying may be more pronounced in the middle school years, possibly due to unique challenges and dynamics specific to that age group.

Alikasifoglu et. al. (2007) undertook a cross-sectional survey involving a sample of 4,153 students from 9th to 11th grade in Istanbul, Turkey, selected through a random sampling method. The findings of the study concluded 22% of the students were identified as bullying victims, 9.4% were engaged in both bullying others and being bullied, and 9.2% were solely bullying others. Furthermore, the study revealed a significant correlation between socio-economic status and bullying.

Kartal (2008) carried out a research project with the aim of exploring the presence of bullying and classifying different forms of bullying behaviors among 1086 elementary school students in Bursa. The results indicated that verbal bullying emerged as the most prevalent form of bullying, closely followed by incidents of physical bullying. Furthermore, the study pointed out that boys were identified as perpetrators of bullying more frequently than girls. Additionally, the primary settings for bullying were identified as the playground and classroom.

Gini (2008) examined 565 Italian primary-school children and was discovered that 11.2% of the children exhibited bullying behaviors, 7.1% were

identified as victims of bullying. Meanwhile, 10.4% of the children exhibited traits commonly associated with both engaging in bullying behavior and being victims themselves, a category often referred to as bully-victims.

According to statistics from the UK Government, In the academic year 2007-2008, England experienced 3,450 instances of students being temporarily excluded from schools and 120 cases where students were permanently expelled due to incidents associated with sexual misconduct. These incidents involved actions such as groping and the use of sexually inappropriate language (UK Government's Department for Children, Schools and Families, 2009).

Wang, Iannotti, and Nansel (2009) undertook a research project in the United States focusing on adolescent experiences with school bullying. Their aim was to explore how sociodemographic characteristics relate to bullying behaviors. The research included 7,508 students who were drawn from 230 different schools. The study outcomes unveiled the following insights: The occurrence rates of either engaging in bullying or being a victim were as follows: 20.8% for physical bullying, 53.6% for verbal bullying, 51.4% for social bullying, and 13.6% for electronic bullying. Physical bullying was more frequently associated with boys, whereas girls were more commonly linked to relational or social forms of bullying.

Sekol and Farrington (2009) conducted a study focused on investigating how gender plays a role in the occurrence and types of bullying. Their research involved a cohort of 601 adolescents aged 11 to 21, sourced from 22 residential institutions in Croatia. The study uncovered that 75% of students in both Children's Homes were involved in bullying, either as victims or perpetrators. Notably, the prevalence of indirect victimization was found to be higher in Children's Homes. Furthermore, the study indicated that girls tend to have a greater tendency for indirect involvement in bullying or victimization in comparison to boys, displaying a higher level of participation in indirect bullying.

In a study conducted by Felix, Alamillo, and Ortega (2011) in poor countries, the prevalence of bullying and its gender-related differentiating aspects were examined. The research focused on a sample of 3042 primary school students from Nicaragua, located in Latin America. The findings indicated a significantly higher

level of involvement in bullying compared to developed countries. The results also revealed that boys were more engaged in verbal and physical bullying than girls, while no significant difference was observed regarding social exclusion

Moura, de Cruz, and Quevedo (2011) conducted a study on prevalence and characteristics of school age bullying victims to describe the prevalence of bullying victims, the characteristics of those victims on the sample of 1,075 students from first to eighth grades from public school's city of Pelotas (Brazil). The study's findings indicated a bullying prevalence rate of 17.6%. Among the various forms of bullying, verbal aggression emerged as the most prevalent, followed by incidents of physical, emotional, racial, and sexual bullying, in decreasing order of frequency.

Jansen et. al. (2011) conducted a study aiming to investigate the occurrence of bullying and victimization among elementary school students, particularly examining socioeconomic disparities. The sample for the study encompassed 6379 students. The results unveiled that a third of the children were engaged in bullying behaviors. Specifically, 17% were identified as bullies, 13% as bully-victims, and 4% as pure victims. Additionally, the research underscored that several markers indicating lower socioeconomic status within families and disadvantaged school neighborhoods were linked to a higher likelihood of being a bully or a bully-victim.

Brito and Oliveira (2013) conducted a study aiming to assess the prevalence of bullying with a focus on gender differences. The study sample included 237 ninth-grade students from public schools in Olinda, Brazil. The study findings disclosed a substantial prevalence of bullying at 67.5%, with a significant number of students participating in various roles within bullying incidents.

Demirbag and colleagues (2016) conducted a study with the aim of investigating the kinds of bullying encountered by primary school students and identifying the socio-demographic factors linked to such experiences. The findings indicated that the maximum regularly reported types of bullying among children were physical bullying, specifically kicking and slapping (11.7%), verbal bullying, particularly kidding (14.1%), emotional bullying, primarily involving discrimination (7.3%), and sexual bullying, which included sexually explicit expressions (4.2%).

Ada et. al. (2016) conducted a study focused on assessing the prevalence, origins, and impacts of bullying. The primary objective of this research was to analyze the underlying reasons, consequences, and influences of bullying, drawing from a sample of 302 students in Nigeria. The study employed a combination of purposive and random sampling techniques to select the participants. The findings of the study underscored the significant issue of bullying in Nigeria, where individuals frequently participate in a variety of inappropriate behaviors. These behaviors include verbal abuse, harassment, tormenting others, making derogatory remarks, forming groups or cliques, breaking friendships, spreading harmful rumors, isolating individuals from social circles, provoking others, tarnishing reputations, and engaging in school pranks or teasing.

Mohseny et al. (2019) conducted a study aimed at investigating the prevalence of bullying behavior among junior high school students in grades 7th, 8th, and 9th in Tehran. The research, which included 1456 participants, unveiled that the prevalence rate of bullying was 17.4%, and victimization was 25.8%. Furthermore, the study highlighted a significant association between gender and both bullying and victimization, indicating that boys displayed a higher inclination for both engaging in bullying and experiencing victimization.

Kafle, Dhakal, and Kumari (2020) undertook a study with the aim of determining the prevalence of bullying and examining its correlation with specific socio-demographic factors. The researchers employed a combination of stratified and simple random sampling techniques to gather data from 64 students enrolled in classes 8th to 10th in schools located in Dharan, Nepal. Results of the study revealed that bullying was highly prevalent (98.2%) among school students. Physical, verbal, social bullying was reported by a maximum number of students. It is also found that bullying is significantly associated with age, gender, grade and family monthly income.

Ahmed, Ahmed, and Hiramoni (2021) carried out a preliminary investigation on school-based bullying in Bangladesh. Their aim was to examine the occurrence and attributes of bullying among students. The study employed a convenience sampling approach, involving a total of 556 students from 64 districts. The results

indicated that physical bullying emerged as the most common form of such behavior. Notably, male students in urban areas attending public schools reported significantly higher rates of bullying victimization.

Zahra et al. (2021) delved into the prevalence of bullying within the school environment, examining a range of forms such as physical, verbal, relational, and cyberbullying. The analysis of gender distribution in the study unveiled noteworthy insights. On average, it was found that approximately 53% of male students and a higher proportion, around 86% of female students, were actively engaged in different manifestations of bullying. This indicates that there is a significant gender disparity in the prevalence of bullying behaviors, with a higher incidence observed among female students in this particular context. Ultimately, the study underscores that both male and female students can display bullying behavior within the school setting.

Ngo et al. (2021) undertook a study involving 712 students from four secondary schools in Hanoi, Vietnam. The primary aim was to explore the prevalence of bullying and its associated factors. The findings indicated that incidents of social aggression, verbal bullying, physical bullying, and sexual bullying were reported at rates of 31.2%, 11.9%, 8.4%, and 2.7%, respectively. Additionally, the study delved into gender discrepancies and found that females were less prone to experiencing sexual bullying in comparison to their male counterparts.

Ozbek and Taneri (2022) carried out a study revealing that 63% of the participants reported instances of bullying by male peers, while 17.9% experienced bullying from female students, and 16.9% encountered bullying from both male and female peers. When questioned about the locations where bullying occurred, it was determined that the classroom (32.9%), playground (26.5%), and corridor (18%) were the most frequently cited settings for these incidents.

Salmivalli et. al. (1996) explored the roles that participants assume in instances of bullying, their awareness of these roles, and the connection between their social status and these roles. The study involved 573 sixth-grade students, aged 12-13, with an almost equal split between girls (286) and boys (287), all hailing from Finland. The results of the study revealed that Boys are more frequent in bully,

reinforcer, and assistant roles as compared to girls, while girls are more frequent in defender and outsider roles. Students are well aware of their roles and there is Positive Relation of social status with their roles.

Baldry and Farrington's (1999) research delved into the occurrence of bullying, its settings, and various forms. The study involved 138 students from a middle school in Rome, Italy. While the findings didn't indicate significant gender disparities in bullying, they did highlight that boys tended to be more active in bullying behaviors than girls. On the other hand, girls were more prone to experiencing occasional or frequent incidents of bullying compared to their male counterparts.

Marsh et. al. (2001) examined the exposure and engagement of students in bullying and their level of hopelessness on the sample of 419 students in which 203 were girls and 216 were boys from Turkish middle schools. The study's findings indicated that girls in the research were subject to indirect forms of bullying, like gossiping, more frequently. In contrast, boys were inclined towards physical forms of bullying, such as property damage, as well as verbal aggression.

Ellen (2002) found that no statistically significant variances were observed between student-reported incidents and teachers' perspectives on bullying, particularly in terms of the percentages of incidents reported. Female teachers tended to be more cognizant than their male counterparts regarding the extent of bullying among students. Additionally, male students were found to be more involved in both physically aggressive and relationally aggressive bullying behaviors compared to female students. Name calling emerged as the most frequently reported form of bullying by all students. Moreover, newly enrolled students encountered bullying behaviors at a higher frequency than those who were already familiar with the school environment.

Silva and colleagues (2013) conducted a study investigating the occurrence of bullying among a sample of 387 students, ranging from 7 to 14 years old, enrolled in seven elementary education schools in Portugal. The researchers employed descriptive statistics and chi-square tests to analyze the data and determine the

gender-related aspects of the violence. The results of the study showed that both males and females were identified as both targets and perpetrators of bullying. Additionally, notable disparities in bullying involvement between genders were observed, with boys displaying a higher tendency to engage in physical and verbal forms of bullying compared to girls.

Salavera and colleagues (2020) conducted a study examining bullying in primary and secondary schools, involving a sample of 654 university students. The study's findings indicated that men exhibit a higher tendency to engage in bullying behaviors compared to women, and no link was identified between gender and experiencing bullying as a victim.

Azid et. al. (2022) carried out an investigation to explore the potential impact of gender on the likelihood of students becoming either bullies or victims of bullying. Their research involved a sample of 700 students, aged 13, 14, and 16, from schools in Malaysia. The results revealed a noteworthy gender-based disparity in the inclination to engage in bullying behavior, as male students exhibited a higher likelihood of being bullies compared to female students. Conversely, the study did not identify any significant variation in the inclination to become victims of bullying based on gender.

Ihsana, Kusdiyati, and Wahyudi (2022) conducted a cross-sectional survey aimed at portraying school bullying behaviors as perceived by the perpetrators. The sample included 123 students from both elementary and junior high schools in Bandung City, selected through stratified cluster random sampling. The survey outcomes demonstrated that boys exhibited a higher frequency of engaging in bullying behaviors compared to girls. Moreover, boys and girls provided distinct motivations for their bullying behavior. Notably, boys displayed notably stronger convictions endorsing violence compared to girls. These findings shed light on the characteristics of perpetrators and the motivations driving their bullying actions.

Utomo (2022) conducted an in-depth research study focused on exploring the connection between age and bullying behaviors within private high schools in Indonesia. The research encompassed 685 female students and 538 male students,

and utilized a proportionally stratified sampling method to ensure a representative sample. The study's findings indicated that male students exhibited a higher inclination towards involvement in bullying incidents when compared to their female counterparts. Additionally, the study established a positive association between age and engagement in bullying, implying that as adolescents progress in age, their participation in bullying behaviors tends to increase.

Menesini et. al. (1997) conducted a study with the objective of examining attitudes towards Bully/Victim Issues in School. The research encompassed a sample of 6,758 students from England and 1,379 students from Italy. The study's results showed that a significant portion of students held empathetic attitudes towards bullying victims, with girls displaying greater empathy compared to boys.

Houndoumadi and Pateraki (2001) conducted a study on 1,312 Greek students aged 8-12 and determined that a larger percentage of male individuals (68.8%) reported experiencing heightened distress in reaction to bullying in contrast to their female counterparts. The results of the study also revealed that a greater proportion of boys than girls demonstrated an understanding of the motivations behind bullying and reported that they perceive bullies as 'cool.' Students also reported that parents talk to them about bullying more than teachers do.

Oluwakorede (2017) conducted a study to determine the awareness, causes, and prevalence of bullying on the sample of 200 students from America and found that students have awareness about bullying, it is also found that bullying is very prominent in secondary level students.

Gleason and Katherine (2011) conducted a study that delved into how high school educators, administrators, and guidance staff address instances of bullying and manage related situations. Their research findings indicated a higher prevalence of bullying behaviors within the school environment, often involving newer forms of behavior that teachers were not adequately prepared to handle. These results underscore the growing presence of bullying behaviors and highlight the necessity for enhanced efforts to educate high school faculty and staff on identifying and effectively addressing bullying among students.

71

Zerillo and Osterman (2011) investigated the perspectives of elementary school teachers concerning instances of teacher-student bullying. The results revealed that teachers were cognizant of both isolated incidents and persistent occurrences of student mistreatment by their peers. However, they demonstrated a stronger sense of responsibility in addressing peer bullying and forms of bullying that led to physical consequences, rather than socio-emotional consequences.

Hazler (1994) found that students can be affected by bullying in schools which result in violent and terrible consequences for perpetrators and victims. For preventing the climate which can thrive bullying and harassment suggestions like how can educators take a proactive stance were made by the investigator.

Stevens, De Bourdeaudhuij, and Van Oost (2001) investigated interventions aimed at addressing bullying in schools. The sample included 18 schools and a total of 1,104 primary and secondary school students aged between 10 and 16 years. The researchers examined aspects of program adaptation and identified critical issues that would contribute to further program development. and found that the effect of School-based anti- bullying intervention programs on primary level students is positive and has zero effect on secondary level schools.

Smith, Ananiadou, and Cowie (2003) conducted a study to analyze the studies based on bullying intervention to study its long-term effects and found all the long-term school-based programs vary in their effectiveness and in reducing bullying, primary- level intervention is more effective than secondary level.

Dake, Price, and Telljohann (2003) undertook a study to investigate how teachers perceive and implement school bullying prevention measures using a national random sample. A total of 359 out of 700 teachers (52.4%) participated in the study. The study's results unveiled that a significant majority of teachers (86.3%) reported engaging in substantial discussions involving both the bully and the victim. However, fewer than one-third of educators dedicated classroom time to address bullying concerns (31.7%) or included students in the development of anti-bullying classroom rules (31.2%). Interestingly, the research indicated that post-bullying interventions were perceived as the most effective strategy for curbing bullying

issues, followed by increased student supervision and environmental anti-bullying initiatives. In summary, these findings emphasize the vital need for ongoing professional development and education to enhance teachers' understanding of effective classroom-based approaches to prevent bullying.

Bauman and Hurley (2005) extracted a rather disconcerting fact: a mere 18% of teachers demonstrated a proactive approach to addressing bullying incidents when observed. This alarming statistic implies that, in a staggering 82% of cases, either the teachers failed to notice the occurrences of bullying or did not recognize the urgency of intervention. Moreover, the researchers shed light on an even more concerning aspect of this issue. Only 35% of ninth-grade students expressed their belief that their teachers exhibited a sincere commitment to preventing bullying, indicating that a significant portion of students perceived a lack of genuine concern from their educators. Equally troubling was the finding that a mere 25% of students felt that administrators showed a genuine interest in tackling the problem, highlighting a disconnect between the students' expectations and the perceived actions of school authorities.

Andreou, Didaskalou, and Vlachou (2007) conducted a study to evaluate the immediate and lasting impacts of curriculum-based anti-bullying intervention modules. Their sample consisted of 454 students ranging from 4th to 6th grade. The study yielded positive results, indicating that these anti-bullying programs effectively reduced outsider behaviors and bolstered students' self-efficacy beliefs, particularly in terms of their ability to assert themselves and intervene in bully-victim incidents.

Mangope, Dinama, and Kefhilwe (2012) embarked on a research endeavor with the objective of assessing the extent and consequences of bullying among junior secondary school students in Botswana. Their investigation encompassed an analysis of different manifestations of bullying in both urban and rural school settings. The study's outcomes illuminated that instances of bullying within Botswana's schools carry detrimental consequences that extend beyond just the individuals directly involved, impacting not only the wrongdoers but also the victims and those who witness these incidents. Additionally, the research highlighted that the current school policies in place were inadequate in addressing the issue comprehensively.

Saibon, Leong, and Razak (2017) highlighted that conventional responses to bullying incidents in schools often involve punitive measures, which can have adverse effects on both the perpetrator and ineffective strategies that fail to fully resolve the underlying issues. Their research also showed that participation in the Anti Bullying program led to enhanced understanding and awareness of bullying behavior among students.

Menesini and Salmivalli (2017) highlighted that in numerous countries, the existence of an anti-bullying policy in schools is a legal requirement. However, it is crucial to recognize that merely having a policy in place may not suffice. They highlighted the importance of implementing interventions that have undergone rigorous evaluations and have been proven to be effective.

Bernard and Girlie (2021) conducted a study for evaluating how students perceive the prevention of bullying and its execution within the School District of Castillejos Zambales, Philippines. The study's conclusion revealed that students hold a positive attitude toward the implementation of anti-bullying measures. Their perception of the anti-bullying initiatives was rated as excellent, particularly in terms of planning, campaign efforts, and overall implementation. The study recommended that schools maintain their dedication to enforcing the anti-bullying measures, continuing the awareness campaigns to educate students about the physical and emotional impact of bullying. Additionally, it was suggested that involving students in various aspects of the anti-bullying campaign could help spread awareness and understanding among their peers.

2.1.2 Researches conducted in India

Kshirsagar, Agarwal, and Bavdekar (2007) conducted an independent study involving 500 surveyed children to investigate the prevalence of bullying. Their research unveiled that 31.4% of the surveyed children, or 157 individuals, disclosed instances of bullying. Interestingly, there was no discernible disparity in bullying occurrences between male and female students within co-educational schools. Conversely, in girls-only schools, the frequency of bullying was notably lower. Teasing and name-calling emerged as the most frequently cited forms of bullying.

Approximately 16% of the students reported experiencing physical harm as a consequence of such behavior. Notably, only 24% of parents were cognizant of their children undergoing these distressing bullying experiences.

Srisiva, Thirumoorthi, and Sujatha (2013) reported that a significant 84% of the respondents disclosed that they had encountered multiple instances of bullying. Among them, 59% reported experiencing more than three forms of bullying, which included teasing, intimidation, exclusion from groups, and the spread of rumors and falsehoods about them by others. Following this, 14% of respondents noted instances of being excluded from groups and ganged up against. Additionally, 11% reported incidents of being ganged up against and facing physical actions like striking, pushing, and punching. Around 9% of students revealed that they had encountered bullying in the form of hurtful SMS messages sent by their bullies.

Annalakshmi and Lucy (2014) delved the prevalence of bullying behavior among children, revealing that boys tend to engage in such behavior more frequently than girls. Moreover, their findings indicated that boys were more commonly subjected to victimization compared to girls. This suggests that not only do boys exhibit bullying behavior more often, but they also bear the brunt of bullying incidents at a higher rate than girls.

A recent survey conducted by Nielsen on behalf of ICRW/UNFPA involved 9,000 men between the ages of 15 and 49 across seven states: Punjab, Haryana, Rajasthan, Uttar Pradesh, Orissa, Madhya Pradesh, and Maharashtra. The survey aimed to gather retrospective insights into their lives before they reached the age of 18. Shockingly, the findings indicated that 86% of the men reported either experiencing discrimination or harassment themselves or witnessing such incidents during their adolescent years. The survey questions delved into various forms of discrimination, including physical abuse, sexual harassment, bullying, and witnessing domestic violence.

Jan and Husain (2015) carried out a research investigation to explore the nature, causes and impact of bullying on students. A sample of 10 teachers from the elementary level and 40 students from 8th- grade from Mianwali (Pakistan) has been selected by Simple random sampling technique. The study's outcomes

demonstrated that the primary factor driving bullying behavior was a sense of power and dominance. Additionally, the research findings indicated that some students who experienced bullying themselves also exhibited bullying tendencies in other situations. Results also revealed that boys are more involved in bullying as compared to girls.

Malik and Mehta (2016) found that gender differences are there in bullying behavior, with boys being more likely to express their anger overtly compared to girls. According to teachers' perceptions, it appeared that only boys engaged in bullying behavior, while girls did not. Maji, Bhattacharya, and Ghosh (2016) conducted a study to assess the psychological health and coping mechanisms of school students who experienced bullying compared to those who did not, in and around Ranchi city. Out of the 273 students aged between 10 to 16 years from four schools, 219 were identified as bullied and 38 as non-bullied based on scores from the Gatehouse Bullying Questionnaire. Both groups were evaluated using the Depression Anxiety and Stress Scale, as well as the Cognitive Emotional Regulation Questionnaire. The study found significantly higher levels of depression, anxiety, stress, and maladaptive coping strategies such as catastrophization, self-blame, blaming others, and rumination among bullied students compared to non-bullied peers. The heightened psychological distress experienced by bullied students poses significant risks to their physical and emotional well-being, with potential devastating outcomes for society at large. The study underscores the urgent need for targeted interventions to mitigate the widespread negative consequences of bullying and restore the overall well-being of affected students.

Babani and Bhogle (2017) investigated the results of the anti-bullying intervention, in reducing aggression among 11-year-old boys. The findings indicated that students in the intervention school sustained the positive effects of the training, displaying increased proficiency in assertive behavior. They also reported lower instances of both direct and indirect bullying, reduced victimization, and fewer negative interactions with fellow students compared to male students in the control school. They found their adults to be more responsive an approachable, showed lower acceptance towards bullying and were able to perform their bystander responsibilities.

Bhuyan & Manjula (2017) conducted a study aiming to explore the phenomenon of bullying experienced by young adults in the Indian context and to evaluate its impact on their psychological well-being. The study sample comprised 311 students, encompassing both males and females, who were assessed using the Retrospective Bullying Questionnaire and Achenbach's Adult Self-report. The findings indicated that approximately 22.2% of the sample reported being both perpetrators and victims of bullying, while 13.2% reported being solely victims and 3.5% solely perpetrators. Male participants exhibited a higher incidence of bullying perpetration and victimization compared to females. Assessing psychological functioning revealed higher levels of depression and antisocial personality traits among young adults with bullying experiences. Overall, the study suggests that individuals with a history of bullying tend to manifest more psychological issues compared to those without such experiences, underscoring the long-term ramifications of bullying victimization. Recognizing these instances at the school level is imperative for implementing timely interventions across various developmental stages.

Dhami, Joshi, & Sharma (2019) conducted a study examining the systematic analysis of the causes and consequences of school bullying among children. School bullying victimization stands out as a prevalent psychological issue among children, often associated with adjustment difficulties and compromised psychological well-being. Recently, practitioners and educators have increasingly recognized the impact of childhood bullying on mental health. Globally, statistics reveal that more than one in three students aged between 13-15 years' experience bullying (UNICEF, 2019). Existing literature suggests that various factors, including psychological, familial, socio-economic aspects, and media influence, contribute to bullying behavior. Both short-term and long-term consequences of bullying affect children's self-esteem, socio-emotional well-being, psychological state, and academic performance. The prevalence of bullying among children underscores systemic inefficiencies and underscores the potential for future social costs within communities and schools where children navigate their lives.

Nazir (2019) conducted a research study in the war-torn region of Kashmir, aiming to investigate the occurrence of bullying and its potential association with the

socio-economic backgrounds of families. This study also sought to analyze potential gender differences in bullying dynamics. The research was carried out in a set of higher secondary schools located in the Kashmir valley, utilizing purposive sampling techniques to select the study participants. The study's outcomes revealed that within the population of male and female secondary school students, approximately 25.8% were identified as victims of bullying, 14.0% as perpetrators of bullying, and 15.7% as individuals falling into the category of both bullies and victims, commonly referred to as bully-victims. Furthermore, the research demonstrated that there was no statistically significant distinction in the prevalence of bullying behaviors between male and female students, suggesting that both genders were equally susceptible to experiencing and engaging in bullying.

Minalkar and Bemina (2019) conducted research to evaluate the occurrence and attitudes regarding bullying behavior among school students. They sampled 120 students aged 8 to 15 years in Bangalore, utilizing a convenient sampling method. Their findings revealed that a majority of the school children exhibited a moderately favorable attitude, with 66.7% having a moderate prevalence rate of bullying. Additionally, 31.7% displayed a low level of prevalence in bullying behavior, while only 1.7% exhibited a high level of prevalence. The study also established a significant association between the prevalence of bullying and attitudes towards it.

Amra and Agarwal (2019) examined that 47.0% boys were bullies in total and 53.0% were bullied out of 115 boys. While 65.9% girls were bullies and 34.1% were bullied out of 85 girls in total. Results also revealed that both genders displayed similar levels of knowledge and awareness when it came to the subject being studied, which suggests that gender did not play a significant role in influencing their knowledge levels. Furthermore, there was no noteworthy distinction in the effect of bullying on victimized children when comparing boys and girls. This implies that regardless of gender, the impact of bullying on these children appeared to be similar or not significantly different.

Patel et. al. (2017) undertook a study in Gujarat, India, involving a group of 100 7th-grade students. The results indicated that a noteworthy proportion of students reported experiencing peer bullying within their own class, with the majority of these bullying incidents occurring in playgrounds and classrooms.

Rai, Binil, and Savitha (2018) conducted a study in Karnataka, India, to examine the frequency of bullying within the high school student population. The research involved 1106 students from 7th, 8th, and 9th grades. The study findings revealed that around 49% of the students in the sample reported experiencing bullying. Furthermore, the research indicated a higher likelihood of boys engaging in bullying behavior, findings pointed to a higher tendency for boys to exhibit bullying behaviors, while girls were found to be more susceptible to experiencing bullying as victims. The physical appearance of students was identified as a prominent factor contributing to bullying incidents.

Singh and Grover (2019) investigated that 32.5% high school students were found to have high, 11.6% average and 55.9% low level of bullying in the dimension of Verbal Bullying. In Physical Bullying- dimension again 37.5% high school students were found to have high, 5.6% average and 56.9% low level of bullying. In the last dimension i.e., Social Bullying- 32.2% of high school students fall under the category of high level, 11.9% average and 55.9% low level of school bullying. Further 40% of the high school students were found to be highly bullied. Out of this 40%, 58.6% were male and 41.1% were female.

Li and Hesketh (2019) reported that 15 percent of students experienced traditional bullying, 14 percent experienced cyber bullying, and 17 percent experienced both traditional and cyber bullying. Verbal bullying emerges as the prevailing form of traditional bullying, experienced by 27.6 percent and rumors spreading, experienced by 14.4 percent.

Patel, Varma, Nimbalkar, Shah, & Phatak (2020) conducted a study focusing on students attending rural schools in Anand, Gujarat, India, to examine the prevalence and characteristics of bullying involvement. The study aimed to evaluate the prevalence of bullying involvement and to characterize the profiles of bullying among students in rural schools in Anand, Gujarat, located in western India. The sample comprised 2552 students from grades 6 to 10, drawn from 12 rural schools in the Anand district. The researchers employed a questionnaire, the Inventory of Peer Social Relations (IPSQ), which included screening questions to identify instances of bullying behavior and victim experiences within peer interactions in primary schools.

Their findings underscored the short- and long-term effects of bullying on both physical and mental health.

Khan (2020) delved the dynamics of bullying and victimization in schools, with a particular focus on gender differences. The research findings revealed an interesting trend, highlighting that, girls exhibited higher instances of both bullying and victim behavior compared to boys. This gender-specific variation in bullying dynamics underscores the importance of understanding and addressing the unique challenges faced by girls in educational settings. However, the study didn't merely stop at identifying these gender disparities; it also evaluated the impact of an anti-bullying intervention. The intervention, designed to mitigate bullying behavior, yielded positive outcomes for both boys and girls. This implies that regardless of gender-based differences in bullying tendencies, interventions aimed at reducing bullying in schools can be effective and beneficial for all students. Such interventions play a crucial role in fostering safer and more inclusive learning environments, where students, regardless of their gender, can thrive without the fear of bullying.

Goswami and Kakoti (2020) reported that 5.8% of school going adolescents have not been bullied by anyone and 14.36% have not bullied anyone. Further it has been found that 66.85% of school going adolescents were victims of bullying and 35.64% are found to engage in bullying others. revealed that 5.8% of school going adolescents have not been bullied by anyone and 14.36% have not bullied anyone. Further it has been found that 66.85% of school going adolescents were victims of bullying and 35.64% are found to engage in bullying others.

Rana et. al. (2020) examined the occurrence of bullying and found that it affected 25.6% of the student population. Within this group, 16% experienced victimization, 5.2% engaged in perpetration, and 4.3% were both victims and perpetrators of bullying. The most prevalent form of bullying was verbal, accounting for 55.1%, followed by physical bullying at 32.7%, and relational bullying at 25.2%. Alarmingly, a significant proportion, approximately 44% of students, reported that school adults did not take action to address instances of bullying. Bullying is a prevalent issue among adolescents in school, with both perpetration and victimization being widespread.

Verma and Phatak (2020) conducted a study revealing that 70% of the participants were involved in bullying in some capacity. Specifically, 9.1% were categorized as bullies, 18.6% as victims, and 42.3% fell into the category of being both bullies and victims, often referred to as bully-victims. Boys had a higher prevalence of being bullies (77.5%) compared to girls (58.3%). Similarly, boys had a higher prevalence of being victims (67.2%) compared to girls (51%). These findings highlight the need for implementing bullying intervention programs in schools.

In 2020, Pandey and Sonkar carried out a research investigation centered on the examination of bullying behaviors. Their study encompassed a group of 400 secondary school students hailing from a mix of government and private schools located in the Varanasi district. The researchers utilized a random sampling approach to select their participants. The study findings indicated that no noteworthy variance is observed in Physical bullying in relation to their gender.

Thakkar, van Geel, & Vedder (2021) conducted a systematic review focusing on bullying and victimization among adolescents in India. It is recognized that bullying often embodies forms of aggression, and discrimination may intersect with bullying instances in certain contexts. The study revealed that bullying occurs in India, mirroring global trends, although the prevalence rates vary across studies. Common forms of bullying in India include name-calling, using derogatory language, as well as relational and social bullying, with physical bullying also being prevalent. Risk factors associated with bullying and victimization in India include factors such as caste, and the consequences for both aggressors and victims are significant within the Indian context.

Kodapally, Kodali, and Thankappan (2021) conducted a study investigating bullying prevalence and associated factors among adolescents. They employed a sequential explanatory study design, conducting a cross-sectional study among 764 adolescents (mean age 13.3 years, 58.5% males) selected through multistage cluster sampling. Data collection involved using the Olweus Bully-Victim Questionnaire, Global School Health Survey, and Patient Health Questionnaire 9. Binary logistic regression identified predictors of bullying victimization, followed by in-depth interviews with key stakeholders. Results showed that 15.3% of respondents reported

being bullied at least twice a month. Verbal bullying was reported by 30%, physical bullying by 23.3%, sexual bullying by 11%, and cyberbullying by 3.3%. Adolescents aged 14 years and above, males, parental response to bullying, victims' reactions, and teachers' actions against bullies were significant predictors of bullying.

Muhammad, Maurya and Thakkar (2023) conducted a study to examine the cross-sectional correlates and longitudinal predictors of violent and bullying behavior among adolescents and young adults in India. They analyzed a sample comprising 4,428 adolescent boys and 11,864 adolescent girls from Bihar and Uttar Pradesh. The results highlight that adolescent facing challenges like parental absence, negative peer interactions, familial substance abuse, and depressive symptoms are more likely to engage in violent and bullying behaviors.

Shweta and Seema (2023) conducted a study examining the perceived causes and consequences of bullying among 9th-grade students from the CBSE Board in Varanasi district. The study found unanimous agreement among all 15 participants that physical appearance is a cause of bullying. Other identified causes included financial conditions (80%), deviation from normalcy (53.33%), bullying for fun (93.33%), aggressive behavior (60%), revenge-seeking (33.33%), power demonstration (73.33%), jealousy (86.66%), and the use of social networking sites and password sharing (33.33%). Consequences reported by the students included school absenteeism (66.66%), dropping out (26.66%), low academic achievement or lack of interest in education (73.33%), anxiety, stress, and depression (100%), shyness or low self-confidence (80%), aggressive behavior (46.66%), and loneliness (73.33%). Only 13.33% of participants mentioned suicide as a consequence of bullying.

Sindhu, Rajkumar, and Romate (2024) conducted a study to explore the relationship between bullying victimization and antisocial behavior. The study involved 314 students, with 200 participants in the second part focusing on victims of bullying, including 112 males and 88 females aged between 13 to 18 years (mean age = 14.9, SD = 1.08). Employing purposive sampling, data analysis utilized Pearson correlation and multiple regression analysis through SPSS software. Results indicated that a significant proportion (63.7%) of adolescents experienced bullying

victimization for at least one month, highlighting a notable prevalence of bullying in India. Furthermore, the study revealed a significant correlation between victimization and the manifestation of antisocial behaviors, including physical violence, rule-breaking activities, and social aggression. These findings can inform the development of preventive measures and timely interventions targeting antisocial behavior.

Summary of Reviews related to Bullying

Based on the aforementioned analyses, it can be inferred that Sullivan (2000) and Smith et al. (2002) demonstrate that instances of bullying predominantly emerge when an individual deliberately seeks to assert dominance over their peers. Correspondingly, Cary (2003) highlighted that verbal conflicts contribute to the occurrence of bullying incidents. This covert behavior significantly impacts both their academic and social spheres. Hazier (1994); Ostrov and Keating (2004); Olsen (2006); Kartal (2008); Notar and Padgett (2013) reported the different forms of bullying like: Verbal, Physical, Social etc. (Banks, 1997; Nansel, et. al., 2001; Houndoumadi and Pateraki, 2001; Dake, Price, and Telljohann, 2003; Dulmus, et. al., 2004; Li and Hesketh, 2019) investigated that bullying is prevalent in schools and has evolved into a significant issue among the Indian population. Unfortunately, the absence of adequate legal measures has facilitated its rapid proliferation.

The aforementioned reviews of various global research studies vividly underscore the gravity of the bullying issue. It's unmistakable that bullying constitutes a significant societal challenge, demanding collaborative endeavors from parents, educators, students, and other relevant parties to counter and eradicate this detrimental phenomenon. As incidents of bullying proliferate, their repercussions extend to all those involved. The review of literature shows that bullying has serious effects on students. It can be very well handled if proper care is taken by higher authorities, teachers or other people involved in the institution. But due to lack of awareness and training on the part of teachers, has made this problem a serious fight and training is required to be given to teachers during their training time. Some research indicates that even if awareness is there on the part of teachers still training is required to be given to erase this problem from the root itself. These studies

indicate the importance of teachers' role in observing and dealing with incidences of bullying. While other studies done by Shore indicate that timely intervention could have stopped the incidences. The review of related research projects shows a strong need for teachers' awareness and training in dealing with the existence of bullying in educational institutions.

Bullying among adolescents can have a significant impact on another aspect, namely, psychosomatic problems. As a result, the literature review on the psychosomatic problems experienced by adolescents will be delved and presented below:

2.2 REVIEWS RELATED TO BULLYING AND PSYCHOSOMATIC PROBLEMS

Several physical ailments are believed to be influenced by mental factors like anxiety and stress. An individual's present mental condition can impact the severity of a physical ailment at a given time. In psychosomatic conditions, psychological factors are responsible for the physical symptoms, highlighting the significant role of psychological factors in the onset of almost all physical illnesses.

Rigby (1993) found that individuals engaged in bullying typically had less favorable relationships with their parents when compared to children who were not involved in bullying. Moreover, the families of these individuals demonstrated diminished levels of overall psychological and social well-being when contrasted with the families of children who did not engage in bullying behaviors.

Forero et. al. (1999) conducted a study to explore the occurrence of bullying behaviors among schoolchildren and how these behaviors might be linked to their psychosomatic health. The study involved 3918 students from grades 6, 8, and 10, attending 115 schools in New South Wales, Australia. The results demonstrated a correlation between bullying behavior and a rise in psychosomatic symptoms. Additionally, the study revealed that individuals who engaged in bullying reported dissatisfaction with school, while both victims and perpetrators of bullying exhibited feelings of loneliness and experienced a higher number of psychosomatic symptoms.

Natvig, Albrektsen, and Qvarnstrom (2001) conducted a study to assess how being a target of bullying affected the psychosomatic well-being of 856 Norwegian school adolescents. The findings emphasized that students who experienced bullying occasionally or frequently faced significantly increased risks of experiencing various psychosomatic symptoms, except for sleeplessness, compared to students who reported no history of bullying.

Espelage (2002) noted that individuals, particularly males, who participated in bullying during their youth showed an increased likelihood of involving themselves in delinquent and antisocial behaviors, which encompassed activities like theft, vandalism, and substance abuse. The Office of Juvenile Justice and Delinquency Prevention (2001) also highlighted that bullies face adverse outcomes. Furthermore, engaging in bullying was correlated with other manifestations of antisocial behavior, including school absenteeism, dropping out of school, physical confrontations, and alcohol use.

Nudo (2004) discovered that students who endured bullying frequently encountered a range of health issues, including headaches, stomach troubles, and disruptions in their sleep patterns. These health-related challenges frequently impeded their capacity to concentrate on their academic responsibilities, ultimately leading to lower grades and diminished performance in their studies.

In an extensive nationwide study involving 123,227 students aged eleven, thirteen, and fifteen years, conducted across twenty-eight different countries, it was determined that conventional bullying exhibited a notable correlation with both psychological and physical symptoms. Psychological symptoms included negative temperament, feelings of nervousness or sadness, difficulty sleeping, morning fatigue, a sense of exclusion, loneliness, and helplessness. Physical symptoms reported by the students' such as headaches, stomach discomfort, pain in the back, and giddiness (Due et al., 2005).

In their research, Whitted and Dupper (2005) delved into effective approaches for mitigating or curbing bullying in schools. They discovered that the consequences of bullying extend beyond just the bullies and victims; bystanders are also affected.

These bystanders often grapple with feelings of insecurity, diminished sense of control, emotional instability, and decreased self-esteem.

Students engaged in bullying are at a heightened risk of experiencing Psychosomatic problems, which may manifest as anxiety, tension, inexplicable fatigue, and a sense of energy depletion (Fekkes et al., 2006). Additionally, compared to students who are not involved in bullying, these individuals may also encounter problems such as bed-wetting, abdominal discomfort, and heightened tension (Rigby, 2001).

Children and teenagers who have been subjected to bullying frequently exhibit a range of health-related issues. These include physical complaints such as headaches, stomach aches, and bedwetting (Fekkes et al., 2006); as well as more serious concerns like thoughts of suicide and disrupted sleep patterns (Hawker and Boulton, 2000 and Wilkins-Shurmer et al., 2003). Furthermore, individuals who have experienced bullying during their childhood are more likely to encounter enduring emotional difficulties in the long run. As adults, they may grapple with issues like depression, low self-esteem, and difficulties in forming healthy sexual relationships (Smith, Cousins, and Stewart, 2005; Srabstein et al., 2006).

Kshirsagar, Agarwal, and Bavdekar (2007) reported that bullied children commonly exhibited emotions such as sadness, a preference for isolation, and frequently tearing their clothes. Furthermore, it has been established that bullying can lead to adverse outcomes such as fear from school, nausea, and disrupted sleep patterns. An illustrative case from Bengaluru highlights this phenomenon, involving a 12-year-old named Akash who began experiencing frequent headaches and stomachaches. Concerned for their child's well-being, Akash's parents sought guidance from a counselor at the school's recommendation, only to discover that he was a victim of bullying. His physical ailments were revealed as manifestations of his deep-seated fear of attending school. Consequently, this fear had reached a point Akash repeatedly declined to attend school, as documented in Anand's report in The Hindu on July 5, 2016.

Klomek et al. (2007), Fosse and Holen (2006), and Mishna et al. (2005) explored the link between recurrent exposure to bullying and a heightened risk of internalizing disorders, with a notable impact on girls. These internalizing disorders encompass a range of conditions, including anxiety, depression, withdrawal from social interactions, diminished self-esteem, a decreased sense of self-worth, heightened nervousness, contemplation of suicide, and an increased propensity for suicidal thoughts and behaviors.

Brunstein et. al. (2007) made a significant observation regarding individuals engaged in bullying. This group, which includes those who act as bullies, those who experience victimization, or those who find themselves in both roles, is more likely to face a heightened risk of experiencing various cognitive, psychological, and behavioral challenges. These challenges become apparent when comparing this group to individuals who do not partake in any such roles within the context of bullying. Specifically, individuals involved in bullying may grapple with cognitive issues that affect their thinking processes and problem-solving abilities. Moreover, they are prone to experiencing psychological difficulties, such as emotional distress, anxiety, and even depression. These challenges can, in turn, manifest as a range of behavioral issues, affecting their interactions with others and their overall functioning.

Gruber and Fineran (2007) delved into the consequences of bullying, with a particular focus on its effects on girls in both high school and middle school settings. The outcomes of their research unveiled a noteworthy pattern: students who found themselves subject to both bullying and sexual harassment tended to endure more severe and detrimental health consequences. These adverse health effects encompassed a range of physical, emotional, and psychological challenges, suggesting that the combination of bullying and sexual harassment created a more complex and distressing experience for the affected individuals.

Gini (2008) conducted research to investigate Psychosomatic problems among Italian primary-school children who played different roles in bullying scenarios, including bullies, victims, and bully-victims. The study findings indicated that victims of bullying displayed a heightened vulnerability to conduct problems, hyperactivity, and difficulties related to peer interactions when compared to students

who were not involved in bullying. Additionally, all groups of children involved in bullying are at an elevated risk of experiencing various psychosomatic symptoms when compared to their uninvolved peers.

Sansone and Sansone (2008) reported that bullying exerts a significant impact on a child's social development, resulting in an elevated risk of encountering various social challenges among victims. These challenges manifest as behaviors such as appearing younger than their actual age, displaying excessive dependence on older individuals, and exhibiting social immaturity. Consequently, these social issues contribute to an increased likelihood of social isolation. Furthermore, the consequences of bullying extend to psychological well-being, with victims frequently experiencing symptoms of anxiety, depression, and even eating disorders. This underscores the profound and interconnected effects of bullying on both social and mental aspects of a child's development consequences of bullying.

In their findings, Olweus and Limber (2010) indicated that bullying precipitates a range of adverse effects, including depression, diminished self-esteem, academic underperformance, disruptions in eating and sleeping patterns, and in severe cases, the victim might even contemplate suicide.

Raskauskas (2010) conducted a study with the objective of investigating the occurrence and attributes of text-based bullying among adolescents. The findings indicated that a significant portion of students, approximately 43%, reported experiencing at least one occurrence of text-bullying, while a notable portion (23%) experienced frequent occurrences of such incidents. Moreover, the study found that the majority of text-bullying victims were also victims of traditional bullying. Furthermore, it was noted that students who encountered both text message-based and traditional bullying displayed elevated levels of depressive symptoms in comparison to those who encountered only traditional bullying or had no involvement in bullying.

Banks (2011) pointed out that the consequences of bullying are observable in both the immediate and prolonged periods, affecting both victims and bullies. In the short term, these effects manifest as diminished academic achievement, decreased social integration, and diminished self-esteem.

Sesar and Sesar (2012) conducted a study involving 536 children aged 11 to 15, selected from four elementary schools in the Siroki and Brijeg municipalities. The objective was to discern whether engaging in bullying behavior preceded the onset of psychosomatic symptoms or if these symptoms emerged prior to involvement in bullying. Their findings indicated that involvement in bullying often led to various psychosomatic health issues, including feelings of nervousness, tension, unexplained fatigue, and a sense of diminished energy. Moreover, the results suggested that children experiencing specific psychosomatic health problems were more likely to participate in bullying behavior, highlighting a reciprocal relationship between these factors.

Harikesh (2013) outlined that within school environments, students can also encounter bullying from teachers. A significant number of students, during their school years, endured physical and verbal mistreatment from their educators. Media outlets frequently covered instances where students were subjected to physical violence by teachers, sometimes leading to suicidal attempts. Additionally, the media reported cases of sexual harassment involving teachers.

Gini and Pozzoli (2013) investigated the correlation between peer victimization and the occurrence of psychosomatic problems among students in school and concluded that children and adolescents who undergo bullying are at a substantially higher risk of developing Psychosomatic problems in comparison to their peers who are not subjected to bullying. Additionally, the analysis reported that bullied students are at least twice as prone to experiencing psychosomatic problems compared to those who have not experienced bullying.

Wolke and Lereya (2015) conducted a research inquiry aimed at exploring the connection between engagement in both direct and relational bullying within primary schools and the occurrence of common health issues. They conducted this investigation with a group of 1639 students drawn from 31 primary schools. The study's findings unveiled that children who become targets of bullying face an elevated likelihood of experiencing psychosomatic issues, encompassing symptoms like headaches, stomachaches, disruptions in sleep patterns, and a propensity for engaging in smoking behaviors.

Ayyar (2015) found that one in three children experiences bullying in school. Bullying behavior exerts detrimental effects on students, impacting their social development, moral values, mental well-being, and academic performance. Importantly, it affects both the individuals targeted by bullying and those who engage in it. To combat bullying, it is imperative for all schools to adopt a strict, zero-tolerance policy against all forms of bullying. It is equally vital to educate all stakeholders about recognizing signs, understanding consequences, and taking proactive measures to prevent bullying within the school environment. By collaborating, parents, teachers, and the government can work together to eradicate this problem.

Holubcikova et. al. (2015) determined that engagement in bullying behaviors during childhood and adolescence elevates the likelihood of encountering adverse developmental consequences for both bullies and victims. This heightened risk encompasses various aspects, including psychosomatic problems like headaches, stomachaches, and backaches, as well as psychological issues such as depression, irritability, loneliness, and suicidal thoughts along with an increased likelihood of engaging in substance use, are also prevalent among those involved in bullying situations.

Josefina (2015) investigated the occurrence of bullying behaviors within a sample of 373 Filipino students. The research determined that verbal and social-psychological forms of bullying were more prevalent. Moreover, the study found that students frequently resorted to physically aggressive behaviors like hitting, kicking, pushing, shoving, or confining others. Additionally, some students engaged in spreading false rumors and disseminating untruths to damage the reputation of their peers and foster discord among them.

Tshotsho and Thwala (2015) undertook a research project on adolescent girls aged between 13 and 19 years enrolled in high schools within Swaziland as its target group. The primary outcome observed in bullying victims was a decline in their ability to concentrate during class, resulting in reduced academic performance and lower overall school achievement.

Turner et. al. (2017) observed that the negative consequences stemming from peer harassment encompass a range of aspects, including power imbalances, physical injuries, the presence of sexual content, involvement of multiple perpetrators, and the presence of elements related to hate or bias. It's important to note that research suggests the nature of peer victimization remains relatively consistent across various age groups, racial backgrounds, socioeconomic statuses, and family structures. Additionally, it was found that incidents persisting for a month or more were nearly six times more likely to be associated with ongoing physical health issues like headaches, stomachaches, and sleep disturbances compared to shorter-term incidents lasting only a day or less. Furthermore, longer-duration incidents were linked to nearly nine times the likelihood of encountering school-related problems, such as missing classes, avoiding school activities, and a decline in academic performance when compared to shorter-duration incidents. These findings underscore the substantial and enduring impact of prolonged instances of peer harassment on both physical well-being and academic functioning.

According to Mishra et al. (2018), the overall occurrence of bullying behavior, encompassing both those who engage as bullies and those who experience victimization, was documented at 69.14%. The study also highlighted a significant association between bullying behavior and various factors, such as depression, psychosomatic symptoms, and the type of school attended.

Li and Hesketh (2019) investigated that problems reported by students as an effect of bullying are headache (13.3 percent), abdominal pain (16.5 percent) and sleep problems (16.1 percent).

Delara (2019) stated that exclusion and rejection are fundamental elements within the dynamics of bullying interactions. Study participants' described victimization in terms of frequent experiences of exclusion or rejection. Research has also found that bullying can lead to persistent issues such as state anxiety, sadness, and anger. The consequences of bullying encompass various aspects, including mental and psychological well-being, eating disorders, body image concerns, and difficulties in relationships and trust.

Chacon et. al. (2019) investigated that the prevalence of bullying was found to be 29.5%, and this rate did not vary significantly based on age or gender. Female and older adolescents experienced a higher frequency of psychosomatic problems. The research revealed that being a target of bullying was a predictive factor for psychosomatic problems and a lower quality of life. The study concluded that psychosomatic problems are quite common among adolescents, particularly among those who are victims of school bullying.

Bushra, Shahnawaz, and Kumar (2019) examined those bullies themselves experienced bullying as a victim; they got threatened, attacked or injured by others, so because of their earlier life experiences' they became bullies. The manner in which parents raise their children also holds significant influence in the development of both bullying behavior and victimization among students. Results also revealed that bullying has a negative impact on victims' psychological health.

Rezapour et. al. (2020) conducted a study to investigate the relationship between various forms of bullying (verbal, relational, physical, and cyber) and psychosomatic problems among students on the sample of 8th and 9th grade 834 participants of northern Iran. The study's findings indicated that the most common psychosomatic problems among the participants was bad temper, and the prevalence of headaches, feelings of low mood, sadness, anxiety, irritability, and nervousness was more pronounced among girls in comparison to boys. The research also indicated that students who were solely bullies or bully-victims in the verbal form, as well as those who were solely victims or bully-victims in the physical form, tended to experience more psychosomatic problems. Specific conditions such as difficulty in falling asleep, anxiety, feeling low, dizziness, sadness, and headaches were more commonly associated with different types of bullying. For instance, individuals who were victims of verbal bullying faced a 1.5 to 3 times higher risk of experiencing sleep difficulties.

Malhi and Bharti (2021) conducted a study with a primary focus on the dynamics of school bullying and its potential connection to somatic complaints among children who had experienced victimization. The primary aim of their research was to investigate the relationship between peer victimization and the

manifestation of psychosomatic symptoms in school-going children. The findings of the study indicated that a considerable proportion (42.7%) of the participants were either victims or perpetrators of bullying. Additionally, a positive correlation was identified between victimization and the occurrence of somatic complaints. Within the group of victims, a significant number reported experiencing specific symptoms at notable rates. These symptoms encompassed headaches, reported by 60.7% of victims, chest pain at 35.7%, stomach pain affecting 33.9%, feelings of weakness reported by 30.4%, and pain in the arms and legs, which affected 19.6% of the victimized children. These findings underscore the considerable and adverse influence of bullying on the physical well-being of children who have experienced victimization

Summary of Reviews related to Bullying and Psychosomatic Problems

Various studies have consistently demonstrated the negative consequences of bullying on both the perpetrators and victims, as well as the bystanders. Bullying has a connection with psychosomatic manifestations, including symptoms like headaches, stomach aches, and sleep disturbances. Bullies often have poorer relationships with their parents and lower psychosocial health in their families. Victims of bullying exhibit feelings of unhappiness with school, loneliness, and increased psychosomatic symptoms. Individuals who engaged in bullying during their earlier years, especially males, demonstrate a higher propensity for involvement in delinquent and antisocial activities. Bullying behavior exhibits connections with various forms of antisocial conduct, school-related problems, and negative mental health outcomes, including anxiety, depression, low self-esteem, and suicidal ideation. Furthermore, children who experienced bullying are susceptible to enduring repercussions, including poor academic performance, disruptions in eating and sleeping patterns, and struggles in their social and emotional well-being.

The reviews mentioned above highlight the extensive negative impact of bullying on the overall health and welfare of children and adolescents. These reviews collectively emphasize the growing significance of the bullying problem within school environments. It is evident that bullying adversely affects not only the victims but also the bullies themselves. Those who engage in bullying are more likely to

become entangled in illicit activities, such as drug abuse and other forms of antisocial behavior. Conversely, individuals who fall victim to bullying encounter a spectrum of adverse consequences, including a decline in self-esteem, heightened anxiety, safety worries, depressive feelings, and in severe cases, the risk of suicide. As elucidated by these and numerous other factors, bullying behaviors wield enduring influence over an individual's psychological well-being, mental health, physical condition, academic progress, and overall success in their educational journey. The impact of bullying has far too many negative impacts to be ignored as a normal childhood passage. Given the wide-ranging consequences affecting both victims and bullies, it becomes imperative to question whether we can permit and tolerate the continuation of bullying within our schools. Bullies' behavior also comes from negative life outcomes and they tend to have criminal activities and poor psychosocial adjustments. Both bullies and bully victims may have to face obstacles in their education and in future careers also. It is also not limited to India, it's spread in many countries such as the United State, Japan, Norway as they also had long researches, anti-bullying campaigns etc. which are provided to the students, teacher and parents of the students. It is essential to address and prevent bullying in order to promote the well-being of students and create a positive school environment.

Hence, the conclusions drawn from various research studies conducted worldwide distinctly emphasize the alarming issue of the detrimental impacts of bullying on students. In which social support plays an important role in reducing the adverse effects of bullying as well as reducing the psychosomatic problems among adolescents. Hence, Reviews on Social Support are reviewed and presented below.

2.3 REVIEWS RELATED TO BULLYING, PSYCHOSOMATIC PROBLEMS AND SOCIAL SUPPORT

Barrera (1986) found that individuals with limited social support tend to exhibit more sub-clinical symptoms of depression and anxiety when compared to those with stronger social support networks.

Dahlem, Zimet and Walker (1991) reported that high life stress had significantly negatively correlated with social support and depression.

Rigby (2000) found that poor mental health can be influenced by both social support and bullying, operating as independent factors. Additionally, a negative association was observed between victimization and receiving social support from close friends and classmates. Subsequent investigations revealed that parental support exhibited adverse correlations with various outcomes, such as somatic complaints, anxiety, social dysfunction, and depression.

Torsheim and Bent (2001) found that Norwegian students experiencing elevated levels of stress related to their school environment demonstrated an increased odds ratio for experiencing headaches, abdominal pain, backache, dizziness, and concurrent somatic complaints on a weekly basis. Findings of the study revealed associations between school-related stress, social support, and various somatic complaints. Specifically, high perceived school-related stress and limited social support from classmates were identified as significant factors.

Demaray and Malecki (2003) identified several key factors associated with victimization. These included the presence of social support from various sources, such as parents, teachers, classmates, close friends, and the overall school environment. Notably, the analysis revealed that support from parents, close friends, and classmates emerged as significant individual predictors of victimization.'

During times of stress, social support serves as a valuable resource in alleviating psychological distress, such as anxiety and depression. Social support encompasses both the information and emotional support that individuals acquire from their social networks (Davidson and Demaray, 2007). Safren and Heimberg (1999) concluded that prediction of psychosocial difficulties are strongly influenced by peer victimization and the absence of social support.

Calvete et al. (2010) conducted research that revealed a potential connection between the incidence of bullying and a reduced sense of peer support. Their study also underscored that inadequate social relationships serve as a primary catalyst for the involvement of young individuals in bullying behaviors.

In their investigation concerning bullying among young individuals, Kowalski et al. (2014) incorporated an insightful analysis. The findings from this

study revealed that children of parents who impose strict discipline and pay minimal attention to their needs are more likely to become targets of bullying. Moreover, the research indicated that parental support plays a pivotal role in minimizing the prevalence of bullying incidents.

Chang et al. (2015) discovered a correlation between inadequate parent-child relationships, limited emotional support, and insufficient parental supervision with the occurrence of bullying victimization in adolescents. Syahruddin (2015) revealed that individuals who are the victims of bullying often require substantial social support. Consequently, a lack of strong parental bonds and peer acceptance can impede their capacity to seek such support. The study emphasized the importance of routinely assessing both parental and peer attachments to prevent continuous harassment and provide assistance to victims.

In the study conducted by Rigby and Johnson (2016), it was found that around fifteen percent of students disclosed instances of being subjected to bullying, with verbal and concealed methods being the most prevalent. Disabled students experienced victimization more frequently compared to their non-disabled peers. While all the schools surveyed claimed to have a documented anti-bullying policy, merely 47.8% of students confirmed their awareness of its existence.

Xiaoyan et al. (2016) shed light on how adult social support within schools in California plays a crucial role in both the direct and moderating effects on generalized severe psychological distress associated with victimization among adolescents. The findings of the study indicated that adolescents who experienced victimization were twice as likely to exhibit SPD compared to those who did not experience victimization. Elevated levels of adult support within schools demonstrated a protective effect against non-specific severe psychological distress (SPD), although this support did not mitigate the impact of exposure to bullying. The study's outcomes indicated that school-based adult support could contribute to addressing students' psychological challenges, but it may not be sufficient to avert the psychological aftermath of victimization.

Bhui et. al. (2017) highlights the significant correlation between bullying prevalence and psychological distress. The study also highlights the distinctive contribution of family-based social support in alleviating psychological distress. Additionally, the research proposes that support from friends appears to provide specific benefits for adolescents of White British ethnicity. However, it is important to note that culturally congruent friendships may not universally provide the same advantage, emphasizing the need for a nuanced understanding of the role of social support in different cultural contexts.

Zhu et. al. (2019) found that positive and nurturing parent-child relationships act as a safeguard for adolescents, mitigating the adverse impacts of bullying. The study also emphasized the significance of integrating parental support while implementing anti-bullying policies within educational institutions. Additionally, the study recommended organizing awareness programs on bullying aimed at families, teachers, and healthcare professionals.

Ringdal et. al. (2020) investigated the impact of bullying and perceived social support on the mental health of adolescents aged 15 to 21 from upper secondary schools in Norway was examined. The results revealed a notable connection between bullying and the presence of symptoms related to anxiety and depression. Nonetheless, there was no notable connection found between bullying and the general state of mental well-being. Family social support did not demonstrate a significant association with mental health, whereas social support from friends exhibited a positive correlation with mental wellbeing.

Noret, Hunter, and Rasmussen (2020) investigated disparities in bullying and cyberbullying experiences based on gender and found that girls reported a higher prevalence of both types of bullying compared to boys. The study indicated a higher prevalence of family support being mentioned compared to support from professionals, friends, or peers. Gender-specific differences were observed in terms of lacking a confidant for conversation, with a higher proportion of boys reporting this. Girls displayed a greater inclination to seek support from both family members and friends or peers, as opposed to boys. However, no significant gender difference

was found in access to professional support, as both boys and girls reported similar access to professional support. These results underscore the significance of family support as a substantial source of assistance for individuals, while also indicating the need to further explore gender differences in seeking support from different sources.

Ulfah and Gustina (2020) concluded that poor parental communication patterns, as well as negative peer influence, are predictive factors for adolescent bullying. The prevalence of bullying is higher among boys, with boys having a greater propensity for engaging in such behavior compared to girls. Consequently, schools require the implementation of intervention programs to address and combat bullying effectively.

Manrique et. al. (2020) explored whether perceived social support (PSS) could act as a potential mediator in the connection between bullying and the manifestation of symptoms. They also explored which sources of support, such as parental, peer, or others, were most beneficial. The findings revealed that bullying was linked to a higher presence of symptoms, particularly symptoms of depression. Moreover, perceived social support was found to significantly mediate the association between bullying and symptoms of depression in the study.

Drageset (2021) elucidated that the notion of social support is closely linked with crucial concepts such as coping mechanisms and one's overall quality of life. Social support, emanating from our social connections, holds a central position in enhancing our general well-being. Conversely, loneliness signifies the dearth of adequate social support. Elements like emotional backing, a sense of belonging in a social group, feeling appreciated, tangible aid, and the availability of information and counsel all form essential components of social support. It stands as a pivotal asset in fortifying individuals' mental well-being.

Summary of Reviews related to Bullying, Psychosomatic Problems and Social Support

Upon reviewing the relevant literature, it has become evident that both bullying and victimization exert adverse effects on children, resulting in a range of negative outcomes. In contrast, social support has a favorable influence on the

psychosomatic well-being of children. Particularly in times of stress, social support plays a pivotal role in alleviating the psychological distress experienced by individuals. Moreover, there is a consistent correlation between social support and various physical complaints. The literature review also underscores that the presence of social support from diverse sources such as parents, teachers, classmates, close friends, and schools emerges as a significant predictor of victimization. Additionally, social support is instrumental in mitigating the incidence of bullying incidents. Media reports have highlighted numerous instances where students have attempted suicide due to bullying behavior inflicted by others. Hence, it is incumbent upon parents, school administrators, and teachers to actively participate in the prevention of this issue. The Central Board of Secondary Education (CBSE) has also issued guidelines aimed at eradicating bullying from schools, thereby addressing this problem effectively.

Conclusion: After reviewing the above-mentioned foreign and Indian research, it can be concluded that bullying is not a new concept. It occurs in the past year also but in light manners. But at present this problem has destroyed the lives of many students. It represents the wrong picture of our schooling system; students came to school to grab knowledge and to fulfill their dreams. But when he/she has to face bullying behavior from their seniors or majority of their classmates, he/she becomes depressed, de-motivated and sometimes even try to end his life. He can't achieve his aim for which he entered the school. Bullying is a curse as it spoils the future of many talented students. Students committed suicide due to the bullying. So, every individual who is directly or indirectly involved in any activity of school, they all should have to join hands together and take their best initiative to get rid of this problem. The study findings highlight an urgent requirement for further research.

The reviews also make it evident that bullying has a significant impact on a child's psychological development, often resulting in behavioral changes. The specific situations of bullying encountered during childhood can influence the consequences experienced. In adulthood, individuals who have endured bullying may grapple with anxiety and depression as lingering effects. These experiences can lead

to enduring psychological challenges, affecting various aspects of life including sleep, diet, exercise, work, and interpersonal relationships. Furthermore, the emotional scars inflicted by bullying tend to persist for many years, often surpassing the duration of physical harm. Individuals who have been consistent targets of bullying often develop a self-perception that is marred by feelings of inadequacy, reduced confidence, and a sense of being undesirable. Such individuals tend to struggle with confidence, face difficulties in trusting others, and may experience feelings of isolation in adulthood. They are often less proactive in asserting their own well-being and pursuing their own happiness.

2.4   RESEARCH GAP

Despite the wealth of existing literature highlighting the adverse effects of bullying on psychosomatic well-being and the potential benefits of social support, there remains a noticeable gap in research within the field of bullying prevention and intervention. These reviews underscore the critical necessity for further investigation. Despite the ample evidence detailing the harmful consequences of bullying on children's psychological and social development, there is an immediate requirement for targeted research focused on the development of comprehensive interventions capable of effectively preventing and addressing bullying. While foundational guidelines, such as those issued by CBSE, serve as a starting point, the efficacy of these interventions in reducing bullying incidents lacks adequate research exploration. More studies are required to uncover empirically supported approaches for successfully averting bullying within educational settings. These reviews emphasize the significance of drawing upon a wide array of social support networks, encompassing parents, educators, peers, and intimate friends. However, there exists a research gap in comprehending the comparative significance and effectiveness of these different support systems in preventing bullying and providing assistance to victims. Further investigation is needed to determine the specific roles and contributions of each social support system. While the reviews suggest that social support positively influences psychosomatic health, there is a need for more comprehensive assessments of psychosomatic problems resulting from bullying.

To address these research gaps the current study is proposed, in which the researcher analyzes the rate of prevalence of bullying and its forms and also assess the psychosomatic problems faced by the victims of bullying. Also, the role of social support has been studied in reducing the risk of bullying. Further effectiveness of implementation of anti-bullying guidelines issued by CBSE has also been checked.

CHAPTER - III

RESEARCH METHODOLOGY

The main aim of the present study is to find out the prevalence of bullying in the secondary and senior secondary schools and its psychosomatic problems. Also, how much the anti-bullying programme as per guidelines issued by the CBSE for prevention of bullying in schools is effectively implemented? Also, the role of social support is studied. So, the present study is exploratory cum evaluative research involving the quantitative approach. To fulfill the objective of this study, it was essential to carefully choose a representative sample of CBSE school students, as well as to devise or choose appropriate tools for gathering the necessary data. This chapter provides a comprehensive account of the methodology employed in the study, covering various pertinent aspects in detail. It highlights the procedure of data collection, measures used in data collection, research design and sampling frame. The chapter has been systematically arranged in different sections viz. section 3.1 discusses the sampling frame considered for the study; 3.2 presents the sample size considered by the researcher; section 3.3 provides a sampling process; 3.4 discuss the research instruments used in the study; 3.5 discusses data collection and section 3.6 provide details about conceptual model and section 3.7 deals with techniques used for data analysis.

3.1   SAMPLING FRAME

This study has been conducted on the secondary and senior secondary schools of Punjab State Cluster XVII North zone of CBSE. There are 11 districts in Cluster 16 of North Zone of CBSE namely Hoshiarpur, Kapurthala. Jalandhar, Ludhiana, Nawanshahr, Amritsar, Moga, Faridkot, Fatehgarh Sahib, Firozpur and Gurdaspur in which total number of CBSE schools at secondary level and at senior secondary level are 831. The figure below represents the number of schools in each district:
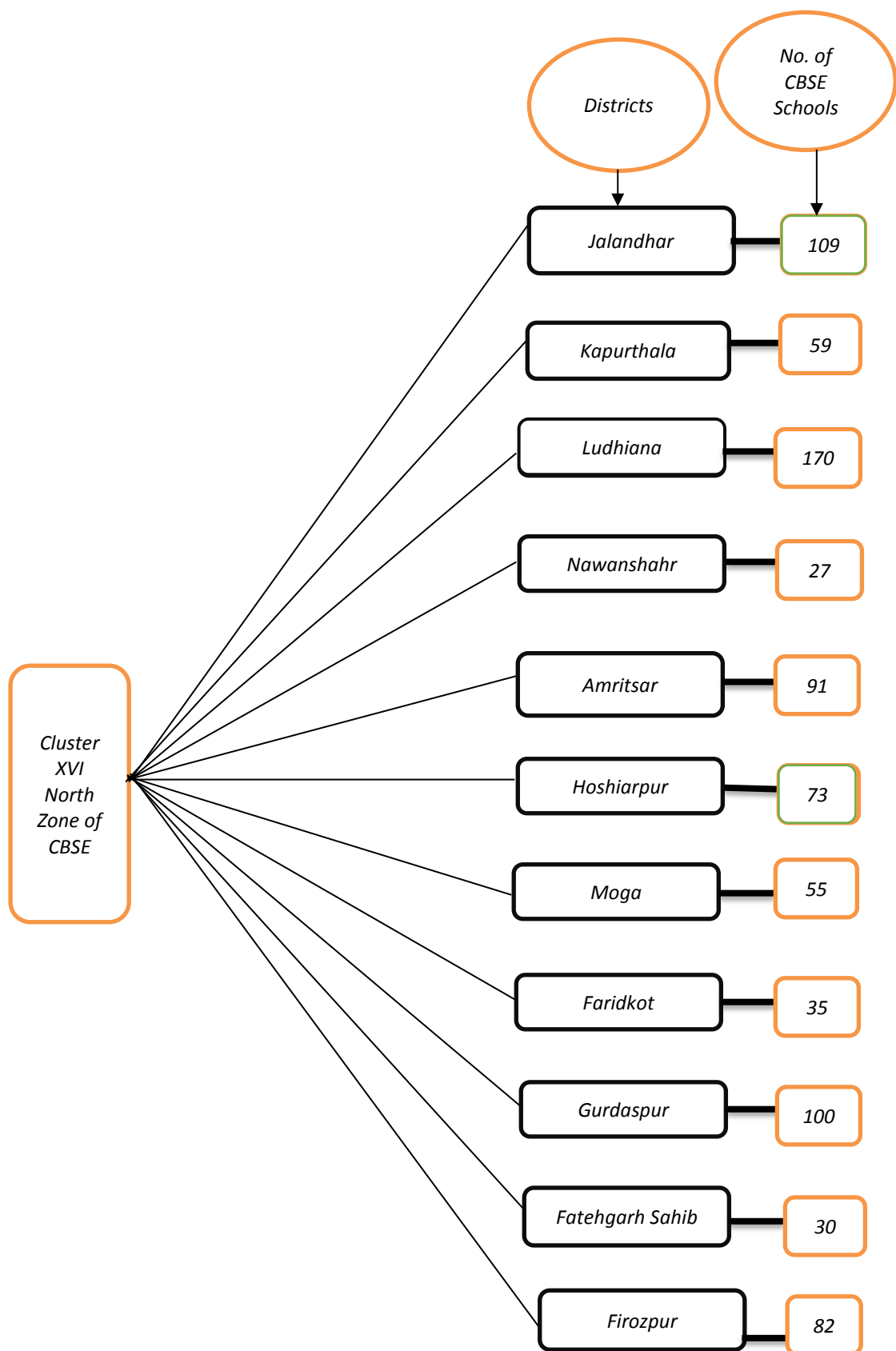
Fig. 3.1 Number of schools in each district of cluster 16 of North Zone of CBSE

3.2 SAMPLE

The study's sample comprised secondary as well as senior secondary school students from CBSE Cluster XVI, encompassing the northern zone of Punjab state. The sample serves as a representative subset of the entire population. It's important to note that the study was specifically limited to the Punjab region. According to the Law of Statistical Regularity, the statistical outcomes derived from the sample data act as parameters for the population, provided that the sample subjects are chosen via a simple random sampling technique. The meaningful findings attained in pursuit of the study's objectives underscore that the parameters were established through the application of the simple random sampling technique.

In this current research, the investigator utilized a Multi-Stage Sampling methodology for sample selection. Sampling has been done in three stages.

At the first stage, out of 11 districts 5 districts has been selected randomly from the cluster XVI of North Zone of CBSE.

At the second stage, from each district, 5% CBSE affiliated schools has been selected. Keeping in consideration the Central Limit theorem, the parameters used for determination were (confidence level 95%; Margin of Error and Population proportion on 50%) calculated through Sample Size Calculator [www.Calculator.net]. Lottery method has been used for selecting the schools.

At the third stage, it is finally from each school 70 students have been selected by random sampling technique from 9th to 12th class. For the sample of teachers, the researcher randomly selected the teachers from schools selected. Also, the principals of schools have been asked for their opinion on the effectiveness of implementation of bullying prevention programme. Total 1678 questionnaires were provided to students, and among them, 88 were returned incomplete or improperly filled out. Similarly, 190 questionnaires were distributed to teachers, from which 15 returned incomplete. The final collected data, after the data cleaning and removal of incomplete forms remained 1590 students, 175 teachers and 25 principals. The overall response rate was found students- 94.7% and teachers- 92.10%.

Table 3.1: District Wise Sampling Design

		Cluster XVI North Zone of CBSE		
Sr. No.	District	Total No. of CBSE Schools	5% of total schools	Schools taken district wise
1	Hoshiarpur	73	3.65	4
2	Kapurthala	59	2.95	4
3	Jalandhar	109	5.45	5
4	Nawanshahr	27	1.35	3
5	Ludhiana	170	8.5	9
	Total	441	22.05	25

Table: 3.2 Detailed list of Selected Schools

Sr. No.	District	Name of Schools Taken	No. of Students	No. of Teachers	Principals
1	Jalandhar	Kendriya Vidyalaya No – 1, Jalandhar Cantt	77	07	01
		Kendriya Vidyalaya No - 2, Jalandhar Cantt	71	06	01
		St. Soldier Divine Public School, Nangal Krar Khan	49	07	01
		STS World School, Rajgomal, Phillaur	63	06	01
		Pioneer International Public School, Rurka Kalan,	73	06	01
2	Kapurthala	Sant Sarvan Dass Model School, Hadiabad, Phagwara	44	08	01
		K.V- 1, RCF, Hussainpur	59	06	01
		St. Soldier Divine Public School, Hadiabad, Phagwara	78	09	01
		BKJ Apple Orchard school, Chahal Nagar Phagwara	71	06	01

Sr. No.	District	Name of Schools Taken	No. of Students	No. of Teachers	Principals
3	Ludhiana	G.H.G. Academy, Khandoor	83	10	01
		BCM Arya Model School, Shastri Nagar	73	08	01
		Guru Nanak Public School, Mullapur	68	06	01
		Green Land School, Jalandhar Bypass Road	50	06	01
		Bhai Sahib Randhir Singh Academy,BRS Nagar	63	07	01
		St. Soldier Divine Public School, Jalandhar Bypass	69	07	01
		Victoria Public School, Lehra	61	07	01
		Shri Harkrishan Public School, Daba Road	49	06	01
		Nankana Sahib Sr. Sec. Public School, Budhewal	53	07	01
4	Hoshiarpur	Maharaj brahma Nand Bhuriwale Garib Dassi Rana Gajinder Chand public senior secondary school, Mansowal	91	08	01
		St. Soldier Divine Public School, Garhshankar	52	06	01
		Sahibjada Ajit Singh public School, Ladhewal, Mahilpur	72	06	01
		Rayat Bahra International School, Bohan	43	06	01
5	Nawanshahr	Shivalik Public School, Chandigarh Road	58	10	01
		KC Public School, Karyam Road	67	06	01
		Sutlej Public School, Banga	53	08	01
Total	5	25	1590	175	25

➢ Collected sample Size = 1678 (students); 190 (Teachers)

➢ Sample Size on removing the unfilled or wrongly filled forms = 88 (students); 15 (teachers)

➢ Final sample size of students =1590 (students), 175 (teachers), 25 (Principals)

3.3   PROCEDURE

The present study is exploratory cum evaluative in nature. The aim of the study is to find out the rate of prevalence of bullying and study the psychosomatic problems of bullying and then evaluate the effectiveness and implementation of anti-bullying programme. Also, the role of social support has been studied. For this the investigator has to collect information from school students, teachers and principals through questionnaires and checklists.

First of all, investigator personally visited different schools and sought permission of the Heads of each school. The investigator explained the purpose of the data collection and gave clear instructions regarding filling the responses in different questionnaire to the respondents. After taking permission the researcher got filled the questionnaires from school students and teachers. The researcher also interacted the head of the schools and got the checklist filled from Head of the schools regarding effectiveness of implementation of anti-bullying programmes. After that, scoring is given according to responses of the respondents. In total 1590 responses (from students), 175 (from teachers) and 25 (from head of the schools) were selected for data analyses.

3.4   DATA COLLECTION TOOLS USED

1.   Bully Attitude Scale by Jeffrey S. Craven (2014).

2.   Child and Adolescent Social Support Scale by Christine Kerres Malecki, Michelle Kilpatrick Demaray and Elliott (2000).

3.   Bullying Information Sheet prepared by the investigator.

4.   Bullying Questionnaire prepared by the investigator.

5.   Questionnaire on Knowledge and attitude of teachers towards Anti-bullying programme prepared by the investigator.

6.   Psychosomatic problems scale prepared by the investigator.

7.   Checklist on effectiveness of implementation of Anti Bullying guidelines issued by CBSE prepared by the investigator.

DESCRIPTION OF TOOLS

3.4.1   Bully Attitude Scale

In the study, bully Attitude Scale developed by Jeffrey S. Craven (2014) was used to measure the attitude of CBSE school students towards bullying. It has one main factor/dimension. The scale consisted of 19 items and uses Likert format; respondents were required to select from four distinct response options: (4 = I agree a lot, 3 = I agree a little, 2 = I disagree a little, 1 = I disagree a lot). A single score was assigned to each respondent, where higher scores indicated a more supportive attitude towards bullying.

The potential score range spanned from 19 to 76, with higher scores signifying a greater level of approval for bullying attitudes. Low score denoted an attitude that wholly disapproves of bullying, whereas average scores reflecting a mixed attitude (where some instances of bullying behavior are considered acceptable while others are deemed inappropriate).

3.4.1.1 Need for Adaption of Bully Attitude Scale

Assessing attitudes poses a substantial challenge as it necessitates obtaining responses that genuinely explore the precise construct under investigation. To ensure that an attitude measurement tool effectively serves this purpose, it must demonstrate indications of construct validity. This process involves a thorough examination of the connections between the measurement tool and other instruments that evaluate either related or dissimilar constructs, as highlighted in the work by Krosnick, Judd, and Wittenbrink (2005). Essentially, construct validity hinges on the measure's ability to accurately capture and reflect the underlying concept or attitude it intends to assess.

For an accurate assessment of any concept, it is crucial to have a well-defined operationalization of the concept, and the questions or items should be crafted in accordance with that definition. The score derived from a scale should faithfully

represent an individual's true degree of that particular construct. This principle holds true for attitudes toward an object as well. The score acquired through an attitude measurement should truly mirror an individual's authentic attitude. If an instrument comprises items that seemingly measure disparate constructs or concepts, the outcomes may lack substantive meaning, leading to erroneous conclusions (Gardner, 1996).

When considering the issue of bullying, having an understanding of attitudes allows us to examine how individuals who are either bullies or victims perceive the concept of bullying. In other words, whether they are in favour of bullying or they think that bullying is not good. In other words, attitude means how they feel if someone being bullied and their views when they bullied someone. Due to the detrimental effects of bullying and its impact on individuals, numerous scholars have endeavored to enhance our comprehension of this issue. The primary objective of this study is to validate a scale for assessing students' attitudes toward bullying. While there exist some foreign studies that provide a conceptual foundation, there is currently a lack of empirically tested research in the existing literature on this topic.

Table 3.3: Description of Measures for Measuring Bullying Attitude

Sr. No.	Investigator	Scale	Population	No. of Items
1	Boulton, Bucci, and Hawker (1999)	Attitude towards bullying	13-15 years students	13
2	Conville and Cornell (2003)	Attitude Scale	Middle school students	11
3	Ireland et. al. (2009)	Prison Bullying Scale	Men & women prisoner	20
4	Jeffrey S. Craven (2014)	Bully Attitude Scale	Middle school students	19
5	Lester et. al. (2018)	Bullying Attitude Questionnaire	pre-service teachers	16
6	Samara et. al. (2020)	self-reported questionnaire	Practitioners	17

So, at the end, it is decided to adapt the '**Bully Attitude Scale**' developed by Jeffrey S. Craven (2014) for measuring the attitude of students towards bullying as this scale is used on the sample of students and since it is not much old. Working with the ethics of current test validation and adaptation (Reeves and Marbach-Ad, 2016; International test commission, 2017), the bully attitude scale was selected for validation to the Indian context.

3.4.1.2 Validation of the Bully Attitude Scale

To validate the 'Bully Attitude Scale' for the Indian context, two sequential studies were conducted. The first study utilized Exploratory Factor Analysis, followed by the second study employing Confirmatory Factor Analysis (CFA) to affirm the identified factors. The data collection process involved 917 students from various secondary and senior secondary schools affiliated with the Central Board of Secondary Education (CBSE) in Punjab, India. The selection of students was carried out using a simple random sampling method.

For collection of data, Firstly, five districts were selected randomly from the State of Punjab. Secondly, from each district, 2-3 CBSE affiliated schools were selected. Principals of the different Schools were contacted and explained the purpose of data collection. After getting proper permission the investigators visited different schools. Then, from each school girls and boys were selected from 9th to 12th class. The research was conducted within regular class timings, with the students being informed about the research's purpose and provided instructions on how to respond. The researcher reached out to the principals of various schools, providing them with a clear explanation of the data collection's purpose. Once proper authorization was obtained, visits were made to the respective schools. It was emphasized to the school authorities that participation in the study was entirely voluntary and not obligatory. Additionally, assurances were given regarding the strict confidentiality of the gathered data, emphasizing that it would only be utilized for research purposes.

3.4.1.3 Exploratory Factor Analysis of Bully Attitude Scale

In total, the study included students from ten classes, with four classes from each school were chosen, with each class representing various grades. Students

ranging from 9th to 12th grades were present for the study. Out of the 327 questionnaires that were distributed, 27 were returned either incomplete or with errors. Therefore, the analysis included responses from 300 students (for EFA). The overall response rate was 91.7%.

The study included 300 Punjab state CBSE secondary and senior secondary school students from grade 9-12. The group consisted of 156 girls (52%) and 144 boys (48%). In the final sample, 23.3% were ninth grade students (n=70), 28% were tenth grade students (n=84), 24% were 11th grade students (n=72) and 24.6% were 12th grade students (n=74).
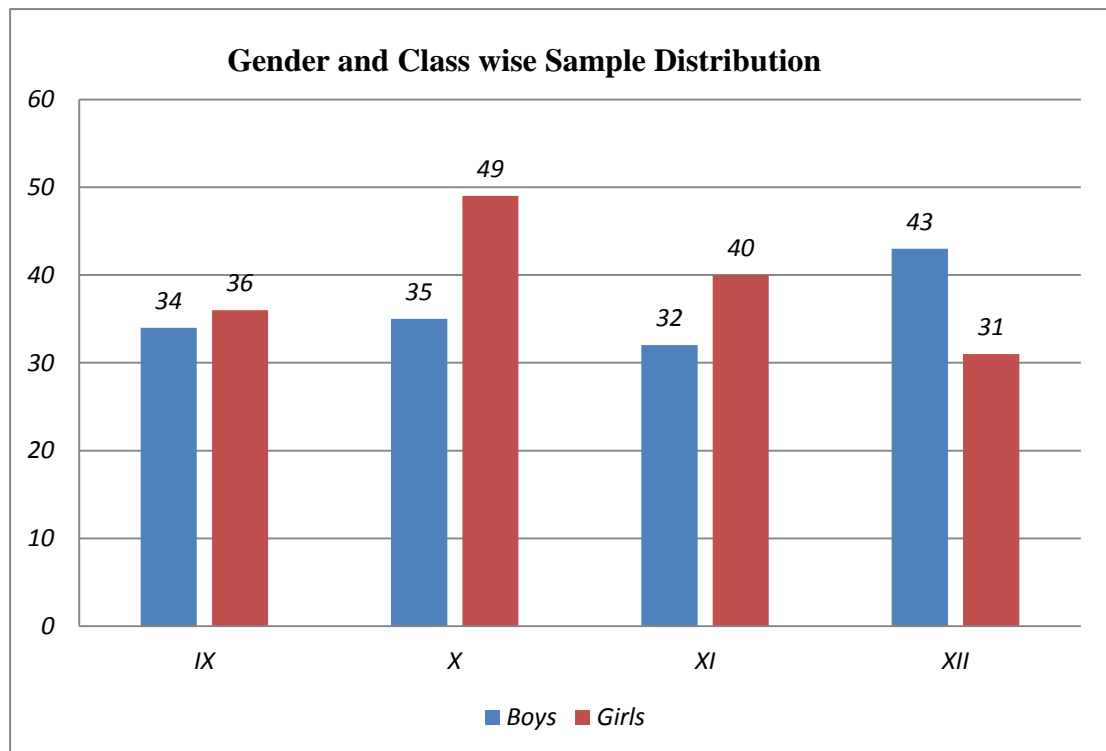
Fig. 3.2: Gender and Class wise distribution of Participants for EFA

3.4.1.4 Data Analysis for Exploratory Factor Analysis of Bully Attitude Scale:

The data underwent analysis through IBM-SPSS software. Exploratory Factor Analysis was carried out to scrutinize the factor arrangement, while Cronbach's alpha was utilized to evaluate internal consistency and reliability. Missing data were managed through pairwise deletion, and all analyses were performed using SPSS. Descriptive statistics were computed, and the normality of the variables was assessed.

Adequacy in distributional properties was confirmed when the absolute values of skewness and kurtosis remained below 2, following the guidelines of George and Mallery (2016).

3.4.1.5 Results of Exploratory Factor Analysis of Bully Attitude Scale

A group of 300 students from CBSE schools underwent Exploratory Factor Analysis (EFA) using SPSS. The preliminary EFA outcomes illustrated the organization of the 19 items. The Kaiser Meyer-Olkin (KMO) measure generated a score of 0.881, indicating the data's suitability for analysis. Furthermore, the p-value of 0.000 signified statistical significance, reinforcing the appropriateness of the data for conducting factor analysis.

Initially, the item total correlation of: Item no.11(It is OK to tease other students about the way they talk or look) was found .245, Item no 13(Some students deserve to be picked on) was .230, Item no 16(It bothers me when other students are teased) was .272 and Item no 18(It is wrong to hit other students) was found .235 so item no. 11,13,16 and 18 has been deleted due to Item total correlation less than 0.3. Then Re-run the Factor analysis and item total correlation of all 15 items are found between 0.3 to 0.6.

Table-3.4: Descriptive Statistics and Item-Total Correlation of Bully Attitude Scale

Item No.	M	SD	Sk	Kurt.	ITC
BAS1	1.63	1.056	1.32	.215	.627
BAS2	1.76	1.059	.976	-.577	.542
BAS3	2.42	1.178	.006	-1.509	.374
BAS4	1.40	.801	1.939	2.678	.533
BAS5	2.50	1.170	-.040	-1.473	.368
BAS6	1.32	.753	2.366	4.633	.656
BAS7	2.06	1.105	.495	-1.192	.551

Item No.	M	SD	Sk	Kurt.	ITC
BAS8	1.75	1.044	1.005	-.457	.554
BAS9	1.73	.970	1.013	-.273	.556
BAS10	1.52	.875	1.462	.859	.620
BAS11	2.95	1.295	-.627	-1.399	.245
BAS12	2.21	1.134	.266	-1.390	.489
BAS13	2.72	1.200	-.338	-1.433	.230
BAS14	1.54	.923	1.486	.847	.632
BAS15	1.49	.890	1.619	1.300	.590
BAS16	2.75	1.237	-.375	-1.487	.272
BAS17	1.54	.908	1.409	.625	.591
BAS18	3.29	1.116	-1.268	-.015	.235
BAS19	1.55	1.016	1.599	.983	.623

M: Mean; SD: Standard Deviation; Sk: Skewness; Kurt: Kurtosis; ITC: Item total correlation.

In communality table, item no. 3(It bothers me to see students get picked on) and 5 (It is OK to keep other students from joining a group) are found factor loading less than 0.3 i.e., .151 and .184 respectively, so deleted the item no. 3 and 5. In the initial iteration of the Exploratory Factor Analysis, two distinct dimensions emerged. Upon closer examination of the factor loadings within the component matrix, it was observed that item 10 exhibited a factor loading of -.117, item no. 14 possess factor loading -.532, item no.15 possess factor loading -.580 and item no. 2 possess factor loading -.199 means these four items possess reverse factor loading and item No. 11(.220), 19 (.386) and 12(.373) has less factor loading. Again, re-run the EFA on 13 items and final results are as follows:

Table-3.5: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sample Adequacy		.882
Bartlett's Test of Sphericity	Approx. Chi-Square	1611.170
	Df	78
	Sig.	.000

Table 3.6: Component Matrix

Sr. No.	Item No.	Factor Loading	Sr. No.	Item No.	Factor Loading
1	BAS1	.765	8	BAS10	.653
2	BAS2	.707	9	BAS12	.625
3	BAS4	.702	10	BAS14	.606
4	BAS6	.695	11	BAS15	.585
5	BAS7	.681	12	BAS17	.582
6	BAS8	.680	13	BAS19	.495
7	BAS9	.666			

In component matrix (Table-3.6), values of all the items lies between 0.4 to 0.7 and total 13 items have been retained from the adapted scale.

3.4.1.6 Confirmatory Factor Analysis of Bully Attitude Scale

To evaluate the measure's structural and factorial validity, Confirmatory Factor Analysis (CFA) was employed. The objective of CFA was to explore the underlying structure of the Bully Attitude Scale. This analysis was carried out while adhering to standard assumptions, including the examination of factors' dimensionality, the continuity of variables, the uniqueness of observations, and ensuring a sufficiently large sample size (N > 200).

3.4.1.7 Instrument: Bully Attitude Scale:

The validated tool with 13 items was used to conduct CFA. The same ethical data collection procedures were maintained, consistent with the first study. We conducted Confirmatory Factor Analysis (CFA) using AMOS version 23 software with the aim of assessing the model's fit indices and evaluating its appropriateness.

Data was collected randomly from an additional 34 schools, ensuring representation from all four grades. A sample of 539 respondents was included in the study. A total of 590 questionnaires were distributed, and 51 questionnaires were returned incomplete or incorrect. Consequently, the analysis included responses from 539 adolescents. The overall response rate was 91.3%. The participants include 244 girls (45.2%) and 295 boys (54.7%). Further, among them 26.5% were ninth grade students (n=143), 21.3% were tenth grade students (n=115), 26.1% were 11th grade students (n=141) and 25.9% were 12th grade students (n=140).
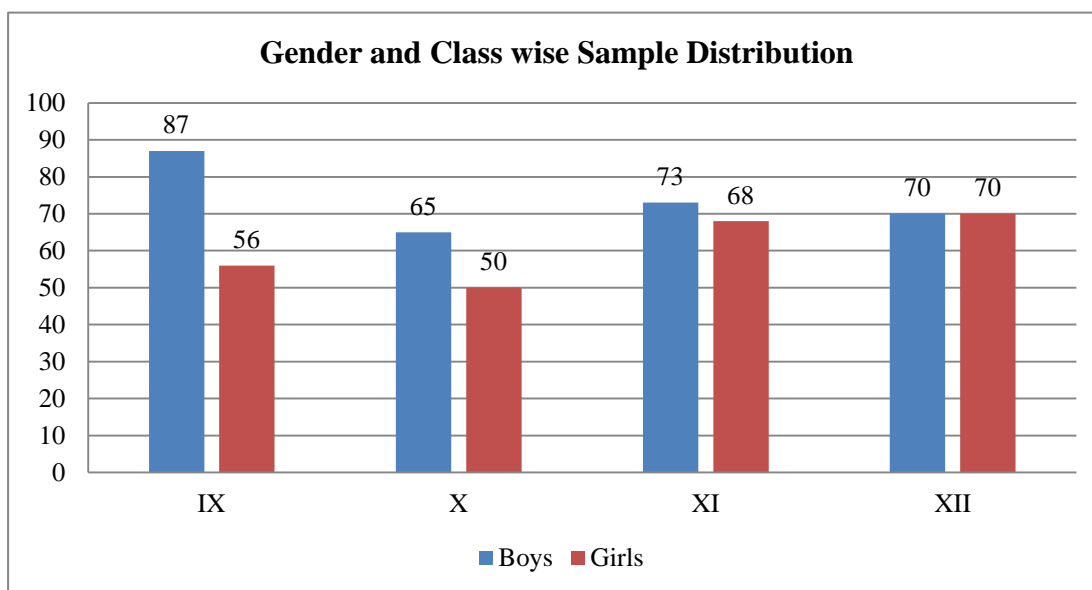
Fig. 3.3: Gender and Class wise distribution of Participants for CFA

Table-3.7: Results of Fit Index for Bully Attitude Scale

MEASURE	P VALUE	CMIN/DF	RMSEA	RMR	IFI	TLI	CFI
BENCHMARK	>0.05	<5	<0.08	<0.08	>0.90	>0.90	>0.90
RESULT	0.00	3.237	0.065	.068	0.921	0.905	0.921

The results of the CFA, as shown in Table 3.7, indicate that the factor structure and estimations demonstrate a model fit, as indicated by a CMIN/DF value of 3.237. Additional statistics, such as Root Mean Square Error of Approximation (RMSEA), which stands at 0.065, and RMR (Root Mean Residual) with a value of 0.068, also fall within acceptable ranges, aligning with the criteria for a good model fit as outlined by Browne and Cudeck (1993). Additionally, the Incremental Fit Index (IFI) at 0.921, Comparative Fit Index (CFI) at 0.921, and Tucker Lewis Index (TLI) at 0.905 all surpass the threshold criteria, collectively confirming the adequacy of the model fit.

In terms of factor loading values, those exceeding .30 were deemed strong, as they accounted for more than twenty-five percent of the variance explained by the underlying factor. To evaluate internal reliability, we utilized the standardized Cronbach's alpha coefficient (α). An alpha value of ≥ .70 was deemed sufficient, following the recommendations of Nunnally (1979) and Streiner, Norman, and Cairney (2015). Indicators of a well-fitting data model included TLI (Tucker-Lewis Index) and CFI (Comparative Fit Index) values falling within the range of .90 to .95, along with RMSEA (Root Mean Square Error of Approximation) and RMR (Root Mean Residual) values between .05 and .08, accompanied by a 90% confidence interval. Furthermore, a data model was considered good when TLI and CFI values exceeded .95 and RMSEA and RMR values remained below .5, based on Kenny's (2020) criteria.
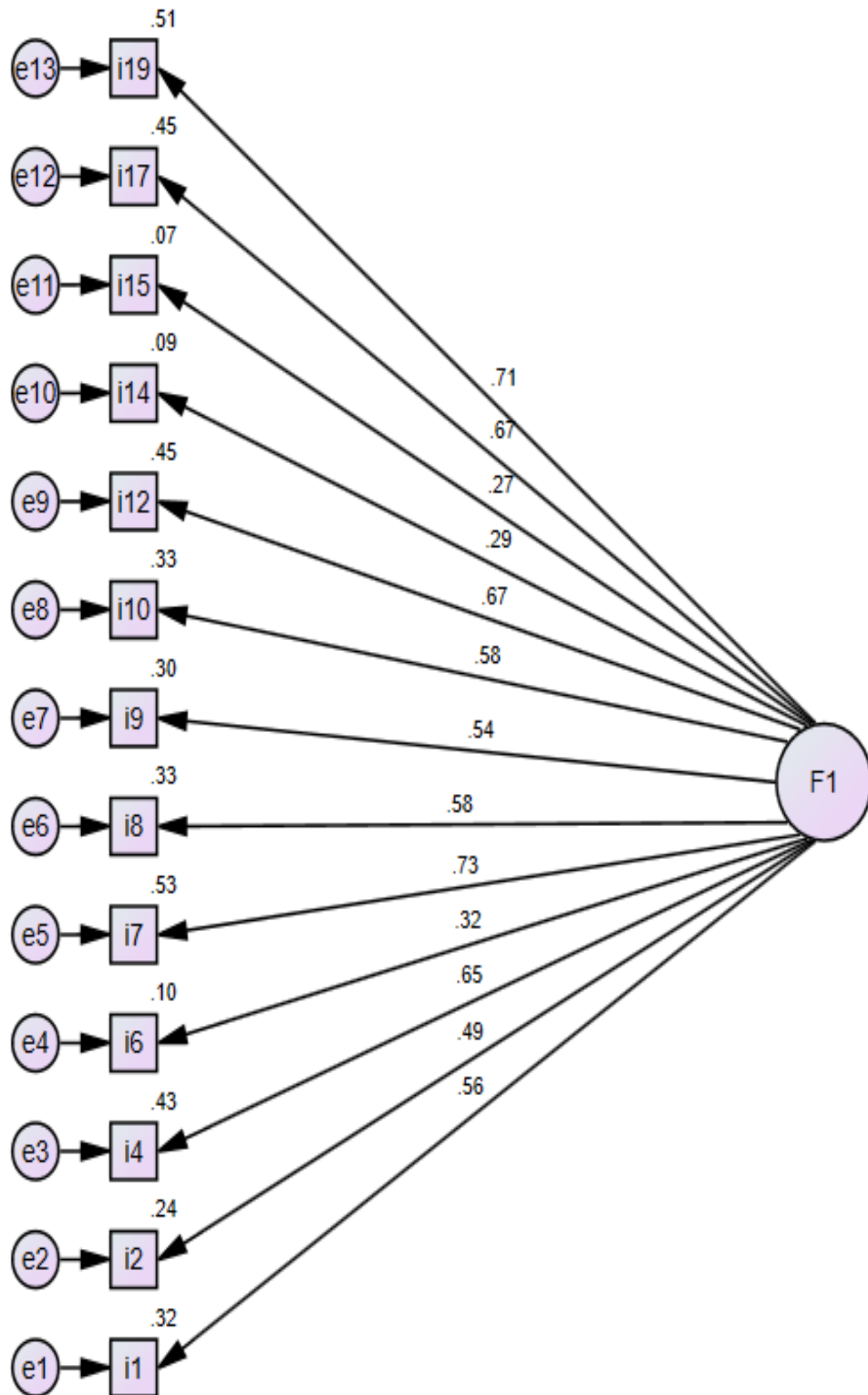
3.4: Path Diagram for Bully Attitude Scale on 13 items

Thus, as illustrated in Figure 3.4, it is clear that the standardized factor loadings of all the items lie within a satisfactory range. This confirms the successful

validation of the Bully Attitude scale construct through the Confirmatory Factor Analysis (CFA).

3.4.1.8 Reliability Statistics of Bully Attitude Scale

To evaluate the scale's reliability, Cronbach's Alpha was computed using IBM SPSS version 23. The internal consistency of the complete scale resulted in a reliability score of 0.838, signifying strong reliability, in accordance with Cronbach's (1951) criteria.Both the exploratory factor analysis (EFA) and confirmatory factor analysis (CFA) affirmed that the final model, comprising a single factor encompassing 13 items, exhibited the best fit for the student sample. In this final model, all item factor loadings exceeded 0.3, underscoring the comprehensive validity of the model. Furthermore, the scale exhibited high reliability, further affirming its robustness.

3.4.2 Child and Adolescent Social Support Scale (CASSS)

The term social support is commonly employed to describe relationships and encompasses the perceived assistance received from family, friends, or other significant individuals in a student's life. It refers to an individual's perception and reality of being cared for and having support available when needed. Social support emerges from the connections we have with others in our social environment. The social support network consists of people who have an impact on an individual's emotional well-being and their perception of the world around them. During times of crises, the home environment plays a vital role in fostering positive transformations in one's life.

Social support can manifest in different ways, such as emotional support, instrumental support, and professional support, as noted by House (1981), Nelson and Brice (2008), Schaefer, Coyne, and Lazarus (1981), and Singh and Billingsley (1998). Tardy (1985) proposed a five-dimensional framework for understanding social support, encompassing direction (receiving or giving support), disposition (availability and utilization of support), objectivity or subjectivity of support in terms of available resources, content (forms of support), and network (structure of the support-providing social system).

3.4.2.1 Need for Validation of CASSS

Considerable research has been carried out to investigate the idea of children receiving help and support from others, leading to several noteworthy discoveries. For instance, the perception of support from others has been associated with better results for children in various situations, such as those from divorced families (Cowen, Pedro-Carroll, and Alpert-Gillis, 1990), children with learning difficulties (Forman, 1988; Kloomok and Cosden, 1994; Rothman and Cosden, 1995; Siperstein and Wenz-Gross, 1997), children facing challenging circumstances (Cauce, Felner, and Primavera, 1982; Vantassel-Baska, Olszewski-Kubilius, and Kulieke, 1994), and even highly gifted children (Dunn et al., 1987). Research has shown that the way children perceive support from others plays a vital role in promoting positive outcomes in various situations, including those from divorced families, children with learning disabilities, high-risk or disadvantaged backgrounds, and gifted children. However, it is important to note that while numerous measures of social support have been developed for adults, there is a relative scarcity of measures specifically designed for children and adolescents.

The need for adaptation of social support scale have raised. Social support can be understood and expressed differently across cultures. The nature and type of social support needed by individuals are different depending on their age, events of life, such as change of job, relationship status, or health status and specific Indian tool on adolescents was not available. So, the adaptation of a social support scale is important to ensure its validity and reliability in Indian context. Here is the summary of social support scales that have been used to measure social support by researchers in different contexts and populations.

Table 3.8: Summary of Social Support Scales on Different Population

Sr. No.	Scale	Investigator and Year	Population	Reasons for not use
1	Social Support Scale	Caplan et. al. (1980)	Employees of different jobs	Used for working people
2	SSS for Children	Harter (1985)	3rd to 8th grade students	students may find confusing to complete the questionnaire

Sr. No.	Scale	Investigator and Year	Population	Reasons for not use
3	MSPSS	Zimet et. al. (1988)	Undergraduates	Not for students
4	(CFAS)	Cowen, Pedro-Carroll, and Alpert-Gillis (1990)	4th to 6th grade students	Used for children of divorced parents
5	(SSSS)	Nolten (1994)	3rd to 8th grade students	Some of the items are not appropriate for older children
6	(SSAS)	Dubow and Ullman (1989)	Adolescents	valuate solely the support provided by parents, peers, and educators.
7	'My Family and Friends' interview	Siperstein and Wenz-Gross (1997)	4th to 6th grade students	Used for children with learning disabilities
8	Perceived social support scale	Shimada (1996)	Adolescents	limited number of items associated with each type makes it challenging to assess the content of support thoroughly
9	Palsy Social Support Scale (CPSSS)	Aliu, Osinowo, and Ishola (2016)	children with intellectual disability	Used for children with intellectual disability

Therefore, it was decided to modify the 'Child and Adolescent Social Support Scale,' a tool initially created by Malecki, Demaray, and Elliott (2000), to evaluate the support adolescents receive from parents, teachers, classmates, close friends, and other members of the school community. This adaptation was chosen because previous researchers had utilized it with a population ranging from 3rd to 12th grade students. The scale was considered well-suited for the objectives of this study, which sought to understand how adolescents interpret social support from a diverse range of sources.

It's worth highlighting the difference between overall or general social support and specific or targeted social support when discussing this topic. Numerous measures have been developed to assess social support for children and adolescents,

focusing on their overall perception of support from various individuals in their lives, such as parents, teachers, and friends. Global support encompasses a broader perspective and is not specific to any particular stressor. It can be evaluated through methods like network analyses, where students identify individuals who provide support, or by using self-reported rating scales.

Among the scales reviewed, the Child and Adolescent Social Support Scale (CASSS), developed by Malecki, Demaray, and Elliott, was adapted and utilized to examine the role of social support in mitigating the negative effects of bullying. While global measures exist for assessing social support, there remains a scarcity of empirically validated scales specifically targeting support received by students who have experienced bullying victimization. Considering the potential of social support as a protective factor against the detrimental outcomes of bullying, there is a need for further psychometric evaluation of social support scales. By developing and validating specific measures, researchers can enhance our understanding of the impact of social support on individuals affected by bullying, ultimately informing the development of effective interventions and support systems.

Social support encompasses four distinct types: emotional, instrumental, informational, and appraisal support. Tardy (1985) highlighted an additional aspect known as the social support network, which involves the individuals who offer support. This network may comprise family members, friends, neighbors, colleagues, and professionals within the community. Within this framework, social support pertains to how an individual perceives the assistance and care they receive from people in their social circle. This support contributes to their overall well-being and serves as a protective shield against negative outcomes. The Child and Adolescent Social Support Scale (CASSS; 2000) is a comprehensive instrument employed to assess the various channels of support within an individual's social circle, encompassing parents, teachers, peers, close friends, and the school environment. Within the CASSS (2000), four distinct types of supportive behaviors are evaluated from each of these sources: emotional support, instrumental support, informational support, and appraisal support. This scale consists of a total of 60 items, distributed across five subscales: Parents, Teachers, Classmates, Close Friends, and People in

121

School. Each of these subscales is comprised of 12 items designed to capture different facets of support, including emotional aid, information sharing, feedback, and practical assistance. Through the use of the CASSS (2000), researchers are equipped to delve into the diverse origins and specific forms of support available within a child or adolescent's social network. This comprehensive measuring tool fosters a deeper comprehension of support dynamics across various aspects of an individual's life, thereby enabling more effective investigations into the interplay between social support and well-being outcomes.

To collect data, students were presented with a set of statements and asked to rate the frequency of support they perceived using a 6-point scale, where 1 corresponds to 'never' and 6 corresponds to 'always'. This scale specifically measures five distinct factors that align with the five sources of support evaluated by the Child and Adolescent Social Support Scale (CASSS): parents, teachers, classmates, close friends, and individuals within the school community. The coefficients of different subscales and total scores of the original tool are presented below:

Table: 3.9 Reliability of Child and Adolescent Social Support Scale and Model Fit Statistics

Cronbach Alphas Coefficient						
Grade	**Subscales**					
	Total CASSS score	**Parents' Support Score**	**Teachers' Support Score**	**Classmates' Support Score**	**Close Friends' Support Score**	**People in my Schools' Support Score**
3rd to 5th	.97	.88	.91	.92	.94	.95
6th to 8th	.97	.93	.93	.94	.95	.95
9th to 12th	.97	.96	.96	.96	.97	.96
Test-retest reliability coefficient						
R	.772**	.448**	.475**	.638**	.703**	.547**
Sig.	.000	.000	.000	.000	.000	.000

Model Fit Statistics					
Chi-square test of model fit	P value	RMSEA	SRMR	TLI	CFI
7.718	<.001(due to the very large size of the sample)	0.04	0.03	0.919	0.922

3.4.2.2 Validation of the CASSS

The Child and Adolescent Social Support Scale (CASSS) was initially standardized using a sample from public schools in the Midwest region of the United States. To ensure its validity in the Indian context, it became necessary to revalidate the scale using a sample from both public and private schools. To achieve this, two separate studies were conducted. The first study employed Exploratory Factor Analysis to uncover the underlying factors, while the second study utilized Confirmatory Factor Analysis to confirm the factors identified in the initial study. Data for these studies was collected from students enrolled in CBSE schools situated in Punjab.

3.4.2.3 Sample and Procedure for validation of the CASSS

Data was collected from total 1185 students (539 for EFA and 646 for CFA) from different CBSE schools of Punjab, India. The students were chosen through a random selection process.

For collection of data, Firstly, five districts were selected randomly from the State of Punjab. Secondly, from each district, 2-3 CBSE affiliated schools were selected. Then, the researcher reached out to school principals to provide a clear explanation of the data collection's purpose. Following the receipt of appropriate permissions, the investigator visited multiple schools. The maximum participation in the study were from private schools, since very few public schools were with CBSE affiliation. Then, from each school girls and boys were selected from 9th to 12th class. The students were provided with clear information regarding the research's

purpose and given instructions on how to provide their responses. Stringent measures were taken to ensure the confidentiality of the collected data, with a commitment to use it exclusively for research purposes.

Study 1

3.4.2.4 Exploratory Factor Analysis of CASSS

For Exploratory Factor Analysis (EFA), data was collected randomly from schools, keeping the respondents from all the 4 grades (9th. 10th, 11th and 12th). Total 590 questionnaires were distributed; 51 questionnaires were returned because of incompleteness of forms or some forms were filled incorrectly. The analysis included responses from a substantial sample of 539 students, representing an impressive overall response rate of 91.3%.

The participants include 244 girls (45.2%) and 295 boys (54.7%). Further, among them 26.5% were ninth grade students (n=143), 21.3% were tenth grade students (n=115), 26.2%, consisted of 11th standard students (n=141), followed by 26% being 12th standard students (n=140).

Exploratory Factor Analysis was carried out using SPSS software version 23 with the aim of evaluating the model's fit indices and verifying its appropriateness.

Gender and Class wise Sample Distribution
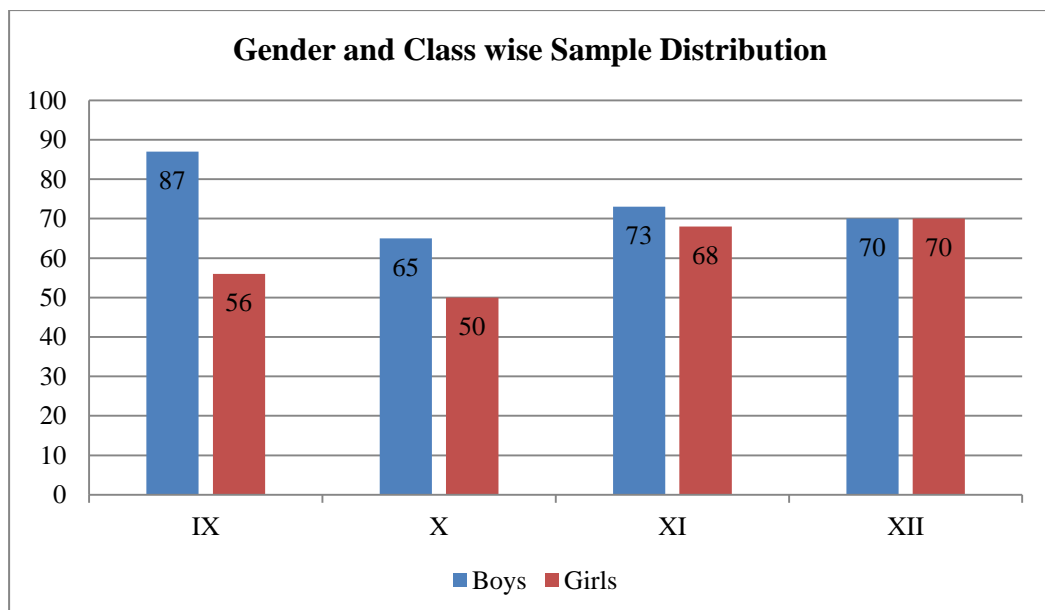
Fig. 3.5: Gender and Class wise distribution of sample selected for EFA

124

3.4.2.5 Data Analysis for Exploratory Factor Analysis of CASSS

The data was processed and analyzed using IBM-SPSS software version 23. The factor structure was explored using Exploratory Factor Analysis, employing the principal component analysis method. To assess the internal consistency of the measurements, Cronbach's alpha was applied. Missing data was managed through the pairwise deletion technique.

3.4.2.6 Results of Exploratory Factor Analysis of CASSS

Table-3.10: Descriptive Statistics and Item-Total Correlation on CASSS Scores

Item No.	M	SD	ITC	Item No.	M	SD	ITC
P1	4.3340	1.43760	.417**	c7	4.8609	1.28225	.595**
P2	4.7384	1.35934	.488**	c8	4.7013	1.37213	.572**
P3	4.9017	1.25679	.465**	c9	4.8460	1.30071	.506**
P4	5.0816	1.16677	.448**	c10	4.9295	1.25349	.567**
P5	5.3043	1.00009	.472**	c11	4.9518	1.23964	.541**
P6	5.1169	1.13055	.527**	c12	4.8200	1.33549	.549**
P7	5.0297	1.18347	.512**	cf1	5.1633	1.29456	.621**
P8	4.7495	1.37637	.519**	cf2	5.1132	1.30775	.525**
P9	4.6939	1.40398	.481**	cf3	5.1596	1.26453	.566**
P10	4.7328	1.32008	.495**	cf4	5.2152	1.16568	.624**
P11	4.8905	1.25142	.494**	cf5	5.2226	1.12035	.598**
P12	5.0928	1.16753	.480**	cf6	5.1911	1.14661	.594**
t1	4.6568	1.38735	.544**	cf7	5.0909	1.22895	.596**
t2	4.6827	1.33355	.539**	cf8	5.0761	1.27157	.584**
t3	4.8071	1.27598	.487**	cf9	5.1744	1.18824	.626**
t4	5.0761	1.17587	.475**	cf10	5.3043	1.11270	.589**
t5	5.0519	1.12965	.536**	cf11	5.3043	1.10095	.592**

Item No.	M	SD	ITC	Item No.	M	SD	ITC
t6	5.0928	1.14988	.536**	cf12	5.2523	1.14041	.614**
t7	4.8905	1.27205	.537**	ps1	4.1373	1.45684	.627**
t8	4.7013	1.38829	.599**	ps2	4.1540	1.40115	.590**
t9	4.9072	1.24608	.596**	ps3	4.3952	1.32521	.582**
t10	4.7811	1.34286	.511**	ps4	4.5121	1.35561	.583**
t11	4.9314	1.23642	.516**	ps5	4.4675	1.37163	.576**
t12	4.6475	1.43575	.559**	ps6	4.4583	1.38084	.588**
c1	4.8367	1.26846	.539**	ps7	4.4063	1.40764	.601**
c2	4.5788	1.25651	.529**	Ps8	4.5473	1.39005	.601**
c3	4.6883	1.26258	.526**	Ps9	4.3469	1.47351	.599**
c4	4.8367	1.28447	.567**	Ps10	4.3469	1.46972	.580**
c5	4.7922	1.27218	.587**	Ps11	4.4397	1.48273	.593**
c6	4.9852	1.24348	.593**	Ps12	4.5139	1.46245	.572**

** Correlation is significant at the 0.01 level (2-tailed)

M=Mean, SD= Standard Deviation, ITC=Item total correlation

It is cleared from the table (table-3.10) the item total correlation analysis indicated a significant finding at the 0.01 level of significance for all the items.

Table 3.11: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sample Adequacy		.942
Bartlett's Test of Sphericity	Approx. Chi-Square	20635.02
	df	1770
	Sig	.000

The table displays that the Kaiser-Meyer-Olkin (KMO) measure resulted in a value of 0.942, surpassing the recommended threshold of 0.6. Furthermore, the Bartlett's Test of Sphericity yielded a significant result, with a P-value of 0.000. These findings affirm the suitability of the data for conducting factor analysis.

Subsequently, Principal Axis Factoring was employed as the extraction method, followed by the Varimax rotation method, during the process of conducting Exploratory Factor Analysis (EFA). During Initial run of EFA, item no. p1, p2 and p3 has been deleted due to split factor loading. Then Re-run the EFA and total 8 factors were extracted, as per Kaiser Criterion (Eigenvalues >1) only 5 factors were considered with rotation sum of squared loadings from 4.48 to 7.61 (Gorsuch Criterion, 1983). Rest of the five factors have shown rotated sum of squared loadings less than 1, hence were ignored for consideration. Finally, the 5 factors have explained 54% variance (shown in table-3.12). The results of the factor matrix also conform to the selection of 5 factors.

Table 3.12: Total Variance Explained

Factor	Initial Eigen values			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	17.947	31.486	31.486	17.947	31.486	31.486	7.607	13.345	13.345
2	4.827	8.468	39.955	4.827	8.468	39.955	7.375	12.938	26.283
3	4.013	7.041	46.995	4.013	7.041	46.995	5.720	10.035	36.318
4	2.422	4.249	51.245	2.422	4.249	51.245	5.594	9.814	46.132
5	2.410	4.228	55.473	2.410	4.228	55.473	4.482	7.863	53.994
6	1.478	2.593	58.065	1.478	2.593	58.065	1.760	3.088	57.083
7	1.289	2.262	60.327	1.289	2.262	60.327	1.753	3.076	60.159
8	1.075	1.887	62.214	1.075	1.887	62.214	1.172	2.056	62.214
9	.977	1.714	63.928						
10	.905	1.588	65.516						
11	.891	1.562	67.078						
12	.839	1.472	68.550						
13	.800	1.404	69.954						
14	.789	1.384	71.338						
15	.697	1.223	72.561						
16	.646	1.134	73.695						
17	.635	1.114	74.809						
18	.622	1.091	75.900						
19	.606	1.063	76.963						
20	.600	1.053	78.016						
21	.585	1.027	79.043						
22	.576	1.011	80.054						
23	.551	.967	81.022						
24	.532	.933	81.955						
25	.503	.882	82.836						
26	.487	.854	83.690						
27	.476	.834	84.524						
28	.470	.825	85.350						
29	.448	.786	86.136						

Factor	Initial Eigen values			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
30	.443	.777	86.913						
31	.418	.733	87.646						
32	.402	.705	88.350						
33	.397	.697	89.047						
34	.386	.678	89.724						
35	.365	.640	90.365						
36	.355	.623	90.988						
37	.345	.606	91.593						
38	.339	.594	92.188						
39	.326	.572	92.760						
40	.312	.548	93.307						
41	.295	.518	93.825						
42	.292	.512	94.337						
43	.286	.502	94.838						
44	.276	.484	95.323						
45	.261	.459	95.781						
46	.254	.446	96.227						
47	.248	.435	96.663						
48	.232	.407	97.070						
49	.228	.400	97.470						
50	.213	.374	97.844						
51	.206	.361	98.205						
52	.199	.349	98.555						
53	.188	.330	98.885						
54	.172	.301	99.186						
55	.164	.288	99.475						
56	.153	.268	99.743						
57	.147	.257	100.000						

Extraction Method: Principal Axis Factoring.
Rotation Method: Varimax with Kaiser Normalization. Rotation converged in 7 iterations.

Finally, five factors are explored. All the 57 items lie between .418 to .797. So, rest all the items have been retained from the scale.

Study -2

3.4.2.7 Confirmatory Factor Analysis of CASSS

To validate the factor structure of the Child and Adolescent Social Support Scale, Confirmatory Factor Analysis (CFA) was employed. General assumptions of CFA include: data should be normal, variables should be in continuity, data must be come from a random sample and adequate sample size means sample should be

greater than 200 (N>200). Additionally, model fit statistics were carefully examined in combination with factor loadings and other parameter estimations to assess the validity evidence of the model (Mueller and Hancock 2011).

3.4.2.8 Sample for Confirmatory Factor Analysis of CASSS

Similar to study 1, the data was collected randomly from another 34 schools, keeping the respondents from all the 4 grades (9th, 10th, 11th and 12th). 780 questionnaires were distributed from which 134 questionnaires returned incomplete or incorrectly. Responses of 646 respondents were used for the analysis. The overall response rate for the study was pegged at 82.82%.

The participants include 378 girls (52.7%) and 338 boys (47.2%). Further, among them 30.2% were ninth grade students (n=194), 22.9% were tenth grade students (n=164), 25.1% students were from 11th standard (n=180) and 21.8% students were from 12th standard (n=156).
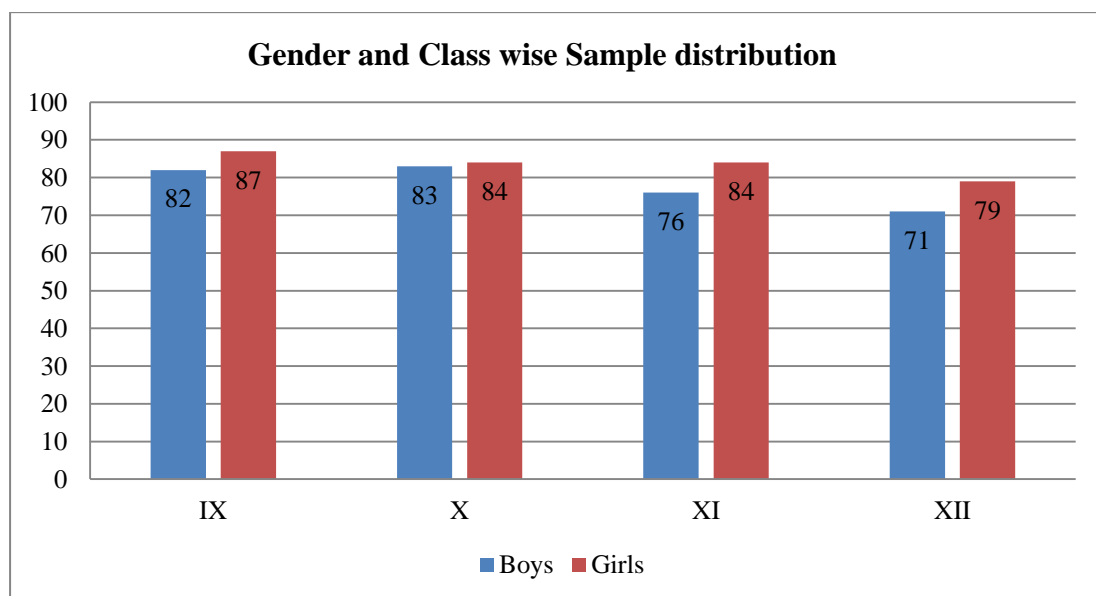
Fig. 3.6: Gender and Class wise distribution of sample selected for CFA

The validated tool with 57 items was used to conduct CFA. The validation of the model's fit indices was carried out through the utilization of AMOS version 23 software, employing confirmatory factor analysis as the analytical approach.

3.5.2.9 Results of Confirmatory Factor Analysis of CASSS
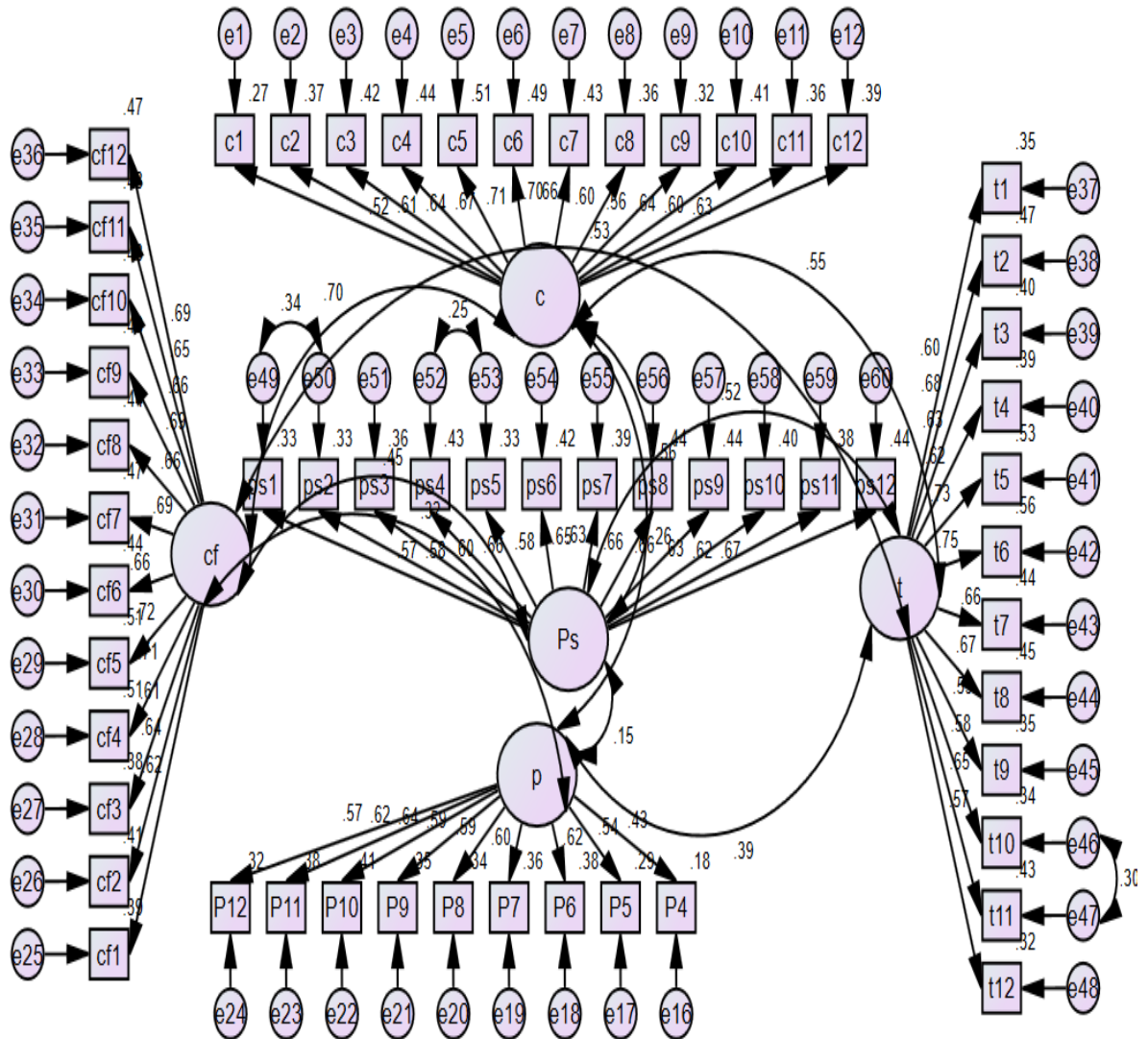
Fig. 3.7: Factor structure of Child and Adolescent Social Support Scale

Table- 3.13: Standardized Factor Loadings of the Items of Child and Adolescent Social Support Scale

Sr. No.	Item No.	Standardized Factor Loading	Sr. No.	Item No.	Standardized Factor Loading
1	PSS 4	523	30	CMSS9	.654
2	PSS 5	.605	31	CMSS10	.687
3	PSS 6	.645	32	CMSS11	.596

Sr. No.	Item No.	Standardized Factor Loading	Sr. No.	Item No.	Standardized Factor Loading
4	PSS 7	.666	33	CMSS12	.683
5	PSS 8	.714	34	CFSS1	.621
6	PSS 9	.698	35	CFSS2	.726
7	PSS 10	.657	36	CFSS3	.745
8	PSS 11	.598	37	CFSS4	.662
9	PSS 12	.563	38	CFSS5	.673
10	TSS1	.600	39	CFSS6	.589
11	TSS2	.628	40	CFSS7	.585
12	TSS3	.428	41	CFSS8	.653
13	TSS4	.537	42	CFSS9	.565
14	TSS5	.617	43	CFSS10	.572
15	TSS6	.602	44	CFSS11	.575
16	TSS7	.586	45	CFSS12	.596
17	TSS8	.594	46	PSSS1	.579
18	TSS9	.638	47	PSSS2	.647
19	TSS10	.618	48	PSSS3	.628
20	TSS11	.566	49	PSSS4	.663
21	TSS12	.623	50	PSSS5	.661
22	CMSS1	.614	51	PSSS6	.631
23	CMSS2	.712	52	PSSS7	.620
24	CMSS3	.716	53	PSSS8	.665
25	CMSS4	.662	54	PSSS9	.523
26	CMSS5	.687	55	PSSS10	.605
27	CMSS6	.661	56	PSSS11	.645
28	CMSS7	.692	57	PSSS12	.666
29	CMSS8	.659			

Table 3.14: The fitness Estimates of the Model for CASSS

MEASURE	P VALUE	CMIN/DF	RMSEA	RMR	IFI	GFI	TLI	CFI
BENCHMARK	>0.05	<5	<0.08	<0.08	>0.90	>0.90	>0.90	>0.90
RESULT	.000	2.105	0.041	0.039	.887	.843	.881	.886

The obtained P value of 0.000 was less than 0.05, indicating the statistical significance of the result and revealing a lack of correspondence between the hypothesized path diagram and the gathered data. However, it's important to note that the sensitivity of the P value causes it to be disregarded when dealing with very small or large sample sizes. The CMIN/DF value was 2.105, falling below the threshold of 5. The RMSEA value was 0.041, which is below the desired limit of 0.08. The RMR value registered at 0.039, surpassing the threshold of 0.08. The achieved Goodness-of-Fit Index (GFI) was 0.843, signifying a moderate fit for the model. The Incremental Fit Index (IFI), Tucker Lewis Index (TLI), and Comparative Fit Index (CFI) were recorded at 0.881, 0.881, and 0.886, respectively, all of which are in close proximity to the recommended cutoff of 0.90. Since the majority of fitness estimates exhibit favorable levels, the overall model fit can be deemed moderate. Hence, the outcomes of the Confirmatory Factor Analysis (CFA) provide substantial evidence in favor of the appropriateness of The Child and Adolescent Social Support Scale developed by Christine Kerres Malecki, Michelle Kilpatrick Demaray, and Elliott (2000).

It's worth mentioning that although a few resulting values were slightly below the recommended threshold of 0.90, in line with the suggestions of Chau (1997), Segars and Grovers (1993), Bentler (1990), Hatcher (1994), and Bentler and Bonett (1980), Hair et al. (2010) argue that if three to four indices in a model meet the minimum requirement, the model can still be considered adequately fitting. The acquired goodness-of-fit indices indicate a reasonable alignment of the hypothesized model with the gathered data. Therefore, the Confirmatory Factor Analysis (CFA) affirms the validity of the five-factor model.

3.4.2.10 Reliability Statistics of CASSS

To assess the scale's reliability and that of its individual dimensions, Cronbach's Alpha has been computed using IBM SPSS version 23. The scale exhibited strong internal consistency, with a computed value of 0.960, which is deemed highly reliable according to Cronbach (1951). Furthermore, we assessed the internal consistency of each dimension, resulting in values of 0.865 for Parents, 0.912 for Teachers, 0.910 for Classmates, 0.942 for Close Friends, and 0.941 for People in school, respectively. These findings affirm the high reliability of all dimensions.

Table-3.15: Reliability Statistics of Social Support Scale

Sr. No.	Dimensions	Total Items	Cronbach's Alpha(α)
1	Parents	9	.865
2	Teachers	12	.912
3	Classmates	12	.910
4	Close Friend	12	.942
5	People in School	12	.941

Both the exploratory factor analysis (EFA) and confirmatory factor analysis (CFA) indicated that the final model, comprising five factors with a total of 57 items, demonstrated a moderate fit for the student sample. Furthermore, in this final model, the scale exhibited a high level of reliability.

3.4.3 Bullying Information Sheet

Bullying Information Sheet is prepared to get information on the Bullying Prevalence among adolescents. It is prepared with information about Bullying and its types followed by 2 questions **(Appendix-3).**

3.4.4 Bullying Questionnaire

The Bullying Questionnaire, designed to assess knowledge about bullying, is a tool developed for secondary and senior secondary students from various CBSE schools within Punjab's XVI cluster. This questionnaire comprises 15 items

specifically focused on evaluating knowledge related to bullying. Researchers, educators, parents, and other interested parties can employ this scale to gauge individuals' understanding of bullying. The following section outlines the process involved in creating and standardizing this questionnaire.

3.4.4.1 Need for questionnaire Development

Studies conducted in the bullying research is on the bullying prevalence and attitude towards on bullying (Ireland et. al, 2009; Ahad, 2018; Muhopilah and Tentama, 2020; Austin and Joseph, 1996; Doğruer and Yaratan, 2014). These studies were conducted on the bullying prevalence and bullying attitude and limited research has been conducted regarding the knowledge of bullying from a different perspective like Hajdaraj (2017) Teachers' Knowledge of Bullying and their Anti-Bullying Attitude, where knowledge of teachers has been assessed. Even this tool on knowledge of bullying is more theoretical in nature. There is no scale related to knowledge of students towards bullying. However, most studies have not been able to recognize knowledge of bullying and hence for the present study investigator has to develop the questionnaire on knowledge of bullying as per the need of the study.

3.4.4.2 Item pool Construction and Development of Bullying Questionnaire

For most of the constructs, knowledge about the construct is being studied, the MCQ (Multiple choice question) method is being used for the preparation of the questionnaire. So, the present study also following the same and MCQ method is being used to measure the students' knowledge towards bullying. For that Item generation process was initiated. Each statement is structured with four multiple-choice options, and among those options, there is one correct answer.

3.4.4.3 Item Generation of Bullying Questionnaire

The next step is the process of questionnaire development which is carried out with the generation of a pool of 17 items. The generated items capture the domains specified in the present research with enough theoretical support as suggested by (Hutz, Bandeira, and Trentini, 2015). Basically, there are two methods for the generation of items which are an inductive and deductive method (Hunt,

1991). Some researchers also determine the combination of both the methods for the generation of items. Inductive method is time-consuming as the generation of items using this method is based on the qualitative evidence or statistics of the construct. The qualitative information can be obtained through focus group interviews, expert panels and qualitative exploratory research methodologies from the targeted population (Kapuscinski and Masters, 2010). The deductive method is quite famous among researchers. The item generation process involved an extensive review to establish a theoretical definition of the construct, serving as a guiding manual for item development (Schwab, 1980; Hinkin, 1995). In the present study, a deductive approach was employed to generate items pertaining to specific constructs. A comprehensive literature review was undertaken, delving into subjects such as bullying, knowledge of bullying, types of bullying, and perception of bullying. Following an extensive review, relevant items were carefully curated. These items encompassed aspects such as the definition of bullying and various forms of bullying, complete with illustrative examples and also situation-based questions have been framed for the questionnaire. An initial pool of 17 items was prepared after developing conceptual framework.

3.4.4.4 Validity of Bullying Questionnaire

The initial version of the questionnaire underwent a review process involving language expert Dr. Balkar Singh, a Professor from Lovely Professional University to ensure that the language used in the items was simple, clear, concise, unambiguous, and grammatically correct. Additionally, the appropriateness of the statements was discussed. Experts in the fields of education and psychology were consulted to evaluate the suitability and relevance of the statements. The draft of the questionnaire was presented to experts specializing in psychology and education to establish its face validity in assessing knowledge of bullying.

Table 3.16: List of experts contacted for face validity of bullying questionnaire

Sr. No.	Name	Designation	University
1	Dr. Kulwinder Singh	Professor	Punjabi University, Patiala
2	Dr. Navdeep Singh Tung	Professor	Guru Nanak Dev University, Amritsar
3	Dr. Sunita Gupta	Professor	Guru Nanak Dev University, Amritsar
4	Dr. Rupan Dhillon	Senior Assistant Professor	Guru Nanak Dev University, Amritsar
5	Dr. Mridula Mishra	Professor	Lovely Professional University, Phagwara

The assessment of the knowledge about bullying questionnaire's validity was determined through feedback provided by six experts. To evaluate the face validity of the questionnaire, the input from these subject experts was taken into account. As a result of their feedback, two items, specifically item 11 and item 14, were removed from the questionnaire, while all other items were retained.

Table- 3.17: Details of Items and Experts' Remarks

Drafted Items	Retained Items	Modified Items	Rejected Item	Add Item	Total
17	5,6,7,8,10,12,16,17	1,2,3,4,9,13,15	11,14	-	15

3.4.4.5 Pilot Study or Initial Try Out of Bullying Questionnaire

The knowledge of bullying questionnaire thus prepared was put for initial try out. The questionnaire was administered on 539 secondary and senior secondary school students of CBSE from Punjab state. Pilot study helped in determining the discriminatory power of the scale as well as modifying the language of some items for making them easily understandable. A total of 590 questionnaires were distributed, out of which 51 questionnaires were returned incomplete or incorrect. This resulted in 539 students' responses being included in the item analysis. The overall response rate was determined to be 91.3%.

The participants include 244 girls (45.2%) and 295 boys (54.7%). Further, among them 26.5% were 9th grade students (n=143), 21.3% were 10th grade students (n=115), 26.1% were 11th grade students (n=141) and 25.9% were 12th grade students (n=140).
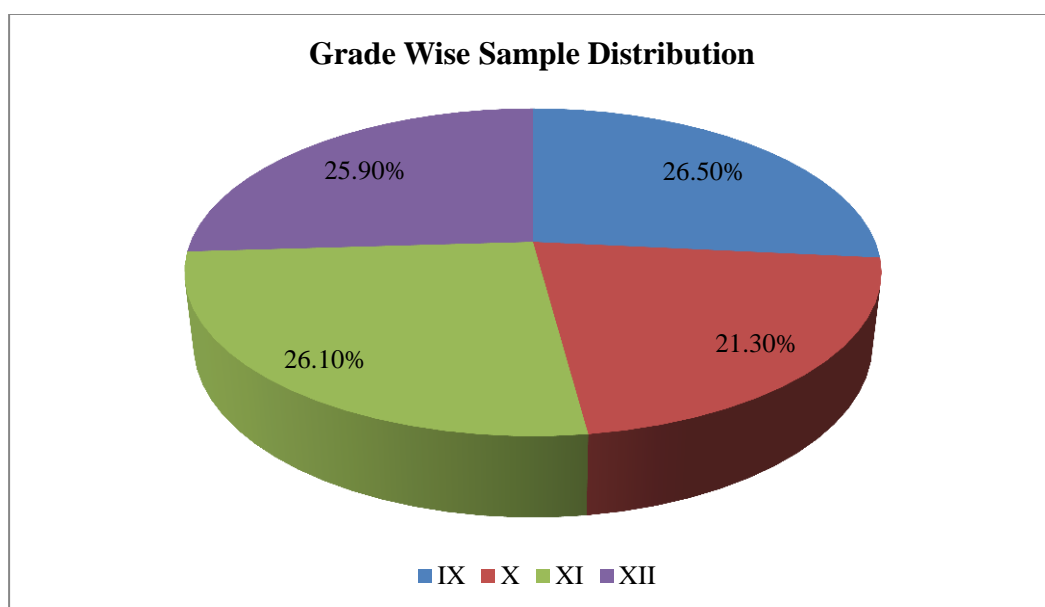
Fig. 3.8: Grade wise distribution of sample for Item Analysis

3.4.4.6 Item Analysis for Bullying Questionnaire

To conduct Item Analysis, discrimination index was calculated by computing item total point biserial correlation for each of the items.

Table -3.18: Discrimination Index Summary of Items of Bullying Questionnaire

Item No.	Statement	Pearson Correlation	Significant
1	What is bullying?	0.382 **	0.01
2	Which is the most common form of bullying?	0.420 **	0.01
3	Types of bullying involve all of these, except:	0.456 **	0.01
4	Which amongst the following is an example of direct bullying?	0.451 **	0.01
5	Which amongst the following is an example of physical bullying?	0.487 **	0.01

Item No.	Statement	Pearson Correlation	Significant
6	Which amongst the following is an example of indirect bullying?	0.470 **	0.01
7	Which amongst the following is an example of social bullying?	0.484 **	0.01
8	Which amongst the following is an example of religious bullying?	0.460 **	0.01
9	Which amongst the following is an example of sexual bullying?	0.499 **	0.01
10	Which amongst the following is an example of verbal bullying?	0.517 **	0.01
12	What sort of person is vulnerable to bullying?	0.514 **	0.01
13	What are some of the signs which indicate that a child is being bullied?	0.598 **	0.01
15	The coach being upset addressed the player as 'you kick like a girl!' This is an example of:	0.386 **	0.01
16	Reetu is scared to go to school because someone threatens her that she is going to get in trouble today. This is an example of:	0.461 **	0.01
17	What is the difference in joking and bullying?	0.398 **	0.01

**. Correlation is significant at the 0.01 level (2-tailed).

From the table above it has been found that all the items have moderate correlation coefficient and were statistically significant. Thus, all the items are having good discriminating power to identify low and higher achievers on the questionnaire. The Cronbach alpha as a measure of reliability has been calculated for the questionnaire.

3.4.4.7 Reliability Statistics of Bullying Questionnaire

To assess the scale's reliability, Cronbach Alpha was applies using IBM SPSS, and the resulting reliability score was 0.743, which is considered to be reliable according to Cronbach (1951). This indicates that all items in the tool are positively correlated with the underlying concept.

Table-3.19: Reliability Statistics of bullying questionnaire

Cronbach's Alpha (α)	No. of items
.743	15

3.4.5 Psychosomatic Problems Scale

The term 'psychosomatic' has gained widespread acceptance in clinical practice, although it still faces some ambiguity in theoretical studies due to its unclear definition. Broadly speaking, it encompasses the interplay between psychological and biological factors that influence health and disease. This interdisciplinary concept encourages a holistic approach, taking into account both physical and psychological aspects when assessing psychosomatic conditions. However, in educational settings, students tend to prioritize their physical complaints over their psychological well-being, seeking medical care primarily from physicians. Therefore, there is a need for a comprehensive tool to effectively measure and address the psychosomatic problems faced by students.

In the present study, Psychosomatic Problems Scale was self-constructed to assess Psychosomatic Problems in CBSE school students. This scale has 12 items related to the Psychosomatic Problems faced by the students. This scale can be used by researchers, classroom managers, teachers and psychologists. The results of this scale can help the teachers to know and be aware about students' Psychosomatic problems.

The present study faces two primary challenges that must be addressed. Firstly, there is a lack of consensus regarding the somatic symptoms that should be considered 'psychosomatic,' as different scales vary significantly in terms of the number and types of symptoms included. It is crucial to determine which somatic symptoms are correlated with psychological distress to provide clarity. Secondly, while measuring multiple somatic symptoms is important, it is not sufficient on its own to identify psychosomatic problems. Psychosomatic assessments should also incorporate psychological factors. Therefore, it is necessary to develop an operational psychosomatic problem scale that focuses on symptoms related to two common

psychosomatic phenomena: (1) Physical symptoms arising from psychological distress, and (2) Psychological symptoms that manifest as somatic complaints. The development process of the scale is given below:

3.4.5.1 Need for Scale Development

Various studies have employed different sets of physical health symptoms to assess psychosomatic problems. These symptoms include headache, abdominal pain or stomach ache, backache, feeling low, irritability, nervousness, sleep disturbances, and dizziness (Forero et al., 1999); headache, stomach ache, loss of appetite, sleep difficulties, feelings of sadness, tension, dizziness, and trouble concentrating (Chacon et al., 2019; Beckman, Hagquist, and Hellström, 2012); frequent headaches, abdominal pain, and sleep problems (Li and Hesketh, 2019); appetite changes, anxiety, fatigue without clear cause, non-headache and non-abdominal pain, nausea, vision issues, skin problems, vomiting, and energy loss (Sesar and Sesar, 2012); headache, abdominal pain, disturbances, tension, fatigue, and dizziness (Gini, 2008); headache, difficulty sleeping, skin problems, abdominal pain, tension, anxiety, unhappiness, unexplained crying, tense muscles, tiredness, poor appetite, and feeling listless (Fekkes, 2004); stomach or bowel issues, back pain, pain in limbs or joints, chest pain or shortness of breath, headaches, dizziness, fatigue, and trouble sleeping (Mishra et al., 2018); and headache, stomach ache, backache, feeling low, irritability, nervousness, sleep difficulties, dizziness, sadness, and anxiety (Rezapour et al., 2020). The summary of psychosomatic problems identified by different researchers is presented in Table 3.20.

Psychosomatic problems were measured by different researchers with different health problems. The maximum developed and adapted scales measured Psychosomatic problems, were in foreign contexts. Therefore, there is a need to develop Psychosomatic problems scale which is appropriate for Indian context for measuring Psychosomatic problems of schools' students.

Table 3.20: Summary of Studies on Psychosomatic Problems

Sr. No.	Statement During this school year, how often have you:	Forero, et. al. (1999)	Chacon, et. al. (2019)	Beckman, Hagquist, & Hellström (2012)	Li and Hesketh, (2019)	Sesar and Sesar (2012)	Gini, (2008)	Fekkes (2004)	Mishra, et. al. (2018)	Rezapour et. al (2020)
1	Had difficulty in concentrating		Yes	Yes						
2	Had difficulty in sleeping	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
3	Suffered from Headache	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
4	Stomach ache/ Abdominal Pain	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
5	Backache	Yes				Yes			Yes	Yes
6	Felt sad		Yes	Yes				Yes		Yes
7	Felt giddy/dizzy	Yes	Yes	Yes		Yes	Yes		Yes	Yes
8	Felt Tense/ Anxious	Yes	Yes	Yes		Yes	Yes	Yes		Yes
9	Felt Low/ Feeling of Fatigue	Yes				Yes	Yes	Yes	Yes	Yes
10	Skin Problem					Yes		Yes		
11	Vision Problem					Yes				
12	Poor appetite		Yes	Yes		Yes		Yes		

3.4.5.2 Item Scaling, Construction and Development

Prior to commencing the item construction for the scale, it is crucial to determine the item scaling. In the psychosomatic problems scale, Likert Scale technique developed by Likert (1932) is used to measure psychosomatic problems faced by the victims of bullying through the range of responses provided to the statement. Each statement is planned on 5-point Likert Type Scale with 'Never', 'Seldom', 'Sometimes', 'Often' and 'Always' as alternatives and scored as 0.1,2,3 and 4 respectively.

Following the determination of item scaling, the subsequent step involved constructing the items. This process was preceded by an extensive literature review on topics related to psychosomatic problems, psychosomatic, psychosomatic pain, and psychosomatic symptoms. The relevant psychosomatic problems were selected after reviewing the literature for the age specific population. An initial pool of 12 items was prepared. Help was taken from the studies on psychosomatic problems for the selecting of items. First of all, the preliminary draft of the scale was presented to three experts from different universities and one clinical psychologist to confirm the validity of the Psychosomatic Problems Scale.

3.4.5.3 Validity

The assessment of the psychosomatic problems scale's face validity relied on the input from four subject experts, whose identities are provided below:

Table 3.21: List of Experts Contacted for Face Validity of Psychosomatic Problems Scale

Sr. No.	Name of Expert	Designation	University
1	Dr. Manish Verma	Associate Professor	Lovely Professional University, Punjab
2	Hayash Teenoth	Senior Clinical Psychologist	Baby Memorial Hospital Calicut, Kerala
3	Dr. Manisha Das Gupta	Associate Professor	University of Calcutta, West Bengal
4	Durga Khadka Mishra	Associate Professor and HOD	Manmohan Memorial Institute of Health Sciences, Soalteemode, Kathmandu, Nepal

Considering their feedback, all the items were kept, and their perspective indicated that the tool exhibited strong face validity.

3.4.5.4 Scoring Procedure

The Psychosomatic Problems scale is designed as a 5-point Likert-type scale, where each item offers five response choices: 'Never,' 'Rarely,' 'Occasionally,' 'Frequently,' and 'Always.' To calculate the score for each item, a numerical value is assigned to each response option. A higher score indicates a higher frequency of psychosomatic problems, while a lower score suggests a lower frequency of such problems.

3.4.6 Questionnaire on Knowledge and Attitude towards Anti Bullying Programme

The questionnaire on knowledge and Attitude towards Anti- Bullying Programme is a self-constructed instrument to measure the knowledge and Attitude of teachers towards Anti- Bullying Programme. This questionnaire has 2 parts: Part A and Part B involving 44 items (20 items related to knowledge of teachers towards Anti- Bullying Programme and 24 items related to Attitude of teachers towards Anti- Bullying Programme).

The questionnaire is standardized on teachers of secondary and senior secondary schools teaching in different CBSE schools of cluster XVI of Punjab. Researchers and school principals can utilize this questionnaire to assess teachers' knowledge and attitudes about the Anti-Bullying Program.

3.4.6.1 Need for Scale Development

From the literature review it has been found that there is no measure on knowledge and Attitude towards Anti- Bullying Programme specifically based on anti-bullying guidelines issued by CBSE. Therefore, there is a need to develop knowledge and Attitude towards Anti- Bullying Programme questionnaire targeted towards Anti- Bullying Programme.

3.4.6.2 Item pool Construction and Development

To prepare Part A of the questionnaire on the Knowledge of Anti-Bullying guidelines objective type test involving MCQ's was used to measure the teachers' knowledge towards Anti-Bullying Programme. Item generation involved each

statement planned on four MCQ options with one right answer. Part B of the questionnaire on Attitude of teachers towards anti-bullying programme, five-point Likert scale was used. The attitude measure was scored on a scale ranging from 1 to 5, with 'Strongly Disagree' receiving a score of 1, 'Disagree' receiving 2, 'Neutral' receiving 3, 'Agree' receiving 4, and 'Strongly Agree' receiving 5.

3.4.6.3 Item Generation

A pool of 19 items (for knowledge) and 24 items (for attitude) were formulated. The researcher used deductive approach for the generation of items for Part A and B of the questionnaire. On the basis of Anti-Bullying guidelines issued by CBSE, items were generated. The initial version of the scale underwent review by language experts at Lovely Professional University to ensure that the items were concise, easily understood, unambiguous, and grammatically correct. Additionally, experts in the fields of Education and Psychology assessed the statements for their relevance and suitability.

3.4.6.4 Validity

The validity of knowledge and attitude of teachers towards anti-bullying programme was done with the help of experts. The experts who contributed for establishing face validity are presented below:

Table 3.22: List of Experts Contacted for Validity of Knowledge and Attitude of Teachers Towards Anti Bullying Programme

Sr. No.	Name of Expert	Designation	University
1	Dr. Amit Kauts	Professor	Guru Nanak Dev University, Amritsar
2	Dr. Navdeep Singh Tung	Professor	Guru Nanak Dev University, Amritsar
3	Dr. Shikha Goyal	Associate Professor	Lovely Professional University, Phagwara
4	Dr. Kulwinder	Associate Professor	Punjabi University, Patiala
5	Dr. Preeti Bhalla	Assistant Professor	Lovely Professional University, Phagwara

In order to measure the face validity of questionnaire on knowledge and Attitude of teachers towards anti-bullying programme, the remarks of subject experts were considered and the resultant details came out were as follows:

Table 3.23: Details of Items on the basis of Experts' Remarks

Drafted Items	Retained Items	Modified Items	Rejected Items	Added Items	Total
Knowledge towards Anti-Bullying (19 Items)	1,2,3,5,7,10, 11,14,15,17,18	4, 6, 8,9, 12,13,16,19	-	01	20
Attitude towards Anti-Bullying (24 Items)	1,2,3,4,5,6,7,8,9,10, 12,14,15,16,17, 18,19,20,22,23,	11, 13, 21, 24	-	-	24

On the basis of their remarks, changes were made and one item got edited in knowledge questionnaire and rest all the items were retained.

3.4.7 Checklist on Effectiveness of implementation of Anti Bullying guidelines

Checklist on Effectiveness of implementation of Anti Bullying guidelines has been developed for head of the schools to assess the effectiveness of implementation of Anti Bullying guidelines. The checklist is developed in terms of Yes and No responses.

3.4.7.1 Generation of Items

On the bases of thorough study of the Anti-Bullying CBSE guidelines and the role of principals as per document, an initial pool of 17 questions was prepared.

Then, the initial version of the checklist underwent language assessment by a language expert to confirm that the statements were brief, straightforward, clear, easily comprehensible, unambiguous, and adhered to proper sentence structure and grammar. Feedback was sought from experts in the fields of Psychology and Education, as well as two principals from CBSE schools, to validate the suitability of the chosen items.

The validity of the checklist for assessing the effectiveness of implementing Anti-Bullying guidelines was determined through expert opinions, which are outlined below:

Table 3.24: List of Experts Contacted for Validity of Checklist on Effectiveness of Implementation of Anti Bullying Guidelines

Sr. No.	Name of Expert	Designation	University
1	Dr. Kulwinder	Associate Professor	Punjabi University, Patiala
2	Dr. Latika Sharma	Professor	Punjab University, Chandigarh
3	Dr. Manju Gera	Professor	Punjab University, Chandigarh
4	Dr. Rohtash Singh	Professor	Kurukshetra University, Kurukshetra
5	Neeraj Mohan Puri	Principal	Satyug Darshan Vidyalaya Pathankot
6	Sr. Priya Therese	Principal	St Theresa's Convent School Karnal

Based on their feedback, 5 more items were added. In total 22 items were accepted after the modification of the tool based on the suggestions of the experts.

3.5   DATA COLLECTION

Once the research instruments demonstrated satisfactory validity and reliability, the scales were considered final and again the finalized instruments were administered for data collection. Firstly, the questionnaires were shared through google form link but the response rate was very low. Therefore, the investigator decided to collect the data by personally visiting the schools. Firstly, appointments were taken from Principals and then the hard copies of questionnaires were distributed to grade 9th to 12th students and their teachers. Also, the Principals of the schools are requested for fill the checklist.

3.6   CONCEPTUAL MODEL

The conceptual framework for the study covers from incidents of reports in the newspapers of the bullying effects and observations among children about its conceptual understanding. Also, the legislation that is implemental by CBSE in order to stop its harmful effects. The perception of teachers is important. The effectiveness of the legislation on ground needs to be checked. In India, there are no laws related to bullying. Presently there are guidelines from the UGC with regards to ragging which includes the bullying. Also at school level, keeping in light the occurrence of the bullying incidents the CBSE (Central Board for secondary education) has issued guidelines to the schools for curbing the occurrence of such behaviors.

In the absence of such legislations the effects of bullying in terms of psychosomatic problems are severe and needs to be addressed. Secondly, the different consequences of bullying include difficulty in concentrating, difficulty in sleeping, headache, Stomach ache, Backache, Felt sad, Felt giddy, Felt tense, Fatigue, Skin Problem, Vision Problem, Poor appetite etc. In Indian context the situation is not at all studied with seriousness and there is a lack of information concerning the occurrence of diverse types of bullying behavior and their connection to various Psychosomatic problems. Additionally, the impact of social support on mitigating the risk of bullying remains unexplored. The CBSE had issued guidelines for affiliated schools to implement and stop such behavior. Therefore, it is be an eye opener to a) understand to what extent schools have been able to implement the guidelines, b) the knowledge of the guidelines among the teachers and c) the effectiveness of the implementation of these guidelines.

Based on the conceptual understanding of prevalent situation in the schools, the investigator hypothesized the framework of the study as presented below in figure.
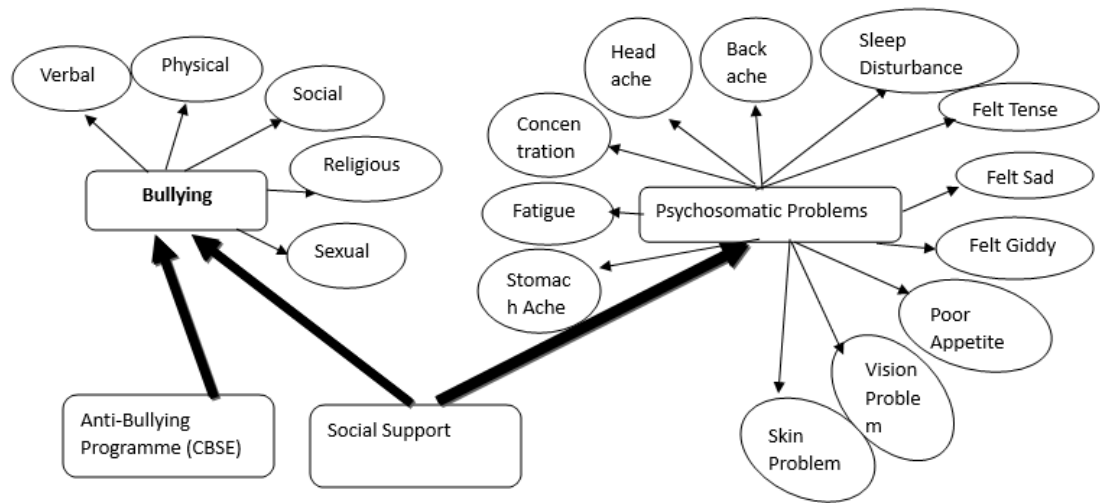
Fig. 3.9 Graphical representation of Conceptual Framework

3.7 STATISTICAL TECHNIQUES USED

The data has been analyzed using the following statistical methods:

1) Percentage method is used to find out the rate of prevalence of bullying and its forms.

2) Frequency analysis, Means and standard deviations is employed to Knowledge and attitude of Bullying Prevalence.

3) Chi-square has been used to assess the psychosomatic problems.

4) To identify the significant differences among various subgroups in terms of knowledge and attitudes regarding Bullying Prevalence, T-tests and one-way ANOVA tests were employed.

5) To explore the influence of social support on the occurrence of bullying, Binary Logistic Regression was utilized.

6) To examine the impact of social support on the occurrence of psychosomatic problems, Ordinal Logistic Regression has been employed.

CHAPTER - IV

RESULTS AND INTERPRETATION

In the preceding sections of this thesis, the exploration encompassed an in-depth examination of the theoretical underpinnings associated with the concept in question. A comprehensive review of the existing body of literature was undertaken, emphasizing the substantial importance of the identified problem. Objectives and hypotheses were methodically outlined, research tools were introduced, sample selection procedures were meticulously detailed, and the research's design and execution were extensively described. The application of specific statistical techniques was carefully elucidated.

4.1 INTRODUCTION

In the current chapter, the spotlight turns toward the meticulous analysis and thoughtful interpretation of the amassed data. The paramount goal of this study centers on the quantification of the prevalence of bullying behavior amongst students and the elucidation of its intricate interplay with a spectrum of psychosomatic issues. Furthermore, an assessment is made regarding the efficacy of the anti-bullying program's implementation, in alignment with the established guidelines delineated by the Central Board of Secondary Education (CBSE), with the express purpose of curtailing bullying incidents within educational institutions. Additionally, attention is dedicated to the exploration of the role played by social support in the reduction of the associated risks linked to bullying.

The study's participants consist of secondary and senior secondary school students enrolled in various CBSE-affiliated schools within the Punjab state North zone cluster XVI of CBSE. After collecting the data, analysis has been done. In data analysis data is organized to get the results. It might be accurate to say that, in general, research consists of two large steps: data collection as well as analysis of data. During the process of analysis, the data should be examined from as many viewpoints as possible to notice the facts. No similarities, divergences, trends, or

unresolved factors should go unnoticed. In light of all the limitations of data collection, it requires a vital examination of one's analysis's outcomes.

In short, the theoretical framework for addressing the problem, a comprehensive examination of pertinent literature, an exploration of the study's significance, the establishment of its goals, formulation of hypotheses, and the formulation of research question, a description of the related tools used, its sample, research design, procedure of data collection and statistical techniques used to get results were all covered in the earlier chapters. This chapter focused on the analyzing of collected data. The study's results have been examined and construed in alignment with the specified objectives.

4.1.1 Data Processing

The majority of data processing involves of the several phases essential to frame the data for analysis. Quantitative method is used for interpretation. In order to maintain reliability, inclusiveness, accurateness, and homogeneousness in the current study, the researcher carried out the research on his own. During this stage, data was cleaned and coding have been done. Cleaning and coding of data is a process in which certain number of digits, letters, or both assigned to various responses to enable simple data tabulation. The questionnaire items were inputted into a computer for the purpose of processing and analyzing the data for the present study.

4.1.2 Tabulation and Graphical Representation

Following data processing, the data was grouped into appropriate categories and arranged in tables and graphs as per the nature of data and objective of the study.

4.1.3 Data Screening

Prior to commencing the analysis, data screening has been conducted to prevent measurement errors and identify any missing data. The dataset was comprised of responses from 1630 students, with 121 forms discovered to be incomplete or incorrectly filled. Using SPSS version 23.0, outliers have been removed from the data. Thus, after removal of incomplete and incorrectly filled forms, and following the removal of outliers, a dataset consisting of 1509 records was used for the data analysis. Similarly, 184 questionnaires were filled by teachers

from 25 schools. Out of which, 9 forms were excluded due to insufficient information and 12 were outliers. Thus, 163 teacher forms were taken into consideration for the final analysis.

4.2 DESCRIPTIVE ANALYSIS ON DEMOGRAPHICAL VARIABLES

To gain a better understanding of the sample, descriptive statistics have been computed and have illustrated the findings in the table given below:

Table 4.1: Descriptive Statistics on Demographical Variables

Gender		
	Frequency	**Percent**
Male Students	749	49.64%
Female Students	760	50.36%
Total Students	**1509**	**100%**
Male Teachers	35	21.47%
Female Teachers	128	78.53%
Total Teachers	**163**	**100%**
Locale		
Students from Urban Area Schools	795	52.68%
Students from Rural Area Schools	714	47.32%
Total Students	**1509**	**100.0%**
Teachers from Urban Area Schools	82	50.31%
Teachers from Rural Area Schools	81	49.69%
Total Teachers	**163**	**100%**
Grade		
IX Grade Students	307	20.35%
X Grade Students	455	30.15%
XI Grade Students	340	22.53%
XII Grade Students	407	26.97%

Total Students	1509	100%
Socio Economic Status		
Students from Low Socio-Economic Status	45	3.1%
Students from Average Socio-Economic Status	1325	87.4%
Students from High Socio-Economic Status	139	9.5%
Total Students	**1509**	**100%**

It is clear from the table 4.1, from the sample of 1509 students 749(49.64%) are male and 760(50.36%) are females. From the sample of 163 teachers 35(21.47%) are male teachers and 128 (78.53%) are female teachers. In terms of area, students belonging to urban area schools are 795(52.68%) and 714 (47.32%) are from rural area schools. Similarly, teachers belonging to urban area schools are 82(50.31%) and 81 (49.69%) are from rural area schools. Further, grade wise distribution, 307 (20.35%) students are from IX grade, 455 students (30.15%) are from X grade, 340 (22.53%) students are from XI grade and 407 (26.97%) students are from XII grade. In terms of Socio-Economic Status 49 (3.10%) are from Low Socio -Economic Status, 1390 (87.40%) are from Average Socio -Economic Status and 151 (9.50%) are from High Socio -Economic Status. Graphical representation of the same is give below:
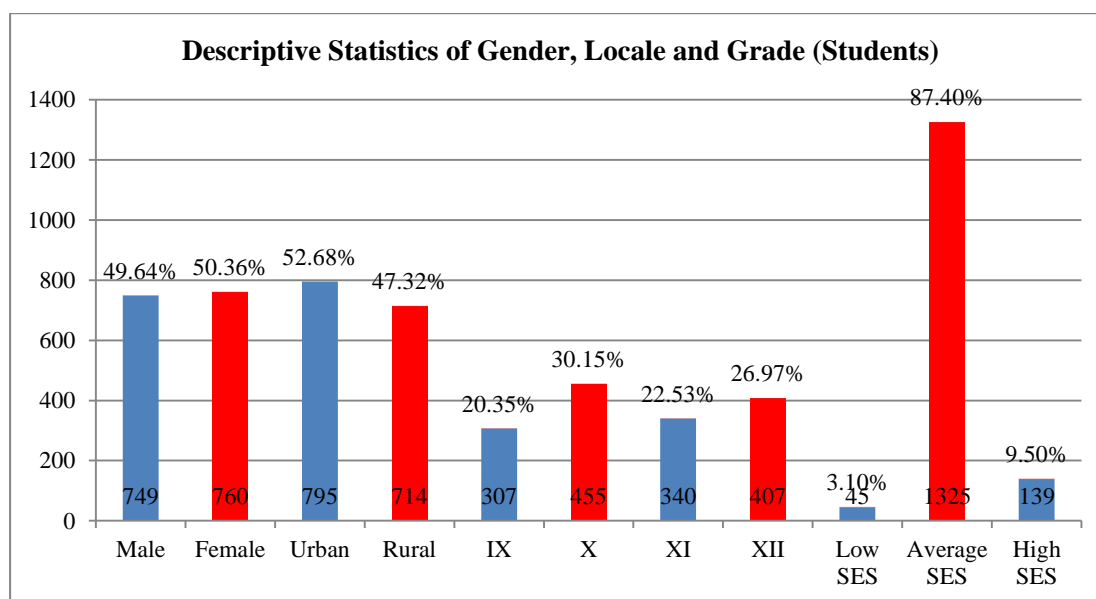
Fig. 4.1: Graphical Representation of Descriptive Statistics on Demographical Variables (Students)
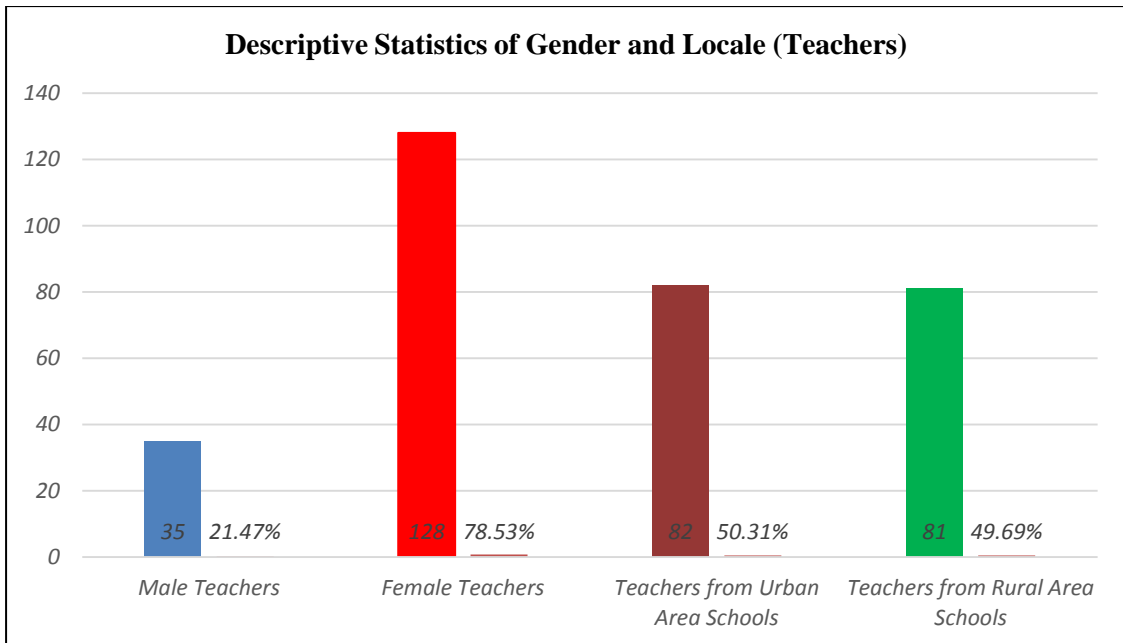
Fig. 4.1(A): Graphical Representation of Descriptive Statistics on Demographical Variables (Teachers)

4.3 NORMALITY OF THE DATA

To facilitate result interpretation, the normality of all the scales have been assessed, and the outcomes are detailed below:

4.3.1. Normality Testing of Student Related Variables (Knowledge of Bullying, Attitude of Bullying and Social Support)

The Normality test either from KS/ Shapiro conducted using SPSS and the results are presented below in the table:

Table 4.2: Normality through Kolmogorov and Shapiro Wilk

Variable	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Knowledge towards Bullying	.078	1509	.000	.987	1509	.000
Attitude towards Bullying	.049	1509	.000	.986	1509	.000
Social Support	.293	1509	.000	.840	1509	.000

It is clear from the table 4.2, that for Knowledge towards bullying, Attitude towards bullying and social support the normality assumption; is not met by either Kolmogorov Smirnov or by Shapiro wilk statistics as its sig. value is lower than 5% (0.00).

Table 4.3: Normality Testing of Knowledge of Bullying, Attitude of Bullying and Social Support

Variable	N	M	Md	Σ	Sk	SE (Sk)	Z (SK)	Kurt	SE (Kurt)	Z (Kurt)
Knowledge towards Bullying	1509	11.32	11	.995	.460	.063	7.30	-.830	.126	6.58
Attitude towards Bullying	1509	24.78	24	5.19	.160	.063	2.53	-.571	.126	-4.5
Social Support	1509	248.92	249	16.88	-.156	.063	-2.47	-.701	.126	-5.56

As evident in Table 4.3, in the Knowledge towards Bullying category, the mean (M) stands at 11.32, which serves as a measure of the dataset's average value; median (Md) 11, representing the middle value within the dataset; standard deviation (σ) 0.995, indicating the degree of variability or spread in the dataset; skewness (Sk) 0.460, providing insights into the dataset's asymmetry; standard error of skewness (SE sk) 0.063, revealing the skewness relative to the dataset's distribution; z (skewness) 7.30, revealing the skewness relative to the dataset's distribution; kurtosis (Kurt) -0.830, offering information about the dataset's flatness; standard error of kurtosis (SE sk) 0.126, indicating the precision of the kurtosis measurement and z (kurtosis) is found to be 6.58, which reflects the kurtosis relative to the dataset's distribution.

The mean (M) stands at 24.78, serving as the arithmetic average of the data. The median (Md) is 24, signifying the central value within the dataset. The standard

deviation (σ) is 5.19, indicating the extent of variation or dispersion in the data. Skewness (Sk) is 0.160, reflecting the data's slight asymmetry. The standard error of skewness (SE sk) is 0.063, providing the measure's precision. A z-score for skewness (z (skewness)) is 2.53, revealing the data's deviation from symmetry. Kurtosis (Kurt) is -0.571, denoting the shape of the distribution with respect to its tails and peaks. The standard error of kurtosis (SE kurt) is 0.126, specifying the precision of the kurtosis measure. A z-score for kurtosis (z (kurtosis)) is -4.5, indicating the data's departure from a normal distribution.

In 'Social Support' N represents the sample size, which is 1509 in this analysis. that tells you how many data points were included in the study. The mean (M) is 248.92, which is the average value of the 'Social Support' variable within the sample. The median (Md) is 249, and it represents the middle value in the dataset. The standard deviation (σ) is 16.88 which quantifies the spread or dispersion of the data points around the mean. Skewness (Sk) is -0.156. which measures the asymmetry of the data distribution. The standard error of skewness (SE Sk) is 0.063, provides a measure of the precision of the skewness estimate. Z-Score for skewness (Z (Skewness)) is -2.47, indicates how many standard errors the skewness estimate is away from a perfectly symmetric distribution. Kurtosis (Kurt) is -0.701 measures the shape of the distribution with respect to its tails and peaks. The standard error of kurtosis (SE Kurt) is 0.126 measure the precision of the kurtosis estimate. Z-Score for kurtosis (Z (Kurtosis)) is -5.56, indicates how many standard errors the kurtosis estimate is away from the kurtosis of a perfectly normal distribution.

In the majority of instances, the z-scores for skewness are below 3.29 (p>0.001), indicating that the data adheres to a normal distribution. However, it's worth noting that there are a few exceptions where the data diverges from this normality pattern. Nevertheless, for the most part, the data exhibits a characteristic normal distribution across a wide array of dimensions and also within the total score. Further, since the sample (1509) was very large and due to which the standard error values are coming very low. In such a situation, the visual representation of the data is good enough to see the normality of the data (Field, 2009).

Mean =11.32
Std. Dev. =0.995
N =1,509
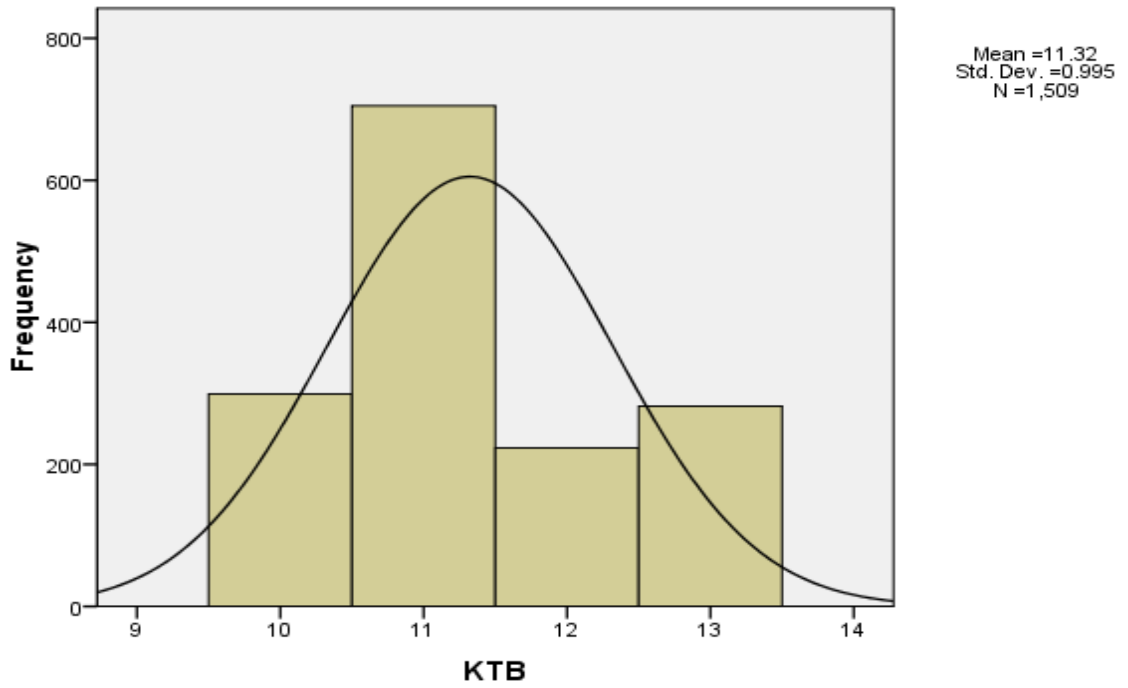
Fig. 4.2: Histogram of Knowledge towards bullying

Mean =24.78
Std. Dev. =5.189
N =1,509
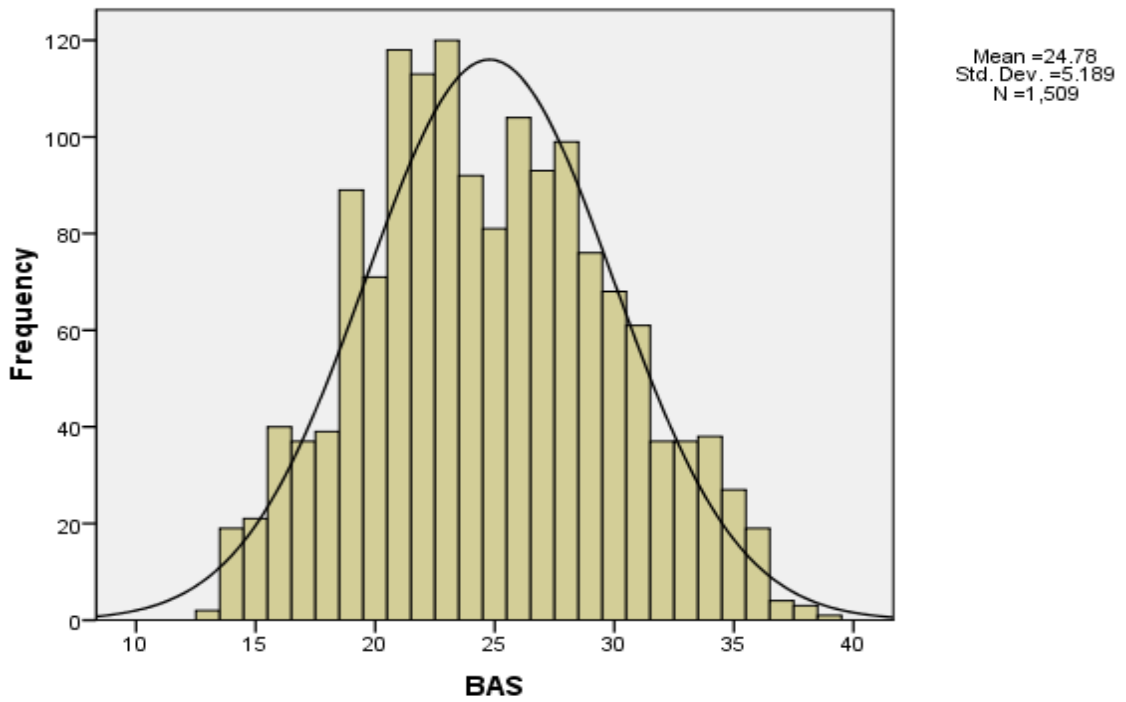
Fig. 4.3: Histogram of Attitude towards bullying
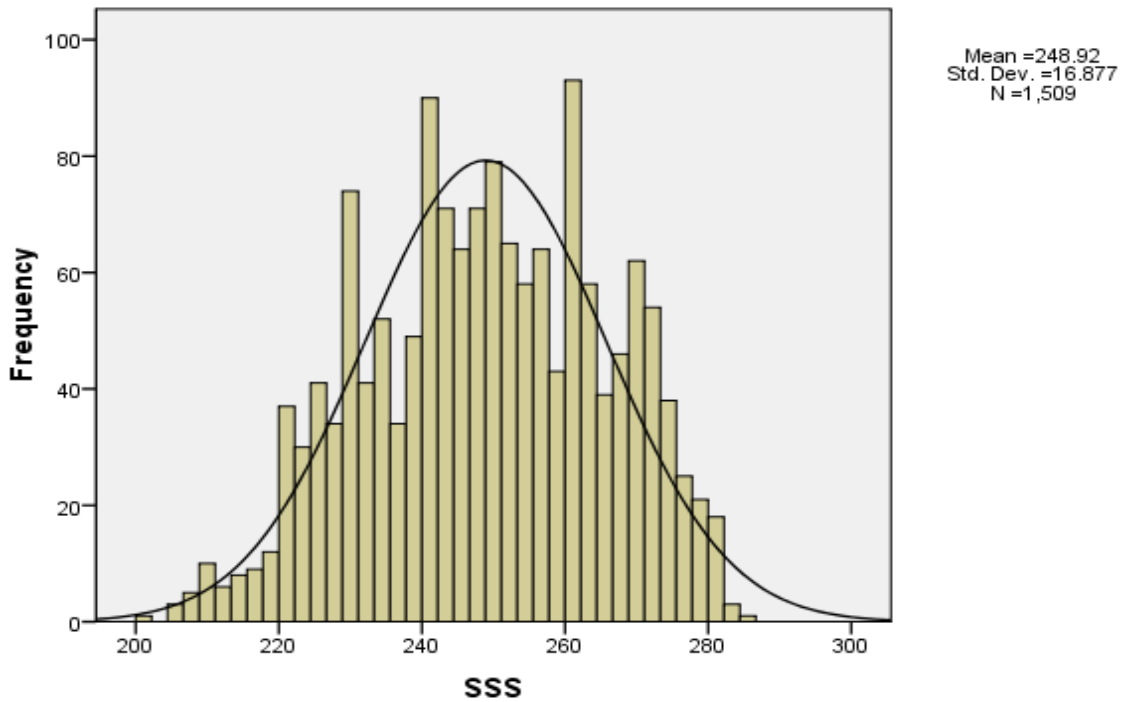
Fig. 4.4: Histogram of Social Support Scale

4.3.2 Normality Testing of Teacher Related Variable (Knowledge and Attitude of Teachers towards Anti-Bullying Programme)

Table 4.4: Normality through Kolmogorov and Shapiro Wilk

Variable	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Knowledge towards Anti-Bullying Programme	.262	163	.000	.884	163	.000
Knowledge towards Anti-Bullying Programme	.077	163	.019	.967	163	.001

It is clear from the table 4.4, that for Knowledge towards Anti-bullying and Attitude towards Anti- bullying programme scale, the normality assumption is not met by either Kolmogorov Smirnov or by Shapiro wilk statistics as its sig. value is lower than 5% (0.00).

Table 4.5: Normality Testing of Knowledge of Anti-Bullying, and Attitude towards Anti- Bullying Programme

Scales	N	M	Md	σ	Sk	SE (Sk)	Z (SK)	Kurt	SE (Kurt)	Z (Kurt)
Knowledge Towards Anti-Bullying Programme	163	14.64	15	2.82	-.386	.190	-2.03	-.938	.378	-2.48
Attitude Towards Anti-Bullying Programme	163	95.59	97	10.55	-.413	.190	-2.17	.013	.378	0.034

Table 4.5 shows the summary on descriptive statistics of tools on Knowledge and Attitude of Teachers towards Anti- Bullying Programme. In Knowledge of Teachers towards Anti- Bullying Programme the Average score (Mean) is 14.64 with a median of 15; the standard deviation is 2.82, the skewness is -.386, standard error of skewness is 0.190, z score of skewness is -2.03, kurtosis is -.938, standard error of kurtosis is .378, and z score of kurtoses is -2.48. Similarly, in Attitude towards Anti-Bullying Programme the Average score (Mean) is 95.59 with a median of 97; the standard deviation is 10.551, the skewness is -.413, standard error of skewness is 0.190, z score of skewness is -2.17, kurtosis is 0.013 standard error of kurtosis is .378, and z score of kurtoses is 0.034. The results shown above indicate that all the skewness and kurtosis values fall within the acceptable range, consistent with the criteria outlined by Brown (2006), which suggests a range of -3 to +3 for kurtosis and -10 to +10 for skewness. Thus, the data is normally distributed.

DESCRIPTIVE AND INFERENTIAL STATISTICS

Descriptive and inferential statistical methods are employed to draw meaningful insights and make inferences. In the current study, percentage method, t-test, chi-square test and binary and ordinal logistic regression analysis have been used for analysis. This analysis has been done objective wise and is presented in separate headings for different objectives:

1. To find out the rate of prevalence of bullying behavior in secondary and senior secondary schools in terms of Gender, Socio Economic Status and Area.

2. To study the prevalence of forms of bullying behavior (Verbal, Physical, Social, Sexual & Religious) in secondary and senior secondary schools in terms of Gender, Socio-Economic Status and Area.

3. To assess the psychosomatic problems faced by students in secondary and senior secondary schools.

4. To assess the knowledge and attitude of students towards bullying.

5. To study the knowledge and attitude of teachers towards Anti-bullying program in schools.

6. To assess the effectiveness of implementation of Prevention of Bullying guidelines, 2012 issued by CBSE.

7. To study the role of social support in reducing the risk of bullying prevalence.

8. To study the role of social support in the psychosomatic problems faced by victims of bullying in secondary and senior secondary schools.

4.4 RATE OF PREVALENCE OF BULLYING BEHAVIOUR AMONG CBSE SCHOOL STUDENTS

Objective:1 To find out the rate of prevalence of bullying behavior in secondary and senior secondary schools in terms of Gender, Socio Economic Status and Area.

In order to assess the prevalence of bullying, the survey included questions about different types of bullying experienced by victims and carried out by individuals engaging in bullying behavior. Subsequently, descriptive statistics were computed based on the acquired scores, and the results are presented in Table 4.6 for interpretation.

The table 4.6 shows that on the basis of gender, 64.4% male and 66.3% female reported the occurrence of bullying with them. Regarding Socio-Economic Status, 68.3% of students categorized as High Socio-Economic Status, 65.4% classified as Average Socio-Economic Status, and 55.6% identified as Low Socio-Economic Status students reported encountering bullying. Furthermore, with respect to the geographical area, 62.9% of students attending urban schools and 68.1% of students enrolled in rural schools reported experiencing incidents of bullying.

Table 4.6: Descriptive Statistics of the Variables Related to Bullying Prevalence

Parameter		N	Faced Bullying	Rate of Prevalence (%)
Gender	Male	749	482	64.4%
	Female	760	504	66.3%
	Total	1509	986	65.3%
Area	Rural	714	486	68.1%
	Urban	795	500	62.9%
	Total	1509	986	65.3%
Socio Economic Status	High	139	95	68.3%
	Average	1325	866	65.4%
	Low	45	25	55.6%
	Total	1509	986	65.3%
Parameter		N	Involved in Bullying	Rate of Prevalence (%)
Gender	Male	749	582	77.7%
	Female	760	561	73.8%
	Total	1509	1143	75.7%
Area	Rural	714	539	75.5%
	Urban	795	604	76%
	Total	1509	1143	75.7%
Socio Economic Status	High	139	108	77.7%
	Average	1325	998	75.3%
	Low	45	37	82.2%
	Total	1509	1143	75.7%

It is also cleared that 77.7% male students and 73.8% females reported the involvement in bullying acts. With respect to Area 539 (75.5%) students out of 714 from the schools located in Rural areas and 604 (76%) students out of 795 from the schools located in Urban areas reported that they have involved in bullying incidences. Similarly,108 students (77.7%) out of 139 from High Socio-Economic Status, 998 students (75.3%) out of 1325 from Average Socio-Economic Status and 37 students (82.2%) out of 45 from Low Socio-Economic Status accepted the involvement in incidences of bullying in the schools.

Discussion on Results: The prevalence rates of bullying behavior faced by students of secondary and senior secondary schools are as follows: 65.3%, with 64.4% representing males and 66.3% representing females. When considering the school's geographical location, 62.9% of students in urban schools and 68.1% of students in rural schools reported experiencing bullying. In terms of socio-economic status, 68.3% of students from high socio-economic backgrounds reported bullying, as did 65.4% of those from average socio-economic backgrounds and 55.6% from low socio-economic backgrounds.

The prevalence rates for students involved in bullying behaviors in secondary and senior secondary schools are: 75.74%, with 77.7% being males and 73.8% being females. When examining the school's location, 76% of students from urban areas and 75.5% of students from rural areas were involved in bullying. In terms of socio-economic status, 77.7% of students from high socio-economic backgrounds were involved, along with 75.3% from average socio-economic backgrounds and 82.2% from low socio-economic backgrounds.

These results indicate that bullying remains a significant issue affecting both male and female students & is a prevalent problem that affects a substantial portion of the student population. Olweus, (2013); Modecki et. al., (2014); Gini and Espelage, (2014); Kowalski et. al., (2014) also reported the Prevalence of bullying in schools and highlights its significance as a widespread issue. Supporting research conducted by Hirpa and Sandhu (2018) demonstrated comparable rates of bullying across gender, area and socio-economic status and highlighting the pervasive nature of bullying in educational settings. In contrast to findings from research conducted in

other nations, one notable example being a study conducted among Malaysian public-school students by Sabramani et al. in 2021, which documented a significantly higher prevalence rate of bullying at 79.1%. Another finding by Egbochuku (2007) on Nigerian school students found that prevalence rate of bullying is 78%. A study by Galal, Emadeldin, and Mwafy (2019) on Egyptian students,a higher prevalence of bullying victims (77.8%) was found compared to the current study. The differences in prevalence could be attributed to variations in methodologies, cultural perspectives on defining the issue, differences in target populations, and variations in the assessment instruments used. Overall, these outcomes enhance our conception of the occurrence and self-reported participation in bullying among students attending different secondary and senior secondary CBSE schools.

4.4.1 Significant difference in the Rate of Prevalence of Bullying Behavior

For the objective 'To find out the rate of prevalence of bullying behavior in secondary and senior secondary schools in terms of Gender, Socio Economic Status and Area' following hypotheses was framed:

H: **There is no significant difference in the rate of prevalence of bullying behavior in secondary and senior secondary schools in terms of Gender, Socio Economic Status and Area.**

Following hypothesis are assessed using independent sample t-test:

1(a)   There is no significant difference in the rate of prevalence of bullying faced by students in secondary and senior secondary schools in terms of Gender.

1(b)   There is no significant difference in the rate of prevalence of bullying faced by students in secondary and senior secondary schools in terms of Socio-Economic Status.

1(c)   There is no significant difference in the rate of prevalence of bullying faced by students in secondary and senior secondary schools in terms of Area.

1 (d)   There is no significant difference in the rate of prevalence of involvement in bullying by students in secondary and senior secondary schools in terms of Gender.

1(e)   There is no significant difference in the rate of prevalence of involvement in bullying by students in secondary and senior secondary schools in terms of Socio-Economic Status.

1(f)   There is no significant difference in the rate of prevalence of involvement in bullying by students in secondary and senior secondary schools in terms of Area.

Further, to test the hypothesis, 'There is no significant difference in the rate of prevalence of bullying behavior in secondary and senior secondary schools in terms of Gender, Socio Economic Status and Area' the rate of prevalence data is subjected to t test analysis. The t-test for significant difference between percentages have been used for Gender, SES and Area wise analysis. The summary of results of the same are presented below:

Table 4.7: Bullying faced by students wrt. Gender, SES and Area

Groups		N	Faced Bullying	Percentage	P	Q	SD	% diff.	T	Result
Gender	Male	749	482	64.35%	65.34	34.66	2.45	0.96	0.80	P>0.05 NS
	Female	760	504	66.32%						
Socio Economic Status	Low SES	45	25	55.56%	65.04	34.96	7.23	9.80	1.36	P>0.05 NS
	Average SES	1325	866	65.36%						
	Low SES	45	25	55.56%	65.22	34.78	8.17	12.79	1.57	P>0.05 NS
	High SES	139	95	68.35%						
	Average SES	1325	866	65.36%	65.64	34.36	4.23	2.99	0.71	P>0.05 NS
	High SES	139	95	68.35%						
Area	Rural	714	486	68.07%	65.34	34.66	2.45	5.17	2.11	**P<0.05 Sig.**
	Urban	795	500	62.90%						

NS: Not Significant; Sig.: Significant

Results of the same is presented in the below fig.:

Bullying faced by students with respect to Gender, SES and Area
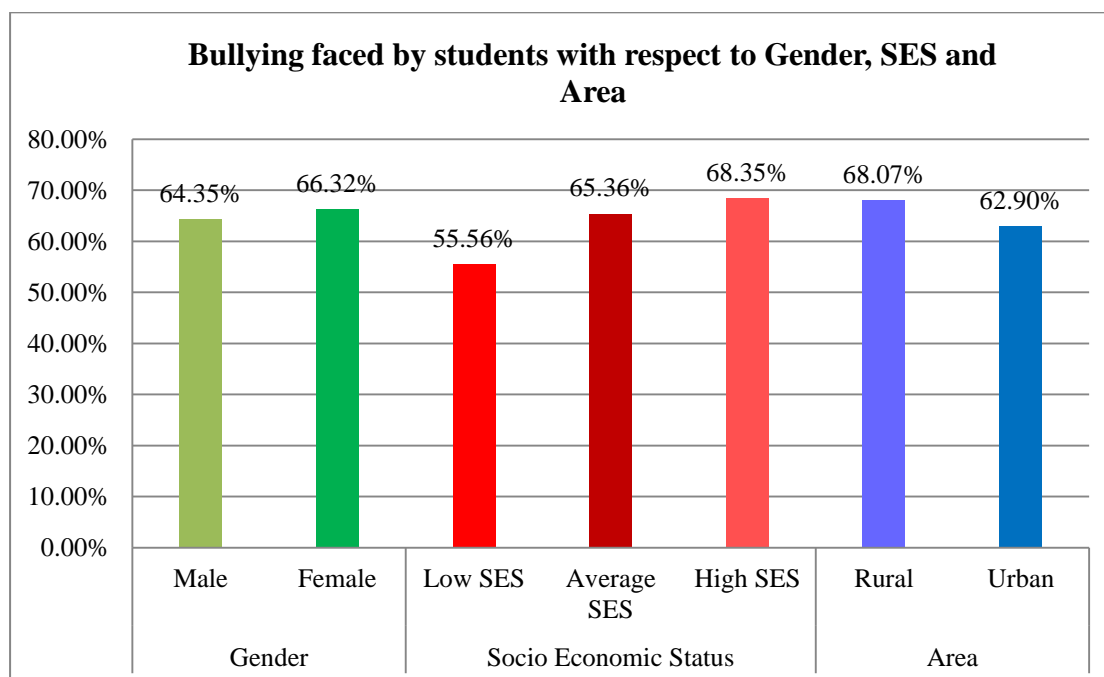
Fig. 4.5: Graphical representation of bullying faced by students wrt. Gender, SES and Area

Table 4.7 displays the frequency and percentage of bullying prevalence categorized by Gender, SES, and Area. The findings indicate that 64.35% of male students and 66.32% of female students reported experiencing bullying. The 't' value, at 0.80, is deemed statistically insignificant even at a 0.05 confidence level. Consequently, Hypothesis 1 (a), which posits that 'There is no significant difference in the rate of bullying prevalence among students of secondary and senior secondary schools concerning gender,' is not refuted. This suggests that both male and female students exhibit a statistically similar occurance of bullying with them. In summary, it can be concluded that male and female students reported comparable incidents of bullying.

Furthermore, the data indicates that bullying experiences were reported by 55.56% of students categorized under Low Socio-economic status, 65.36% within the Average socio-economic status cohort, and 68.35% among those with High socio-economic status. The 't' values used to compare these groups stand at 1.36 for Low vs. Average, 1.57 for Low vs. High, and 0.71 for Average vs. High socio-economic

164

status. It is crucial to note that none of these 't' values achieve statistical significance, even when considering a significance level of 0.05. As a result, Hypothesis 1 (b), which asserts that 'There is no significant disparity in the prevalence of bullying among secondary and senior secondary school students based on their socio-economic status,' is affirmed. This suggests that the incidence of bullying in schools remains uninfluenced by the socio-economic backgrounds of individuals, with students from High, Average, and Low socio-economic backgrounds encountering bullying at similar rates.

With respect to area, 68.07% students belonging to schools located in rural areas and 62.90% students belonging to schools located in Urban areas are reported the occurrence of bullying with them. The 't' value between the percentages of scores from rural and urban area schools is found 2.11. This result is statistically significant at a 0.05 confidence level. Therefore, Hypothesis 1 (c), which posits that 'There is no significant difference in the rate of bullying prevalence among students of secondary and senior secondary schools based on the area,' is disproven. Consequently, there exists a notable discrepancy in bullying prevalence between schools located in rural and urban areas. As illustrated in Table 4.7, the percentage of bullying prevalence in rural areas significantly surpasses that in urban areas. Consequently, students attending schools in rural settings report a higher incidence of bullying.

Discussion on Results: The findings of this study indicate that there is no significant distinction in bullying prevalence between male and female students. Both genders experience bullying at comparable rates. This outcome is consistent with Nazir's (2019) research, which also reported no significant gender-based differences in bullying prevalence. However, it contrasts with the findings of Hazeltine and Hernandez (2015), who observed a significant difference in bullying prevalence, with girls reporting more frequent incidents of being bullied compared to boys.

Furthermore, the study's results reveal that there is no significant variance in bullying prevalence when considering socio-economic status among secondary and senior secondary school students. This suggests that students from diverse socio-economic backgrounds encounter bullying incidents at similar rates.

Concerning the location of schools, the study's findings indicate a substantial difference in bullying prevalence between students in rural and urban areas. Bullying incidents are notably more frequent in rural schools compared to urban ones. These results align with previous research conducted by Dulmus et al. (2004), which found that students from rural schools reported a higher frequency of bullying compared to those in urban school settings. Several factors may contribute to the increased occurrence of violence in schools, particularly in rural areas, including societal unrest, growing intolerance among parents, teachers, and students, as well as a lack of non-violent conflict resolution techniques. It is important to note that bullying can manifest in various settings and is influenced by multiple factors. The consistently elevated prevalence of bullying in rural areas underscores the necessity for targeted interventions within rural communities.

Table 4.8: Summary of Students involved in Bullying wrt. Gender, SES and Area

	Groups	N	Involved in Bullying	Percentage	P	Q	SD	% difference	T	Result
Gender	Male	749	582	77.70	75.75	24.25	2.21	3.89	1.76	P>0.05 NS
	Female	760	561	73.82						
Socio Economic Status	Low SES	45	37	82.22	75.55	24.45	6.52	6.90	1.06	P>0.05 NS
	Average SES	1325	998	75.32						
	Low SES	45	37	82.22	78.80	21.20	7.01	4.52	0.65	P>0.05 NS
	High SES	139	108	77.70						
	Average SES	1325	998	75.32	75.55	24.45	3.83	2.38	0.62	P>0.05 NS
	High SES	139	108	77.70						
Area	Rural	714	539	75.49	75.75	24.26	2.21	0.49	0.22	P>0.05 NS
	Urban	795	604	75.98						

NS: Not Significant

Results of the same is presented in the below fig.:
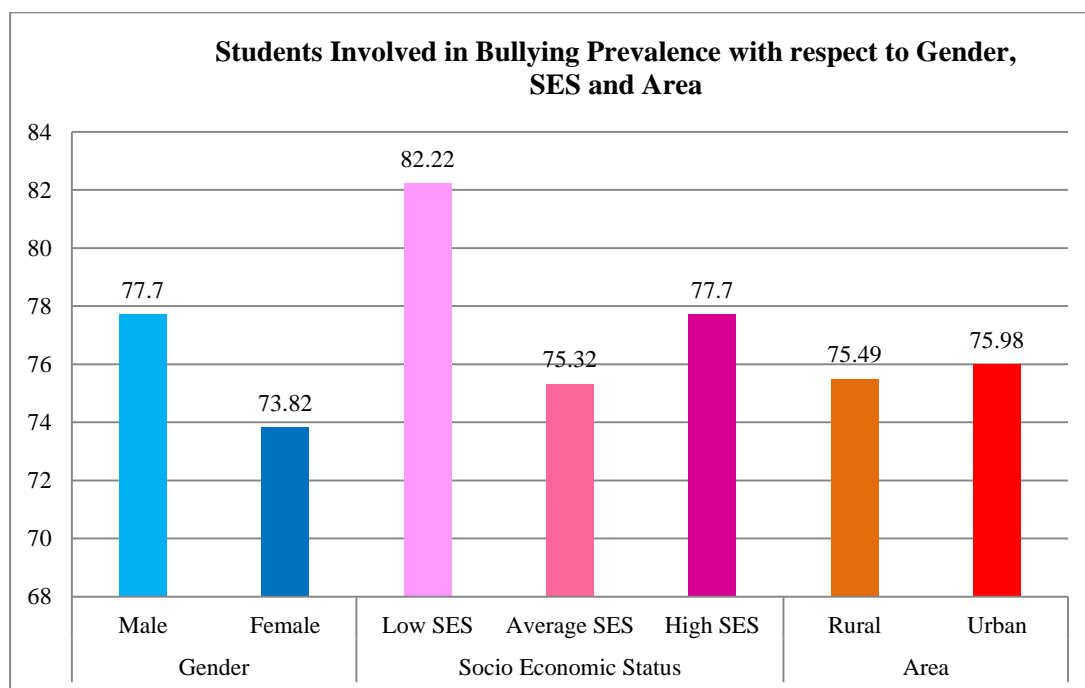
Fig. 4.6 Graphical representation of students involved in bullying wrt. Gender, SES and Area

Table 4.8 shows the frequency and percentage of bullying prevalence on the basis of Gender, SES and Area. It has been revealed that 77.70% of boys and 73.82% reported that they are involved in bullying incidences. The calculated 't' value is 1.761, which is not deemed statistically significant, even at a confidence level of 0.05. This indicates that there is no significant distinction between male and female students in terms of their percentage scores related to Bullying Prevalence. Consequently, Hypothesis 1 (d), which posits that 'There is no significant difference in the rate of involvement in bullying among secondary and senior secondary school students with respect to gender,' remains unchallenged. In other words, both male and female students are similarly involved in bullying, with no significant gender-based differences.

Similarly, with respect to Socio Economic Status, 82.22% students from Low Socio-economic status, 75.32% from average socio-economic status and 77.70% from high SES have reported the involvement in bullying. 't' value between Low SES and Average SES is found 1.06; between Low SES and High SES is found 0.65

and 't' value between Average SES and High SES is calculated 0.62. Similarly, this result does not achieve statistical significance, even at the 0.05 level of significance. As a result, Hypothesis 1 (e), which asserts that 'There is no significant difference in the rate of involvement in bullying among secondary and senior secondary school students concerning socio-economic status,' remains unchallenged and is upheld. In other words, there is no substantial variation in the prevalence of bullying involvement based on socio-economic status among these students. Thus, it can be interpreted that students from different SES groups i.e., Low, High and Average socio-economic status students reported similar involvement in bullying acts.

Further, with respect to Area, 75.49% students belonging to schools located in rural areas and 75.98% students belonging to schools located in Urban areas are reported that they are involved in bullying. The computed 't' value is 0.22, and it also does not reach statistical significance at the 0.05 confidence level. Consequently, Hypothesis 1 (f), which posits that 'There is no significant difference in the rate of involvement in bullying among secondary and senior secondary school students based on the area,' remains unchallenged and is affirmed. In simpler terms, both urban and rural school students exhibit no significant disparity in their participation in bullying.

Discussion on Results: The study's outcomes reveal that both male and female students engage in bullying behaviors at comparable rates. This result aligns with previous research by Demirbag et al. (2017), Kshirsagar, Agarwal, and Bavdekar (2007), and Hirpa and Sandhu (2018), all of whom concluded that there is no significant difference in bullying involvement between male and female students. However, contrasting findings from Kim and Leventhal (2008), Sabramani et al. (2021), and Hazeltine and Hernandez (2015) indicate that male students tend to be significantly more involved in bullying than their female counterparts. Possible reason for the result is may be due to gender equality. Girls are equally emphatic in their approach and hence differences are not found in terms of their involvement in bullying acts.

Furthermore, the study's results indicate that there is no significant disparity in bullying involvement among secondary and senior secondary school students

when socio-economic status is taken into account. This observation is consistent with prior research conducted by Rigby (2004), Bradshaw, Brennan, and McNeely (2008), Sampasa-Kanyinga and Willmore (2015), and Tippett and Wolke (2014), all of whom investigated the link between socio-economic status and student bullying. These studies found no substantial variations in bullying prevalence based on socio-economic status, suggesting that students' economic backgrounds do not significantly influence their participation in bullying. This discovery is in line with Nazir's (2019) earlier findings, which also reported no significant differences in bullying across various socio-economic groups. However, in contrast, research by Alikasifoglu et al. (2007) and Jansen et al. (2011) concluded that there is a significant relationship between socio-economic status and bullying. Specifically, they found that children from low socioeconomic status families were more likely to engage in bullying, be victims of bullying, or fall into the category of both bully and victim. The reason for the difference in findings may be due to conscious efforts of recognizing class and caste differences. Also, factors such as cultural norms, school climate, community characteristics, and regional disparities can influence the prevalence and manifestation of bullying behaviors differently in various contexts. All girls and boys from different starta are equally aware about the bullying is a prohibited act and also the efforts of the circular's issues by the CBSE might have its effect.

The study's findings also indicate that there is no noteworthy difference in bullying involvement based on the location of school. However, it's crucial to acknowledge that changes in social dynamics, awareness campaigns, or anti-bullying interventions can affect the prevalence rates. Also, bullying prevalence can vary across different cultural, social, and educational contexts. Factors such as societal norms, gender roles, school climate, and peer dynamics can influence the manifestation and reporting of bullying. Therefore, efforts to address and prevent bullying should be implemented universally, regardless of whether the school is situated in an urban or rural area.

In conclusion it can be said that it is crucial to recognize that bullying is a multifaceted problem shaped by a range of contributing elements beyond gender, socio-economic status, or school area. Addressing bullying requires comprehensive

approaches that focus on creating safe and inclusive school environments, fostering empathy and positive relationships, and implementing evidence-based interventions that target the underlying causes of bullying behaviors.

4.5 RATE OF PREVALENCE OF DIFFERENT FORMS OF BULLYING

Objective 2: To study the prevalence of forms of bullying behavior (Physical, Verbal, Social, Sexual & Religious) in secondary and senior secondary schools in terms of (i) Gender, (ii) Socio-Economic Status and (iii) Area.

To comprehend the findings regarding the prevalence of various forms of bullying, questions were asked concerning the types of bullying experienced by victims and perpetrated by bullies. Subsequently, descriptive statistics were computed based on the collected scores, and these statistics are presented in the table below:

Table 4.9: Descriptive Statistics on Forms of Bullying Prevalence Faced by students

If you been bullied in any way, then tick the form of bullying		
Forms of Bullying	**Faced Bullying**	**Percentage**
Physical Bullying	305	30.9%
Verbal Bullying	453	45.9%
Social Bullying	119	12.1%
Sexual Bullying	51	5.2%
Religious Bullying	58	5.9%
Total	986	100.0

The above table 4.9, shows that out of 986 respondents, 305 students i.e., 30.9 % reported the occurrence of physical bullying, 453 students i.e., 45.9% reported the occurrence of verbal bullying, 119 students i.e., 12.1% reported the occurrence of prevalence of social bullying, 51 students i.e., 5.2% reported incidence of sexual bullying and 58 students i.e., 5.9% reported the incidence of religious bullying with them.

Table 4.10: Descriptive Statistics on involvement of students in different forms of bullying

If you bullied anybody in any way in the last 6 months, then tick the form of bullying		
Forms of Bullying	**Involved in Bullying**	**Percentage**
Physical Bullying	284	24.8%
Verbal Bullying	602	52.7%
Social Bullying	144	12.6%
Sexual Bullying	62	5.4%
Religious Bullying	51	4.5%
Total	1143	100.0

Further table 4.10 exhibits, from 1143 students, 284 students i.e., 24.8 % accepted the involvement in physical bullying, 602 students i.e., 52.4% accepted the involvement in verbal bullying, 144 students i.e., 12.6% reported the engagement in social bullying, 62 students i.e., 5.4% are involved in sexual bullying and 51 students i.e., 4.7% reported the involvement in physical bullying.

Graphical representation of rate of prevalence of different forms of bullying is given below:
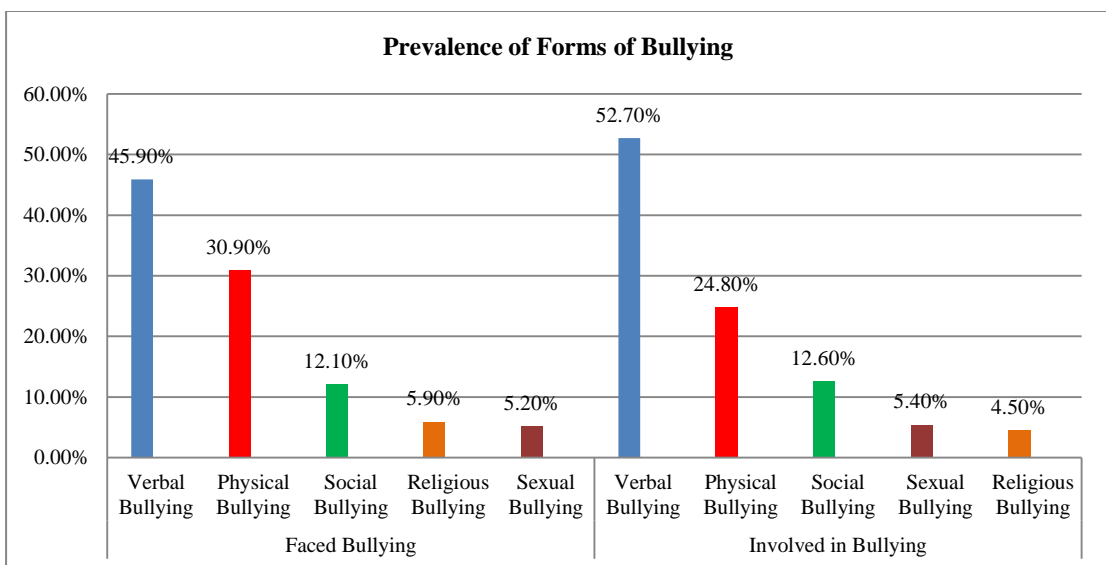
Fig. 4.7 Graphical representation of prevalence of different forms of bullying

Discussion on Results: The study's findings offer valuable insights into the occurrence and self-reported engagement in various types of bullying among students. The results reveal that verbal bullying emerges as the most prevalent form experienced by students, with 45.9% of students acknowledging its occurrence. Following closely is physical bullying, reported by 30.9% of students, while social bullying is reported by 12.1% of students, while sexual bullying and religious bullying were reported by 5.2% and 5.9% of students, respectively. Furthermore, when examining self-reported involvement, the study found that 52.4% of students acknowledged their engagement in verbal bullying, followed by 24.8% in physical bullying. 12.6% of students reported experiencing social bullying, and 5.4% acknowledged their involvement in sexual bullying and 4.7% reported involvement in religious bullying.

So, it can be concluded that verbal bullying emerges as the predominant form of bullying, closely followed by physical bullying. This result is also supported by (Ada et. al., 2016; Srisiva, Thirumoorthi, and Sujatha, 2013; Brito and Oliveira, 2013; Coloroso, 2003 and Demirbag et. al., 2016) who reported that the most prevalent form of bullying was verbal bullying. This result was different in findings from study of Ngo et. al. (2021) who investigated that social aggression tends to be the most frequently reported type of bullying among students, whereas, Ahmed, Ahmed, and Hiramoni (2021) reported that physical bullying ranks as one of the most frequently observed types of bullying. A study by Guerra, Williams, and Sadek (2011) highlighted a notable change in the age-related dynamics of violence. Subsequently, the government has introduced various campaigns aimed at preventing bullying and mitigating its negative effects on children. As a result, the study indicates relatively low rates of physical, sexual, and religious violence. Also, Students are often aware of rules prohibiting physical harm to others, but non-physical violence behaviours like verbal bullying is very difficult to identify and prevent. Additionally, verbal bullying is relatively easier to engage in since it does not require physical proximity or direct contact. The high prevalence of verbal bullying highlights the need for targeted interventions and prevention programs that address this specific form of bullying. Strategies promoting empathy, communication skills, and conflict

resolution can help reduce instances of verbal bullying and foster a positive and respectful school environment.

4.5.1 Significant Difference in Prevalence of Forms of Bullying Behaviour with respect to Gender, Socio-economic Status and Area

To achieve the objective 'To study the prevalence of forms of bullying behavior (Verbal, Physical, Social, Sexual & Religious) in secondary and senior secondary schools in terms of Gender, Socio-Economic Status and Area' following hypothesis was framed:

Hypothesis: There is no significant difference in the prevalence of forms of bullying behavior (Verbal, Physical, Social, Sexual and Religious) in secondary and senior secondary schools in terms of Gender, Socio Economic Status and Area.

Following hypothesis are assessed using independent sample t-test:

2(a)   There is no significant difference in the prevalence of physical bullying behavior faced by students of secondary and senior secondary schools in terms of Gender, Socio-Economic Status and Area.

2(b)   There is no significant difference in the prevalence of verbal bullying behavior faced by students of secondary and senior secondary schools in terms of Gender, Socio-Economic Status and Area.

2(c)   There is no significant difference in the prevalence of social bullying behavior faced by students of secondary and senior secondary schools in terms of Gender, Socio-Economic Status and Area.

2(d)   There is no significant difference in the prevalence of sexual bullying behavior faced by students of secondary and senior secondary schools in terms of Gender, Socio-Economic Status and Area.

2(e)   There is no significant difference in the prevalence of religious bullying behavior faced by students of secondary and senior secondary schools in terms of Gender, Socio-Economic Status and area.

2(f)   There is no significant difference in the rate of prevalence of involvement in physical bullying by students of secondary and senior secondary schools in terms of Gender, Socio-Economic Status and Area.

2(g)   There is no significant difference in the rate of prevalence of involvement in verbal bullying by students of secondary and senior secondary schools in terms of Gender, Socio-Economic Status and Area.

2(h)   There is no significant difference in the rate of prevalence of involvement in social bullying by students of secondary and senior secondary schools in terms of Gender, Socio-Economic Status and Area.

2(i)   There is no significant difference in the rate of prevalence of involvement in sexual bullying by students of secondary and senior secondary schools in terms of Gender, Socio-Economic Status and Area.

2(j)   There is no significant difference in the rate of prevalence of involvement in religious bullying by students of secondary and senior secondary schools in terms of Gender, Socio-Economic Status and Area.

Table 4.11: Summary of Prevalence of bullying faced by students wrt. Gender, SES and Area

Groups		N	(Yes) Response	Percentage	P	Q	SD	% difference	T	Result
Faced Physical Bullying	Male	482	140	29.05	30.93	69.07	2.95	3.69	1.25	P>0.05 NS
	Female	504	165	32.74						
	Low SES	25	11	44	29.97	70.03	9.29	14.44	1.55	P>0.05 NS
	Average SES	866	256	29.56						
	Low SES	25	11	44	40.83	59.17	11.05	4	0.36	P>0.05 NS
	High SES	95	38	40						
	Average SES	866	256	29.56	30.59	69.41	4.98	10.44	2.10	**P<0.05 Sig**
	High SES	95	38	40						
	Rural	486	153	31.48	30.93	69.07	2.94	1.08	0.37	P>0.05 NS
	Urban	500	152	30.4						

174

Groups		N	(Yes) Response	Percentage	P	Q	SD	% difference	T	Result
Faced Verbal Bullying	Male	482	231	47.93	45.94	54.06	3.18	3.88	1.22	P>0.05 NS
	Female	504	222	44.05						
	Low SES	25	9	36	46.58	53.42	10.12	10.88	1.08	P>0.05 NS
	Average SES	866	406	46.88						
	Low SES	25	9	36	39.17	60.83	10.97	4	0.37	P>0.05 NS
	High SES	95	38	40						
	Average SES	866	406	46.88	46.20	53.80	5.39	6.88	1.28	P>0.05 NS
	High SES	95	38	40						
	Rural	486	222	45.68	45.94	54.06	3.15	0.52	0.16	P>0.05 NS
	Urban	500	231	46.2						
Faced Social Bullying	Male	482	56	11.62	12.07	87.93	2.08	0.88	0.43	P>0.05 NS
	Female	504	63	12.5						
	Low SES	25	1	4	11.79	88.22	6.54	8.01	1.23	P>0.05 NS
	Average SES	866	104	12.01						
	Low SES	25	1	4	12.5	87.5	7.43	10.74	1.44	P>0.05 NS
	High SES	95	14	14.74						
	Average SES	866	104	12.01	12.28	87.72	3.55	2.73	0.77	P>0.05 NS
	High SES	95	14	14.74						
	Rural	486	58	11.93	12.07	87.93	2.08	0.27	0.13	P>0.05 NS
	Urban	500	61	12.2						
Faced Sexual Bullying	Male	482	24	4.98	5.17	94.83	1.41	0.38	0.27	P>0.05 NS
	Female	504	27	5.36						
	Low SES	25	2	8	5.50	94.50	4.63	2.57	0.56	P>0.05 NS
	Average SES	866	47	5.43						
	Low SES	25	2	8	3.33	96.67	4.04	5.90	1.46	P>0.05 NS
	High SES	95	2	2.11						
	Average SES	866	47	5.43	5.10	94.90	2.38	3.32	1.40	P>0.05 NS
	High SES	95	2	2.11						
	Rural	486	25	5.14	5.17	94.83	1.41	0.06	0.04	P>0.05 NS
	Urban	500	26	5.2						

Groups		N	(Yes) Response	Percentage	P	Q	SD	% difference	T	Result
	Male	482	31	6.43	5.88	94.12	1.50	1.07	0.72	P>0.05 NS
	Female	504	27	5.36						
	Low SES	25	2	8	6.17	93.83	4.88	1.88	0.39	P>0.05 NS
	Average SES	866	53	6.12						
	Low SES	25	2	8	4.17	95.83	4.49	4.84	1.08	P>0.05 NS
	High SES	95	3	3.16						
	Average SES	866	53	6.12	5.83	94.17	2.53	2.96	1.17	P>0.05 NS
	High SES	95	3	3.16						
	Rural	486	28	5.76	5.88	94.12	1.50	0.23	0.16	P>0.05 NS
	Urban	500	30	6						

(Row label spanning the table: Faced Religious Bullying (YES))

NS: Not Significant; Sig.: Significant

Table 4.11 displays the gender-based variations in the percentages of different forms of bullying encountered by secondary and senior secondary school students. The study's findings reveal that physical bullying is a common experience for both male and female students, with 29.05% of males and 32.74% of females reporting instances of physical bullying. However, it's important to note that the calculated t-value of 1.25 is not statistically significant at the 0.05 confidence level. This suggests that the observed differences in bullying rates between genders may be attributed to random chance rather than meaningful distinctions.

With respect to Socio -Economic Status, Pair wise difference of percentages of Low-Average, Low-High and Average -High Socio-Economic Status shows that 44 % students from low socio-economic status, 29.56% from an average socio-economic status and 40% from a high socio-economic status reported experiencing physical bullying. The calculated t-values for the comparisons are as follows: 1.55 for low-average socio-economic status and 0.36 for low-high socio-economic status, both of which fall below the accepted threshold of 1.96. As a result, these t-values are not considered statistically significant at the 0.05 confidence level. However, in the case of the comparison between average and high socio-economic status, a t-value of 2.10 was obtained, which surpasses the threshold and is considered statistically significant at the 0.05 confidence level.

Additionally, when examining area-specific variations in the percentage of physical bullying experienced by secondary and senior secondary school students, it's observed that 31.48% of students from rural areas and 30.4% of students from urban areas reported incidents of physical bullying. However, the calculated t-value is 0.37, which falls below the significance threshold of 0.05.

Consequently, the null hypothesis 2(a), which states that 'There is no significant difference in the prevalence of physical bullying behavior among students of secondary and senior secondary schools concerning gender, socio-economic status, and area,' is partially rejected. This implies that male and female students, as well as students from rural and urban areas, reported similar occurrences of physical bullying. However, there is a significant distinction in the prevalence of physical bullying faced by students from average and high socio-economic status backgrounds, with a higher percentage of students from high socio-economic status reporting experiencing physical bullying.

In case of Verbal Bullying, 47.93% male and 44.05% of female students reported the occurrence of verbal bullying with them. The t value is found 1.22 which is not significant at the 0.05 level of confidence. With respect to Socio - Economic Status, 36 % students from low SES, 46.88% students from average SES and 40% students from high SES reported the occurance of verbal bullying. The t values between low-average SES, low-high SES and average-high SES are found 1.08, 0.37 and 1.28 respectively which are less than the accepted value i.e., 1.96. Therefore, the t-value does not reach statistical significance at the 0.05 confidence level. With respect to area, 45.68% students belonging to schools located in rural areas and 46.2% students from urban area schools reported the occurrence of verbal bullying with them. The calculated t-value is 0.16, which is also not significant at the 0.05 confidence level.

As a result, the null hypothesis 2(b), which posits that 'There is no significant difference in the prevalence of verbal bullying experienced by students in secondary and senior secondary schools in relation to gender, socio-economic status, and area,' is not refuted. It can be interpreted that no significant differences is found in reported instances of verbal bullying among male and female students, students from various

socio-economic status (low, average, and high), or students attending schools in both urban and rural areas.

In case of social bullying, 11.62% male and 12.5% of female students reported the occurrence of social bullying with them. The t value between male and female students is found 0.43 which does not reach statistical significance at the 0.05 confidence level. Regarding Socio-Economic Status, 4% of students classified as low socio-economic status, 12.01% from average socio-economic status, and 14.74% from high socio-economic status reported experiencing social bullying. The t values between low-average, low-high and average-high socio-economic status are found 1.23, 1.44 and 0.77 respectively which are less than the accepted value i.e., 1.96. Additionally, in terms of location of school, it's worth noting that 11.93% of students from rural areas and 12.2% of students from urban areas reported instances of social bullying. However, the computed t-value is 0.13, which falls short of statistical significance at the 0.05 confidence level. Consequently, the null hypothesis 2(c), which postulates that 'There is no significant difference in the prevalence of social bullying experienced by students in secondary and senior secondary schools with respect to gender, socio-economic status and area' is not rejected. It can be interpreted that male and female students, students from low, average and high socio-economic status and students belonging to rural and urban areas reported similar occurrence of the social bullying.

In case of sexual bullying, 4.98% male and 5.36% of female students reported the incidence of sexual bullying with them. The t value is found 0.27 which does not reach statistical significance at the 0.05 confidence level. Regarding Socio-Economic Status, 8% of students categorized as low socio-economic status, 5.43% from average socio-economic status, and 2.11% from high socio-economic status reported experiencing sexual bullying. The t-values for the comparisons between low-average, low-high, and average-high socio-economic status are 0.56, 1.46, and 1.40, respectively. These values are all below the accepted threshold of 1.96, signifying that they are not statistically significant.

Additionally, in terms of area of school, 5.14% of students from rural areas and 5.2% of students from urban areas reported incidents of sexual bullying.

However, the calculated t-value is 0.04, which is not statistically significant at the 0.05 confidence level. Therefore, the null hypothesis 2(d), which suggests that 'There is no significant difference in the prevalence of sexual bullying behavior experienced by students in secondary and senior secondary schools concerning gender, socio-economic status, and area.' remains unchallenged. In other words, male and female students, students from various socio-economic status (low, average, and high), and students in both urban and rural schools reported similar occurrences of sexual bullying.

In case of Religious Bullying, 6.43% male and 5.36% of female students reported the occurrence of religious bullying with them. The t value is found 0.72 which does not achieve statistical significance at the 0.05 confidence level. With respect to Socio -Economic Status, 8% of students classified as low socio-economic status, 6.12% from average socio-economic status, and 3.16% from high socio-economic status reported experiencing religious bullying. The t-values for the comparisons between low-average, low-high, and average-high socio-economic status are 0.39, 1.08, and 1.17, respectively, all of which fall below the accepted threshold of 1.96, indicating a lack of statistical significance.

Further, with respect to area 5.76% of students studying in rural area schools and 6% of students studying in urban area schools reported instances of religious bullying. However, the calculated t-value is 0.16, which is not statistically significant at the 0.05 confidence level.

Therefore, the null hypothesis 2(e), which suggests that 'There is no significant difference in the prevalence of religious bullying behavior experienced by students in secondary and senior secondary schools concerning gender, socio-economic status, and area' remains unchallenged. In other words, both male and female students, students from various socio-economic status (low, average, and high), and students in both rural and urban areas reported similar occurrences of religious bullying.

Discussion on Results: The results of this study offer valuable insights into the presence of various types of bullying among male and female students, those from

diverse socio-economic status, and students attending both urban and rural schools. Among male students, verbal bullying stands out as the most common form, with a prevalence rate of 47.93%. Following verbal bullying, physical bullying emerges as the second most prevalent form among males, with the prevalence rate of 29.05%. Social bullying, with the prevalence rate of 11.62%, is found the third most prevalent form. Sexual bullying and religious bullying have prevalence rates of 4.98% and 6.43% respectively. Graphical representation for the same is given below:
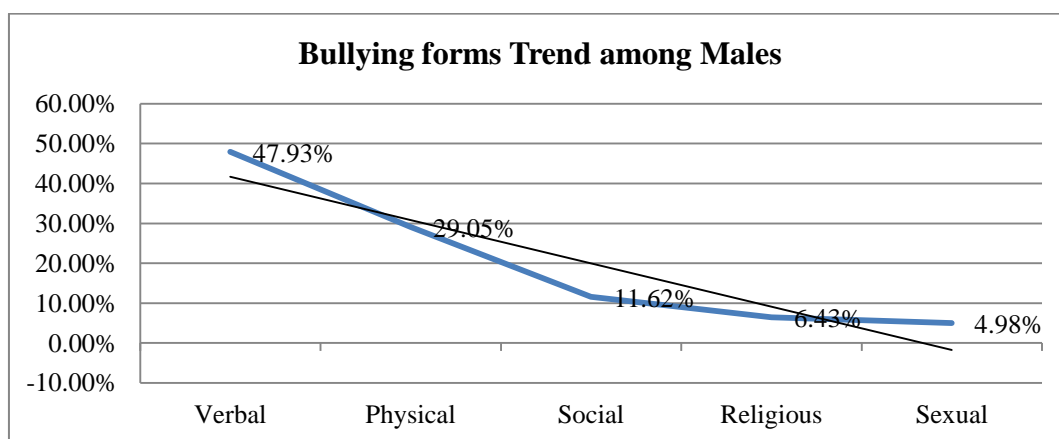
Fig. 4.8: Graphical representation of Bullying forms Trend among Males

Among females, verbal bullying is the most prevalent form, with a prevalence rate of 44.05%. Physical bullying is also relatively high among females, with a prevalence rate of 32.74%. Social, sexual, and religious bullying were observed at lower prevalence rates, with rates of 12.5%, 5.36%, and 5.36% respectively. Graphical representation for the same is given below:
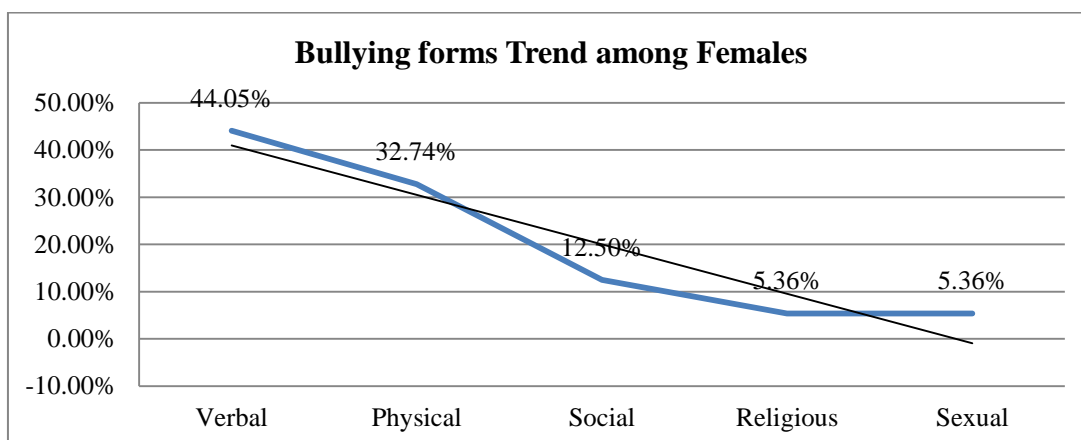
Fig. 4.9: Graphical representation of Bullying forms Trend among Females

With respect to low socio-economic status, physical bullying is the most prevalent with a prevalence rate of 44% followed by verbal bullying, with a rate of 36%. Sexual Bullying and Religious Bullying prevalence rate is found 8% and rate of prevalence of Social Bullying is found 4%. Graphical representation for the same is given below:
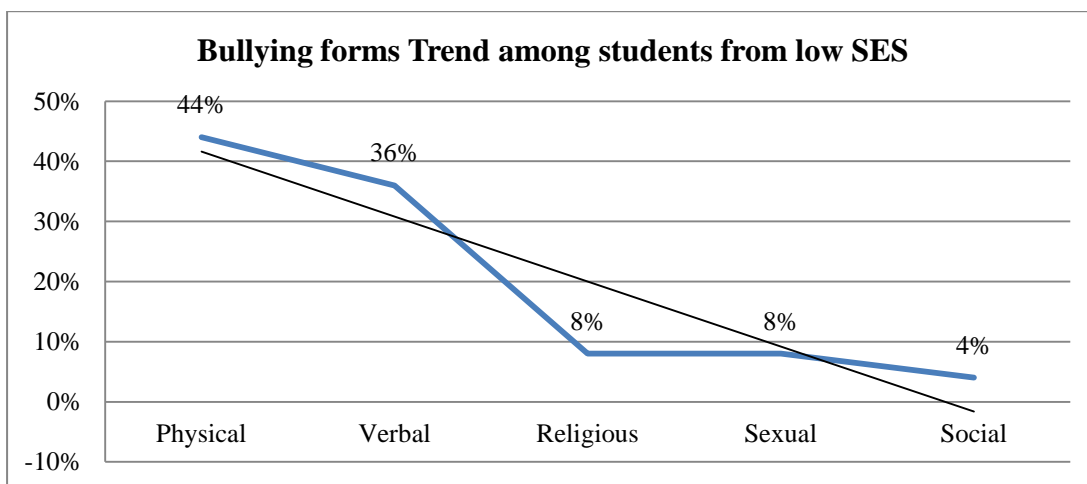
Fig. 4.10: Graphical representation of Bullying forms Trend among students from low SES

With respect to average socio-economic status, verbal bullying is found to be more prevalent among students, with a rate of 46.88% followed by Physical Bullying 29.56%, Social Bullying12.01%, Religious Bullying: 6.12%, and Sexual bullying exhibited lower rates among average SES students i.e., 5.43%. Graphical representation for the same is given below:
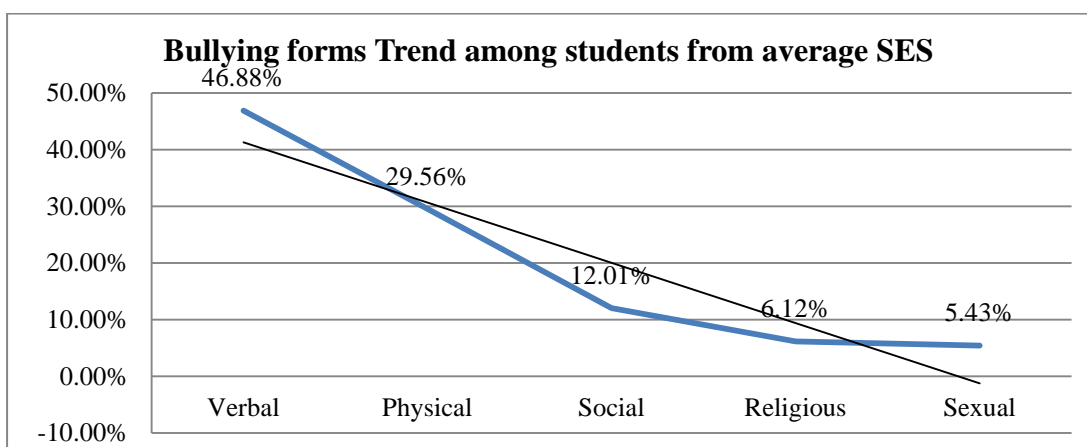
Fig. 4.11: Graphical representation of Bullying forms Trend among students from average SES

With respect to high socio-economic status, rate of prevalence of verbal and physical Bullying is found 40% followed by social Bullying 14.74%, Religious Bullying 3.16% and Sexual Bullying is least prevalent among students belonging to high SES with prevalence rate 2.11%. Graphical representation for the same is given below:
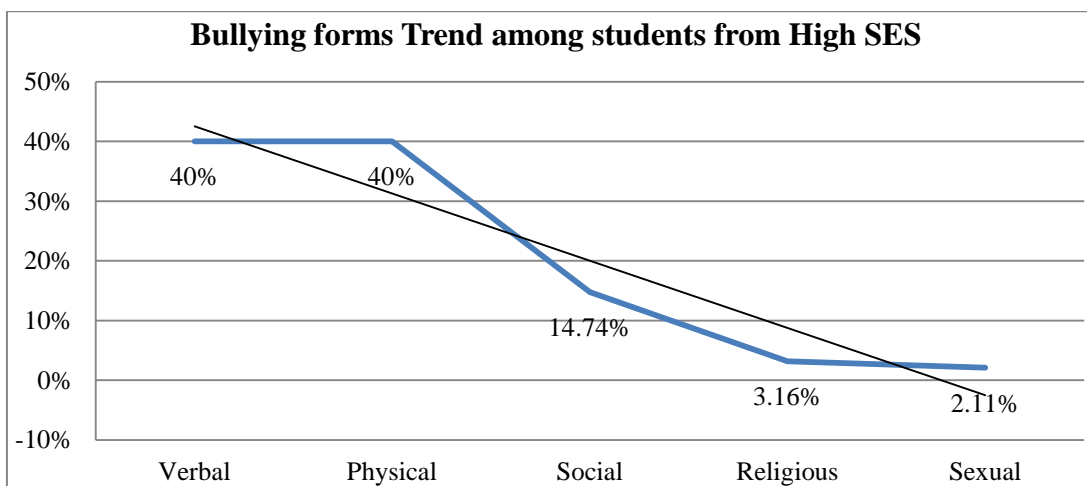
Fig. 4.12: Graphical representation of Bullying forms Trend among students from high SES

With respect to Area of school, verbal bullying in rural area schools is the most prevalent form with prevalence rate 45.68% followed by physical bullying with prevalence rate 31.48%, social Bullying 11.93%, religious bullying 5.76% and Sexual Bullying 5.14%. Graphical representation for the same is given below:
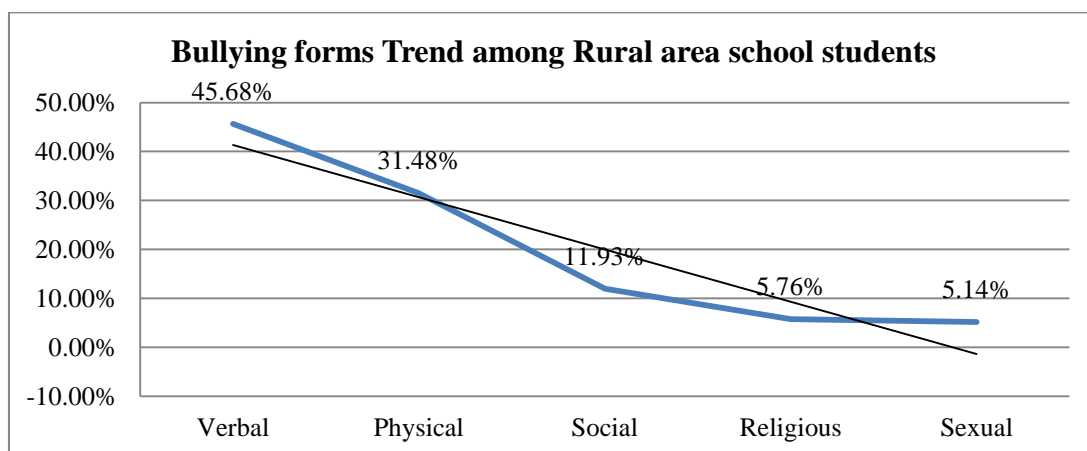
Fig. 4.13: Graphical representation of Bullying forms Trend among rural area school students

In urban area schools, rate of prevalence of verbal bullying is higher i.e., 46.2% followed by physical bullying 30.04%, social bullying 12.2%, religious bullying 6% and the rate of sexual bullying is found least in urban area schools i.e., 5.2%. Graphical representation for the same is given below:

Bullying forms Trend among Urban Area school students
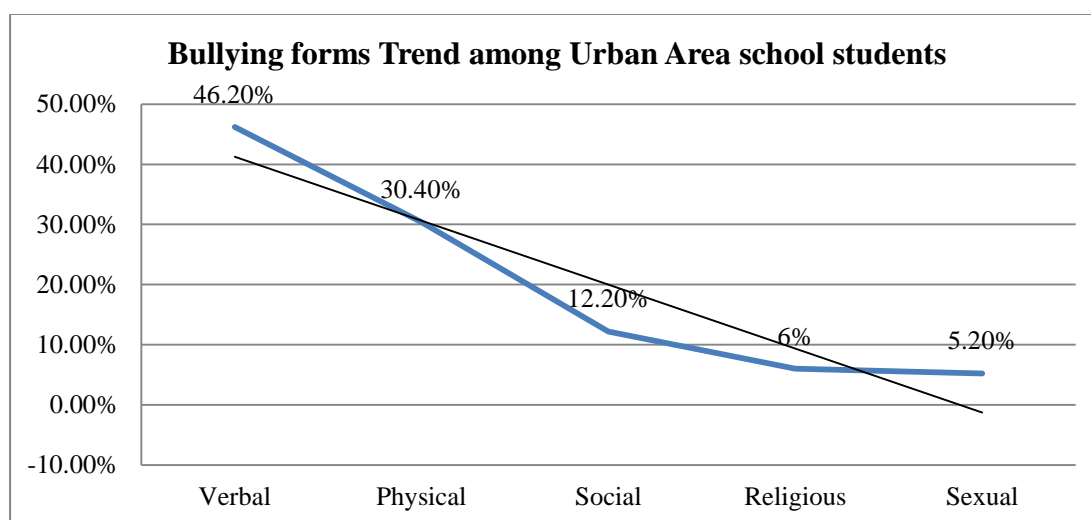
Fig. 4.14 Graphical representation of Bullying forms Trend among urban area school students

The comprehensive findings underscore the significance of verbal bullying as a prevailing type of bullying. This leads to the conclusion that the prevalence of verbal bullying is higher across gender, socio-economic status, and areas. This is consistent with the findings of Williams and Guerra (2007), who reported that 51% of students experienced verbal bullying compared to 31% for physical bullying and 37% for social bullying. The prevalence of various forms of bullying across different demographics underscores the importance of implementing targeted interventions and support systems to effectively address these issues in CBSE schools.

The study findings indicated that gender did not have a significant influence on the prevalence of physical bullying behavior among students in secondary and senior secondary schools. This aligns with the findings of a previous study by Hirpa and Sandhu (2018) which indicating no substantial disparity in physical bullying between male and female students. With respect to area of school, findings of the study reveal that students studying in urban and rural area schools faced similar occurrence of physical bullying with them.

With respect to socio-economic status, the findings indicated that students belonging to different socio-economic status significantly differ in occurrence of physical bullying. The percentage of students from high SES faced more incidences of bullying with them as compared to students from average SES. The reason for the same is may be due to jealousy. Students from average SES backgrounds may experience jealousy or resentment towards students from higher SES backgrounds. The perception of greater wealth or privileges enjoyed by students from high SES can lead to feelings of bitterness, which may manifest in the form of physical bullying. Also, students from high SES backgrounds may not have developed strong coping mechanisms or resilience due to fewer experiences with adversity or challenges. When confronted with bullying, they may struggle to effectively respond or seek help, making them more susceptible to ongoing bullying.

In case of verbal bullying, the analysis reveals that both male and female students encountered a similar incidence of verbal bullying. This is consistent with Hirpa and Sandhu (2018) study's conclusion, that male victims to verbal bullying is not significantly different from the female victims. The result of the study also showed that students from low, average, and high socio-economic status and students studying in urban and rural area schools faced similar occurrence of verbal bullying.

Concerning social bullying, the study's results suggest that there is no noteworthy distinction in its prevalence among secondary and senior secondary school students when considering factors like gender. This finding corresponds with the research conducted by Hirpa and Sandhu (2018), which also indicated that experiences of social bullying among male and female students show no significant divergence. Furthermore, the study's outcomes indicate that there is no substantial difference in the occurrence of social bullying among students hailing from various socio-economic status or attending schools in different areas.

In the context of Sexual Bullying, the research results indicate that there is a lack of substantial variation in the prevalence of sexual bullying across various demographics. This includes male and female students, individuals hailing from diverse socio-economic backgrounds, as well as those enrolled in both urban and rural schools. These findings highlight a pressing imperative for the implementation

of thorough and all-encompassing prevention and intervention measures aimed at tackling sexual bullying. Moreover, they stress the importance of creating school environments that are not only secure but also characterized by respect, benefitting all students uniformly.

Regarding religious bullying, it can be inferred that there is no notable divergence in the occurrence of religious conduct among students of both genders (male and female) students attending CBSE schools. Furthermore, there is an absence of notable distinctions in the prevalence of religious bullying behavior among students of varying socio-economic backgrounds as well as those enrolled in schools located in diverse areas. These findings collectively suggest that religious bullying is a phenomenon that transcends gender, socio-economic status, and geographic location among CBSE school students. These findings highlight the need for inclusive and respectful school environments that foster religious tolerance and understanding for all students.

Table 4.12: Summary of students involved in Physical Bullying wrt. Gender, SES and Area

	Groups	N	Involved in Physical Bullying	Percentage	P	Q	SD	% difference	T	Result
Gender	Male	582	156	26.80	24.85	75.15	2.56	3.99 %	1.56	P>0.05 NS
	Female	561	128	22.82						
Socio Economic Status	Low SES	37	8	21.62	25.12	74.88	7.26	3.63 %	0.50	P>0.05 NS
	Average SES	998	252	25.25						
	Low SES	37	8	21.62	22.07	77.93	7.90	0.60 %	0.08	P>0.05 NS
	High SES	108	24	22.22						
	Average SES	998	252	25.25	24.96	75.05	4.38	3.03 %	0.70	P>0.05 NS
	High SES	108	24	22.22						
Area	Rural	539	128	23.75	24.85	75.15	2.56	2.08 %	0.81	P>0.05 NS
	Urban	604	156	25.83						

NS: Not Significant

From the data presented in Table 4.12, it is evident that 26.80% male and 22.82% female students reported the involvement in physical bullying. The t-value for males and females' students involved in Physical Bullying is 1.56, which is less than the accepted value of 1.96, the variable is found to be insignificant. Likewise,

21.62% of students with a low socio-economic status, 25.25% of those with an average socio-economic status, and 22.22% of students with a high socio-economic status have reported engaging in bullying behavior. The 't' values for comparisons between Low-Average, Low-High, and Average-High Socio-Economic Status are 0.50, 0.08, and 0.70, respectively, none of which reach statistical significance. In terms of school location, 23.75% of students from rural schools and 25.83% of students from urban schools have been identified as bullies. However, the calculated 't' value stands at 0.81, falling short of statistical significance. Consequently, the null hypothesis 2(f), which suggests that 'There is no significant disparity in the prevalence of students' involvement in physical bullying in secondary and senior secondary schools concerning Gender, Socio-Economic Status, and Area,' remains unchallenged. In simpler terms, male and female students, students from various socio-economic backgrounds, and students attending both urban and rural schools demonstrate comparable levels of engagement in physical bullying.

Table 4.13: Summary of students involved in Verbal Bullying wrt. Gender, SES and Area

Groups	Groups	N	Involved in verbal Bullying	Percentage	P	Q	SD	% diff	t	Result
Gender	Male	582	288	49.49%	52.67	47.33	2.95	6.49	2.20	**P<0.05 Sig.**
	Female	561	314	55.97%						
Socio-Economic Status	Low SES	37	15	40.54%	52.37	47.63	8.36	12.27	1.47	P>0.05 NS
	Average SES	998	527	52.81%						
	Low SES	37	15	40.54%	51.72	48.28	9.52	15.02	1.58	P>0.05 NS
	High SES	108	60	55.56%						
	Average SES	998	527	52.81%	53.07	46.93	5.06	2.75	0.54	P>0.05 NS
	High SES	108	60	55.56%						
Area	Rural	539	288	53.43%	52.67	47.33	2.96	1.45	0.49	P>0.05 NS
	Urban	604	314	51.99%						

NS: Not Significant; Sig.: Significant

From the data presented in Table 4.13, it is evident that 49.49% male students and 55.97% female students found involved in prevalence of verbal bullying. The t-value for males and females is 2.20 which is exceeds the accepted threshold of 1.96.

Hence, the variable is considered statistically significant with a confidence level of 0.05. Conversely, when examining socio-economic status, it's worth noting that 40.54% of students classified as belonging to low socio-economic status, 52.81% from the average socio-economic group, and 55.56% from the high socio-economic category disclosed their participation in incidents of verbal bullying. Nevertheless, the 't' values for the comparisons between Low-Average, Low-High, and Average-High Socio-Economic Status are 1.47, 1.58, and 0.54, respectively, and none of these values achieve statistical significance. Similarly, when examining the impact of geographic location, it's important to note that 53.43% of students studying in rural area schools and 51.99% of students from urban area schools revealed their engagement in verbal bullying. However, the resulting 't'-value, calculated at 0.49, does not reach a level of statistical significance.

Therefore, the null hypothesis 2(g), which suggests that 'There is no significant difference in the rate of prevalence of involvement in verbal bullying by students in secondary and senior secondary schools concerning Gender, Socio-Economic Status, and Area' is partially rejected. In summary, students from various socio-economic statuses and those attending both rural and urban schools exhibit similar levels of involvement in Verbal Bullying. However, a significant difference becomes evident in the degree of participation in verbal bullying among male and female students enrolled in CBSE schools. Involvement of female students is more in prevalence of verbal bullying as compare to male students.

The data presented in table 4.14, for 'Social Bullying' reveals that 13.23% male students and 11.94% female students reported the involvement in social bullying. The t-value stands at 0.66, failing to reach statistical significance even at the 0.05 confidence level. In terms of socio-economic status, it's notable that 29.73% of students from low socio-economic backgrounds, 12.12% from average socio-economic status, and 11.11% from high socio-economic status reported involvement in social bullying. The t-values for 'Low-Average Socio-Economic Status' and 'Low-High Socio-Economic Status' are 3.15 and 2.68, respectively, both of which are statistically significant at the 0.01 confidence level. On the other hand, t value of Average-High Socio-Economic Status came out 0.31 which is not significant. In

terms of Area, 11.32% students from rural area schools and 13.74% students from urban area schools reported the prevalence of bullying by them. The t-value is found 1.23 which is not significant. As a result, the null hypothesis 2(h), which states that 'There is no significant difference in the rate of prevalence of involvement in social bullying by students in secondary and senior secondary schools concerning Gender, Socio-Economic Status, and Area' is partially rejected. This implies that there is no notable disparity in the prevalence of social bullying between male and female students or among students enrolled in schools located in either rural or urban areas. However, a noteworthy variation is observed in the involvement of social bullying among students of low-average and low-high socio-economic status. Specifically, students from low socio-economic backgrounds exhibit a higher level of involvement in social bullying.

Table 4.14: Summary of students involved in Social Bullying wrt. Gender, SES and Area

	Groups	N	Involved in Social Bullying	Percentage	P	Q	SD	% Diff	T	Result
Gender	Male	582	77	13.23%	12.60	87.40	1.96	1.29	0.66	P>0.05 NS
	Female	561	67	11.94%						
Socio-Economic Status	Low SES	37	11	29.73%	12.75	87.25	5.59	17.61	3.15	**P<0.05 Sig.**
	Average SES	998	121	12.12%						
	Low SES	37	11	29.73%	15.86	84.14	6.96	18.62	2.68	**P<0.05 Sig**.
	High SES	108	12	11.11%						
	Average SES	998	121	12.12%	12.03	87.98	3.30	1.01	0.31	P>0.05 NS
	High SES	108	12	11.11%						
Area	Rural	539	61	11.32%	12.60	87.40	1.97	2.43	1.23	P>0.05 NS
	Urban	604	83	13.74%						

NS: Not Significant; Sig.: Significant

From the Table 4.15, it is evident that 5.50% of male students and 5.35% of female students acknowledged their involvement in instances of sexual bullying. The t-value for males and females' students involved in Sexual Bullying is 0.15, which is

less than the accepted value of 1.96. Similarly, 5.41% students from low SES, 5.21% students from average SES and 7.41 students from high SES reported the involvement in prevalence of sexual bullying. The t value of Low-Average, Low-High and Average High Socio-Economic Status is found 0.05, 0.42 and 0.96 respectively which is not significant. In terms of area of school, 6.12% of students from rural area schools and 4.80% of students from urban area schools admitted to their involvement in sexual bullying. However, the calculated t-value of 0.98 is not statistically significant. Consequently, the null hypothesis 2(i), which posits that 'There is no significant difference in the rate of involvement in the prevalence of sexual bullying by students in secondary and senior secondary schools concerning Gender, Socio-Economic Status, and Area' remains unaltered. In other words, students' involvement in sexual bullying does not exhibit significant variations based on gender, socio-economic status and area.

Table 4.15: Summary of students involved in Sexual Bullying wrt. Gender, SES and Area

Groups	Groups	N	Involved in Sexual Bullying	Percentage	P	Q	SD	% difference	T	Result
Gender	Male	582	32	5.50%	5.42	94.58	1.34	0.15	0.11	P>0.05 NS
	Female	561	30	5.35%						
Socio-Economic Status	Low SES	37	2	5.41%	5.22	94.78	3.72	0.20	0.05	P>0.05 NS
	Average SES	998	52	5.21%						
	Low SES	37	2	5.41%	6.90	93.10	4.83	2.002	0.42	P>0.05 NS
	High SES	108	8	7.41%						
	Average SES	998	52	5.21%	5.43	94.58	2.30	2.20	0.96	P>0.05 NS
	High SES	108	8	7.41%						
Area	Rural	539	33	6.12%	5.42	94.58	1.34	1.32	0.98	P>0.05 NS
	Urban	604	29	4.80%						

NS: Not Significant

Table 4.16, gender, socio-economic status and area wise significant difference on the percentages of the students involved in religious bullying show that 4.98% male students and 3.92% female students involved in prevalence of religious bullying. The t-value stands at 0.87, and it does not reach statistical significance.

189

With respect to socio-economic status, 2.70% students from low socio-economic status, 4.61% students from average and 3.70% students from high socio-economic status reported the involvement in prevalence of bullying on the basis of religion. The t values are found 0.55, 0.29 and 0.43 respectively. Furthermore, the t-values for these comparisons are not statistically significant even at the 0.05 level of confidence. With respect to the area, 5.38% of students from rural area schools and 3.64% of students from urban area schools reported their involvement in religious bullying. The corresponding t-value is 1.42, which is not statistically significant. Therefore, the null hypothesis 2(j), which postulates that 'There is no significant difference in the rate of prevalence of involvement in religious bullying by students in secondary and senior secondary schools concerning Gender, Socio-Economic Status, and Area' remains unaltered. It can be concluded that both male and female students, irrespective of their socio-economic backgrounds or the geographical setting of their schools, demonstrate comparable degrees of engagement in religious bullying.

Table-4.16: Summary of students involved in Religious Bullying wrt. Gender, SES and Area

	Group	N	Involved in Religious Bullying	Percentage	P	Q	SD	% Diff.	T	Result
Gender	Male	582	29	4.98%	4.46	95.54	1.22	1.06	0.87	P>0.05 NS
	Female	561	22	3.92%						
Socio-Economic Status	Low SES	37	1	2.70%	4.54	95.46	3.49	1.91	0.55	P>0.05 NS
	Average SES	998	46	4.61%						
	Low SES	37	1	2.70%	3.45	96.56	3.48	1.00	0.29	P>0.05 NS
	High SES	108	4	3.70%						
	Average SES	998	46	4.61%	4.52	95.48	2.11	0.91	0.43	P>0.05 NS
	High SES	108	4	3.70%						
Area	Rural	539	29	5.38%	4.462	95.54	1.22	1.74	1.42	P>0.05 NS
	Urban	604	22	3.64%						

NS: Not Significant

Discussion on Results: The study findings indicated that male students exhibited a higher incidence of engagement in physical bullying, with 26.80% engaging in such behavior. Verbal bullying is also prevalent among male students, with a rate of

49.49%. Social bullying is reported by 13.23%, while 5.50% and 4.98% of male students were involved in sexual and religious bullying, respectively. The same is presented in below fig.
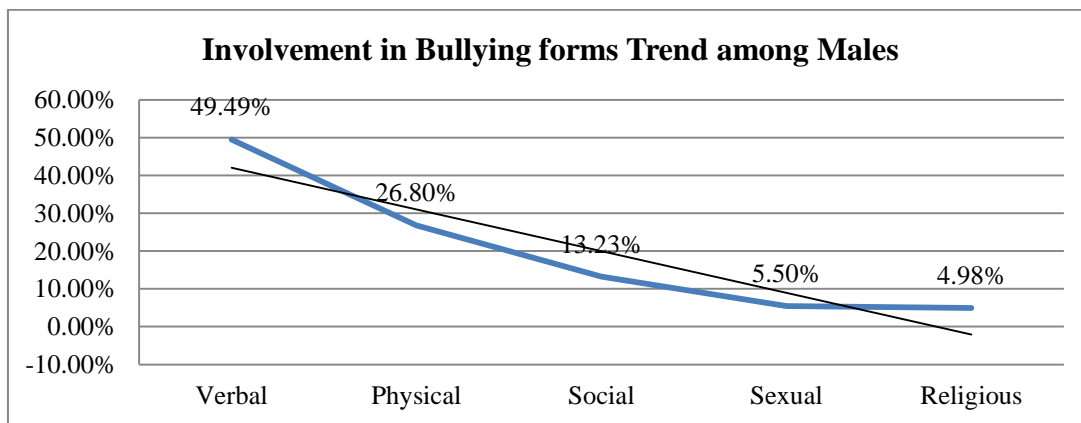
Fig. 4.15: Graphical presentation of involvement in bullying forms trend among males

Female students, on the other hand, exhibited a slightly lower rate of involvement in physical bullying at 22.82%. However, verbal bullying is highly prevalent among female students, with a rate of 55.97%. The rates of involvement in social, sexual, and religious bullying among female students are 11.94%, 5.35%, and 3.92% respectively. The same is presented in below fig.
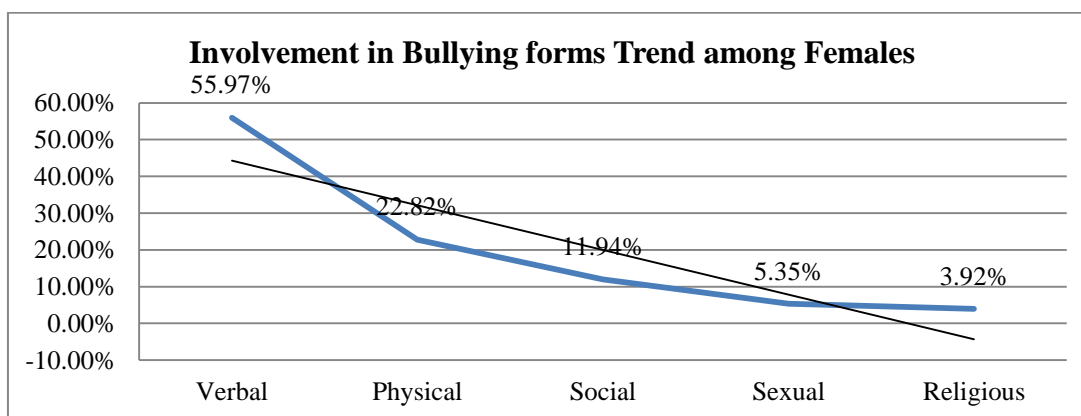
Fig. 4.16 Graphical presentation of involvement in bullying forms trend among females

When considering socioeconomic status, low SES students showed high rates of involvement in various forms of bullying. Verbal bullying had a rate of 40.54% among low SES students, while social bullying is prevalent with a rate of 29.73%. Physical bullying is reported by 21.62% of students. Involvement rates in sexual and

religious bullying are 5.41% and 2.70% respectively. The same is presented in below fig.
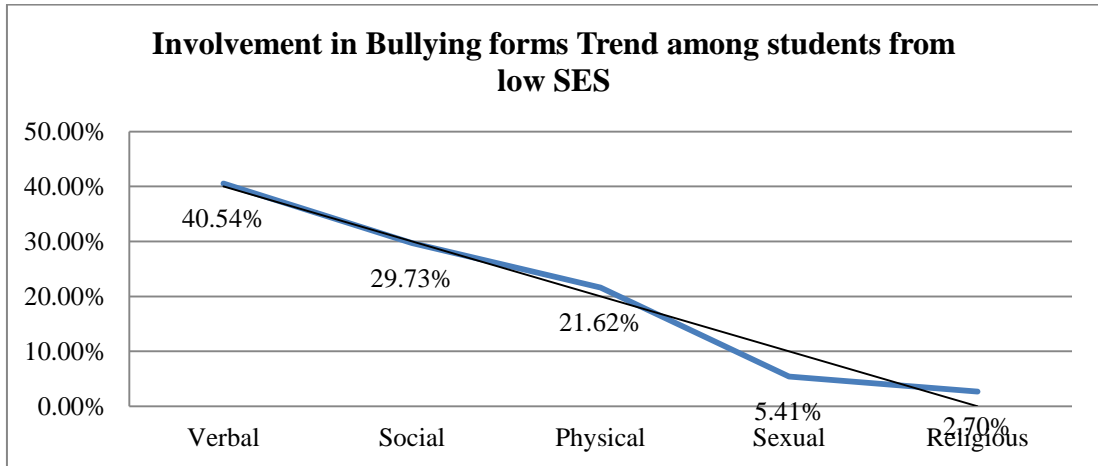
Fig. 4.17: Graphical presentation of involvement in bullying forms trend among students from low SES

Students belonging to the average socio-economic status (SES) category demonstrated slightly elevated levels of participation in verbal bullying, with a rate of 52.81%. Physical bullying is reported by 25.25% of students, while social bullying had a rate of 12.12% among students and involvement rates in sexual and religious bullying are 5.21% and 4.61% respectively. The same is presented in below fig.
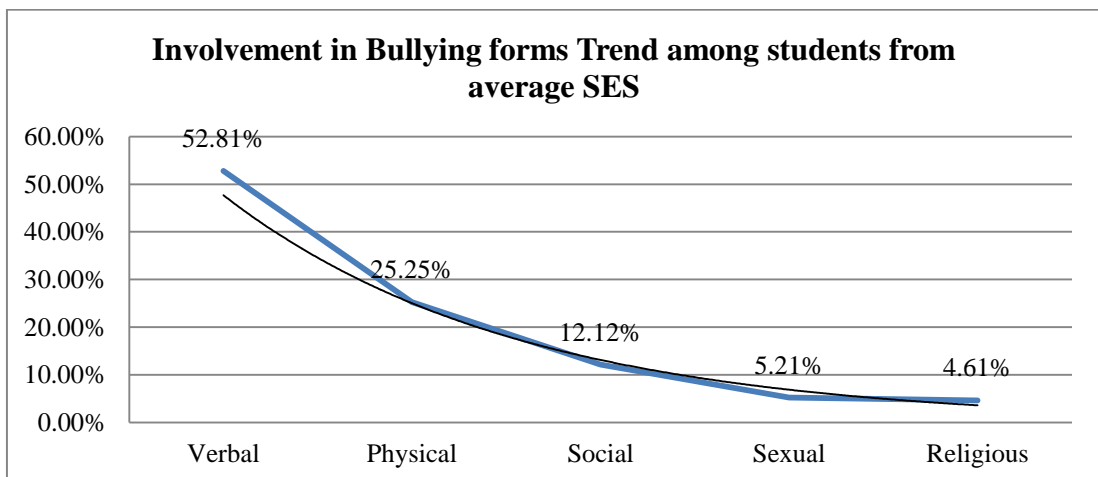
Fig. 4.18: Graphical presentation of involvement in bullying forms trend among students from average SES

Students from high SES displayed involvement rates are: verbal bullying is reported by 55.56% of students, while physical bullying had a prevalence rate of

22.22%. Social bullying had a rate of 11.11%, while sexual and religious bullying exhibited rates of 7.41% and 3.70% respectively. The same is presented in below fig.
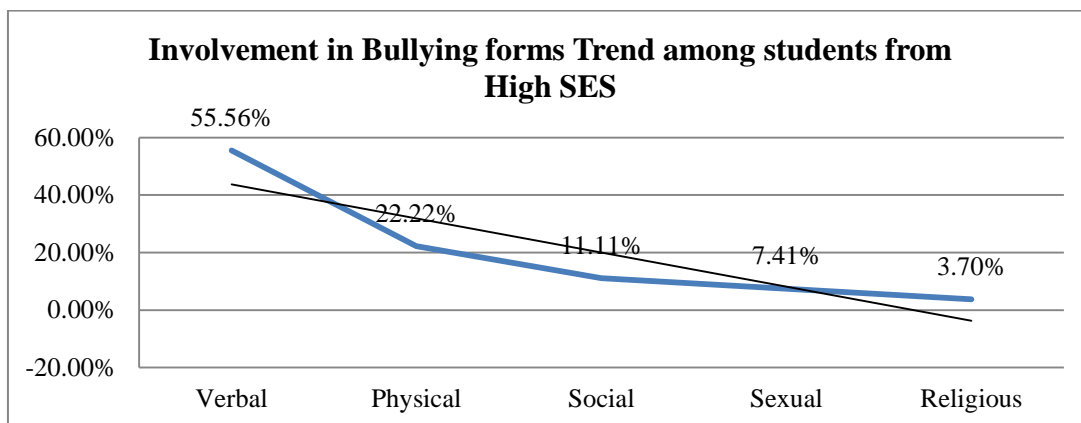
Fig. 4.19: Graphical presentation of involvement in bullying forms trend among students from high SES

The study also examined involvement in bullying act rates in rural and urban areas. Students from rural areas had involvement rates of 53.43% in verbal bullying, while physical bullying is reported by 23.75% of students. Social bullying had a rate of 11.32% in rural area schools. Involvement rates in sexual and religious bullying are 6.12% and 5.38% respectively. The same is presented in below fig.
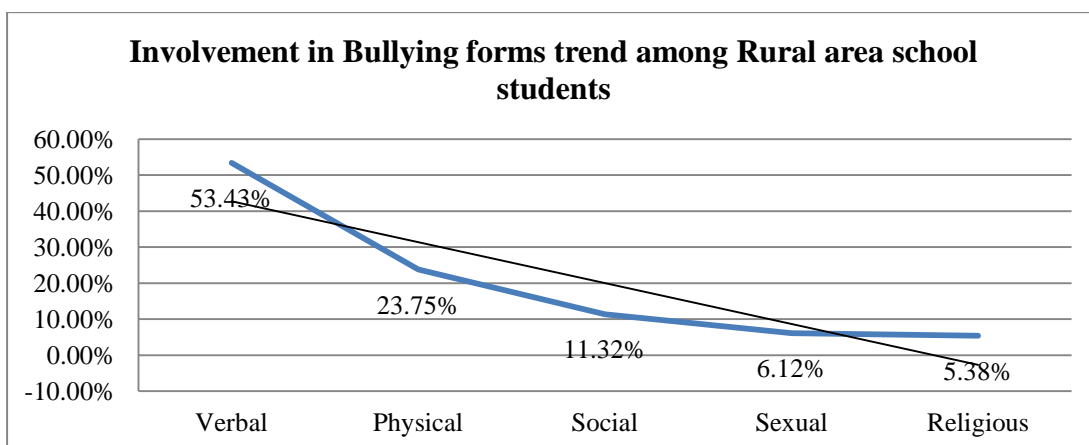
Fig. 4.20: Graphical presentation of involvement in bullying forms trend among rural area school students

Students from urban areas exhibited slightly higher rates of involvement in verbal bullying 51.99%. Physical bullying is reported by 25.83% of students, and social bullying had a rate of 13.74%. Involvement rates in sexual and religious bullying are 4.80% and 3.64% respectively. The same is presented in below fig.

Involvement in Bullying forms Trend among Urban area school students
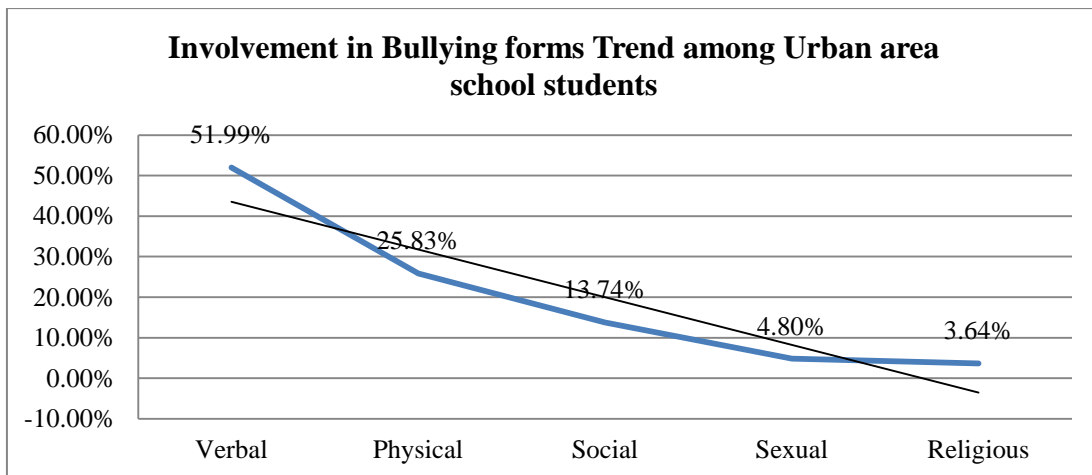
Fig. 4.21: Graphical presentation of involvement in bullying forms trend among urban area school students

It can be concluded that rate of prevalence of verbal bullying is higher with respect to gender, socio-economic status and area. The same is reported by researchers. The study of De Moura, de Cruz, and Quevedo (2011) also supported the results that in prevalence of bullying behavior verbal bullying is more prominent followed by physical, emotional, racial, and sexual. These results underscore the importance of implementing specific interventions and establishing support structures aimed at addressing the different manifestations of bullying within various environments. Strategies should consider the gender, socioeconomic status, and geographical location of students to effectively challenge bullying behaviors and create safe and inclusive educational environments.

The study's results also indicate that there is no noteworthy distinction in the prevalence of engagement in physical bullying behavior among secondary and senior secondary schools concerning gender. This finding aligns with the earlier discovery by Pandey and Sonkar (2020), which showed that there is a lack of significant disparity in physical bullying incidents between male and female students. While the results may not achieve statistical significance but percentage of male students involve in prevalence of verbal bullying is more i.e., 26.80% than percentage of female students i.e., 22.82%. Seals and Young (2003) and Wang, Iannotti, and Nansel (2009) also indicated that boys tend to be more involved in physical forms of bullying. Regarding socio-economic status and the school's location, the study's outcomes revealed that students from various socio-economic backgrounds and those

attending both urban and rural schools exhibit comparable levels of engagement in physical bullying.

In the case of verbal bullying, there is a distinction between male and female students' involvement. The information implies that, based on the data, on average, female students appear to participate more in verbal bullying when compared to male students. This means that females are more active participants in using words or language to intimidate or harm others. This finding aligns with the results of a study by Silva et al. (2013) which reported a higher involvement of girls in verbal bullying. However, it contrasts with the findings of Felix, Alamillo, and Ortega (2011) who investigated that boys tend to demonstrate a greater degree of involvement in verbal bullying when compared to girls. But gender differences do not emerge in the study of Baldry and Farrington (1999). The difference in results is may be due to the selection of sample, characteristics of the sample population. The findings might also be influenced by the time. Social dynamics and cultural attitudes towards bullying can change over time, and this could affect the prevalence and perception of gender differences in verbal bullying.

Regarding socio-economic status and geographical location, the findings indicated that students from low, average, and high socio-economic backgrounds, as well as those attending both urban and rural schools, displayed comparable levels of participation in verbal bullying.

In case of social bullying, the study results indicate that there is no noteworthy variation in the engagement in the prevalence of social bullying among CBSE school students concerning gender and area. Studies conducted by Hirpa and Sandhu (2018) as well as Davis and Nixon (2019) examining the prevalence of social bullying among secondary school students, also discovered no notable differences in the extent of social bullying experienced by male and female students.

With respect to socio-economic status, the study findings highlight a notable disparity in the engagement in the prevalence of social bullying among secondary and senior secondary school students. Specifically, students from low SES backgrounds exhibited a higher level of involvement in bullying behaviors compared

to their counterparts from average and high SES backgrounds. However, it is essential to recognize the study's limitations, including potential biases in self-reporting and the focus on the prevalence of social bullying without investigating into underlying factors or consequences associated with this form of bullying.

In case of Sexual Bullying, based on the study results, it can be inferred that there is no notable variation in the prevalence of engagement in sexual bullying among male and female students, students hailing from various socio-economic backgrounds, and students studying in schools located in urban and rural areas. This outcome contrasts with the research conducted by Ngo et al. (2021) which indicated that females were less susceptible to sexual bullying compared to males. These findings underscore the significance of implementing comprehensive prevention and intervention strategies to tackle sexual bullying and establish safe and respectful school environments for all students.

Regarding incidents of religious bullying, it can be inferred that there are no substantial disparities in the occurrence of bullying behavior among male and female students enrolled in CBSE schools, with respect to their socio-economic status or whether they attend urban or rural schools. This lack of differentiation emphasizes the urgency for comprehensive anti-bullying programs that specifically address religious intolerance and actively promote inclusivity across different faiths within the school environment. Establishing a supportive and respectful atmosphere, one that cherishes diversity and fosters mutual understanding among students from diverse backgrounds, is paramount in combatting religious bullying. The increased prevalence of verbal bullying among students can be ascribed to a range of factors, including power dynamics, societal hierarchies, or variations in access to resources and opportunities. Nevertheless, it's essential to recognize that, despite the valuable insights it offers into the prevalence of diverse bullying manifestations, this study possesses inherent limitations. Specifically, the data collection relied on self-reported measures, which potentially introduce biases and may lead to instances of underreporting. Additionally, the study focused solely on the reported occurrence of different forms of bullying and did not delve into the potential underlying factors or consequences associated with such bullying.

4.6 SUMMARY OF PSYCHOSOMATIC PROBLEMS FACED BY THE VICTIMS OF BULLYING

Objective 3: To assess the psychosomatic problems faced by students in secondary and senior secondary schools.

Hypotheses: To achieve this objective the following hypothesis are framed:

3(a) There is no significant difference in the psychosomatic problem (concentration problem) faced by students in secondary and senior secondary schools.

3(b) There is no significant difference in the psychosomatic problem (Sleep disturbance) faced by students in secondary and senior secondary schools.

3(c) There is no significant difference in the psychosomatic problem (Headache) faced by students in secondary and senior secondary schools.

3(d) There is no significant difference in the psychosomatic problem (Stomach ache /Abdominal Pain) faced by students in secondary and senior secondary schools.

3(e) There is no significant difference in the psychosomatic problem (Backache) faced by students in secondary and senior secondary schools.

3(f) There is no significant difference in the psychosomatic problem (Felt sad) faced by students in secondary and senior secondary schools.

3(g) There is no significant difference in the psychosomatic problem (Felt giddy/dizzy) faced by students in secondary and senior secondary schools.

3(h) There is no significant difference in the psychosomatic problem (Felt tense/Anxious) faced by students in secondary and senior secondary schools.

3(i) There is no significant difference in the psychosomatic problem (Feeling of Fatigue) faced by students in secondary and senior secondary schools.

3(j) There is no significant difference in the psychosomatic problem (Skin Problem) faced by students in secondary and senior secondary schools.

3(k) There is no significant difference in the psychosomatic problem (Vision Problem) faced by students in secondary and senior secondary schools.

3(l)   There is no significant difference in the psychosomatic problem (Poor Appetite) faced by students in secondary and senior secondary schools.

Out of the total data, 986 students have reported the incidence of bullying with them. Hence the analysis for Psychosomatic Problems among the students have been analyzed for the 986 students. To assess the psychosomatic problems faced by students a Pearson Chi- Square test is performed. The results are reported below in the table:

Table 4.17: Summary of Chi-Square for Association of Bullying Prevalence and Psychosomatic Problems among Secondary and Senior Secondary School Students

Psychosomatic problems	N	Never	Seldom	Sometimes	Often	Always	Chi-Square	Df	P-Value
Concentration problem	986	7 (0.71%)	213 (21.60%)	457 (46.35%)	214 (21.70%)	95 (9.63%)	581.38**	4	.000
Sleep disturbance	986	3 (0.30%)	218 (22.11%)	427 (43.31%)	245 (24.85%)	93 (9.43%)	527.87**	4	.000
Headache	986	0	208 (21.10%)	458 (46.45%)	212 (21.50%)	108 (10.95%)	270.13**	3	.000
Stomach ache	986	0	246 (24.95%)	455 (46.15%)	196 (19.88%)	89 (9.03%)	287.34**	3	.000
Backache	986	1 (0.10%)	266 (26.98%)	399 (40.47%)	231 (23.43%)	89 (9.03%)	490.88**	4	.000
Felt sad	986	2 (0.20%)	313 (31.74%)	400 (40.57%)	185 (18.76%)	86 (8.72%)	533.24**	4	.000
Felt giddy/ dizzy	986	2 (0.20%)	237 (24.04%)	388 (39.35%)	233 (23.63%)	126 (12.78%)	533.23**	4	.000
Felt tense/ Anxious	986	3 (0.30%)	358 (36.31%)	368 (37.32%)	145 (14.71%)	112 (11.36%)	520.93**	4	.000
Feeling of Fatigue	986	0	404 (40.97%)	293 29.72	155 (15.72%)	134 (13.59%)	194.71**	3	.000
Skin Problem.	986	4 (0.41%)	213 (21.60%)	405 (41.08%)	199 (20.18%)	164 (16.63%)	417.24**	4	.000
Vision Problem	986	2 (0.20%)	294 (29.82%)	417 (42.29%)	170 (17.24%)	103 (10.45%)	534.48**	4	.000
Poor appetite	986	2 (0.20%)	229 (23.23%)	327 (33.16%)	219 (22.21%)	209 (21.20%)	286.90**	4	.000

**significant at 0.01 level of confidence

Graphical representation for the same is given below:

Psychosomatic Problems reported by the victims of bullying
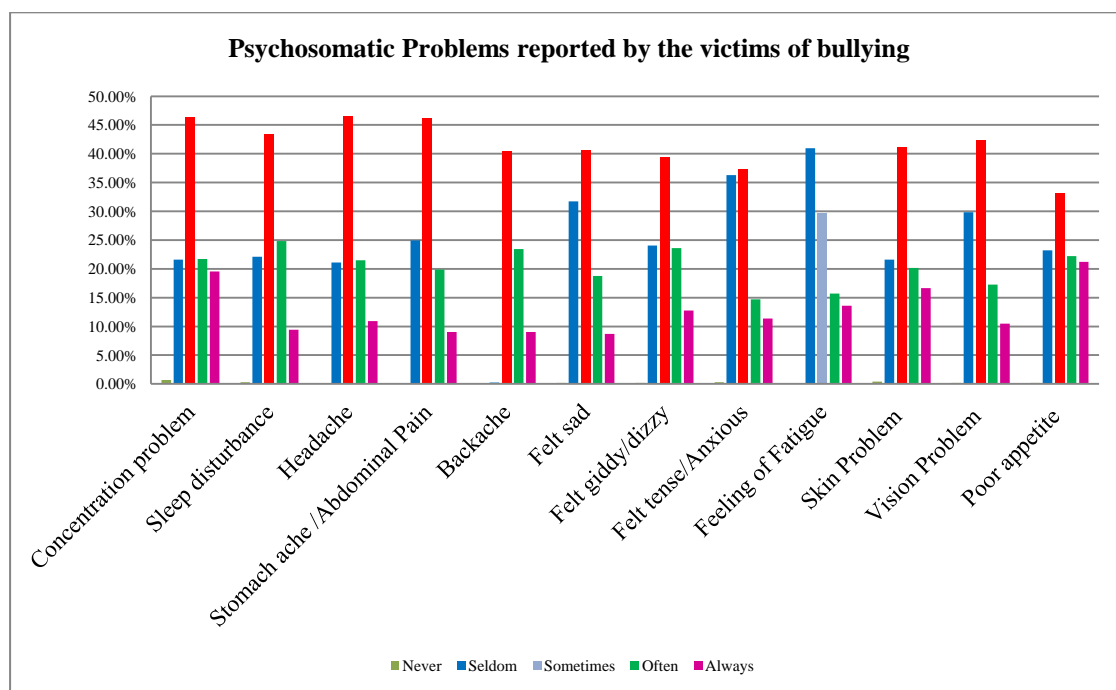
Fig. 4.22: Graphical representation of Psychosomatic Problems reported by the victims of bullying

Table 4.17 displays the outcomes regarding the significance of differences in psychosomatic problems experienced by secondary and senior secondary school students, categorized based on their response options i.e., never, seldom, sometimes, often and always. For each psychosomatic problem Chi-square test for equal probability was applied separately.

For the Psychosomatic (concentration problem) 7 students (0.71%) reported that they never experienced concentration problem, 213 students (21.60%) reported they seldom had concentration problem, 457 students (46.35%) sometimes faced the problem of concentration, 214 students (21.70%) often face the concentration problem and 95 students (9.63%) reported they always faced the problem of concentration. Pearson Chi-square value for the 'concentration' psychosomatic problem is obtained as 581.38 ($p<0.01$). Hence the hypothesis (3a), 'There is no significant difference in the psychosomatic problem (concentration problem) faced by students in secondary and senior secondary schools' is rejected. Hence, it can be interpreted that there is a significant distinction in the occurrence of psychosomatic issues, specifically related to concentration, between secondary and senior secondary

199

school students. From the table 4.16, it can be found 457 (46.35%) had reported 'sometimes' as occurrence of the problem followed by 'often' 214 (21.7%); 'seldom' 213 (21.6%); 'always' 95 (9.63%).

For the Psychosomatic problem (Sleep disturbance) 3 students (0.30%) out of 986 reported that they never experienced problem of Sleep disturbance, 218 students (22.11%) seldom had experienced Sleep disturbance, 427 students (43.31%) reported sometimes they faced the problem of Sleep disturbance, 245 students (24.85%) often face the problem of Sleep disturbance and 93 students (9.43%) reported they always faced the problem of Sleep disturbance. Pearson Chi-square value for the 'Sleep disturbance' psychosomatic problem is obtained as 527.87 (p<0.01). Hence the hypothesis (3b), 'There is no significant difference in the psychosomatic problem (Sleep disturbance) faced by students in secondary and senior secondary schools' is rejected. Thus, it can be interpreted that there is a substantial disparity in the occurrence of psychosomatic issues, particularly regarding sleep disturbances, between secondary and senior secondary school students. It can be found 427 (43.31) had reported 'sometimes' as occurrence of the problem followed by 'often' 245 (24.85%); 'seldom' 218 (22.11%); 'always' 93 (9.43%).

For the Psychosomatic problem (Headache) 208 students (21.10%) reported seldom had experienced Headache, 458 students (46.45%) reported sometimes faced the problem of Headache, 212 students (21.50%) reported often they suffered from Headache and 108 students (10.95%) reported they always had suffered from Headache. Pearson Chi-square value for the 'Headache' psychosomatic problem is obtained as 270.13 (p<0.01). Hence the hypothesis (3c), 'There is no significant difference in the psychosomatic problem (Headache) faced by students in secondary and senior secondary schools' is rejected. Thus, it can be interpreted that there exists a notable distinction in the occurrence of psychosomatic problems, specifically concerning headaches, between secondary and senior secondary school students. It can be found that 458 (46.45%) had reported 'sometimes' as occurrence of the problem followed by 'often' 212 (21.50%); 'seldom' 208 (21.10%); 'always' 108 (10.95%).

For the Psychosomatic problem (Stomach ache /Abdominal Pain) 246 students (24.95%) out of 986 reported that they seldom experienced problem of

Stomach ache /Abdominal Pain, 455 students (46.15%) sometimes they had suffered from Stomach ache /Abdominal Pain, 196 students (19.88%) reported often they have suffered from the problem of Stomach ache /Abdominal Pain, 89 students (9.03%) always face the problem of Stomach ache /Abdominal Pain. Pearson Chi-square value for the 'Stomach ache /Abdominal Pain' as psychosomatic problem is obtained as 287.34 (p<0.01). Hence the hypothesis (3d), 'There is no significant difference in the psychosomatic problem (Stomach ache /Abdominal Pain) faced by students in secondary and senior secondary schools' is rejected. Thus, it can be interpreted that there is a noteworthy contrast in the occurrence of psychosomatic issues, specifically pertaining to stomach aches or abdominal pain, between secondary and senior secondary school students. It can be found that 455 (46.15%) had reported 'sometimes' as occurrence of the problem followed by 'seldom' 246 (24.95%); 196 (19.88%) 'often'; 'always' 89 (9.03%).

For the Psychosomatic problem (Backache) only 1 student (0.10%) out of 986 reported that he/she never experienced the problem of Backache, 266 students (26.98%) seldom had experienced Backache, 399 students (40.47%) reported sometimes they have suffered from the problem of Backache, 231 students (23.43%) often face the problem of Backache and 89 students (9.03%) reported they always suffered from the problem of Backache. Pearson Chi-square value for the 'Backache' psychosomatic problem is obtained as 490.88 (p<0.01). Hence the hypothesis (3e), 'There is no significant difference in the psychosomatic problem (Backache) faced by students in secondary and senior secondary schools' is rejected. Hence, it can be concluded that there is a notable distinction in the occurrence of psychosomatic issues, specifically related to backaches, between secondary and senior secondary school students. From the table 4.17 it can be found 399 (40.47%) had reported 'sometimes' as occurrence of the problem followed by 'seldom' 266 (26.98%); 'often' 231 (23.43%); 'always' 89 (9.03%).

For the Psychosomatic problem (Felt sad) 2 students (0.20%) had never felt sad 313 students (31.74%) reported seldom had experienced the feeling of sadness, 400 students (40.57%) reported sometimes they had the feeling of sadness, 185 students (18.76%) reported often they felt sad and 86 students (8.72%) reported they always felt that they are sad. Pearson Chi-square value for the psychosomatic

problem (felt sad) is obtained as 533.24 (p<0.01). Hence the hypothesis (3f), 'There is no significant difference in the psychosomatic problem (felt sad) faced by students in secondary and senior secondary schools' is rejected. Therefore, it can be interpreted that there exists a noteworthy contrast in the occurrence of psychosomatic issues, particularly with regard to feelings of sadness, between students in secondary and senior secondary schools. From the table 4.17 it can be found 400 (40.57%) had reported 'sometimes' as occurrence of the problem followed by 'seldom' 313 (31.74%); 'often' 185 (18.76%); 'always' 86 (8.72%).

For the Psychosomatic problem (Felt giddy/dizzy) 2 students (0.20%) had never felt dizzy/giddy, 237 students (24.04%) reported seldom they had experienced the feeling of dizziness, 388 students (39.35%) reported sometimes they face the problem of dizziness, 233 students (23.63%) reported often they Felt giddy/dizzy and 126 students (12.78%) reported they always faced the problem of dizziness. Pearson Chi-square value for the psychosomatic problem (Felt giddy/dizzy) is obtained as 520.93 (p<0.01). Hence the hypothesis (3g), 'There is no significant difference in the psychosomatic problem (Felt giddy/dizzy) faced by students in secondary and senior secondary schools' is rejected. Hence, it can be inferred that there is a notable variation in the occurrence of psychosomatic issues, specifically related to feelings of dizziness or giddiness, between secondary and senior secondary school students. From the table 4.17 it can be found 388 (39.35%) had reported 'sometimes' as occurrence of the problem followed by 'seldom' 237 (24.04%); 'often' 233 (23.63%); 'always' 126 (12.78%).

For the Psychosomatic problem (Felt tense/Anxious) 3 students (0.30%) out of 986 reported that they never experienced the problem of Felt tense/Anxious, 358 students (36.31%) seldom had Felt tense/Anxious, 368 students (37.32%) reported sometimes they have faced the problem of Anxiousness/tension, 145 students (14.71%) often felt that they are anxious or tense and 112 students (11.36%) reported they always experienced the feeling of Anxiousness or felt that they are tense. Pearson Chi-square value for the psychosomatic problem (Felt tense/Anxious) is obtained as 520.93 (p<0.01). Hence the hypothesis (3h), 'There is no significant difference in the psychosomatic problem (Felt tense/Anxious) faced by students in secondary and senior secondary schools' is rejected. Therefore, it can be concluded

that a substantial distinction exists in the occurrence of psychosomatic issues, particularly in terms of feeling tense or anxious, between secondary and senior secondary school students. From the table 4.17 it can be found 368 (37.32%) had reported 'sometimes' as occurrence of the problem followed by 'seldom' 358 (36.31%); 'often' 145 (14.71%); 'always' 112 (11.36%).

For the Psychosomatic problem (feeling of fatigue) 404 students (40.97%) reported seldom had felt tired, 293 students (29.72%) reported sometimes they had experienced the feeling of fatigue, 155 students (15.72%) reported they often felt tired and 134 students (13.59%) reported they always felt that they are tired. Pearson Chi-square value for the psychosomatic problem (feeling of fatigue) is obtained 194.71 (p<0.01). Hence the hypothesis (3i), 'There is no significant difference in the psychosomatic problem (feeling of fatigue) faced by students in secondary and senior secondary schools' is rejected. Hence, it can be concluded that there is a noteworthy discrepancy in the occurrence of psychosomatic issues, specifically related to feelings of fatigue, between secondary and senior secondary school students. It can be found 404 (40.97%) had reported 'seldom' as occurrence of the problem followed by 'sometimes' 293 (29.72%); 'often' 155 (15.72%); 'always' 134 (13.59%).

For the Psychosomatic problem (Skin Problem) 4 students (0.41%) never suffered from skin problem, 213 students (21.60%) reported that they seldom experienced problem of itching, rashing, spotting, 405 students (41.08%) reported sometimes they had experienced skin problem, 199 students (20.18%) reported often they had suffered from the skin problem like itching, rashing, spotting and 164 students (16.63%) always face the problem of itching, rashing, spotting etc. Pearson Chi-square value for the 'Skin Problem' psychosomatic problem is obtained 417.24 (p<0.01). Hence the hypothesis (3j), 'There is no significant difference in the psychosomatic problem (Skin Problem) faced by students in secondary and senior secondary schools' is rejected. Therefore, it can be inferred that a notable distinction exists in the occurrence of psychosomatic issues, particularly pertaining to skin problems, between students in secondary and senior secondary schools. From the table 4.17 it can be found 405 students (41.08%) had reported 'sometimes' as occurrence of the problem followed by 'seldom' 213 (21.60%); 'often' 199 (20.18%); 'always' 164 (16.63%).

For the Psychosomatic problem (vision Problem) 2 students (0.20%) never suffered from vision problem, 294 students (29.82%) reported that they seldom experienced problem of low vision or vision loss, 417 students (42.29%) sometimes they had experienced vision problem 170 students (17.24%) reported often they had suffered from the vision problem like low vision or vision loss and 103 students (10.45%) always face the problem of vision. Pearson Chi-square value for the psychosomatic problem (vision Problem) is obtained 534.48 (p<0.01). Hence the hypothesis (3k), 'There is no significant difference in the psychosomatic problem (vision Problem) faced by students in secondary and senior secondary schools' is rejected. Hence, it can be inferred that there exists a significant disparity in the occurrence of psychosomatic problems, specifically regarding vision problems, between secondary and senior secondary school students. It can be found 417 (42.29%) had reported 'sometimes' as occurrence of the vision problem followed by 'seldom' 294 (29.82%); 'often' 170 (17.24%); 'always' 103 (10.45%).

For the Psychosomatic (Poor appetite) 2 students (0.20%) reported that they never experienced any appetite related problem, 229 students (23.23%) reported they seldom had faced the problem of Poor appetite, 327 students (33.16%) sometimes faced the problem of Poor appetite, 219 students (22.21%) often face the Poor appetite problem and 209 students (21.20%) reported they always suffered from the problem of Poor appetite. Pearson Chi-square value for the psychosomatic problem (Poor appetite) is obtained 286.90 (p<0.01). Hence the hypothesis (3l), 'There is no significant difference in the psychosomatic problem (poor appetite) faced by students in secondary and senior secondary schools' is rejected. Thus, it can be interpreted as that there is significant difference in the experience of psychosomatic problem (poor appetite) among secondary and senior secondary school students. From the table 4.17 it can be found 327 (33.16%) had reported 'sometimes' as occurrence of the problem of poor appetite followed by 'seldom' 229 (23.23%); 'often' 219 (22.21%); 'always' 209 (21.20%).

Discussion on results: The findings derived from the chi-square test demonstrate a notable difference in the psychosomatic challenges encountered by students in both secondary and senior secondary educational settings, with a statistical significance

level below 0.01. This indicates a substantial link between the prevalence of bullying and the manifestation of psychosomatic issues among students, underscoring the broader impact of bullying on their well-being and mental health. Different researchers found the association of different psychosomatic problems with bullying like: Forero et. al., 1999(Had difficulty in sleeping, Headache, Stomach ache/Abdominal Pain, Backache, felt giddy/dizzy, Felt Tense/Anxious, Felt Low/ Feeling of Fatigue); Chacon et. al., 2019 (Had difficulty in concentrating and sleeping, Headache, Stomach ache/Abdominal Pain, felt sad, felt giddy/dizzy, felt tense/Anxious, Poor appetite); For instance, Beckman, Hagquist, and Hellström (2012) associated bullying with symptoms like headache, stomach ache, lack of appetite, sleep difficulties, sadness, dizziness, tension, and concentration problems. Li and Hesketh, 2019 (headaches, abdominal pain, problems with sleeping); Similarly, Sesar and Sesar (2012) noted problems related to appetite, anxiety, dizziness, fatigue, headaches, vision issues, skin problems, abdominal pains, sleep disturbances, and energy loss; Gini, 2008(headache, abdominal pain, sleeping problems, feeling tense, feeling tired, dizziness); Fekkes, Pijpers, and Vanhorick (2004) linked bullying to conditions such as headache, sleep problems, skin troubles, abdominal pain, tension, anxiety, unhappiness, fatigue, and poor appetite. Mishra et al. (2018) found difficulties in sleeping, headaches, stomach pains, backaches, dizziness, and low mood to be associated with bullying. Lastly, Rezapour et al. (2020) observed connections between bullying and symptoms like headache, stomach ache, backache, low mood, nervousness, sleep troubles, dizziness, sadness, and anxiety. The notable variation in these findings can be attributed to the distinct nature and frequency of bullying experiences encountered by secondary school students. As a result, it can be inferred that individuals who are both bullies and victims face a substantially elevated risk of experiencing psychosomatic problems. The findings are in tune with the previous findings of Gini and Pozzoli (2013) who confirmed the association between being bullied and psychosomatic problems. These results emphasize the importance of addressing psychosomatic problems in educational settings, particularly among students. Thus, effective intervention strategies should be implemented to support and promote the mental health and well-being of students, with special attention to those who have experienced bullying.

4.7 LEVEL OF KNOWLEDGE AND ATTITUDE OF STUDENTS TOWARDS BULLYING

This section is related to the objective no. 4 'To assess the knowledge and attitude of students towards bullying.' To analyze the above objective, separate analysis has been conducted for the knowledge and attitude of students towards bullying.

(A)   Knowledge of Bullying

Objective 4 (A): **To assess the knowledge of students towards bullying.**

Hypothesis 4(a): There is no significant difference in the knowledge of students towards Bullying.

In order to identify high and low knowledge level, 50% above and below criteria has been followed. Maximum and Minimum Score of knowledge of bullying were found as 10 and 13 for the data collected. The range of the scores of the students on knowledge about bullying is 3. The score $11(P_{50}; Q_2)$ is considered as halfway mark in order to classify CBSE school students into high and low knowledge levels regarding bullying. The summary of results of the same are presented below:

Table 4.18: Level of Knowledge of Students Towards Bullying

	Group	Total	N	Knowledge Level	Percentage
	Total Students	1509	1004	Low	66.53%
			505	High	33.47%
Gender	Male	749	509	Low	67.96%
			240	High	32.04%
	Female	760	495	Low	65.13%
			265	High	34.87%
Socio-Economic Status	High SES	139	105	Low	75.54%
			34	High	24.46%
	Average SES	1325	873	Low	65.89%
			452	High	34.11%
	Low SES	45	26	Low	57.78%
			19	High	42.22%
Area	Rural	714	463	Low	64.85%
			251	High	35.15%
	Urban	795	541	Low	68.05%
			254	High	31.94%

Table 4.18 provides the summary of the levels of Knowledge of Bullying of students with subgroup of low and high knowledge level. Out of 1509 students, 1004 students (66.53%) fall under the category of low knowledge level group of knowledge of bullying. Likewise, 505 students, which accounts for 33.47% of the total, belong to the high knowledge level group regarding bullying. It can be interpreted that maximum students lie under low level so maximum students have low knowledge of bullying.

On the basis of Gender, 509 male students out of 749 students i.e., 67.96% lie under low knowledge level and 240 male students i.e., 32.04% fall under high knowledge level of knowledge of bullying. Similarly, 495 female students i.e., 65.13% fall under low knowledge level and 265 female students i.e., 34.87% come under high level of knowledge of bullying. Data reveals that maximum Male students lie in low knowledge level group and maximum female students have also lie low knowledge level about bullying.

Regarding socio-economic status, the data has been categorized into three groups: Low socio-economic status, Average socio-economic status, and High socio-economic status. It has been found that 105 students i.e., 67.96% from high socio-economic status lie under low knowledge level and 34 students i.e., 24.46% % fall under high knowledge level of knowledge of bullying scores. In case of Average Socio-economic status, it has been found that 873 students i.e., 65.89%% lie under low knowledge level and 452 students i.e., 34.11% fall under high knowledge level of knowledge of bullying. In case of Low Socio-economic status, it has been found that 26 students i.e., 57.78% lie under low knowledge level and 19 students i.e., 42.22% fall under high knowledge level of knowledge of bullying. It can be interpreted that maximum percentage of students belonging to different Socio-Economic Status fall under the group of low knowledge level about the concept of bullying.

With respect to areas, 463 students i.e., 64.85% from rural area schools fall under low knowledge level and 251 students i.e., 35.15% come under high knowledge level of knowledge of bullying. Similarly, 541 students i.e., 68.05% from urban area schools fall under low knowledge level and 254 students i.e., 31.94% come under high knowledge level of knowledge of bullying. So, it has been

interpreted that maximum number of students enrolled in schools situated in urban areas possess a low knowledge level of bullying. Maximum rural area school students have high knowledge level about bullying.

Moreover, an examination of significant differences in knowledge about bullying has been conducted separately for CBSE school students based on gender, socio-economic status, and geographical area. The tabular representation of the same is given below:

Table 4.19: Summary of Mean, N, SD and t-test on Knowledge of Bullying wrt. Gender and Area

	Group	N	Mean	Std. Dev.	T	Result
Gender	Male	749	11.32	1.01	0.20	P>0.05
	Female	760	11.33	0.98		NS
Area	Rural	714	11.35	1.01	0.97	P>0.05
	Urban	795	11.30	0.98		NS

NS: Not Significant

Table 4.19 presents a summary of the t-test results concerning the total bullying knowledge scores for both male and female students. Male students have an average knowledge score of 11.32, with a standard deviation of 1.01, while female students possess a mean score of 11.33, with a standard deviation of 0.98. The calculated t-value, which assesses the difference in bullying knowledge between male and female students, stands at 0.17. Significantly, even when considering a confidence level of 0.05, this t-value does not attain statistical significance. Regarding geographic location, the analysis reveals that, on average, students in rural areas have a mean knowledge score of 11.35, with a standard deviation of 1.01. Conversely, students in urban areas demonstrated a mean score of 11.30, with a standard deviation of 0.98. The t-value for the discrepancy in knowledge of bullying between students in rural and urban areas is calculated to be 0.94. Notably, this t-value does not achieve statistical significance, even at the 0.05 confidence level.

In terms of socio-economic status, the study reveals varying levels of knowledge about bullying. Specifically, students from high, average, and low socio-economic backgrounds have mean scores of 11.18, 11.33, and 11.58, respectively.

This suggests that students with low socio-economic status tend to have slightly higher knowledge scores on average. Furthermore, the standard deviation, which measures the dispersion of scores within each socio-economic group, indicates a degree of variability. For students in high, average, and low socio-economic status, the standard deviations are 0.94, 1.00, and 0.91, respectively. This implies that students in the high socio-economic group have relatively less variation in their knowledge scores compared to those in the average and low socio-economic groups. The results of One Way Anova for the Knowledge of students towards bullying with respect to socio-economic status are also presented below:

Table 4.19 (A) Summary of Descriptives for Knowledge Towards Bullying Scores

Groups	N	Mean	Std. Dev.	Std. Error
High Socio-Economic Status	139	11.18	0.94	0.080
Average Socio-Economic Status	1325	11.33	1.00	0.028
Low Socio-Economic Status	45	11.58	0.91	0.137
Total	1509	11.33	0.99	0.026
ANOVA RESULTS				
Groups	Sum of Squares	degree of freedom	Mean Square	F	Sig.
Between Groups	5.8304	2	2.9152	2.95	0.052
Within Groups	1486.354	1506	0.986955		
Total	1492.184	1508			

From the table it is found that the F ratio is calculated to be 2.95, a value that does not achieve statistical significance, even at a confidence level of 0.05.

As a result, Hypothesis 4a, which suggests that 'There is no significant disparity in students' knowledge about bullying based on gender, socio-economic status, and geographical area,' remains unchallenged. This suggests that both male and female students, irrespective of their socio-economic background or whether they attend rural or urban schools, possess a similar level of knowledge about bullying.

Graphical presentation of Knowledge of Bullying wrt. gender, SES and Area

Knowledge of Bullying with Respect to Gender, Socio Economic Status and Area

Values shown: Male 749, Female 760, HIGH SES 139, AVERAGE SES 1325, LOW SES 45, Rural 714, Urban 795
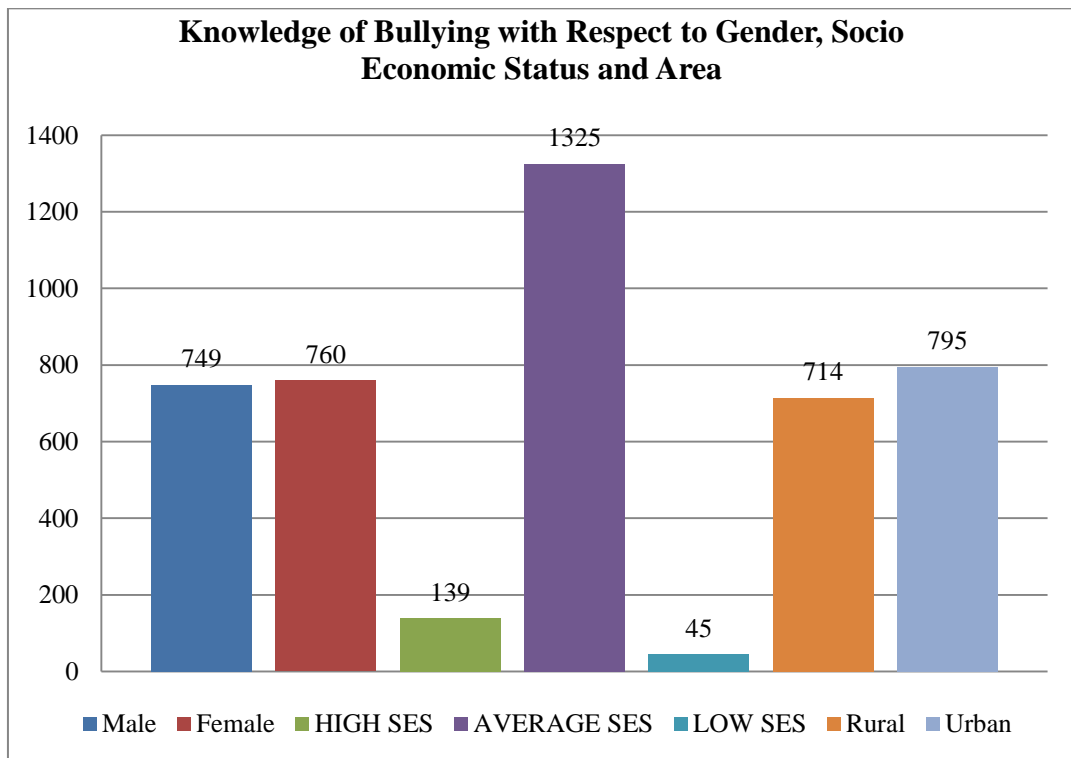
Fig. 4.23: Graphical representation of Knowledge of students about Bullying with Respect to Gender, SES and Area

(B)   Attitude of Students towards Bullying

Objective 4(B): To find out the levels of the attitude of students towards bullying.

Hypothesis 4(b): There is no significant difference in the attitude of students towards Bullying.

The level of the variable is considered as high, moderate and low. Quartile method has been used in order to identify high, moderate and low attitude level. Minimum and Maximum Score of attitudes of bullying were found as 13 and 39 for the data collected. The range of the scores of the students for attitude towards bullying for low level i.e., scores below Q_1 (13 to 21) which means not so favourable attitude towards bullying; for average level i.e., between Q1 and Q3 (22 to 27) which means having mixed attitude towards bullying; and scores above Q_3 (28 to 39) which means having favourable attitude towards bullying.

Table 4.20: Summary of Attitude of Bullying for Total Gender wise, Socio-Economic Status wise, Area wise with respect to High, Moderate and Low Level

Groups \\ Level	Attitude of students towards Bullying	Gender		Socio-Economic Status			Area of School	
		Male	Female	Low SES	Average SES	High SES	Rural	Urban
Total Students (1509)	N	749	760	45	1325	139	714	795
	%age	49.64	50.37	2.98	87.81	9.21	47.32	52.68
Low Level	N	196	240	16	369	51	218	218
	%age	26.16%	31.58%	35.56%	27.85%	36.70%	30.53%	27.42%
Moderate Level	N	315	288	16	540	47	271	332
	%age	42.06%	37.90%	35.56%	40.76%	33.81%	37.96%	41.76%
High Level	N	238	232	13	416	41	225	245
	%age	31.78%	30.53%	28.89%	31.40%	29.50%	31.51%	30.82%

Table 4.20 provides the summary of the levels of Attitude of students towards Bullying, categorized into low, moderate, and high levels. Out of the total 1509 students, 436 (28.89%) exhibit a low level of attitude, 603 (39.96%) demonstrate a moderate level, and 470 (31.15%) display a high level of attitude towards bullying. Among the students, 749 (49.64%) are male and 760 (50.37%) are female. Regarding socio-economic status, 45 (2.98%) students are classified under low, 1325 (87.81%) under average, and 139 (9.21%) under high socio-economic status. Additionally, in terms of school location, 714 (47.32%) students attend rural area schools, while 795 (52.68%) attend schools in urban areas.

It has also been observed that 196 (26.16%) male students have low level of attitude of bullying, 315 (42.06%) male students have moderate level and 238 (31.78%) students have high level of attitude of bullying. Further, 240 (31.58%) female students have low level of attitude of bullying; 288 (37.90%) female students have moderate level and 232 (30.53%) female students have high level of attitude of

bullying. On the basis of data, it has been interpreted that maximum percentage of male students have moderate level of attitude of bullying. It means maximum percentage of male students are having mixed approach towards bullying. Maximum percentage of female students have low level of attitude of bullying. Here low level means their attitude towards bullying is not so favourable and maximum percentage of male students have high level of attitude of bullying means mostly male students are in the favour of bullying.

On the basis of socio-economic status, it has been observed that 16 students (35.56%) from low socio-economic status have low level of attitude of bullying; 16 students (35.56%) from low socio-economic status have moderate level and 13 students (28.89%) belonging to low socio-economic status have high level of attitude of bullying. Further, 369 students (27.85%) from average socio-economic status have low level; 540 students (40.76%) belonging to average socio-economic status have moderate level and 416 students (31.40%) belonging to average socio-economic status have high level of attitude of bullying. Similarly, 51 students (36.70%) from high socio-economic status have low level; 47 students (33.81%) belonging to high socio-economic status have moderate level and 41 students (29.50%) belonging to high socio-economic status have high level of attitude of bullying.

On the basis of data, it has been interpreted that maximum percentage of students belonging to average socio-economic status have moderate level of attitude of bullying. It means they are having mixed approach towards bullying. Maximum percentage of students belonging to High socio-economic status have low level of attitude towards bullying. It means their attitude towards bullying is not so favourable. It is also analyzed that maximum percentage of students belonging to High socio-economic status have high level of attitude towards bullying as compare to Average and Low socio-economic status.

On the basis of area/location of school, it has been observed that 218 students (30.53%) from schools located in rural areas have low level of attitude towards bullying, 271 students (37.96%) studying in schools located in rural areas have moderate level and 225 students (31.51%) belonging to schools located in rural areas have high level of attitude towards bullying. Additionally, within urban schools, 218

students, equivalent to 27.42% of the total, exhibit a low level of attitude towards bullying. In contrast, 332 students, comprising 41.76% of the sample, display a moderate attitude, while 245 students, accounting for 30.82%, possess a high level of attitude towards bullying.

Upon scrutinizing the data, it becomes evident that a larger percentage of students in urban schools generally hold a moderate perspective on bullying. In contrast, among students attending schools in rural areas, the majority exhibit either a significantly positive or negative attitude towards bullying. This underscores the diversity in attitudes towards bullying among students in rural areas.

Further, t test has been applied to find significant difference in attitude towards bullying scores based on categorical variables i.e., gender and area. The details of the results are presented below:

Table-4.21: Summary of Mean, N, SD and t-test on Attitude of Students towards Bullying w.r.t. Gender and Area

	Group	N	Mean	Std. Dev.	T	Result
Gender	Male	749	24.93	5.12	1.09	P>0.05 NS
	Female	760	24.64	5.25		
Area	Rural	714	24.74	5.34	0.30	P>0.05 NS
	Urban	795	24.82	5.04		

NS: Not Significant

The Table 4.21 represents the summary of the t-test on the total score of Attitude towards Bullying among male and female students. For male students, the mean score is calculated as 24.93, with a corresponding standard deviation of 5.12. In contrast, female students display an average score of 24.64, accompanied by a standard deviation of 5.25. The calculated t-value, used to gauge the disparity in attitudes towards bullying between male and female students, stands at 1.10. Importantly, this t-value does not reach statistical significance, even when considering a confidence level of 0.05.

With respect to Area, it is observed that students in rural schools have a mean attitude score of 24.74 with a standard deviation of 5.34. Conversely, students in urban schools have a mean attitude score of 24.82 with a standard deviation of 5.04.

The t-value assessing the variance in attitudes towards bullying between students in rural and urban schools is computed at 0.33, which does not reach statistical significance, even at a 0.05 confidence level.

Regarding Socio-economic status, the mean scores for students' attitudes towards bullying are as follows: 24.17 for those with high socio-economic status, 24.87 for those with average socio-economic status, and 24.16 for those with low socio-economic status. The corresponding standard deviations for each category are 5.74, 5.11, and 5.65 respectively. The outcomes of the One-Way Anova examining students' attitudes towards bullying based on socio-economic status are detailed below:

Table 4.21(A): Summary of Descriptives for Attitude Towards Bullying Scores

Groups	N	Mean	Std. Deviation	Std. Error
High Socio-Economic Status	139	24.17	5.74	.487
Average Socio-Economic Status	1325	24.87	5.11	.140
Low Socio-Economic Status	45	24.16	5.65	.842
Total	1509	24.78	5.19	.134
ANOVA RESULTS				
Groups	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	78.710	2	39.355	1.462	.232
Within Groups	40527.123	1506	26.910		
Total	40605.833	1508			

From the table, it is clear that the F ratio is found 1.462 which does not achieve significance even at the 0.05 confidence level. Consequently, the hypothesis (4b) 'There is no significant difference in the Attitude of students towards bullying with respect to gender, socio-economic status and area' is not rejected. This implies that both male and female students, regardless of socio-economic background or school location i.e., rural or urban area schools, exhibit comparable attitudes towards bullying. A visual representation of this information can be found in the accompanying graph below:

214
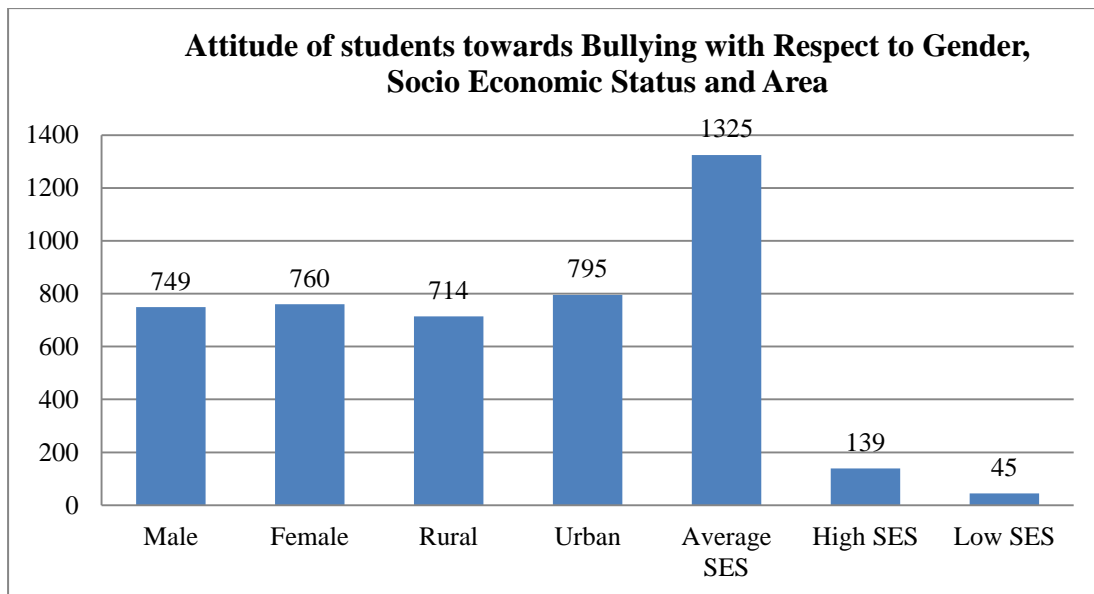
Fig. 4.24: Graphical representation of attitude of students towards Bullying wrt. Gender, SES and Area

Discussion on Results: The study's results indicate that a significant majority of students, amounting to 66.53%, are classified into the low knowledge level group, signifying a notable deficiency in their awareness and comprehension of bullying. Conversely, 33.47% of students belong to the high knowledge level group, implying a more proficient grasp of the concept of bullying. In terms of gender, it is notable that both male and female students are primarily categorized in the low knowledge level group. Specifically, 67.96% of male students and 65.13% of female students exhibit low knowledge regarding bullying. Additionally, when examining socio-economic status, students across different categories, including high, average, and low socio-economic status, tend to demonstrate low knowledge levels concerning bullying. Notably, the highest percentage of students with low knowledge is observed among those from high socio-economic status (67.96%), followed by average socio-economic status (65.89%), and low socio-economic status (57.78%). Furthermore, an analysis based on the school's location reveals that students from both rural and urban areas predominantly fall within the low knowledge level group. Approximately 64.85% of students from rural area schools and 68.05% of students from urban area schools demonstrate low knowledge about bullying. These findings highlights that a significant portion of students are deficient in their comprehension of bullying. It indicates a prevailing need for enhanced educational efforts and awareness

215

campaigns to ensure students acquire a more comprehensive understanding of this critical issue. Additionally, findings of the study underscore the need for improved education and awareness about bullying for a significant number of students, irrespective of whether they attend schools in rural or urban areas.

In case of students' attitude towards bullying, it can be said that total 28.89% students fall into the low attitude level group, indicating a less favorable attitude towards bullying. On the other hand, 39.96% lie in the moderate attitude level group, and 31.15% fall into the high attitude level group, suggesting a more favourable attitude towards bullying. The conclusions drawn are consistent with the results obtained from Minalkar and Bemina (2019) who reported that majority of school children had moderately favorable attitude.

The analysis also revealed that majority of male students, constituting 42.06% of the sample, exhibited a moderate attitude. This suggests that male students tend to have a more balanced and nuanced perspective when it comes to bullying. In contrast, among female students, a larger percentage, specifically 31.58%, displayed a low attitude towards bullying. This finding indicates that a substantial portion of female students holds less favorable or more negative views regarding bullying compared to their male counterparts. They are more inclined to disapprove of or have a lower tolerance for bullying behaviors. Furthermore, a greater percentage of male students (31.78%) exhibited a high attitude towards bullying, implying a higher inclination towards endorsing bullying behaviors. Additionally, when examining socio-economic status, it becomes evident that students belonging to distinct socio-economic strata exhibit differing perceptions on bullying. Notably, students classified under the average socio-economic status category show the highest proportion within the moderate attitude level group, accounting for 40.76%. Conversely, students hailing from higher socio-economic backgrounds predominantly fall into the low attitude level group, making up 36.70% of this category. This indicates that students from different socio-economic backgrounds may have different perceptions and attitudes towards bullying. Similarly, when considering the area/location of schools, it is found that among students from schools located in rural areas, a considerable percentage exhibited a moderate attitude (37.96%), followed by high attitude

216

(31.51%) and low attitude (30.53%). Similarly, students from urban area schools demonstrated a similar pattern, with the highest proportion exhibiting a moderate attitude (41.76%), followed by high attitude (30.82%) and low attitude (27.42%).

In summary, the findings indicate that students' attitudes towards bullying vary across different demographic factors. Male and female students demonstrate varied perspectives on bullying, wherein a greater percentage of male students hold a mixed attitude, while a larger portion of female students tend to have a less favorable attitude towards bullying. Socio-economic status also influences students' attitudes, with students from average socio-economic status having a higher tendency towards a moderate attitude and students from high socio-economic status having a higher tendency towards a low attitude. However, higher proportion of urban and rural area school students having a mixed approach towards bullying.

The research results showed that gender is not a prominent factor in shaping the knowledge and attitudes of students when it comes to bullying. This observation aligns with the earlier research conducted by Amra and Agarwal in 2019, which similarly concluded male and female students exhibit similar levels of knowledge regarding bullying.

The findings also reveal that students from different socio-economic backgrounds possess a similar level of knowledge regarding bullying and exhibit a similar attitude towards bullying. The findings also reveal that students studying in rural and urban schools demonstrate a similar level of knowledge and attitude towards bullying, regardless of the location of their school.

The outcomes of the t-tests likewise suggest that there exists no noteworthy distinction in students' attitudes towards bullying with regards to their gender, socio-economic background, or the geographic location of their school.

The results demonstrated that variables like gender, socio-economic status, and the geographical location of the school do not exert a substantial influence on the formation of students' knowledge and attitudes regarding bullying. These findings could be attributed to equal access to educational resources, information, and awareness programs across socio-economic groups, ensuring that students receive similar educational opportunities regardless of their economic status.

The reason for not significant results is also may be due to campaigns, circulars issued by the CBSE and the different initiatives at the school level like, constitution of bullying committee, display anti bullying guidelines on school prospectus etc. Students are often influenced by their peers and social circles. It is plausible that students from diverse backgrounds interact and share experiences, leading to a convergence in knowledge and attitudes towards bullying. So, it is suggested to continue promoting comprehensive anti-bullying education programs that address the needs of all students, irrespective of these demographic factors.

4.8   LEVEL OF KNOWLEDGE AND ATTITUDE OF TEACHERS TOWARDS ANTI-BULLYING PROGRAMME

This section is related to the objective no. 5 'To study the knowledge and attitude of teachers towards Anti-bullying programme in schools.' To analyze the above objective, separate analysis has been conducted for the knowledge and attitude of teachers towards anti-bullying programme.

(A)   Knowledge of Teachers about Anti-Bullying Programme

Objective 5 (A): To study the knowledge of teachers towards anti-bullying programme.

Hypothesis 5(a): There is no significant difference in the knowledge of teachers about anti-bullying programme.

In order to identify high and low knowledge level, 50% above and below criteria has been followed. Minimum and Maximum Score of knowledge of anti-bullying programme were found as 10 and 19 for the data collected. The range of the scores of the teachers on knowledge about anti-bullying is 9. The score $15(P_{50}; Q_2)$ is considered as halfway mark in order to classify the high and low knowledge level about anti-bullying among the secondary and senior secondary school teachers. The summary of results of the same are presented below:

Table 4.22: Summary of Knowledge of Teachers about Anti-Bullying Programme for Total Gender wise and Area wise wrt. High and Low Level

Level / Groups		Gender		Area of School	
		Male	**Female**	**Rural**	**Urban**
Total Teachers (163)	N	35	128	81	82
	%age	21.47%	78.53%	49.69%	50.31%
Low Level (96)	N	25	71	52	44
	%age	71.43%	55.47%	64.20%	53.66%
High Level (67)	N	10	57	29	38
	%age	28.57%	44.53%	35.80%	46.34%

Table 4.22 provides the summary of the levels of Knowledge of Anti-Bullying Programme among teachers with subgroup of low and high knowledge level. Among the total of 163 teachers included in the study, it was observed that 96 of them, constituting approximately 58.90%, demonstrated a low level of knowledge regarding the Anti-Bullying Programme. On the other hand, 67 teachers, making up about 41.10% of the sample, exhibited a high level of knowledge concerning the Anti-Bullying Programme. It can be interpreted that maximum teachers lie under low level. It can be interpreted that maximum teachers have less knowledge about Anti-Bullying Programme.

On the basis of Gender, 25 male teachers out of 35 teachers i.e., 71.43% lie under low knowledge level and 10 male teachers i.e., 28.57% fall under high knowledge level of knowledge of anti-bullying programme. Similarly, 71 female teachers i.e., 55.47% fall under low knowledge level and 57 female teachers i.e., 44.53% come under high level of knowledge about anti-bullying programme. Data reveals that maximum percentage of male and female teachers lie on low knowledge level about anti-bullying programme.

With respect to area of school, 52 teachers i.e., 64.20% from rural area schools fall under low knowledge level and 29 teachers i.e., 35.80% come under high knowledge level of knowledge about anti- bullying programme. Similarly, 44 teachers i.e., 53.66% from urban areas schools fall under low knowledge level and 38 teachers i.e., 46.34% come under high knowledge level of knowledge of anti-

bullying programme. So, it can be interpreted that maximum teachers who are teaching in schools located in rural areas have low knowledge level about anti-bullying programme. Maximum urban area school teachers have high knowledge level about anti-bullying programme.

Further, the significant differences of knowledge about anti- bullying programme among secondary and senior secondary school teachers has been analyzed from gender and area wise respectively. The graphical and tabular representation of the same is given below:

Table-4.23: Summary of Mean, N, SD and t-test on Knowledge of Teachers about Anti-Bullying Programme wrt. Gender and Area

	Group	N	Mean	Std. Dev.	T	Result
Gender	Male	35	14.03	2.76	1.48	P>0.05 NS
	Female	128	14.81	2.80		
Area	Rural	81	14.64	2.67	0.02	P>0.05 NS
	Urban	82	14.65	2.94		

NS: Not Significant

Graphical representation of Knowledge of teachers about anti-bullying programme with respect to gender and area is given below:
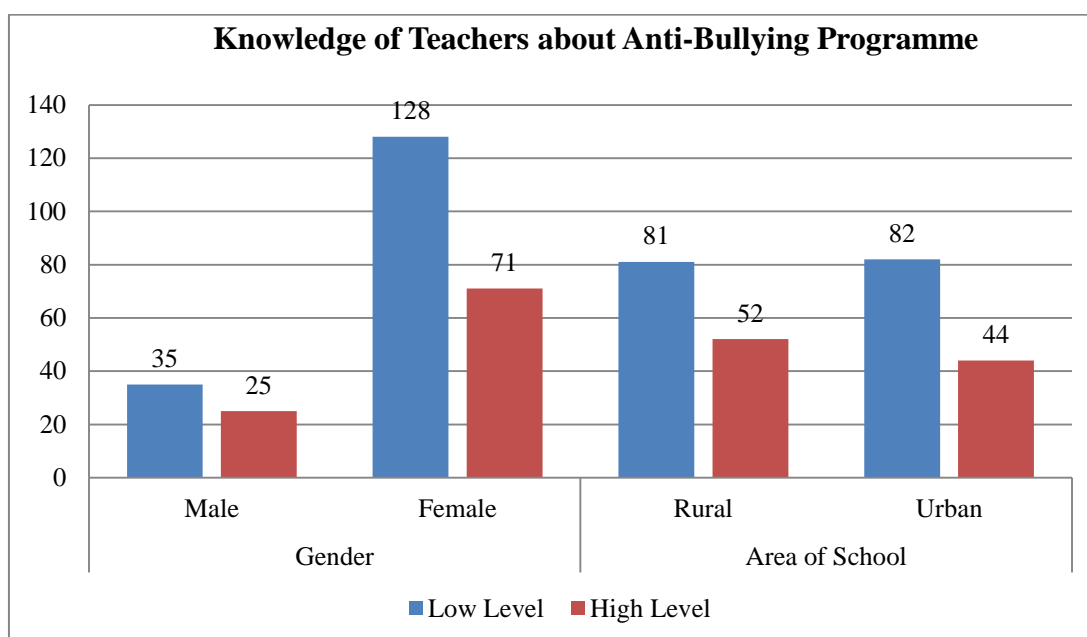
Fig. 4.25: Graphical representation of knowledge of teachers about anti-bullying programme

Table 4.23 displays the outcomes of the t-test that was carried out to assess the comprehension of the Anti-Bullying program among both male and female teachers. Among male teachers, the average score stood at 14.03, and the standard deviation was 2.76. Conversely, female teachers recorded an average score of 14.81, with a standard deviation of 2.80. The computed t-value, which signifies the divergence in knowledge levels between male and female teachers regarding the anti-bullying program, was determined to be 1.48. Significantly, this value was not regarded as statistically significant, even at a 0.05 confidence level. Regarding the school environment, an examination revealed that teachers teaching in rural schools achieved an average score of 14.64, with a standard deviation of 2.67. In contrast, teachers in urban schools attained an average score of 14.65, with a standard deviation of 2.94. The t-value comparing the knowledge levels of teachers in rural and urban settings regarding the anti-bullying programme was computed at 0.009. Notably, this value did not reach statistical significance, even at a 0.05 level of confidence. Thus, the hypothesis (5a) 'There is no significant difference in the knowledge of teachers with respect to gender and area' is not rejected. It can be interpreted that there is a comparable level of knowledge regarding the anti-bullying program among both male and female teachers, as well as among teachers in schools situated in rural and urban areas.

(B)   Attitude of Teachers towards Anti-Bullying Programme

Objective 5 (B): To study the attitude of teachers towards anti-bullying programme.

Hypothesis: 5 (b) There is no significant difference in the attitude of teachers about anti-bullying programme.

The level of the variable is considered as high, moderate and low. Quartile method has been used in order to identify high, moderate and low attitude level. Minimum and Maximum Score of attitudes of teachers towards anti-bullying programme were found as 72 and 117 for the data collected. The range of the scores of the teachers for attitude towards anti-bullying programme for low level i.e., scores below Q_1 (72 to 90) which means not so favourable attitude towards anti-bullying

programme; for average level i.e., between Q1 and Q3 (91 to 101) which means having mixed attitude towards anti-bullying programme; and scores above Q_3 (102 to 117) which means having favourable attitude towards anti-bullying programme.

Table 4.24: Summary of Attitude of Teachers about Anti-Bullying Programme for Total Gender wise and Area wise wrt. High, Moderate and Low Level

Level	Groups	Gender		Area of School	
		Male	**Female**	**Rural**	**Urban**
Total Teachers (163)	N	35	128	81	82
	%age	21.47%	78.53%	49.69%	50.31%
Low Level (44)	N	11	33	20	24
	%age	31.43%	25.78%	24.69%	29.27%
Moderate Level (70)	N	15	55	36	34
	%age	42.86%	42.97%	44.44%	41.46%
High Level (49)	N	9	40	25	24
	%age	25.71%	31.25%	30.86%	29.27%

Table 4.24 provides the summary of the levels of Attitude of teachers towards Anti-Bullying Programme with sub groups of low, moderate and high attitude level. Out of 163 teachers, 35 (21.47%) are male teachers, 128 (78.53%) are female teachers; 81 teachers (49.69%) from rural areas schools and 82 teachers (50.31%) from schools located in urban areas. Further, out of 163 teachers, 44 teachers (26.99 %) fall under low attitude level. 70 teachers (42.95%) lie under the moderate attitude level group and 49 (30.06%) teachers came under high attitude level group.

It has also been observed that 11 (31.43%) male teachers have low level of attitude about anti-bullying programme, 15 (42.86%) male teachers have moderate level and 9 (25.71%) teachers have high level of attitude towards anti-bullying programme. Further, 33 (25.78%) female teachers have low level of attitude towards anti-bullying programme; 55 (42.97%) female teachers have moderate level and 40 (31.25%) female teachers have high level of attitude towards anti-bullying programme. On the basis of data, it has been interpreted that maximum percentage of female teachers have moderate level of attitude towards anti-bullying programme. It

means maximum percentage of female teachers are having mixed approach towards anti-bullying programme. Maximum percentage of male teachers have low level of attitude towards anti-bullying programme. Low level means their attitude towards anti-bullying programme is not so favourable and maximum percentage of female teachers have high level of attitude towards anti-bullying programme means mostly female students are in the favour of anti-bullying programme.

On the basis of area/location of school, it has been observed that 20 teachers (24.69%) from schools located in rural areas have low level of attitude towards Anti-Bullying Programme, 36 teachers (44.44%) teaching in schools located in rural areas have moderate level and 25 teachers (30.86%) belonging to schools located in rural areas have high level of attitude towards Anti-Bullying Programme. Moreover, within schools situated in urban areas, 24 teachers (29.27%) exhibit a low level of attitude towards the Anti-Bullying Programme. Additionally, 34 teachers (41.46%) in urban schools demonstrate a moderate level of attitude, while another 24 teachers (29.27%) exhibit a high level of attitude towards the Anti-Bullying Programme. Based on the data, it is discerned that the highest percentage of teachers in rural schools tend to have a moderate level of attitude towards the Anti-Bullying Programme.

Further, t test has been applied to find significant difference in attitude towards anti-bullying programme scores based on categorical variables i.e., gender and area. The details of the results are presented below:

Table 4.25: Summary of Mean, N, SD and t-test on Attitude of teachers towards Anti-Bullying Programme wrt. Gender and Area

Group	Group	N	Mean	Std. Dev.	T	Result
Gender	Male	35	95	10.51	0.37	P>0.05 NS
	Female	128	95.75	10.52		
Area	Rural	81	95.42	9.6	0.21	P>0.05 NS
	Urban	82	95.76	11.27		

NS: Not Significant

Graphical representation of Attitude of teachers towards Anti-Bullying programme with Respect to Gender and Area is given below:
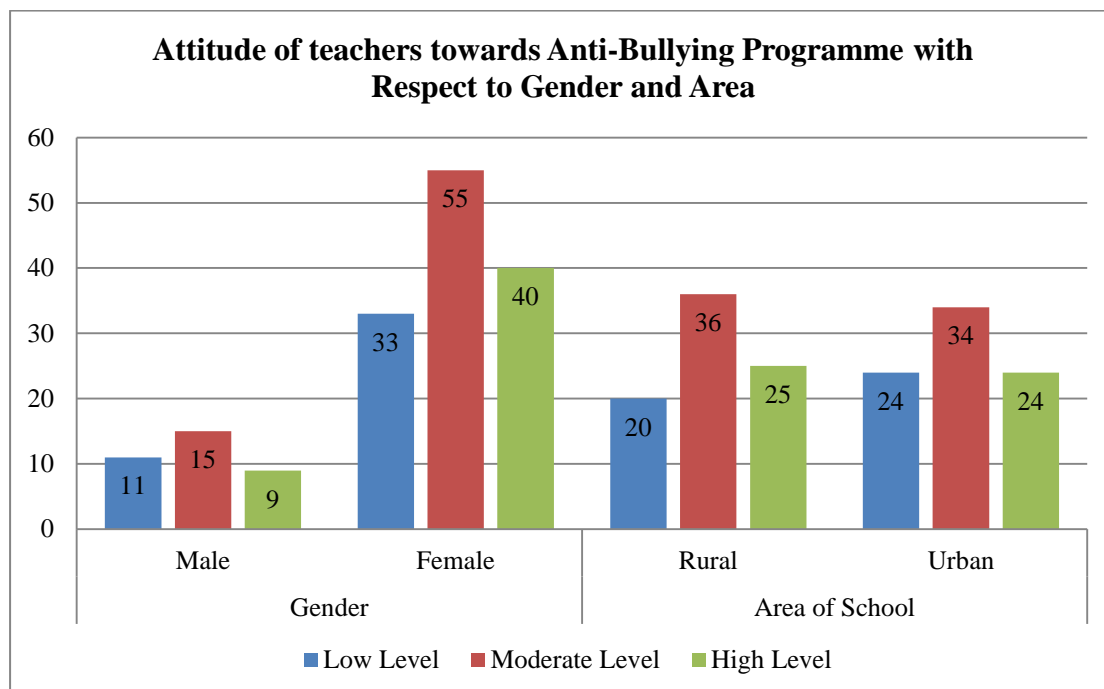
Fig. 4.26: Graphical representation of attitude of teachers towards anti-bullying programme wrt. gender and area

Table 4.25 offers a concise summary of the t-test outcomes, examining the combined scores pertaining to Attitudes towards the Anti-Bullying Programme among male and female teachers. In particular, male teachers demonstrate an average score of 95, along with a standard deviation of 10.51, whereas their female counterparts exhibit an average score of 95.75, complemented by a standard deviation of 10.52. The computed t-value assessing the disparity in attitudes between male and female teachers concerning the anti-bullying program is found 0.37. Crucially, this distinction does not meet the statistical significance threshold, even at a 0.05 confidence level. In terms of area of the school, the analysis reveals that teachers in rural schools attain an average score of 95.42, accompanied by a standard deviation of 9.6. In contrast, teachers in urban schools display an average score of 95.76, accompanied by a standard deviation of 11.27. The t-value associated with the variance in attitudes between teachers in rural and urban schools regarding the anti-bullying program stands at 0.34. It's noteworthy that this differentiation fails to reach statistical significance, even at a 0.05 confidence level. As a result, the hypothesis

(5b) 'There is no significant difference in teachers' attitudes toward the anti-bullying program concerning gender and geographic location' remains unchallenged. In essence, this implies that both male and female teachers, as well as those teaching in both rural and urban settings, share comparable attitudes towards the anti-bullying program.

Discussion on Results: The study's findings indicate that a majority of teachers, comprising 58.90% of the sample, possess a low level of knowledge, whereas the remaining teachers (41.10%) demonstrate a high level of understanding regarding the Anti-Bullying Programme. This demonstrates a considerable gap in their grasp of the Anti-Bullying guidelines. The data reveals that the examining the knowledge levels within gender subgroups, it is found that a higher percentage of male teachers (71.43%) fell under the low knowledge level category, while a smaller percentage (28.57%) had a high knowledge level. Among female teachers, a comparable trend was observed, where 55.47% fell into the low knowledge category, while 44.53% were classified as having a high level of knowledge. These findings indicate that a significant proportion of both male and female teachers have a limited understanding of the Anti-Bullying Programme. Analyzing the data based on the location of schools, it is observed that a larger proportion of teachers in rural areas (64.20%) displayed a low knowledge level, while a smaller percentage (35.80%) had a high knowledge level of the Anti-Bullying Programme. Conversely, among teachers in urban areas, a higher percentage (53.66%) fell under the low knowledge level category, while a significant proportion (46.34%) had a high knowledge level. These findings suggest that teachers in rural areas generally have a lower level of knowledge about the Anti-Bullying Programme compared to teachers in urban areas. The results indicate a knowledge gap among teachers. One of the possible reasons for the majority of teachers falling into the low knowledge level category is a lack of awareness and adequate training regarding the Anti-Bullying Programme. Teachers may not have been provided with sufficient information or professional development opportunities to enhance their understanding of effective anti-bullying strategies and interventions. Another possible reason is may be teachers in both rural and urban areas may face challenges in accessing resources and support systems related to anti-bullying

initiatives. This could contribute to the higher percentage of teachers with low knowledge levels, as they may not have the necessary tools and guidance to effectively implement the program.

Regarding the attitude levels, the data showed that a significant proportion of teachers fell under the moderate attitude level group (42.95%), followed by the low attitude level group (26.99%) and the high attitude level group (30.06%). When examining these attitude levels within gender subgroups, it was observed that female teachers demonstrate a higher percentage of moderate attitude level (42.97%), suggesting a mixed approach towards the Anti-Bullying Programme. Male teachers show a higher percentage of low attitude level (31.43%), implying a less favorable attitude towards the program. Teachers hailing from rural school settings display a greater proportion (44.44%) classified under the moderate attitude category, while teachers from urban areas demonstrate a higher percentage of low attitude level (29.27%).

The variation in attitudes towards the Anti-Bullying Programme among teachers could stem from personal beliefs, experiences, and perceptions. Factors such as individual's prior exposure to bullying incidents. Overall, these findings underscore the importance of addressing these knowledge and attitude gaps through targeted training programs. Efforts should be focused on providing comprehensive training and resources to improve teachers' understanding of the program, especially among male teachers and those teaching in rural areas.

The results of the t-tests indicate that there are no significant differences in knowledge and attitude towards the Anti-Bullying program among male and female teachers, as well as among teachers from rural and urban areas. These findings imply that gender and area of school do not play a substantial role in influencing knowledge and attitude towards the Anti-Bullying program among teachers in secondary and senior secondary schools.

The lack of significant differences in knowledge and attitude towards the Anti-Bullying program among male and female teachers may be due to similar training opportunities, Awareness and accessibility, Similar cultural context etc. It is possible that both male and female teachers have received similar training and

professional development opportunities related to the Anti-Bullying program. Additionally, It is also conceivable that endeavors to promote awareness and facilitate access to resources for the Anti-Bullying program have been uniformly extended across schools and educators. Both rural and urban areas may have had equal opportunities to receive information, training materials, and guidance related to the program.

Further research is recommended to explore additional factors that might influence knowledge and attitude towards the Anti-Bullying program among teachers, as well as to validate these findings across different regions and educational settings.

4.9 EFFECTIVENESS OF IMPLEMENTATION OF PREVENTION OF BULLYING PROGRAMME

Objective 6: To assess the effectiveness of implementation of prevention of Bullying Guidelines, 2012 issued by CBSE.

Research Question: To what extent the Anti-bullying program as per the Prevention of Bullying guidelines, 2012 issued by CBSE is effective in implementation?

To access the effectiveness of implementation of prevention of bullying guidelines, 2012 issued by CBSE a check list was prepared. This checklist has been prepared as per the guidelines issued by CBSE. The checklist was shared with the principals and the investigator has requested for their opinion with respect to the questions asked in yes and no response. The percentage is calculated with respect to different parameters of the guidelines in order to access the effectiveness.

Table 4.26: Reponses of principals regarding constituting an anti-bullying committee

Statement No.	Statement	Yes (%)	No (%)
1	Is the school constituting an anti-bullying committee?	24	1
		(96%)	(4%)

227

The above table 4.26 represents the responses related to constitution of anti-bullying committee in the schools. It was found that 96% CBSE schools had an anti-bullying committee, only 4 % schools did not constitute any anti-bullying committee.

Table 4.27: Reponses of principals regarding conveying the anti-bullying message

Statement No.	Statement	Yes (%)	No (%)
2	Is the school clearly conveying the anti-bullying message in the school prospectus?	25	-
		(100%)	-

The above table 4.27 reveals that all the schools (100%) have clearly conveyed the anti-bullying message in the school prospectus.

Table 4.28: Reponses of principals regarding circulating anti-bullying guidelines among the teachers

Statement No.	Statement	Yes (%)	No (%)
3	Is the school circulating anti-bullying guidelines among the teachers?	23	2
		(92%)	(8%)

From the table 4.28 it is clear that 23 principals (92%) reported that they circulate anti-bullying guidelines among the teachers. On the other hand, anti-bullying guidelines among the teachers did not circulate by 2 schools i.e. (8%).

Table 4.29: Reponses of principals regarding circulating anti-bullying guidelines among the students

Statement No.	Statement	Yes (%)	No (%)
4	Is the school circulating anti-bullying guidelines among the students?	24	1
		(96%)	(4%)

From the table 4.29 it is clear that 24 schools (96%) circulate anti-bullying guidelines among the students, only 1 school (4%) did not circulate anti-bullying guidelines among the students.

Table 4.30: Reponses of principals regarding confidential procedure to report the incidents of bullying

Statement No.	Statement	Yes (%)	No (%)
5	Is the school having a confidential procedure to report the incidents of bullying?	24	1
		(96%)	(4%)

From the table 4.30, it is clear that 24 schools (96%) have a confidential procedure to report the incidents of bullying, only 1 school (4%) did not have a confidential procedure to report the incidents of bullying.

Table-4.31: Reponses of principals regarding conduct training programmes for staff

Statement No.	Statement	Yes (%)	No (%)
6	Is the school conduct training programmes for staff to reduce the risk of bullying?	20	5
		(80%)	(20%)

Table 4.31 represents the fact that 20 schools (80%) are conducting training programmes for staff to reduce the risk of bullying and 5 schools (20%) did not conduct any training programme for staff to reduce the risk of bullying.

Table 4.32: Reponses of principals regarding conduct training programmes for students

Statement No.	Statement	Yes (%)	No (%)
7	Is the school conduct training programmes for students to reduce the risk of bullying?	21	4
		(84%)	(16%)

The above table 4.32 reveals that 21 schools i.e., 84% are conducting training programmes for students to reduce the risk of bullying whereas, 4 schools i.e., 16% did not conduct any training programme for students to reduce the risk of bullying.

Table-4.33: Reponses of principals regarding conduct training programmes for parents

Statement No.	Statement	Yes (%)	No (%)
8	Is the school conduct training programmes for parents to reduce the risk of bullying?	19 (76%)	6 (24%)

The above table 4.33 represents the response related to implementation of training programs for parents aimed at mitigating the risk of bullying. The data indicates that out of the 25 schools surveyed, 19 schools (76%) have conducted such training programs, while 6 schools (24%) have not conducted any training programme for parents.

Table 4.34: Reponses of principals regarding raise awareness about bullying

Statement No.	Statement	Yes (%)	No (%)
9	Is the anti-Bullying Committee raise awareness about bullying?	23 (92%)	2 (8%)

It is clear from the table that in 23 schools (92%) anti-Bullying Committee raise awareness about bullying only 2 schools (8%) anti-Bullying Committee did not raise awareness about bullying.

Table 4.35: Reponses of principals regarding raise awareness about possible preventive measures

Statement No.	Statement	Yes (%)	No (%)
10	Does anti-Bullying Committee raise awareness about possible preventive measures through various programmes?	20 (80%)	5 (20%)

The table 4.35 reveals the data that in 20 schools (80%) anti-Bullying Committee raise awareness about possible preventive measures through various programmes but in 5 schools (20%) anti-Bullying Committee did not raise awareness about possible preventive measures.

Table 4.36: Reponses of principals regarding displaying the Names and Contact Information of Anti-Bullying Committee Member

Statement No.	Statement	Yes (%)	No (%)
11	Is the school display the names and contact numbers of the members of anti-bullying committee in the school premises to report the cases?	22 (88%)	3 (12%)

Table 4.36 shows that 22 schools (88%) prominently exhibit the names and contact details of their anti-bullying committee members within the school premises for reporting cases. Conversely, 3 schools (12%) do not display this information for reporting purposes.

Table 4.37: Reponses of principals regarding appointing sentinels or monitors

Statement No.	Statement	Yes (%)	No (%)
12	Is the school appointing sentinels or monitors to report the cases of bullying?	23 (92%)	2 (8%)

The above table 4.37 represents the responses related to appointment of sentinels. It is found that 23 schools i.e., 92% have appointed the sentinels or monitors to report the cases of bullying. But 2 schools i.e., 8% did not appoint sentinels or monitors to report the cases of bullying.

Table 4.38: Reponses of principals regarding Initiatives to Educate and Foster Understanding of Bullying and Its Impacts

Statement o.	Statement	Yes (%)	No (%)
13	Is the school conduct activities to educate and develop the understanding of students, staff and parents about the bullying and its effects?	25 (100%)	-

Table 4.38 provides insight into the responses regarding initiatives aimed at educating and fostering awareness among students, faculty, and parents about bullying and its impacts. Remarkably, every single school (100%) actively organizes such activities.

Table-4.39: Reponses of principals regarding organizing competitions and activities

Statement No.	Statement	Yes (%)	No (%)
14	Is the school organizing competitions and activities for students to refine their life skills?	25	-
		(100%)	-

It is clear from the table 4.39 that all the 25 schools (100%) organize competitions and activities for students to refine their life skills.

Table 4.40: Reponses of principals regarding organizing training programmes

Statement No.	Statement	Yes (%)	No (%)
15	Is the school organizing training programmes to provide knowledge about Adolescence Education, Values Education, Human Rights etc. to the students?	23	2
		(92%)	(8%)

The above table 4.40 reveals the fact that 23 schools (92%) organize training programmes to provide knowledge about Adolescence Education, Values Education, Human Rights etc. to the students and 2 schools (8%) did not organize any training programme to provide knowledge about Adolescence Education, Values Education, Human Rights etc. to the students.

Table 4.41: Reponses of principals regarding organizing anti-bullying campaigns

Statement No.	Statement	Yes (%)	No (%)
16	Is the school organizing anti-bullying campaigns to provide knowledge about Adolescence Education, Values Education, Human Rights etc. to the students?	22	3
		(88%)	(12%)

According to table 4.41, 22 schools (88%) organize anti-bullying campaigns to provide knowledge about Adolescence Education, Values Education, Human Rights etc. to the students and 3 schools (12%) did not organize any anti-bullying campaign to provide knowledge about Adolescence Education, Values Education, Human Rights etc. to the students.

Table 4.42: Reponses of principals regarding involving the parents in school committees

Statement No.	Statement	Yes (%)	No (%)
17	Is the school involving the parents in various school committees?	24	1
		(96%)	(4%)

As shown in table 4.42, 24 schools (96%) out of 25 involve the parents in various school committees, only 1 school (4%) do not involve the parents in various school committees.

Table 4.43: Reponses of principals regarding motivating parents to support anti-bullying programs

Statement No.	Statement	Yes (%)	No (%)
18	Is the school motivating parents to support anti-bullying programs of the school?	24	1
		(96%)	(4%)

It is clear from the table 4.43, that 24 schools i.e., 96% motivate parents to support anti-bullying programs of the school but 1 school i.e., 4% do not motivate parents to support anti-bullying programs of the school.

Table 4.44: Reponses of principals regarding take action and impose penalties on the bullies

Statement No.	Statement	Yes (%)	No (%)
19	Is the school take action and impose penalties on the bullies?	25	-
		(100%)	-

Table 4.44 represents the responses related to take action and impose penalties on the bullies. It is found that all the 25 schools (100%) take action and impose penalties on the bullies.

Table 4.45: Reponses of principals regarding having a complaint /suggestion box

Statement No.	Statement	Yes (%)	No (%)
20	Is the school having a complaint /suggestion box?	25	-
		(100%)	-

The above table 4.45, represents the responses related to have a complaint /suggestion box in the school. It is found that all the 25 schools (100%) have a complaint /suggestion box where students can give the suggestions and they can inform the authorities regarding occurance of bullying.

Table 4.46: Reponses of principals regarding having a system to reward the students

Statement No.	Statement	Yes (%)	No (%)
21	Is the school having a system to reward the students for Modification of behavior?	25	-
		(100%)	

The above table 4.46, represents the responses related to have a system to reward the students for Modification of behaviour. It is found that all the 25 schools (100%) have a system to reward the students for Modification of behaviour.

Table 4.47: Reponses of principals regarding engaging all stakeholders in the effort against bullying

Statement No.	Statement	Yes (%)	No (%)
22	Is the school involving every student, both teaching and non-teaching staff, as well as parents in the anti-bullying initiative?	25	-
		(100%)	

Table 4.47 depicts the responses pertaining to the involvement of students, both teaching and non-teaching staff, and parents in the anti-bullying campaign. Remarkably, all 25 schools (100%) involve all these stakeholders in the endeavor to combat bullying.

Discussion on Results: The findings demonstrate a generally positive implementation of the guidelines across different parameters. A majority of CBSE schools have constituted an anti-bullying committee (96%) and convey the anti-bullying message in the school prospectus (100%). The circulation of anti-bullying guidelines among teachers (92%) and students (96%) is prevalent, as well as the presence of a confidential procedure to report bullying incidents (96%).

The study highlights the importance of training and education in bullying prevention. Schools are conducting training programs for staff (80%), students (84%), and parents (76%) to reduce the risk of bullying. The engagement of the Anti-Bullying Committee in raising awareness about bullying (92%) and possible preventive measures (80%) is encouraging. Similarly, schools are actively organizing various activities, competitions, campaigns, and training programs (92-100%) to educate students, staff, and parents about bullying and related topics.

Moreover, schools are taking tangible actions against bullying, such as imposing penalties on bullies (100%), having complaint/suggestion boxes (100%), and rewarding students for behavior modification (100%). Importantly, schools are proactively engaging all parties, which encompass students, both teaching and non-teaching staff, as well as parents (100%), in the united endeavor to combat bullying.

The study's results indicate that CBSE schools have made commendable efforts to implement the Prevention of Bullying Guidelines, 2012, covering various aspects to prevent and address bullying incidents effectively. These findings reflect a positive commitment to creating safer and more inclusive learning environments.

In conclusion, this study's results indicate that the Anti-bullying program, aligned with the 2012 Prevention of Bullying guidelines issued by CBSE, has been predominantly effective in its implementation. Schools have shown dedication and exerted substantial effort in establishing a secure and welcoming environment. The findings suggest a holistic strategy to tackle bullying, encompassing activities such as

awareness campaigns, training initiatives, engagement of various stakeholders, and enforcement of positive conduct. Ongoing attention to the implementation and oversight of these guidelines has the potential to bolster the program's effectiveness, leading to a safer and more supportive educational setting for all students.

4.10 ROLE OF SOCIAL SUPPORT IN REDUCING THE RISK OF BULLYING PREVALENCE

Objective 7: To study the role of social support in reducing the risk of bullying prevalence.

Hypothesis: There is no significant influence of social support in the bullying prevalence among secondary and senior secondary students.

4.10.1 Role of Social Support in reducing the occurrence of Bullying

In order to analyse the above objective binary logistic regression has been applied. Bullying prevalence has been investigated with respect to the independent variable of social support. Since the bullying prevalence will reduce as a result of social support, non occurrence of bullying is taken as 1 and occurrence of bullying is considered as 0. Using the SPSS, the interpretation has been made.

From the classification table, it is clear that 523 students out of 1509 have not experienced the bullying. To evaluate the suitability and effectiveness of the model, measures of goodness-of-fit, including the Omnibus Tests of Model Coefficients and the Hosmer and Lemeshow Test, have been utilized.

Table 4.48: Omnibus Tests of Model Coefficients for Social Support and Occurrence of Bullying

Step 1	Chi-square	Degrees of Freedom	Significance
Step	4.739	1	.029
Block	4.739	1	.029
Model	4.739	1	.029

The Omnibus Test of Model Coefficients is found to be significant (χ^2 =4.739; p<0.05) and indicating a notable enhancement in the model's fit when compared to the null model.

Table 4.49: Hosmer and Lemeshow Test for Social Support and Occurance of Bullying

Step	Chi-square	Degrees of Freedom	Significance
1	7.512	8	.483

Furthermore, the Hosmer and Lemeshow Test results (χ^2 = 7.512; P > 0.05) provide confirmation of the model's adequacy in fitting the data. This indicates that there is no noticeable disparity between the observed and predicted models, as also reflected in the values within the Contingency Table:

Table 4.50: Hosmer and Lemeshow Test Contingency Table for Social Support and Occurrence of Bullying

Step 1	Faced Bullying = YES		Faced Bullying = NO		Total
	Observed	Expected	Observed	Expected	
1	94	102.066	52	43.934	146
2	105	101.277	43	46.723	148
3	111	102.445	41	49.555	152
4	108	106.986	53	54.014	161
5	104	104.485	55	54.515	159
6	92	94.110	53	50.890	145
7	91	89.788	49	50.212	140
8	88	95.562	63	55.438	151
9	97	91.590	50	55.410	147
10	96	97.691	64	62.309	160

Table 4.51: Model Summary for Social Support and Occurrence of Bullying

Step	-2 Log likelihood	Cox-Snell R²	Nagelkerke R²
1	1942.802a	.003	.004

The model summary reveals that the Nagelkerke R^2 value provides an estimation of the approximate variation in the criterion variable. Thus, it can be said that 0.4% change in the non-occurrence of bullying incidents can be accounted from social support.

Table 4.52: Classification Table for Social Support and Occurrence of Bullying

Observed	Faced Bullying		Percentage Correct
	Yes	No	
Faced Bullying YES	986	0	100.0
NO	523	0	0
Overall Percentage			65.3

Further from the classification table, it can be said that in 65.3% cases the social support will result into 0.4% of chances to non-occurrence of bullying. The sensitivity of the model is 0%. The specificity for the data is found 100% such that social support will not lead to occurrence of bullying. Further the sensitivity is found to be 0% means, thereby 0% chances to result into non-occurrence in bullying behaviour.

Table 4.53: Variables in the Equation for Social Support and Occurrence of Bullying

Step 1a	Regression Coefficients	Standard Error	Wald Statistic	Degrees of Freedom	Significance	Exp (B)	95% Confidence Interval for Exp(B)	
							Lower	Upper
Social Support	.007	.003	4.712	1	.030	1.007	1.001	1.013
Constant	-2.380	.807	8.694	1	.003	.093		

From the table it can be interpreted that the odds of non-occurrence of bullying as a result of social support are 1.007 times higher than the occurrence of

bullying with 95% class interval of 1.001 to 1.013. Hence it can be said that with the increase in the predictor variable (Social Support) there is a corresponding increase in the likelihood of bullying not taking place. Overall, it becomes evident that there is a statistically noteworthy impact of social support in effectively reducing the frequency of bullying incidents. These findings collectively demonstrate that social support plays a significant role in minimizing the occurrence of bullying episodes.

In conclusion, the analysis indicates a statistically significant influence of social support in reducing the occurrence of bullying incidents. However, the model's sensitivity in detecting bullying cases may be limited, as indicated by the 0% sensitivity. Further refinement of the model may be necessary to improve its predictive accuracy for bullying occurrences.

4.10.1.1 Role of Social Support from Parents in reducing the occurrence of Bullying

To investigate how parental social support contributes to reducing the likelihood of bullying prevalence, binary logistic regression analysis was employed. This study delved into the effect of parental social support, treated as the independent variable, on the occurrence of bullying. Since the bullying prevalence will reduce as a result of social support from parents, non-occurrence of bullying is taken as 1 and occurrence of bullying is considered as 0. Using the SPSS the interpretation has been made.

From the classification table, it is clear that 523 students out of 1509 have not experienced the bullying. To evaluate the model's appropriateness and how well it fits, goodness-of-fit metrics like the Omnibus Tests of Model Coefficients and the Hosmer and Lemeshow Test has been utilized.

Table 4.54: Omnibus Tests of Model Coefficients for Parents' Social Support and Occurrence of Bullying

Step 1	Chi-square	Degrees of Freedom	Significance
Step	4.123	1	.042
Block	4.123	1	.042
Model	4.123	1	.042

The Omnibus Test of Model Coefficients is found to be significant ($\chi^2 = 4.123$; p<0.05) and it can be concluded that the model's fit exhibits a notable enhancement in comparison to the null model.

Table 4.55: Hosmer and Lemeshow Test for Parents' Social Support and Occurrence of Bullying

Step	Chi-square	Degrees of Freedom	Significance
1	1.770	8	.987

Furthermore, the Hosmer and Lemeshow Test results provide confirmation that the model is a suitable fit for the data ($\chi2 = 1.770$; P>0.05). This indicates that the model adequately captures the underlying patterns in the data, and the observed and predicted values exhibit a significant degree of similarity, as reflected in the values presented in the Contingency Table:

Table 4.56: Hosmer and Lemeshow Test Contingency Table for Parents' Social Support and Occurrence of Bullying

Step 1	FACED BULLYING = YES		FACED BULLYING = NO		
1.	Observed	Expected	Observed	Expected	Total
2	111	110.408	47	47.592	158
3	117	121.337	62	57.663	179
4	86	82.265	37	40.735	123
5	90	90.778	47	46.222	137
6	95	97.797	54	51.203	149
7	90	86.455	43	46.545	133
8	97	97.194	54	53.806	151
9	83	83.480	48	47.520	131
10	74	72.540	41	42.460	115
11	143	143.746	90	89.254	233

Table 4.57: Model Summary Model Summary for Parents' Social Support and Occurrence of Bullying

Step	-2 Log likelihood	Cox-Snell R²	Nagelkerke R²
1	1943.418	.003	.004

Based on the model summary, the Negelkerke R^2 value provides an estimation of the approximate variation in the criterion variable. Thus, it can be said that 0.4% change in the non-occurrence of bullying incidents can be accounted from Parents social support.

Table 4.58: Classification Table for Parents' Social Support and Occurrence of Bullying

Observed	Faced Bullying		Percentage Correct
	Yes	**No**	
Faced Bullying YES	986	0	100.0
NO	523	0	.0
Overall Percentage			65.3

Further from the classification table, it can be said that in 65.3% cases the social support from parents will result into 0.4% of chances to non-occurrence of bullying. The sensitivity of the model is 0%. The specificity for the data is found 100% such that parents' social support will not lead to occurrence of bullying. Further the sensitivity is found to be 0% means thereby 0% chances to result into non-occurrence in bullying behaviour.

Table 4.59: Variables in the Equation for Parents' Social Support and Occurrence of Bullying

Step 1a	Regression Coefficients	Standard Error	Wald Statistic	Degrees of Freedom	Significance	Exp (B)	95% Confidence Interval for Exp(B)	
							Lower	**Upper**
Parents' Social	.028	.014	4.090	1	.043	1.028	1.001	1.056
Support Constant	-2.376	.864	7.564	1	.006	.093		

From the table 4.59, it can be interpreted that the odds of non-occurrence of bullying as a result of Parents social support are 1.028 times higher than the occurrence of bullying with 95% class interval of 1.001 to 1.056. Hence it can be said that with the increase in the predictor variable (Parents Social Support) the likelihood of bullying behavior not occurring will also increase. Overall, the results indicate that parents' social support is slightly associated with reducing bullying occurrence.

4.10.1.2 Role of Social Support from Teachers in reducing the occurance of Bullying

The study examines the impact of the independent variable 'teacher's social support role' on the outcome variable 'bullying prevalence' in relation to teachers' social support. Since the bullying prevalence will reduce as a result of teachers' social support, non occurance of bullying is taken as 1 and occurance of bullying is considered as 0. From the classification table, it is clear that 523 students out of 1509 have not experienced the bullying.

Table 4.60: Omnibus Tests of Model Coefficients for Teachers' Social Support and Occurance of Bullying

Step 1	Chi-square	Degrees of Freedom	Significance
Step	3.554	1	.059
Block	3.554	1	.059
Model	3.554	1	.059

The Omnibus Test of Model Coefficients is found to be not significant (χ^2 =3.554; p>0.05) and it can be concluded that the model fit hasn't demonstrated a noteworthy enhancement when compared to the null model.

Table 4.61: Hosmer and Lemeshow Test for Teachers' Social Support and Occurance of Bullying

Step	Chi-square	Degrees of Freedom	Significance
1	7.096	8	.526

Furthermore, the outcomes of the Hosmer and Lemeshow Test affirm the model's appropriateness (χ^2 = 7.096; P>0.05). Therefore, we can conclude that the

model is a suitable fit for the data, and there is a significant resemblance between the observed and predicted model values, as evidenced by the values presented in the Contingency Table:

Table 4.62: Hosmer and Lemeshow Test Contingency Table for Teachers' Social Support and Occurrence of Bullying

Step 1	FACED BULLYING = YES		FACED BULLYING = NO		
	Observed	Expected	Observed	Expected	Total
1	92	96.158	46	41.842	138
2	125	118.300	49	55.700	174
3	91	87.095	39	42.905	130
4	118	111.899	51	57.101	169
5	116	118.930	66	63.070	182
6	61	69.888	47	38.112	108
7	67	68.781	40	38.219	107
8	68	69.595	41	39.405	109
9	117	114.396	64	66.604	181
10	131	130.958	80	80.042	211

Table 4.63: Model Summary for Teachers' Social Support and Occurrence of Bullying

Step	-2 Log likelihood	Cox-Snell R^2	Nagelkerke R^2
1	1943.987a	.002	.003

The Negelkerke R^2 value, as derived from the model summary, offers an estimate of the approximate amount of variation in the criterion variable. Thus, it can be said that 0.3% change in the non-occurance of bullying incidents can be accounted from Teachers social support.

Table 4.64: Classification Table for Teachers' Social Support and Occurrence of Bullying

Observed	Faced Bullying		Percentage Correct
	Yes	No	
Faced Bullying YES	986	0	100.0
NO	523	0	0
Overall Percentage			65.3

Further from the classification table, it can be said that in 65.3% cases the Teachers' social support will result into 0.3% of chances to non-occurrence of bullying. The sensitivity of the model is 0%. The specificity for the data is found 100% such that teachers' social support will not lead to occurrence of bullying. Further the sensitivity is found to be 0% meaning thereby 0% chances to result into non-occurrence in bullying behaviour.

Table 4.65: Variables in the Equation for Teachers' Social Support and Occurrence of Bullying

Step 1a	Regression Coefficients	Standard Error	Wald Statistic	Degrees of Freedom	Significance	Exp (B)	95% Confidence Interval for Exp(B)	
							Lower	Upper
Teachers' Social Support	.019	.010	3.526	1	.060	1.019	.999	1.039
Constant	-1.789	.618	8.372	1	.004	.167		

From the table it can be interpreted that the odds of non-occurrence of bullying as a result of teachers' social support are 1.019 times higher than the occurrence of bullying with 95% class interval of 0.999 to 1.039. Hence it can be said that with the increase in the predictor variable (Teachers' Social Support) there will be increase in the non-occurrence of bullying behaviour. Therefore, it can be said that teachers' social support has a statistically significant but relatively small impact in reducing the risk of bullying occurrence among secondary and senior secondary students.

4.10.1.3 Role of Social Support from Classmates in reducing the occurrence of Bullying

The study has examined the impact of the independent variable classmates' social support role on the outcome variable bullying prevalence concerning social support from classmates. Since the bullying prevalence will reduce as a result of classmates' social support, non-occurrence of bullying is taken as 1 and occurrence of bullying is considered as 0. From the classification table, it is clear that 523 students out of 1509 have not experienced the bullying.

Table 4.66: Omnibus Tests of Model Coefficients for Classmates' Social Support and Occurrence of Bullying

Step 1	Chi-square	Degrees of Freedom	Significance
Step	.238	1	.626
Block	.238	1	.626
Model	.238	1	.626

The Omnibus Test of Model Coefficients is found to be not significant (χ^2 =.238; p>0.05) and it can be concluded that the model's fit does not exhibit substantial improvement when contrasted with the null model.

Table 4.67: Hosmer and Lemeshow Test for Classmates' Social Support and Occurrence of Bullying

Step	Chi-square	Degrees of Freedom	Significance
1	2.262	7	.944

Moreover, the outcomes of the Hosmer and Lemeshow Test have verified that the model appropriately matches the dataset (χ^2 = 2.262; P>0.05). This indicates that the model aligns well with the data, and there is no notable distinction between the observed and projected models, as reflected in the figures in the Contingency Table:

Table 4.68: Hosmer and Lemeshow Test Contingency Table for Classmates' Social Support and Occurrence of Bullying

Step 1	FACED BULLYING = YES		FACED BULLYING = NO		Total
	Observed	Expected	Observed	Expected	
1	92	92.432	47	46.568	139
2	100	99.691	51	51.309	151
3	99	100.625	54	52.375	153
4	122	115.363	54	60.637	176
5	116	114.351	59	60.649	175
6	121	122.463	67	65.537	188
7	131	132.451	73	71.549	204
8	107	112.601	67	61.399	174
9	98	96.023	51	52.977	149

Table 4.69: Model Summary for Classmates' Social Support and Occurrence of Bullying

Step	-2 Log likelihood	Cox-Snell R²	Nagelkerke R²
1	1947.303a	.000	.000

The Negelkerke R^2 value, as indicated in the model summary, offers an estimate of the approximate degree of variation in the criterion variable. Thus, it can be said that 0%chance in the non-occurrence of bullying incidents can be accounted from classmates' social support.

Table 4.70: Classification Table for Classmates' Social Support and Occurrence of Bullying

Observed	Faced Bullying		Percentage Correct
	Yes	No	
Faced Bullying YES	986	0	100.0
NO Overall Percentage	523	0	0
			65.3

Further from the classification table, it can be said that in 65.3% cases the classmates' social support will result into 0.3% of chances to non-occurrence of bullying. The sensitivity of the model is 0%. The specificity for the data is found 100% such that social support from classmates will not lead to occurrence of bullying. Further the sensitivity is found to be 0% meaning thereby 0% chances to result into non-occurrence in bullying behaviour.

Table 4.71: Variables in the Equation for Classmates' Social Support and Occurrence of Bullying

Step 1a	Regression Coefficients	Standard Error	Wald Statistic	Degrees of Freedom	Significance	Exp (B)	95% Confidence Interval for Exp(B)	
							Lower	Upper
Classmates' Social Support	.005	.009	.238	1	.626	1.005	.986	1.023
Support Constant	-.914	.577	2.511	1	.113	.401		

From the table it can be interpreted that the odds of non-occurrence of bullying as a result of social support from classmates are 1.005 times higher than the occurrence of bullying with 95% class interval of 0.986 to 1.023. Hence it can be said that with the increase in the predictor variable (classmates' Social Support) there will be increase in the non-occurrence of bullying behaviour.

4.10.1.4 Role of Social Support from Close Friends in reducing the occurrence of Bullying

The study has examined the relationship between the independent variable classmates' social support role and the outcome variable bullying prevalence in the context of social support from close friends. Since the bullying prevalence will reduce as a result of social support from close friends, non-occurrence of bullying is taken as 1 and occurrence of bullying is considered as 0. From the classification table, it is clear that 523 students out of 1509 have not experienced the bullying.

Table 4.72: Omnibus Tests of Model Coefficients for Close Friends' Social Support and Occurrence of Bullying

Step 1	Chi-square	Degrees of Freedom	Significance
Step	6.017	1	.014
Block	6.017	1	.014
Model	6.017	1	.014

The Omnibus Test of Model Coefficients is found to be significant ($\chi^2 = 6.017$; p<0.05) and it can be concluded that the model's fit has notably improved in comparison to the null model.

Table 4.73: Hosmer and Lemeshow Test Close Friends' Social Support and Occurrence of Bullying

Step	Chi-square	Degrees of Freedom	Significance
1	13.240	7	.066

Furthermore, the Hosmer and Lemeshow Test results have verified the appropriateness of the model's fit ($\chi2 = 13.240$; P>0.05). Consequently, we can conclude that the model is indeed a suitable fit for the data, and there is a notable

alignment between the observed and predicted values, which is also evident in the figures presented in the Contingency Table:

Table 4.74: Hosmer and Lemeshow Test Contingency Table for Close Friends' Social Support and Occurrence of Bullying

Step 1	FACED BULLYING = YES		FACED BULLYING = NO		Total
	Observed	Expected	Observed	Expected	
1	120	119.750	49	49.250	169
2	106	107.126	50	48.874	156
3	102	113.597	67	55.403	169
4	104	102.465	51	52.535	155
5	79	75.705	37	40.295	116
6	121	106.833	45	59.167	166
7	111	103.378	52	59.622	163
8	119	123.184	78	73.816	197
9	124	133.962	94	84.038	218

Table 4.75: Model Summary Close Friends' Social Support and Occurrence of Bullying

Step	-2 Log likelihood	Cox-Snell R²	Nagelkerke R²
1	1941.523a	.004	.005

The model summary highlights that the Negelkerke R^2 value serves as an informative measure of the extent to which the criterion variable's variation is approximated. Thus, it can be said that 0.5% chance in the non-occurrence of bullying incidents can be accounted from close friends' social support.

Table 4.76: Classification Table Close Friends' Social Support and Occurrence of Bullying

Observed	Faced Bullying		Percentage Correct
	Yes	No	
Faced Bullying YES	986	0	100.0
NO	523	0	0
Overall Percentage			65.3

Further from the classification table, it can be said that in 65.3% cases the social support from close friends will result into 0.5% of chances to non-occurrence of bullying. The sensitivity of the model is 0%. The specificity for the data is found 100% such that social support from close friends will not lead to occurrence of bullying. Further the sensitivity is found to be 0% meaning thereby 0% chances to result into non-occurrence in bullying behaviour.

Table 4.77: Variables in the Equation Close Friends' Social Support and Occurrence of Bullying

Step 1a	Regression Coefficients	Standard Error	Wald Statistic	Degrees of Freedom	Significance	Exp (B)	95% Confidence Interval for Exp(B)	
							Lower	Upper
Close friends' Social Support	.020	.008	5.937	1	.015	1.020	1.004	1.036
Constant	1.854	.505	13.492	1	.000	.157		

From the table it can be interpreted that the odds of non-occurrence of bullying as a result of social support from close friends are 1.020 times higher than the occurrence of bullying with 95% class interval of 1.004 to 1.036. Hence it can be said that with the increase in the predictor variable (close friends' Social Support) there will be increase in the non-occurrence of bullying behaviour. Therefore, it can be said that having strong social support from close friends is associated with a reduced risk of experiencing bullying.

4.10.1.5 Role of Social Support from People in School in reducing the Occurrence of Bullying

The study has examined the role of the independent variable "social support from individuals within the school environment" in relation to the outcome variable, which is the prevalence of bullying. Since the bullying prevalence will reduce as a result of social support from people in school, non-occurrence of bullying is taken as 1 and occurrence of bullying is considered as 0. From the classification table, it is clear that 523 students out of 1509 have not experienced the bullying.

Table 4.78: Omnibus Tests of Model Coefficients for Social Support from people in school and Occurrence of Bullying

Step 1	Chi-square	Degrees of Freedom	Significance
Step	1.474	1	.225
Block	1.474	1	.225
Model	1.474	1	.225

The Omnibus Test of Model Coefficients is found to be not significant (χ^2 =1.474; p>0.05) and it can be concluded that no substantial enhancement in the model's fit can be seen when contrasted with the null model.

Table 4.79: Hosmer and Lemeshow Test for Social Support from people in school and Occurrence of Bullying

Step	Chi-square	Degrees of Freedom	Significance
1	7.150	8	.521

Furthermore, the Hosmer and Lemeshow Test result validates the model's good fit (χ^2 = 7.150; P > 0.05). This confirms that the model fits the data suitably, and there is no significant disparity between the observed and predicted outcomes, as evident in the Hosmer and Lemeshow Test's contingency table values.

Table 4.80: Hosmer and Lemeshow Test Contingency Table for Social Support from people in school and Occurrence of Bullying

Step 1	FACED BULLYING = YES		FACED BULLYING = NO		Total
	Observed	Expected	Observed	Expected	
1	108	108.802	52	51.198	160
2	83	77.705	33	38.295	116
3	112	114.920	61	58.080	173
4	104	113.998	69	59.002	173
5	68	64.835	31	34.165	99
6	84	76.299	33	40.701	117
7	70	68.831	36	37.169	106
8	122	120.019	64	65.981	186
9	108	109.365	63	61.635	171
10	127	131.226	81	76.774	208

Table 4.81: Model Summary for Social Support from people in school and Occurrence of Bullying

Step	-2 Log likelihood	Cox-Snell R²	Nagelkerke R²
1	1946.066a	.001	.001

From the model summary, the Negelkerke 'R' Square value provides an indication of the approximate variation in the criterion variable. Thus, it can be said that 0.1%chance in the non-occurrence of bullying incidents can be accounted from school people's social support.

Table 4.82: Classification Table for Social Support from people in school and Occurrence of Bullying

Observed	Faced Bullying		Percentage Correct
	Yes	No	
Faced Bullying YES	986	0	100.0
NO	523	0	0
Overall Percentage			65.3

Further from the classification table, it can be said that in 65.3% cases the social support from people in school will result into 0.1% of chances to non-occurrence of bullying. The sensitivity of the model is 0%. The specificity for the data is found 100% such that social support from people in school will not lead to occurrence of bullying. Further the sensitivity is found to be 0% meaning thereby 0% chances to result into non-occurrence in bullying behaviour.

Table 4.83: Variables in the Equation for Social Support from people in school and Occurrence of Bullying

Step 1a	Regression Coefficients	Standard Error	Wald Statistic	Degrees of Freedom	Sig.	Exp (B)	95% Confidence Interval for Exp(B)	
							Lower	Upper
Social Support from people in school	.012	.010	1.470	1	.225	1.012	.992	1.033
Constant	-1.362	.604	5.093	1	.024	.256		

From the table it can be interpreted that the odds of non-occurrence of bullying as a result of social support from people in school are 1.012 times higher than the occurrence of bullying with 95% class interval of 0.992 to 1.033. Hence it can be said that with the increase in the predictor variable (Social Support from people in school) there will be increase in the non-occurrence of bullying behaviour.

Overall, the findings highlight the critical role of social support from different sources in mitigating the risk of bullying. Parental and close friends' support emerged as particularly influential factors. While teachers' and classmates' support and support provided by people in school did not show significant effects in bullying occurrences, It's important to acknowledge the multifaceted nature of bullying prevention, and the potential impact of these sources of support in other settings. These results underscore the significance of fostering a supportive environment within both family and peer networks in efforts to combat bullying behavior.

4.10.2 Role of Social Support in reducing the involvement in Bullying Acts

To investigate the impact of social support in mitigating the risk of bullying prevalence, we utilized binary logistic regression. The independent variable social support role has been studied in the outcome variable bullying prevalence. Since the involvement in bullying prevalence will reduce as a result of social support, non-involvement in bullying is taken as 1 and involvement in bullying is considered as 0. Using the SPSS the interpretation has been made. From the classification table, it is clear that 366 students out of 1509 have not involved in bullying.

In order to evaluate how well the model fits the data and whether it is an appropriate choice, measures of goodness-of-fit has been utilized. Specifically, statistical tests known as the Omnibus Tests of Model Coefficients and the Hosmer and Lemeshow Test have been applied. These tests were employed to gauge the adequacy and appropriateness of the model's performance.

Table 4.84: Omnibus Tests of Model Coefficients for Social Support and Involvement in Bullying

Step 1	Chi-square	Degrees of Freedom	Significance
Step	.779	1	.377
Block	.779	1	.377
Model	.779	1	.377

The Omnibus Test of Model Coefficients yielded non-significant results (χ^2 = 4.739; p > 0.05), suggesting that there is no noteworthy enhancement in model fit compared to the null model.

Table 4.85: Hosmer and Lemeshow Test for Social Support and Involvement in Bullying

Step	Chi-square	Degrees of Freedom	Significance
1	5.149	8	.741

Furthermore, the outcomes of the Hosmer and Lemeshow Test have affirmed the model's suitability (χ^2 = 5.149; P > 0.05). Consequently, it is reasonable to assert that the model effectively fits the dataset, and there is no notable difference between the observed and predicted models, as evidenced by the values in the Hosmer and Lemeshow Test's Contingency Table.

Table 4.86: Hosmer and Lemeshow Test Contingency Table for Social Support and Involvement in Bullying

Step 1	Involved in Bullying = YES		Involved in Bullying = NO		Total
	Observed	Expected	Observed	Expected	
1	125	123.615	35	36.385	160
2	113	112.957	34	34.043	147
3	112	115.523	39	35.477	151
4	109	106.692	31	33.308	140
5	114	110.105	31	34.895	145
6	115	120.268	44	38.732	159
7	126	121.342	35	39.658	161
8	108	114.015	44	37.985	152
9	115	110.423	33	37.577	148
10	106	108.060	40	37.940	146

Table 4.87: Model Summary for Social Support and Involvement in Bullying

Step	-2 Log likelihood	Cox-Snell R²	Nagelkerke R²
1	1671.179a	.001	.001

The Negelkerke R^2 value, as gleaned from the model summary, offers a hint about the approximate extent of variability in the criterion variable. Thus, it can be said that 0.1% change in the non-involvement in bullying incidents can be accounted from social support.

Table 4.88: Classification Table for Social Support and Involvement in Bullying

Observed	Involved in Bullying		Percentage Correct
	Yes	No	
Involved in Bullying YES	1143	0	100.0
NO	366	0	.0
Overall Percentage			75.7

Further from the classification table, it can be said that in 75.7% cases the social support will result into 0.1% of chances to non- involvement in bullying. The sensitivity of the model is 0%. The specificity for the data is found 100% such that social support will not lead to involvement in bullying. Further the sensitivity is found to be 0% meaning thereby 0% chances to result into non-involvement in bullying prevalence.

Table 4.89: Variables in the Equation for Social Support and Involvement in Bullying

Step 1a	Regression Coefficients	Standard Error	Wald Statistic	Degrees of Freedom	Significance	Exp (B)	95% Confidence Interval for Exp(B)	
							Lower	Upper
Social Support	-.003	.004	.780	1	.377	.997	.990	1.004
Constant	-.358	.885	.164	1	.686	.699		

From the table it can be interpreted that the likelihood of not being engaged in bullying due to social support is 0.997 times lower than the involvement in bullying with 95% class interval of 0.990 to 1.004. Hence it can be said that with the increase

in the predictor variable (Social Support) there will be decrease in the non-involvement in bullying prevalence.

In conclusion, the analysis suggests that there is a potential relationship between social support and reduced involvement in bullying acts, as indicated by the higher percentage of non-involvement in bullying among students who received social support. However, the effect size is small, and model did not demonstrate strong predictive power. Further research may be needed to explore additional factors that influence bullying prevalence and to better understand the role of social support in this context.

4.10.2.1 Role of Social Support from Parents in reducing the involvement in Bullying Acts

To investigate how parental social support contributes to mitigating the risk of bullying prevalence, binary logistic regression has been applied. This analysis examined how the independent variable "parental social support" relates to the outcome variable, which is bullying prevalence. Since the involvement in bullying prevalence will reduce as a result of social support from parents, non-involvement in bullying is taken as 1 and involvement in bullying is considered as 0. Using the SPSS, the interpretation has been made. From the classification table, it is clear that 366 students out of 1509 have not experienced the bullying. To assess the model's appropriateness and how well it fits the data, goodness-of-fit statistics, specifically the Omnibus Tests of Model Coefficients and the Hosmer and Lemeshow Test has been utilized.

Table 4.90: Omnibus Tests of Model Coefficients for Parents' Social Support and Involvement in Bullying

Step 1	Chi-square	Degrees of Freedom	Significance
Step	.550	1	.458
Block	.550	1	.458
Model	.550	1	.458

The Omnibus Test of Model Coefficients yielded non-significant results (χ^2 = 0.550; P > 0.05), leading to the conclusion that there is no noteworthy enhancement in the model's fit when compared to the null model.

Table 4.91: Hosmer and Lemeshow Test for Parents' Social Support and Involvement in Bullying

Step	Chi-square	Df	Sig.
1	5.650	8	.686

Furthermore, the outcomes of the Hosmer and Lemeshow Test have validated the model's adequacy (χ^2 = 5.650; P > 0.05). Therefore, it can be asserted that the model appropriately fits the dataset, and there is no noticeable difference between the observed and predicted models, as reflected in the values within the Contingency Table:

Table 4.92: Hosmer and Lemeshow Test Contingency Table for Parents' Social Support and Involvement in Bullying

Step 1	Involved in Bullying = YES		Involved in Bullying = NO		Total
	Observed	Expected	Observed	Expected	
1	109	110.949	35	33.051	144
2	157	156.217	47	47.783	204
3	95	99.936	36	31.064	131
4	117	114.886	34	36.114	151
5	110	100.918	23	32.082	133
6	110	112.752	39	36.248	149
7	103	103.388	34	33.612	137
8	94	92.566	29	30.434	123
9	130	134.156	49	44.844	179
10	118	117.232	40	40.768	158

Table 4.93: Model Summary for Parents' Social Support and Involvement in Bullying

Step	-2 Log likelihood	Cox-Snell R²	Nagelkerke R²
1	1671.408a	.000	.001

The Negelkerke R^2 value, gleaned from the model summary, offers insights into the estimated extent of variability within the criterion variable. Thus, it can be said that 0.1% change in the non-involvement in bullying incidents can be accounted from Parents' social support.

Table 4.94: Classification Table for Parents' Social Support and Involvement in Bullying

Observed	Involved in Bullying		Percentage Correct
	Yes	No	
Involved in Bullying YES	1143	0	100.0
NO	366	0	.0
Overall Percentage			75.7

Further from the classification table, it can be said that in 75.7% cases the social support from parents will result into 0.1 % of chances to non-involvement in bullying.

The sensitivity of the model is 0%. The specificity for the data is found 100% such that parents' support will not lead to involvement in bullying. Further the sensitivity is found to be 0% meaning thereby 0% chances to result into non-involvement in bullying prevalence.

Table 4.95: Variables in the Equation for Parents' Social Support and Involvement in Bullying

Step 1	Regression Coefficients	Standard Error	Wald Statistic	Degrees of Freedom	Sig.	Exp (B)	95% Confidence Interval for Exp(B)	
							Lower	Upper
Parents' Social Support	-.011	.015	.552	1	.458	.989	.960	1.019
Constant	-.439	.943	.217	1	.641	.644		

Interpreting the table, it becomes evident that the likelihood of not being involved in bullying due to parental social support is 0.989 times lower than the involvement of bullying with 95% class interval of 0.960 to 1.019. Hence it can be said that with the increase in the predictor variable (Parents Social Support) there will be decrease in the non-involvement in bullying prevalence.

4.10.2.2   Role of Social Support from Teachers in reducing the involvement in Bullying Acts

Role of the independent variable support from teachers in relation to the outcome variable, which is bullying prevalence has been studied. Since the involvement in bullying prevalence will reduce as a result of teachers' social support, non-involvement of bullying is taken as 1 and involvement in bullying is considered as 0. From the classification table, it is clear that 366 students out of 1509 have not experienced the bullying.

Table 4.96: Omnibus Tests of Model Coefficients for Teachers' Social Support and Involvement in Bullying

Step 1	Chi-square	Degrees of Freedom	Significance
Step	3.093	1	.079
Block	3.093	1	.079
Model	3.093	1	.079

The Omnibus Test of Model Coefficients is found to be not significant (χ^2 =3.554; p>0.05) and it can be concluded that the model fit does not show a significant improvement when compared to the null model.

Table 4.97: Hosmer and Lemeshow Test for Teachers' Social Support and Involvement in Bullying

Step	Chi-square	Degrees of Freedom	Significance
1	1.992	8	.981

Furthermore, the Hosmer and Lemeshow Test results have validated the model's appropriateness (χ^2 = 1.992; P > 0.05). Therefore, it can be concluded that the model effectively fits the data, and there is little to no distinction between the observed and predicted models, as evidenced by the values within the Contingency Table:

Table 4.98: Hosmer and Lemeshow Test Contingency Table for Teachers' Social Support and Involvement in Bullying

Step 1	Involved in Bullying = YES		Involved in Bullying = NO		Total
	Observed	Expected	Observed	Expected	
1	94	97.497	30	26.503	124
2	136	136.269	39	38.731	175
3	160	155.916	42	46.084	202
4	81	82.057	26	24.943	107
5	84	82.452	24	25.548	108
6	139	137.998	43	44.002	182
7	125	126.910	44	42.090	169
8	100	96.739	30	33.261	130
9	94	95.772	36	34.228	130
10	130	131.390	52	50.610	182

Table 4.99: Model Summary for Teachers' Social Support and Involvement in Bullying

Step	-2 Log likelihood	Cox-Snell R²	Nagelkerke R²
1	1668.865a	.002	.003

From the model summary, the Negelkerke R^2 value provides an indication of the approximate variation in the criterion variable. Thus, it can be said that 0.3% change in the non-involvement in bullying incidents can be accounted from Teachers' social support.

Table 4.100: Classification Table for Teachers' Social Support and Involvement in Bullying

Observed	Involved in Bullying		Percentage Correct
	Yes	No	
Involved in Bullying YES	1143	0	100.0
NO	366	0	.0
Overall Percentage			75.7

Further from the classification table, it can be said that in 75.7% cases the Teachers' social support will result into 0.3% of chances to non-involvement in bullying. The sensitivity of the model is 0%. The specificity for the data is found 100% such that teachers' social support will not lead to involvement of bullying. Further the sensitivity is found to be 0% meaning thereby 0% chances to result into non-involvement in bullying prevalence.

Table 4.101: Variables in the Equation for Teachers' Social Support and Involvement in Bullying

Step 1a	Regression Coefficients	Standard Error	Wald Statistic	Degrees of Freedom	Significance	Exp (B)	95% Confidence Interval for Exp(B)	
							Lower	Upper
Teachers' Social Support	-.019	.011	3.107	1	.078	.981	.960	1.002
Constant	.038	.669	.003	1	.954	1.039		

From the table it can be interpreted that the odds of non-involvement of bullying as a result of teachers' social support are 0.981 times lower than the involvement of bullying with 95% class interval of 0.960 to 1.002. Hence it can be said that with the increase in the predictor variable (Teachers' Social Support) there will be decrease in the non-involvement of bullying behaviour.

4.10.2.3 Role of Social Support from Classmates in reducing the involvement in Bullying Acts

In the context of studying bullying prevalence as the outcome variable, the independent variable under investigation is the role of social support from classmates. Since the involvement in bullying prevalence will reduce as a result of classmates' social support, non-involvement of bullying is taken as 1 and involvement in bullying is considered as 0. From the classification table, it is clear that 366 students out of 1509 have not involved in bullying.

Table 4.102: Omnibus Tests of Model Coefficients for Classmates' Social Support and Involvement in Bullying

Step 1	Chi-square	Degrees of Freedom	Significance
Step	1.665	1	.197
Block	1.665	1	.197
Model	1.665	1	.197

The Omnibus Test of Model Coefficients is found to be not significant (χ^2 =1.665; p>0.05) and it can be concluded that the model fit does not exhibit a significant improvement when compared to the null model.

Table 4.103: Hosmer and Lemeshow Test for Classmates' Social Support and Involvement in Bullying

Step	Chi-square	Degrees of Freedom	Significance
1	9.984	8	.266

Furthermore, the Hosmer and Lemeshow Test results have confirmed that the model fits the data adequately (χ^2 = 9.984; P>0.05). This suggests that the observed and predicted model are practically identical, as supported by the values in the Contingency Table:

Table 4.104: Hosmer and Lemeshow Test Contingency Table for Classmates' Social Support and Involvement in Bullying

Step 1	Involved in Bullying = YES		Involved in Bullying = NO		Total
	Observed	Expected	Observed	Expected	
1	125	115.953	24	33.047	149
2	126	134.374	48	39.626	174
3	78	83.004	30	24.996	108
4	147	145.341	43	44.659	190
5	147	145.927	45	46.073	192
6	135	138.904	49	45.096	184
7	111	108.006	33	35.994	144
8	104	99.860	30	34.140	134
9	110	115.105	46	40.895	156
10	60	56.525	18	21.475	78

Table 4.105: Model Summary for Classmates' Social Support and Involvement in Bullying

Step	-2 Log likelihood	Cox-Snell R²	Nagelkerke R²
1	1670.294a	.001	.002

The Negelkerke R^2 value, as indicated in the model summary, offers insights into the estimation of the approximate variation in the criterion variable. Thus, it can be said that 0.2% chance in the non-involvement of bullying incidents can be accounted from classmates' social support.

Table 4.106: Classification Table for Classmates' Social Support and Involvement in Bullying

Observed	Involved in Bullying		Percentage Correct
	Yes	No	
Involved in Bullying YES	1143	0	100.0
NO	366	0	.0
Overall Percentage			75.7

Further from the classification table, it can be said that in 75.7% cases the classmates' social support will result into 0.2% of chances to non-involvement in bullying. The sensitivity of the model is 0%. The specificity for the data is found 100% such that social support from classmates will not lead to involvement in bullying. Further the sensitivity is found to be 0% meaning thereby 0% chances to result into non-involvement in bullying prevalence.

Table 4.107: Variables in the Equation for Classmates' Social Support and Involvement in Bullying

Step 1	Regression Coefficients	Standard Error	Wald Statistic	Degrees of Freedom	Sig.	Exp (B)	95% Confidence Interval for Exp(B)	
							Lower	Upper
Classmates' Social Support	-.013	.010	1.672	1	.196	.987	.967	1.007
Constant	-.325	.631	.264	1	.607	.723		

Based on the table, it can be concluded that the likelihood of not being involved in bullying due to the influence of social support from classmates is 0.987

times lower than the involvement of bullying with 95% class interval of 0.967 to 1.007. Hence it can be said that with the increase in the predictor variable (classmates' Social Support) there will be decrease in the non-occurrence of bullying behaviour.

4.10.2.4 Role of Social Support from Close Friends in reducing the involvement in Bullying Acts

The outcome variable of bullying prevalence has been examined in relation to the independent variable, the role of social support from close friends. Since the involvement in bullying prevalence will reduce as a result of social support from close friends, non-involvement in bullying is taken as 1 and involvement in bullying is considered as 0. From the classification table, it is clear that 366 students out of 1509 have not involved in bullying.

Table 4.108: Omnibus Tests of Model Coefficients for Close friends' Social Support and Involvement in Bullying

Step 1	Chi-square	Degrees of Freedom	Significance
Step	.505	1	.477
Block	.505	1	.477
Model	.505	1	.477

The Omnibus Test of Model Coefficients yielded non-significant results (χ^2 = 0.505; p>0.05), leading to the conclusion that there is no notable enhancement in the model fit when compared to the null model.

Table 4.109: Hosmer and Lemeshow Test for Close friends' Social Support and Involvement in Bullying

Step	Chi-square	Degrees of Freedom	Significance
1	6.824	7	.447

Furthermore, the outcome of the Hosmer and Lemeshow Test has verified the model's adequate fit (χ^2 = 6.824; P>0.05). Consequently, it can be asserted that the model is well-suited to the data, and the observed and predicted models do not exhibit any disparity, as evident in the values within the Contingency Table:

Table 4.110: Hosmer and Lemeshow Test Contingency Table for Close friends' Social Support and Involvement in Bullying

Step 1	Involved in Bullying = YES		Involved in Bullying = NO		Total
	Observed	Expected	Observed	Expected	
1	133	130.473	36	38.527	169
2	122	119.515	34	36.485	156
3	122	128.825	47	40.175	169
4	123	117.702	32	37.298	155
5	81	87.832	35	28.168	116
6	120	125.302	46	40.698	166
7	124	122.645	39	40.355	163
8	152	147.777	45	49.223	197
9	166	162.929	52	55.071	218

Table 4.111: Model Summary for Close friends' Social Support and Involvement in Bullying

Step	-2 Log likelihood	Cox-Snell R²	Nagelkerke R²
1	1671.453a	.000	.000

The Negelkerke R^2 value in the model summary offers an estimate of the degree of variability in the criterion variable. Thus, it can be said that 0% chance in the non-involvement in bullying incidents can be accounted from close friend's social support.

Table 4.112: Classification Table for Close friends' Social Support and Involvement in Bullying

Observed	Faced Bullying		Percentage Correct
	Yes	No	
Faced Bullying YES	1143	0	100.0
NO	366	0	.0
Overall Percentage			75.7

Further from the classification table, it can be said that in 75.7% cases the social support from close friends will result into 0% of chance to non-involvement in bullying. The sensitivity of the model is 0%. The specificity for the data is found 100% such that social support from close friends will not lead to involvement in bullying. Further the sensitivity is found to be 0% meaning thereby 0% chance to result into non-involvement in bullying prevalence.

Table 4.113: Variables in the Equation for Close friends' Social Support and Involvement in Bullying

Step 1	Regression Coefficients	Standard Error	Wald Statistic	Degrees of Freedom	Sig.	Exp (B)	95% Confidence Interval for Exp(B)	
							Lower	Upper
Close Friends' Social Support	.006	.009	.503	1	.478	1.006	.989	1.024
Constant	-1.528	.553	7.629	1	.006	.217		

From the table it can be interpreted that the likelihood of not being involved in bullying due to the support of close friends is 1.006 times higher than the involvement in bullying with 95% class interval of 0.989 to 1.024. Hence it can be said that with the increase in the predictor variable (close friends' Social Support) there will be increase in the non-involvement in bullying prevalence.

4.10.2.5 Role of Social Support from People in School in reducing the involvement in Bullying Acts:

In the context of studying bullying prevalence as the outcome variable, the independent variable under investigation is the role of social support from individuals within the school community. Since the involvement in bullying prevalence will reduce as a result of social support from people in school, non-involvement in bullying is taken as 1 and involvement in bullying is considered as 0. From the classification table, it is clear that 366 students out of 1509 have not involved in the bullying.

Table 4.114: Omnibus Tests of Model Coefficients for Social Support from People in School and Involvement in Bullying

Step 1	Chi-square	Degrees of Freedom	Significance
Step	.384	1	.536
Block	.384	1	.536
Model	.384	1	.536

The analysis of the Omnibus Test of Model Coefficients indicates that to be not significant (χ^2 =0.384; p>0.05) and it can be concluded that the model's fit has not displayed any noteworthy enhancement when contrasted with the null mode.

Table 4.115: Hosmer and Lemeshow Test for Social Support from People in School and Involvement in Bullying

Step	Chi-square	Degrees of Freedom	Significance
1	6.074	8	.639

Additionally, the outcome of the Hosmer and Lemeshow Test has verified that the model fits the data well ($\chi^2 = 6.074$; P>0.05). Therefore, it can be concluded that there is a good fit between the model and the data, and no significant variance exists between the observed and predicted models, as reflected in the values within the Contingency table:

Table 4.116: Hosmer and Lemeshow Test Contingency Table for Social Support from People in School and Involvement in Bullying

Step 1	Involved in Bullying = YES		Involved in Bullying = NO		Total
	Observed	Expected	Observed	Expected	
1	108	112.187	38	33.813	146
2	117	111.686	29	34.314	146
3	130	131.927	43	41.073	173
4	81	76.070	19	23.930	100
5	83	80.501	23	25.499	106
6	86	88.707	31	28.293	117
7	138	144.452	53	46.548	191
8	142	137.164	40	44.836	182
9	101	99.910	32	33.090	133
10	157	160.397	58	54.603	215

Table 4.117: Model Summary for Social Support from People in School and Involvement in Bullying

Step	-2 Log likelihood	Cox-Snell R²	Nagelkerke R²
1	1671.574a	.000	.000

The Negelkerke 'R' Square value presented in the model summary serves as an indicator of the amount of variance explained in the criterion variable. Thus, it can be said that 0 % chance in the non-involvement in bullying incidents can be accounted from school people's social support.

Table 4.118: Classification Table for Social Support from People in School and Involvement in Bullying

Observed	Faced Bullying		Percentage Correct
	Yes	No	
Faced Bullying YES	1143	0	100.0
NO	366	0	.0
Overall Percentage			75.7

Further from the classification table, it can be said that in 75.7% cases the social support from people in school will result into 0% of chance to non-involvement in occurrence of bullying. The sensitivity of the model is 0%. The specificity for the data is found 100% such that social support from people in school will not lead to involvement in bullying. Further the sensitivity is found to be 0% meaning thereby 0% chances to result into non-involvement in bullying prevalence.

Table 4.119: Variables in the Equation for Social Support from People in School and Involvement in Bullying

Step 1	Regression Coefficients	Standard Error	Wald Statistic	Degrees of Freedom	Sig.	Exp (B)	95% Confidence Interval for Exp(B)	
							Lower	Upper
School People's Social Support	-.007	.011	.384	1	.535	.993	.972	1.015
Constant	-.728	.664	1.204	1	.273	.483		

From the table it can be interpreted that the likelihood of not being engaged in bullying is reduced by a factor of 0.993 when there is support from individuals in the school, compared to the likelihood of being involved in bullying with 95% class interval of 0.972 to 1.015. Hence it can be said that with the increase in the predictor variable (Social Support from people in school) there will be decrease in the non-involvement in bullying prevalence.

In summary, the results suggest that the examined dimensions of social support, including parental support, teachers' support, classmates' support, support from close friends, and support from people within the school community, did not appear to have a substantial impact on reducing the involvement in bullying. The odds ratios indicated minimal variations in the likelihood of non-involvement in bullying due to these forms of support.

Discussion on Results

The study's findings suggest that despite the presence of support from teachers, classmates, and individuals within the school environment, there was no discernible impact on reducing the overall prevalence of bullying. In other words, while these sources of support exist, they did not seem to have a significant effect on decreasing the incidence of bullying among the students studied.

The study's findings further revealed that parental social support, although statistically significant, exerts a relatively limited influence in alleviating the incidence of bullying among secondary and senior secondary students. In essence, while there is a significant relationship, the impact of parental social support on reducing bullying in this student population is not substantial.

The results of the regression analysis unveiled that among the variables considered, only social support from close friends exhibited a statistically significant association with a decrease in instances of bullying. This implies that there is a positive correlation between the level of social support received from close friends and a reduced likelihood of encountering bullying incidents. In simpler terms, an increase in support from close friends is linked to a higher probability of not experiencing bullying behavior.

The possible reason for this is may be close friends often provide emotional support, understanding, and empathy to individuals. This emotional support can contribute to a reduction in bullying incidents as it helps build resilience, self-confidence, and a positive self-image, making individuals less vulnerable to bullying behaviors. Sometimes, children refrain from sharing their concerns if there are significant communication barriers with their parents. Another possibility is that students believe that teachers, classmates, and individuals within their school environment may not have the capacity to assist them in resolving their issues.

These results also imply that other factors beyond social support from these sources may play a more significant role in preventing or mitigating bullying behavior. Further research is warranted to explore additional factors and interventions that could effectively address bullying in different contexts.

In case of involvement in bullying, the findings of this study demonstrate that the availability of support from parents, teachers, classmates, close friends, and school community does not appear to substantially reduce the risk of being involved in instances of bullying. The logistic regression did not exhibit a notable enhancement in model fit when compared to the null model, suggesting that the inclusion of social support variables did not contribute significantly to predicting non-involvement in bullying.

While social support is an important factor, there may be other influential factors that were not considered in the study. Bullying is a multifaceted issue influenced by various individual, social, and environmental factors. The study might have overlooked important variables that could impact bullying prevalence, such as individual resilience, school policies, or community dynamics. The measurement tools or methods used might not have captured the nuances of social support or bullying accurately. Respondents might also have been hesitant to report their experiences accurately due to social desirability biases or fear of repercussions.

4.11 ROLE OF SOCIAL SUPPORT IN THE PSYCHOSOMATIC PROBLEMS FACED BY VICTIMS OF BULLYING

Objective 8: To study the role of social support in the psychosomatic problems faced by victims of bullying in secondary and senior secondary schools.

Hypothesis: There is no significant influence of social support in the psychosomatic problems faced by victims of bullying in secondary and senior secondary schools.

4.11.1 Role of Social Support in the Psychosomatic Problem (Lack of Concentration) Faced by Victims of Bullying

To address the stated objective, ordinal logistic regression was utilized in SPSS version 23. The focal point of this analysis was the role of social support, which serves as the independent variable, in relation to the outcome variable of psychosomatic problems. The independent variable, social support, encompassing dimensions from parents, teachers, classmates, close friends, and other school acquaintances, is continuous in nature. Meanwhile, the dependent variable, psychosomatic problem, specifically concentration issue, was assessed separately on an ordinal scale ranging from Never (0) to Always (4). The results obtained from the analysis utilizing ordinal logistic regression are summarized below:

Table 4.120: Case Processing Summary for Social Support and Lack of Concentration

		N	**Marginal Percentage**
Concentration Problem	NEVER	7	.7%
	SELDOM	213	21.6%
	SOMETIMES	457	46.3%
	OFTEN	214	21.7%
	ALWAYS	95	9.6%
Valid		986	100.0%
Missing		0	
Total		986	

From the table 4.120, it can be said that the psychosomatic problem (concentration) is proportionally observed as Never-7 (7%), seldom 213 (21.6%), sometimes-457 (46.3%), often-214 (21.7%) and always -95(9.6%).

270

Table 4.121: Model Fit Statistics for Social Support and Lack of Concentration

Model	-2 Log Likelihood	Chi-Square	Df	Sig.
Intercept Only	2523.302	4.077	5	.538
Final	2519.225			

Further that table 4.121 shows the model fitting information for the intercept (-2 Log Likelihood) and the full model which includes social support from parents, teachers, classmates, close friends, and people in school. The final model did not demonstrate any improvement over the intercept (2519.225). This observation is supported by the non-significant likelihood ratio chi-square test ($\chi2$ (5) = 4.077; p>0.001). Therefore, we can conclude that the model fit does not show a significant enhancement compared to the null model.

Table 4.122: Goodness-of-Fit for Social Support and Lack of Concentration

	Chi-Square	Df	Sig.
Pearson	3987.939	3935	.274
Deviance	2519.225	3935	1.000

The results in the goodness-of-fit table provide strong confirmation that the model is indeed a suitable fit for the data. This assertion is substantiated by two key statistical tests: the Pearson chi-square test and the deviance test. Notably, both of these tests returned non-significant results, with a p-value greater than the conventional significance level of 0.05. Specifically, the Pearson chi-square test yielded a chi-square value of 3987.939 with a p-value exceeding 0.274, while the deviance test resulted in a chi-square value of 2519.225 with a p-value greater than 1.000. In statistical terms, a non-significant p-value indicates that there is no strong evidence to reject the null hypothesis, which, in this context, suggests that the model fits the data adequately. In light of these findings, we can confidently conclude that the model is well-suited to the dataset. Furthermore, the similarity between the observed outcomes and the outcomes predicted by the model is notably high, providing additional support for the model's appropriateness in representing the underlying data accurately

Table 4.123: Pseudo R-Square for Social Support and Lack of Concentration

Nagelkerke	.004

According to the Pseudo R-Square table, the R-Square value serves as an indicator of the approximate amount of variation accounted for in the criterion variable. Nagelkerke R Square value shows 0.4% change in the psychosomatic problem (concentration), when there is a unit variance in social support.

Table 4.124: Parameter Estimates for Social Support and Lack of Concentration

		Estimate	Std. Error	Wald	df	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Threshold	[concentration = 0]	-3.950	1.138	12.04	1	.001	-6.180	-1.720
	[concentration = 1]	-.254	1.077	.056	1	.813	-2.364	1.856
	[concentration = 2]	1.785	1.078	2.739	1	.098	-.329	3.898
	[concentration = 3]	3.242	1.082	8.973	1	.003	1.121	5.364
Location	SS_PARENTS	.009	.017	.302	1	.583	-.024	.043
	SS_TEACHERS	.021	.012	2.750	1	.097	-.004	.045
	SS_CLASSMATES	-.011	.012	.805	1	.369	-.035	.013
	SS_CLOSEFRIEND	.000	.011	.000	1	.985	-.021	.022
	SS_PEO_IN_SCH	-.003	.012	.084	1	.771	-.027	.020

From the table 4.124, it can be interpreted that parental social support does not exert significant influence as a predictor of psychosomatic problems, particularly those related to concentration difficulties. When parental social support increases by one unit, there is a minor expected reduction of 0.009 in the odds associated with higher levels of the dependent variable concerning concentration problems.

Teacher-provided social support doesn't appear to be a significant factor in predicting psychosomatic problems, especially those linked to difficulties in concentration. When there is a one-unit rise in the level of support given by teachers, we can expect a slight decrease of 0.021 in the odds related to higher levels of the dependent variable regarding concentration issues.

The social support received from peers does not appear to be a substantial predictor of psychosomatic problems, especially concerning concentration difficulties. A one-unit increase in social support from classmates is linked to a minor anticipated decrease of 0.011 in the odds regarding higher levels of the dependent variable related to concentration problems.

The extent of social support offered by close friends does not emerge as a robust predictor of psychosomatic problems, specifically a lack of concentration. For every one-unit rise in close friends' social support, we anticipate a minute decrease of 0.003 in the odds at the higher level of the dependent variable related to concentration problems

Support from people in school doesn't significantly predict concentration issues. With each one-unit increment in social support from persons within the school environment, we anticipate a reduction of 0.003 in the odds associated with higher levels of the dependent variable concerning concentration problems.

Table 4.125: Test of Parallel Lines for Social Support and Lack of Concentration

Model	-2 Log Likelihood	Chi-Square	Df	Sig.
Null Hypothesis	2519.225	14.689	15	.474
General	2504.536			

In Table 4.125, the p-value is 0.474, indicating a lack of statistical significance. This indicates that the assumption of consistent relationships across all possible comparisons involving the dependent variable (psychosomatic problem - concentration) holds true for the social support provided by parents, teachers, classmates, close friends, and people in school.

4.11.2 Role of Social Support in the Psychosomatic Problem (Sleep Disturbance) Faced by Victims of Bullying

In SPSS version 23, ordinal logistic regression was employed to investigate how social support, a continuous independent variable encompassing support from

parents, teachers, classmates, close friends, and individuals within the school context, affects psychosomatic problems, with a particular emphasis on sleep disturbances. The dependent variable, psychosomatic problem (specifically, sleep disturbance), was examined separately and assessed on an ordinal scale ranging from Never (0) to Always (4). The findings of the ordinal logistic regression are provided below.:

Table 4.126: Case Processing Summary for Social Support and Sleep Disturbance

		N	Marginal Percentage
Sleep Disturbance	NEVER	3	.3%
	SELDOM	218	22.1%
	SOMETIMES	427	43.3%
	OFTEN	245	24.8%
	ALWAYS	93	9.4%
Valid		986	100.0%
Missing		0	
Total		986	

Table 4.127: Model Fit Statistics for Social Support and Sleep Disturbance

Model	-2 Log Likelihood	Chi-Square	Df	Sig.
Intercept Only	2528.885	3.267	5	.659
Final	2525.618			

Further that table 4.127 shows details on the model fitting, encompassing the intercept (-2 Log Likelihood) and the full model, which includes social support from parents, teachers, classmates, close friends, and people in school. The final model had not shown any improvement over the intercept (2525.618). The same is found true as likelihood ratio chi-square test is not found significant (χ^2 (5) =3.267; p>0.001). In light of this, it can be inferred that the model's fit does not demonstrate notable improvement when compared to the null model.

Table 4.128: Goodness-of-Fit for Social Support and Sleep Disturbance

	Chi-Square	Df	Sig.
Pearson	3927.230	3935	.532
Deviance	2525.618	3935	1.000

The outcomes displayed in the goodness of fit table validate the suitability of the model. This is substantiated by the non-significant results of both the Pearson chi-square test (χ^2=3927.230, p=0.532) and the deviance test (χ^2=2525.618, p=1.000). Consequently, it can be affirmed that the model aptly accommodates the data, with the observed and predicted models demonstrating a substantial level of concordance.

Table 4.129: Pseudo R-Square for Social Support and Sleep Disturbance

Nagelkerke	.004

The R-Square value, which is obtained from the Pseudo R-Square table, functions as an estimate of the proportion of variability within the criterion variable that can be attributed to or elucidated by the model's predictors and factors. Nagelkerke R Square value shows 0.4% change in the psychosomatic problem (sleep disturbance), when there is a unit variance in social support.

Table 4.130: Parameter Estimates for Social Support and Sleep Disturbance

		Estimate	Std. Error	Wald	df	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Threshold	[sleep disturbance = 0]	-4.536	1.211	14.020	1	.000	-6.910	-2.162
	[sleep disturbance = 1]	.018	1.069	.000	1	.987	-2.077	2.112
	[sleep disturbance = 2]	1.915	1.070	3.201	1	.074	-.183	4.013
	[sleep disturbance = 3]	3.529	1.075	10.768	1	.001	1.421	5.636
Location	SS_PARENTS	.009	.017	.248	1	.619	-.025	.042
	SS_TEACHERS	-.010	.012	.656	1	.418	-.034	.014
	SS_CLASSMATES	.014	.012	1.256	1	.263	-.010	.038
	SS_CLOSEFRIEND	-.004	.011	.162	1	.688	-.026	.017
	SS_PEO_IN_SCH	.013	.012	1.248	1	.264	-.010	.036

From the table 4.130, it can be interpreted that the social support provided by parents does not significantly predict psychosomatic problems related to sleep disturbance. Specifically, for each incremental unit increase in parents' social support, an anticipated decrease of 0.009 is expected in the odds at the higher level of the dependent variable, which corresponds to sleep disturbance.

The support from teachers is not a substantial predictor of psychosomatic problems related to sleep disturbance. For every additional unit of increase in teachers' social support, there is an anticipated decrease of 0.010 in the odds at the higher level of the dependent variable, which pertains to sleep disturbance.

The social support provided by classmates does not emerge as a significant predictor of psychosomatic issues related to sleep disturbance. With every additional unit of increase in social support from classmates, an expected reduction of 0.014 in the odds is associated with the higher level of the dependent variable, which pertains to sleep disturbance.

The support received from close friends does not demonstrate its significance as a predictor of sleep disturbance within psychosomatic problems. When the level of social support from close friends increases by one unit, we observe an expected decrease of 0.004 in the odds associated with the higher level of the dependent variable, specifically focusing on sleep disturbance.

Support from people at school does not emerge as a significant predictor of sleep disturbance in psychosomatic problems. For each incremental unit increase in social support from people at school, there is an anticipated reduction of 0.013 in the odds related to the higher level of the dependent variable, which specifically pertains to sleep disturbance.

Table 4.131: Test of Parallel Lines for Social Support and Sleep Disturbance

Model	-2 Log Likelihood	Chi-Square	Df	Sig.
Null Hypothesis	2525.618	20.337	15	.159
General	2505.282			

From the table 4.131, it can be interpreted that the obtained p-value of 0.159 is deemed non-significant. This implies that the assumption of uniform relationships across all possible comparisons involving the dependent variable (psychosomatic problem - sleep disturbance) is satisfied for the social support provided by parents, teachers, classmates, close friends, and people in school.

4.11.3 Role of Social Support in the Psychosomatic Problem (Headache) Faced by Victims of Bullying

To examine the influence of social support on psychosomatic issues related to headaches, we employed ordinal logistic regression using SPSS version 23. The independent variable, social support, encompassing support from parents, teachers, classmates, close friends, and individuals in school, is treated as a continuous variable. The dependent variable, psychosomatic problem (specifically, headaches), was analyzed separately and assessed on an ordinal scale ranging from Never (0) to Always (4). The outcomes of the ordinal logistic regression are detailed below:

Table 4.132: Case Processing Summary for Social Support and Headache

		N	Marginal Percentage
Headache	SELDOM	208	21.1%
	SOMETIMES	458	46.5%
	OFTEN	212	21.5%
	ALWAYS	108	11%
Valid		986	100%
Missing		0	
Total		986	

From the table 4.132, it can be said that the psychosomatic problem (Headache) is proportionally observed as seldom 208 (21.1%), sometimes-458 (46.5%), often-212 (21.5%) and always -108 (11%).

Table 4.133: Model Fit Statistics for Social Support and Headache

Model	-2 Log Likelihood	Chi-Square	Df	Sig.
Intercept Only	2479.129	5.082	5	.406
Final	2474.048			

Furthermore, Table 4.133 presents the fitting details for both the intercept (-2 Log Likelihood) and the complete model encompassing social support from parents, teachers, classmates, close friends, and individuals in school. Interestingly, the ultimate model did not exhibit any enhancement over the intercept (2474.048). This aligns with the observation that the likelihood ratio chi-square test was not statistically significant ($\chi2(5) =5.082$; p>0.001). Consequently, it can be deduced that the model's fit does not manifest any substantial advancement compared to the null model.

Table 4.134: Goodness-of-Fit for Social Support and Headache

	Chi-Square	Df	Sig.
Pearson	2956.845	2950	.461
Deviance	2474.048	2950	1.000

The outcomes in the goodness of fit table validate the appropriateness of the model. This is evident from both the non-significant Pearson chi-square test ($\chi2=2956.845$, p=0.461) and the deviance test ($\chi2=2474.048$, p=1.000). Therefore, it can be concluded that the model effectively aligns with the data, and the observed and predicted models demonstrate a noteworthy degree of resemblance.

Table 4.135: Pseudo R-Square for Social Support and Headache

Nagelkerke	.006

Derived from the Pseudo R-Square statistic, the R-Square value serves as an indicator that approximates the extent to which the criterion variable's variability is accounted for or elucidated by the model's factors and predictors. Nagelkerke R Square value shows 0.6% change in the psychosomatic problem (Headache), when there is a unit variance in social support.

278

Table 4.136: Parameter Estimates for Social Support and Headache

		Estimate	Std. Error	Wald	df	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Threshold	[Headache = 1]	-.784	1.077	.530	1	.466	-2.894	1.326
	[Headache = 2]	1.276	1.077	1.404	1	.236	-.835	3.387
	[Headache = 3]	2.643	1.080	5.984	1	.014	.525	4.760
Location	SS_PARENTS	.003	.017	.024	1	.876	-.031	.037
	SS_TEACHERS	.001	.012	.002	1	.962	-.024	.025
	SS_CLASSMATES	.026	.012	4.363	1	.037	.002	.050
	SS_CLOSEFRIEND	-.013	.011	1.413	1	.235	-.034	.008
	SS_PEO_IN_SCH	-.007	.012	.361	1	.548	-.030	.016

Analyzing Table 4.136, it can be concluded that parental social support lacks substantial predictive power when it comes to psychosomatic problems, particularly in the context of headaches. Each additional unit increase in parental social support is associated with an expected reduction of 0.003 in the odds at the higher level of the dependent variable (Headache).

The support provided by teachers does not appear to be a significant predictor of psychosomatic problems, specifically headaches. With each incremental unit increase in teachers' social support, there is an anticipated decrease of 0.001 in the odds at the higher level of the dependent variable (Headache).

The social support received from classmates does not appear to play a substantial role in predicting psychosomatic problems, specifically headaches. When the level of social support from classmates increases by one unit, there is an anticipated decrease of 0.026 in the odds at the higher level of the dependent variable (Headache).

The social support provided by close friends does not show significance in predicting psychosomatic problems, specifically headaches. With each incremental unit of increase in social support provided by close friends, there is an anticipated decrease of 0.013 in the odds at the higher level of the dependent variable (Headache).

The assistance provided by people within the school setting does not appear to have a substantial influence on the prediction of psychosomatic problems, particularly those related to headaches. For each additional unit of social support from persons within the school environment, there is an anticipated decrease of -0.007 in the odds at the higher level of the dependent variable (Headache).

Table 4.137: Test of Parallel Lines for Social Support and Headache

Model	-2 Log Likelihood	Chi-Square	Df	Sig.
Null Hypothesis	2474.048	4.941	10	.895
General	2469.107			

From the table 4.137, it can be interpreted that the obtained p-value is 0.895, indicating a lack of significance. This implies that the assumption of uniform relationships between the variables (social support from parents, teachers, classmates, close friends, and people in school) across all potential comparisons involving the dependent variable (psychosomatic problem, specifically headache) holds true.

4.11.4 Role of Social Support in the Psychosomatic Problem (Stomach Ache) Faced by Victims of Bullying

Ordinal logistic regression was utilized using SPSS version 23 to explore how social support affects psychosomatic problems specifically linked to stomach aches. The independent variable, social support, encompasses support from parents, teachers, classmates, close friends, and individuals within the school context, and is treated as a continuous variable. The dependent variable, psychosomatic problem (specifically, stomach ache), was examined separately and assessed on an ordinal scale ranging from Never (0) to Always (4). The findings of the ordinal logistic regression are detailed below

Table 4.138: Case Processing Summary for Social Support and Stomach Ache

		N	Marginal Percentage
Stomach Ache	SELDOM	246	24.9%
	SOMETIMES	455	46.1%
	OFTEN	196	19.9%
	ALWAYS	89	9.0%
Valid		986	100.0%
Missing		0	
Total		986	

From the data presented in Table 4.138, it is evident that the occurrence of psychosomatic problems particularly stomach aches, is proportionally observed as seldom 246 (24.9%), sometimes-455 (46.1%), often-196 (19.9%) and always -89 (9%).

Table 4.139: Model Fit Statistics for Social Support and Stomach Ache

Model	-2 Log Likelihood	Chi-Square	Df	Sig.
Intercept Only	2448.198	5.278	5	.383
Final	2442.920			

Furthermore, Table 4.139 presents the fitting details for both the intercept denoted as the -2 Log Likelihood, and the comprehensive model. This comprehensive model takes into consideration social support received from various sources, including parents, teachers, classmates, close friends, and individuals within the school environment. Nevertheless, it's important to note that the final model failed to demonstrate any noticeable improvement when compared to the intercept value of 2442.920. This lack of improvement is corroborated by the outcome of the likelihood ratio chi-square test, which yielded a non-significant result (χ^2 (5) = 5.278; $p > 0.001$). As a result, we can infer that there is no substantial enhancement in the model's fit in comparison to the null model.

Table 4.140: Goodness-of-Fit for Social Support and Stomach Ache

	Chi-Square	Df	Sig.
Pearson	2955.359	2950	.469
Deviance	2442.920	2950	1.000

The outcomes derived from the goodness-of-fit table serve as conclusive evidence that the model's appropriateness has been successfully validated. Both the Pearson chi-square test (χ^2=2955.359, p=0.469) and the deviance test (χ^2=2442.920, p=1.000) were non-significant. Therefore, it can be concluded that the model effectively suits the data, and there is a notable similarity between the observed and predicted outcomes.

Table 4.141: Pseudo R-Square for Social Support and Stomach Ache

Nagelkerke	.006

According to the Pseudo R-Square table, the R Square value provides an estimate of the approximate degree of variation in the criterion variable. Nagelkerke R Square value shows 0.6% change in the psychosomatic problem (Stomach Ache), when there is a unit variance in social support and McFadden R Square value shows 0.2% change in the psychosomatic problem (Stomach Ache), when there is a unit variance in social support.

Table 4.142: Parameter Estimates for Social Support and Stomach Ache

		Estimate	Std. Error	Wald	df	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Threshold	[PPS4 = 1]	.845	1.077	.614	1	.433	-1.267	2.956
	[PPS4 = 2]	2.854	1.081	6.965	1	.008	.735	4.974
	[PPS4 = 3]	4.269	1.087	15.434	1	.000	2.139	6.398
Location	SS_PARENTS	.012	.017	.518	1	.472	-.021	.046
	SS_TEACHERS	-.009	.012	.487	1	.485	-.033	.016
	SS_CLASSMATES	.012	.012	.970	1	.325	-.012	.036
	SS_CLOSEFRIEND	-.002	.011	.024	1	.876	-.023	.020
	SS_PEO_IN_SCH	.018	.012	2.329	1	.127	-.005	.042

From the table 4.142, it can be interpreted that the support provided by parents does not appear to significantly predict psychosomatic problems, particularly those related to stomach ache. With every incremental increase of one unit in parental social support, the odds of the dependent variable (Stomach Ache) being at its higher level are estimated to decrease by approximately 0.012.

The support provided by teachers does not appear to be a significant predictor of psychosomatic issues, particularly those related to stomach ache. For each additional unit of social support from teachers, there is an estimated decrease of -0.009 in the odds at the higher level of the dependent variable (Stomach Ache).

The support received from classmates does not seem to significantly predict psychosomatic problems, specifically those related to stomach ache. For every incremental rise in the level of social support received from one's peers, there appears to be a corresponding estimated reduction of 0.012 in the likelihood of experiencing a higher degree of the dependent variable, which in this case is "Stomach Ache." In simpler terms, as the support from classmates increases, the chances of having more severe stomachaches decrease by this small amount.

The data suggests that the level of support from one's close friends does not appear to have a significant impact on predicting psychosomatic issues, specifically those connected to stomachaches. For every additional increment of one unit in social support received from close friends, there is an expected decrease of -0.002 in the likelihood of experiencing a higher degree of the dependent variable, which in this context refers to Stomach Ache. In simpler terms, the support from close friends seems to have a minimal effect on reducing the chances of more severe stomachaches, as the decrease is quite small (-0.002).

The data analysis indicates that support from people within the school setting does not seem to play a substantial role in predicting psychosomatic issues, specifically those associated with stomachaches. Upon closer examination of the data, for each additional unit of social support received from people within the school setting, there is an expected reduction of 0.018 in the likelihood of experiencing a higher level of the dependent variable, which, in this context, pertains to "Stomach Ache." In simpler terms, the support from people in the school appears to have a relatively minor effect in lowering the odds of more severe stomachaches, as the decrease is relatively modest at 0.018.

Table 4.143: Test of Parallel Lines for Social Support and Stomach Ache

Model	-2 Log Likelihood	Chi-Square	df	Sig.
Null Hypothesis	2442.920	1.324	10	.999
General	2441.597			

Based on the information provided in Table 4.143, it can be interpreted that the p-value calculated is 0.999, which is not statistically significant. This indicates that the assumption of uniformity in the relationship among the variables (social support from parents, teachers, classmates, close friends, and people in school) in all conceivable comparisons concerning the dependent variable (psychosomatic problem, specifically related to stomach ache) is satisfied.

4.11.5 Role of Social Support in the Psychosomatic Problem (Backache) Faced by Victims of Bullying

An ordinal logistic regression using SPSS version 23 was conducted to examine the influence of social support on the psychosomatic issue of backache. The independent variable, social support, which encompasses support from parents, teachers, classmates, close friends, and individuals in school, is of a continuous nature. The dependent variable, psychosomatic problem (specifically, backache), was assessed separately and measured on an ordinal scale ranging from Never (0) to Always (4). The outcomes of the ordinal logistic regression analysis are displayed or outlined below:

Table 4.144: Case Processing Summary for Social Support and Backache

		N	Marginal Percentage
Stomach Ache	NEVER	1	.1%
	SELDOM	266	27.0%
	SOMETIMES	399	40.5%
	OFTEN	231	23.4%
	ALWAYS	89	9%
Valid		986	100%
Missing		0	
Total		986	

From the table 4.144, it can be said that the psychosomatic problem (Backache) is proportionally observed as never-1 (.1%), seldom 266 (27%), sometimes-399 (40.5%), often-231 (23.4%) and always -89 (9%).

Table 4.145: Model Fit Statistics for Social Support and Backache

Model	-2 Log Likelihood	Chi-Square	Df	Sig.
Intercept Only	2531.305	12.861	5	.025
Final	2518.444			

Additionally, Table 4.145 presents the information regarding the model fit for both the intercept, represented by the -2 Log Likelihood (with a value of 2518.444), and the comprehensive model that encompasses social support from parents, teachers, classmates, close friends, and individuals in school. However, the final model fails to demonstrate any improvement over the intercept's value. This lack of enhancement is further supported by the non-significant outcome of the likelihood ratio chi-square test (χ^2 (5) = 12.861; p > 0.001). As a result, we can conclude that there is no statistically significant improvement in the model's fitness when compared to the null model.

Table 4.146: Goodness-of-Fit for Social Support and Backache

	Chi-Square	Df	Sig.
Pearson	3847.974	3935	.837
Deviance	2518.444	3935	1.000

The goodness-of-fit table results affirm the suitability of the model. Both the Pearson chi-square test (χ^2=3847.974, p=0.837) and the deviance test (χ^2=2518.444, p=1.000) are non-significant. Therefore, it can be concluded that the model effectively aligns with the data, and there is a notable resemblance between the observed and predicted outcomes.

Table 4.147: Pseudo R-Square for Social Support and Backache

Nagelkerke	.014

Derived from the Pseudo R-Square table, the R Square value serves as an indicator of the degree to which the criterion variable's variability is approximately represented. Nagelkerke R Square value shows 1.4% change in the psychosomatic problem (BackAche), when there is a unit variance in social support.

Table 4.148: Parameter Estimates for Social Support and Backache

		Estimate	Std. Error	Wald	df	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Threshold	[Felt Sad = 0]	-8.352	1.462	32.641	1	.000	11.217	-5.487
	[Felt Sad = 1]	-2.440	1.067	5.232	1	.022	-4.531	-.349
	[Felt Sad = 2]	-.701	1.064	.434	1	.510	-2.786	1.384
	[Felt Sad = 3]	.888	1.066	.694	1	.405	-1.201	2.977
Location	SS_PARENTS	-.008	.017	.231	1	.631	-.042	.025
	SS_TEACHERS	-.020	.012	2.735	1	.098	-.045	.004
	SS_CLASSMATES	.031	.012	6.510	1	.011	.007	.055
	SS_CLOSEFRIEND	-.020	.011	3.359	1	.067	-.041	.001
	SS_PEO_IN_SCH	-.006	.012	.242	1	.623	-.029	.017

From the table 4.148, it can be interpreted that the support offered by parents does not appear to be a significant predictor of psychosomatic issues, particularly those related to backache. With every one-unit increment in parental social support, there is an expected decrease of approximately -0.008 in the odds of experiencing the higher degree of the dependent variable, which in this context pertains to Backache.

The support provided by teachers does not seem to be a significant predictor of psychosomatic issues, particularly those related to backache. For each additional unit of social support from teachers, there is an estimated decrease of -0.020 in the odds at the higher level of the dependent variable (Backache).

Support from classmates does not appear to be a significant predictor of psychosomatic issues, specifically those related to backache. With each incremental unit of increased social support received from classmates, there is a projected reduction of 0.031 in the odds observed at the elevated level of the dependent variable, which pertains to backache.

The data indicates that the level of support from close friends does not appear to have a substantial impact as a predictive factor for psychosomatic problems, specifically those associated with backaches. If examining the relationship, it is found that for every one-unit increment in social support from close friends, a modest decrease of -0.020 in the odds at the elevated range of the dependent variable, which is backache is expected.

Support from people within the school environment does not appear to be a significant predictor of psychosomatic problems, particularly those related to backache. With each increment of one unit in social support received from individuals within the school setting, there is an estimated decrease of -0.006 in the odds at the higher level of the dependent variable (Backache).

Table 4.149: Test of Parallel Lines for Social Support and Backache

Model	-2 Log Likelihood	Chi-Square	Df	Sig.
Null Hypothesis	2518.444	18.770	15	.224
General	2499.674			

According to the data presented in Table 4.149, the computed p-value of 0.224 fails to reach statistical significance. This finding suggests that the hypothesis positing uniformity in the associations between various variables (such as social support from parents, teachers, classmates, close friends, and individuals in school) in relation to the dependent variable specifically, psychosomatic problems related to backaches is supported by the data.

4.11.6 Role of Social Support in the Psychosomatic Problem (Felt Sad) Faced by Victims of Bullying

To investigate how social support influences the psychosomatic problem of feeling sad, an ordinal logistic regression was conducted using SPSS version 23. The independent variable, social support (from parents, teachers, classmates, close friends, and individuals in school), is continuous. The dependent variable, psychosomatic problem (i.e., feeling sad), was examined separately and measured on an ordinal scale ranging from Never (0) to Always (4). The findings of the ordinal logistic regression analysis are presented below:

Table 4.150: Case Processing Summary for Social Support and Felt Sad

		N	Marginal Percentage
Felt Sad	NEVER	2	.2%
	SELDOM	313	31.7%
	SOMETIMES	400	40.6%
	OFTEN	185	18.8%
	ALWAYS	86	8.7%
Valid		986	100.0%
Missing		0	
Total		986	

From the table 4.150, it can be said that the psychosomatic problem (Felt Sad) is proportionally observed as never- 2 (.2%), seldom 313 (31.7%), sometimes- 400 (40.6%), often-185 (18.8%) and always -86 (8.7%).

Table 4.151: Model Fit Statistics for Social Support and Felt Sad

Model	-2 Log Likelihood	Chi-Square	Df	Sig.
Intercept Only	2503.544	8.544	5	.129
Final	2494.999			

Moreover, Table 4.151 provides the model fitting details for both the intercept (-2 Log Likelihood) and the comprehensive model, which includes social support from parents, teachers, classmates, close friends, and individuals in school. The final model had not shown any improvement over the intercept (2494.999). The same is found true as likelihood ratio chi-square test is not found significant (χ^2 (5) =8.544; p>0.001). Hence, it is evident that the model fits well with the data, and there is a significant similarity between the observed and predicted results.

Table 4.152: Goodness-of-Fit for Social Support and Felt Sad

	Chi-Square	df	Sig.
Pearson	3873.897	3935	.753
Deviance	2494.999	3935	1.000

The results displayed in the goodness-of-fit table provide robust backing for the model's appropriateness. This is substantiated by the non-significant results of both the Pearson chi-square test (χ^2=3873.897, p=0.753) and the deviance test (χ^2=2494.999, p=1.000). Hence, it is evident that the model effectively aligns with the data, and there is a notable resemblance between the observed and predicted outcomes.

Table 4.153: Pseudo R-Square for Social Support and Felt Sad

Nagelkerke	.009

The R-Square value, as indicated by the Pseudo R-Square table, provides an estimation of the approximate variation in the criterion variable Nagelkerke R Square value shows 0.9% change in the psychosomatic problem (Felt Sad), when there is a unit variance in social support.

Table 4.154: Parameter Estimates for Social Support and Felt Sad

		Estimate	Std. Error	Wald	df	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Threshold	[Felt Sad = 0]	-6.535	1.280	26.057	1	.000	-9.044	-4.026
	[Felt Sad = 1]	-1.085	1.069	1.031	1	.310	-3.179	1.009
	[Felt Sad = 2]	.653	1.068	.373	1	.541	-1.441	2.746
	[Felt Sad = 3]	2.036	1.071	3.612	1	.057	-.064	4.136
Location	SS PARENTS	.002	.017	.009	1	.923	-.032	.035
	SS TEACHERS	.015	.012	1.528	1	.216	-.009	.040
	SS CLASSMATES	.012	.012	.948	1	.330	-.012	.036
	SS CLOSEFRIEND	-.027	.011	6.133	1	.013	-.048	-.006
	SS PEOPLE IN SCH	-.007	.012	.374	1	.541	-.030	.016

Based on the data presented in Table 4.154, it can be inferred that the influence of parental support does not emerge as a significant predictor of psychosomatic problems, specifically those associated with feeling sad. When we observe a one-unit increment in social support from parents, there is an expected rise of approximately 0.002 in the odds linked to the higher category of the dependent variable, which pertains to the experience of feeling sad. However, it's important to note that this increase is not statistically significant.

The support provided by teachers does not appear to be a significant predictor of Psychosomatic problems, particularly those related to feeling sad. For each additional unit increase in social support from teachers, there is an anticipated increase of 0.015 in the odds at the higher level of the dependent variable (Feeling Sad).

Support from classmates does not appear to be a significant predictor of Psychosomatic problems, specifically those related to feeling sad. With each additional unit of social support from classmates, there is an estimated increase of 0.012 in the odds at the higher level of the dependent variable (Feeling Sad).

The assistance provided by close friends does not appear to be a substantial predictor of psychosomatic issues, particularly those related to feeling sad. For each

additional unit increase in social support from close friends, there is an anticipated decrease of 0.027 in the odds at the higher level of the dependent variable (Feeling Sad).

Support from individuals within the school environment does not appear to be a significant predictor of psychosomatic problems, particularly those related to feeling sad. For every one-unit increase in social support from school peers, there is an estimated decrease of 0.007 in the odds at the higher level of the dependent variable (Feeling Sad).

Table 4.155: Test of Parallel Lines for Social Support and Felt Sad

Model	-2 Log Likelihood	Chi-Square	Df	Sig.
Null Hypothesis	2494.999	15.720	15	.401
General	2479.279			

Based on the data presented in Table 4.155, we can interpret that the computed p-value of 0.401 does not attain statistical significance. This implies that we can maintain the assumption of consistency in the relationships among the variables (comprising social support from parents, teachers, classmates, close friends, and people in school) across all possible comparisons regarding the dependent variable, specifically addressing psychosomatic problems linked to feeling sadness.

4.11.7 Role of Social Support in the Psychosomatic Problem (Felt Giddy) Faced by Victims of Bullying

To explore how social support impacts the occurrence of feeling giddy as a psychosomatic problem, ordinal logistic regression was conducted using SPSS version 23. The independent variable, social support (from parents, teachers, classmates, close friends, and individuals in school), is continuous in nature. The dependent variable, psychosomatic problem (i.e., feeling giddy), was assessed separately and measured on an ordinal scale ranging from Never (0) to Always (4). The results from the analysis of ordinal logistic regression are displayed in the section below:

Table 4.156: Case Processing Summary for Social Support and Felt Giddy

		N	Marginal Percentage
Felt Giddy	NEVER	2	.2%
	SELDOM	237	24.0%
	SOMETIMES	388	39.4%
	OFTEN	233	23.6%
	ALWAYS	126	12.8%
Valid		986	100.0%
Missing		0	
Total		986	

Drawing from the data presented in Table 4.156, it can be asserted that the psychosomatic problem (Felt Giddy) is proportionally observed as never- 2 (.2%), seldom 237 (24%), sometimes- 388 (39.4%), often-233 (23.6%) and always -126 (12.8%).

Table 4.157: Model Fit Statistics for Social Support and Felt Giddy

Model	-2 Log Likelihood	Chi-Square	Df	Sig.
Intercept Only	2614.990	6.050	5	.301
Final	2608.940			

Moreover, Table 4.157 provides the fitting details for both the intercept (-2 Log Likelihood) and the comprehensive model, encompassing social support from parents, teachers, classmates, close friends, and individuals in school. However, the final model did not exhibit any improvement over the intercept (2608.940). This is corroborated by the non-significant result of the likelihood ratio chi-square test (χ^2 (5) = 6.050; p > 0.001). Consequently, it can be deduced that there is no substantial enhancement in the model's adequacy when contrasted with the null model.

Table 4.158: Goodness-of-Fit for Social Support and Felt Giddy

	Chi-Square	Df	Sig.
Pearson	4010.764	3935	.196
Deviance	2608.940	3935	1.000

The results within the goodness-of-fit table provide strong confirmation of the model's suitability. This affirmation stems from the lack of statistical significance in both the Pearson chi-square test (χ^2=4010.764, p=0.196) and the deviance test (χ^2=2608.940, p=1.000). Hence, it can be inferred that the model is well-suited to the dataset, and there exhibit a strong resemblance between the observed and the predicted outcomes.

Table 4.159: Pseudo R-Square for Social Support and Felt Giddy

Nagelkerke	.007

From the Pseudo R-Square, R Square value shows the approximate variation in the criterion variable. Nagelkerke R Square value shows 0.7% change in the psychosomatic problem (Felt Giddy), when there is a unit variance in social support.

Table 4.160: Parameter Estimates for Social Support and Felt Giddy

		Estimate	Std. Error	Wald	Df	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Threshold	[Felt Giddy = 0]	8.514	1.277	44.41	1	.000	-11.018	-6.010
	[Felt Giddy = 1]	3.450	1.064	10.51	1	.001	-5.534	-1.365
	[Felt Giddy = 2]	1.743	1.059	2.70	1	.100	-3.819	.332
	[Felt Giddy = 3]	-.375	1.059	.126	1	.723	-2.451	1.700
Location	SS PARENTS	-.032	.017	3.46	1	.063	-.065	.002
	SS TEACHERS	.008	.012	.453	1	.501	-.016	.032
	SS CLASSMATES	-.007	.012	.347	1	.556	-.031	.017
	SS CLOSEFRIEND	.001	.011	.014	1	.905	-.020	.022
	SS PEOPLE IN SCH	-.008	.012	.500	1	.479	-.031	.015

From the table 4.160, it can be interpreted that parental social support is not a significant predictor of Psychosomatic problems, specifically related to feeling giddy. With each additional unit of parental social support, there is an estimated decrease of 0.032 in the odds at the higher level of the dependent variable (Feeling Giddy).

The support provided by teachers does not appear to be a significant predictor of Psychosomatic problems, particularly those related to feeling giddy. For each additional unit of social support from teachers, there is an anticipated increase of 0.008 in the odds at the higher level of the dependent variable (Feeling Giddy).

The support from classmates does not seem to be a significant predictor of psychosomatic problems, specifically those related to feeling giddy. For every one-unit increase in social support from classmates, there is an estimated decrease of 0.007 in the odds at the higher level of the dependent variable (Feeling Giddy).

The support provided by close friends does not appear to be a significant predictor of psychosomatic problems, particularly those related to feeling giddy. With each additional unit increase in social support from close friends, there is an anticipated increase of 0.001 in the odds at the higher level of the dependent variable (Feeling Giddy).

The assistance provided by individuals within the school environment does not manifest as a substantial predictor of psychosomatic problems, particularly those related to feeling giddy. For each additional unit of social support from school peers, there is an estimated decrease of 0.008 in the odds at the higher level of the dependent variable (Feeling Giddy).

Table 4.161: Test of Parallel Lines for Social Support and Felt Giddy

Model	-2 Log Likelihood	Chi-Square	Df	Sig.
Null Hypothesis	2608.940	22.027	15	.107
General	2586.914			

Examining the data within Table 4.161, the computed p-value of 0.107 does not reach the threshold for statistical significance. This implies that it can be affirmed the assumption of uniformity in the relationships among the different dimensions of social support, including parents, teachers, classmates, close friends, and people in school, across all conceivable comparisons related to the dependent variable (specifically focusing on psychosomatic problems associated with feeling giddy).

4.11.8 Role of Social Support in the Psychosomatic Problem (Felt Tense) Faced by Victims of Bullying

In order to examine the influence of social support on the psychosomatic problem of feeling tense, ordinal logistic regression was conducted using SPSS version 23. The independent variable, social support (from parents, teachers, classmates, close friends, and individuals in school), is of a continuous nature. The dependent variable, psychosomatic problem (i.e., feeling tense), was assessed separately and measured on an ordinal scale ranging from Never (0) to Always (4). The results derived from the ordinal logistic regression analysis are showcased in the following section:

Table 4.162: Case Processing Summary for Social Support and Felt Tense

		N	Marginal Percentage
Felt Tense	NEVER	3	.3%
	SELDOM	358	36.3%
	SOMETIMES	368	37.3%
	OFTEN	145	14.7%
	ALWAYS	112	11.4%
Valid		986	100.0%
Missing		0	
Total		986	

From the table 4.162, it can be interpreted that the psychosomatic problem (Felt Tense) is proportionally observed as never- 3 (.3%), seldom 358 (36.3%), sometimes- 368 (37.3%), often-145 (14.7%) and always -112 (11.4%).

Table 4.163: Model Fit Statistics for Social Support and Felt Tense

Model	-2 Log Likelihood	Chi-Square	df	Sig.
Intercept Only	2528.691	8.504	5	.131
Final	2520.188			

Furthermore, Table 4.163 presents the model fitting details for both the intercept (-2 Log Likelihood) and the comprehensive model, which includes social support from parents, teachers, classmates, close friends, and individuals in school. However, the final model did not demonstrate any enhancement over the intercept (2520.188). This is confirmed by the non-significant result of the likelihood ratio chi-square test (χ^2 (5) = 8.504; p > 0.001). Therefore, it can be deduced that the model's fit does not exhibit any significant improvement compared to the null model.

Table 4.164: Goodness-of-Fit for Social Support and Felt Tense

	Chi-Square	Df	Sig.
Pearson	3924.157	3935	.546
Deviance	2520.188	3935	1.000

The findings within the goodness-of-fit table provide strong evidence supporting the appropriateness of the model. This assertion is substantiated by the lack of statistical significance in both the Pearson chi-square test (χ^2=3924.157, p=0.546) and the deviance test (χ^2=2520.188, p=1.000). As a result, it can be inferred that the model aligns well with the dataset, and the actual and predicted outcomes from the model closely resemble each other.

Table 4.165: Pseudo R-Square for Social Support and Felt Tense

Nagelkerke	.009

The R-Square value, as indicated by the Pseudo R-Square table, provides an estimate of the degree of variation in the criterion variable. Nagelkerke R Square value shows 0.9% change in the psychosomatic problem (Felt Tense), when there is a unit variance in social support.

Table 4.166: Parameter Estimates for Social Support and Felt Tense

		Estimate	Std. Error	Wald	df	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Threshold	[Felt Tense = 0]	-7.173	1.216	34.814	1	.000	-9.555	-4.790
	[Felt Tense = 1]	-1.918	1.069	3.219	1	.073	-4.014	.177
	[Felt Tense = 2]	-.316	1.067	.088	1	.767	-2.408	1.776
	[Felt Tense = 3]	.699	1.069	.428	1	.513	-1.395	2.794
Location	SS PARENTS	-.004	.017	.066	1	.797	-.038	.029
	SS TEACHERS	.016	.012	1.629	1	.202	-.008	.040
	SS CLASSMATES	.003	.012	.072	1	.788	-.021	.027
	SS CLOSEFRIEND	-.013	.011	1.466	1	.226	-.034	.008
	SS PEOPLE IN SCH	-.024	.012	4.302	1	.038	-.048	-.001

Analyzing Table 4.166, it is evident that the support provided by parents does not significantly predict Psychosomatic problems related to feeling tense. Moreover, for each additional unit increase in parental social support, there is an anticipated reduction of approximately 0.004 in the odds linked to the higher category of the dependent variable, which pertains to the experience of feeling tense.

The assistance given by teachers doesn't appear to be a noteworthy predictor of psychosomatic issues, particularly those connected to feeling tense. When we observe a one-unit increment in social support from teachers, there is a projected uptick of approximately 0.016 in the odds associated with the elevated level of the dependent variable, which relates to the sensation of feeling tense. However, it's important to note that this increase is not statistically significant.

Support from classmates does not appear to be a significant predictor of psychosomatic problems, specifically related to feeling tense. With each incremental unit of increase in social support received from classmates, there is a projected rise of approximately 0.003 in the odds associated with the elevated level of the dependent variable, specifically concerning the experience of heightened tension (Feeling Tense).

The influence of social support from close friends doesn't appear to be a substantial predictor of psychosomatic issues, specifically those linked to heightened tension. When we increase the level of social support from close friends by one unit, we anticipate a reduction of approximately 0.013 in the odds associated with the higher category of the dependent variable, which relates to the sensation of feeling tense.

The support received from individuals within the school environment does not appear to significantly predict psychosomatic problems related to feeling tense. With each additional unit of social support from school peers, there is an anticipated decrease of 0.024 in the odds at the higher level of the dependent variable (Feeling Tense).

Table 4.167: Test of Parallel Lines for Social Support and Felt Tense

Model	-2 Log Likelihood	Chi-Square	Df	Sig.
Null Hypothesis	2520.188	8.724	15	.892
General	2511.464			

According to the information extracted from Table 4.167, the p-value of 0.892 falls within the realm of non-significance. This implies that the presumption of uniformity in the associations among different dimensions of social support (including parents, teachers, classmates, close friends, and people in school) holds true when considering all possible comparisons with the dependent variable, which, in this case, pertains to psychosomatic problems, particularly those related to feeling tense.

4.11.9 Role of Social Support in the Psychosomatic Problem (Feeling of Fatigue) Faced by Victims of Bullying

To investigate the impact of social support on psychosomatic problems, specifically pertaining to the feeling of fatigue, ordinal logistic regression was employed using SPSS version 23. The independent variable, social support, encompasses inputs from parents, teachers, classmates, close friends, and individuals within the school environment, and is of a continuous nature. The dependent variable,

psychosomatic problem (Feeling of Fatigue), was examined independently and assessed on an ordinal scale ranging from Never (0) to Always (4). The results from the ordinal logistic regression analysis are displayed in the following section, providing a comprehensive and detailed presentation of the findings:

Table 4.168: Case Processing Summary for Social Support and Feeling of Fatigue

		N	Marginal Percentage
	SELDOM	404	41.0%
	SOMETIMES	293	29.7%
	OFTEN	155	15.7%
	ALWAYS	134	13.6%
Valid		986	100.0%
Missing		0	
Total		986	

From the table 4.168, it can be said that the psychosomatic problem (Feeling of Fatigue) is proportionally observed as seldom -404 (41%), sometimes- 293 (29.7%), often-155 (15.7%) and always -134 (13.6%).

Table 4.169: Model Fit Statistics for Social Support and Feeling of Fatigue

Model	-2 Log Likelihood	Chi-Square	Df	Sig.
Intercept Only	2540.483	7.886	5	.163
Final	2532.597			

Additionally, Table 4.169 presents the model fitting details for both the intercept (-2 Log Likelihood) and the comprehensive model, which includes social support from parents, teachers, classmates, close friends, and individuals in school. The final model had not shown any improvement over the intercept (2532.597). The same is found true as likelihood ratio chi-square test is not found significant (χ^2 (5) =7.886; p>0.001). Therefore, it can be inferred that the model's fit does not exhibit any noteworthy improvement when compared to the null model.

Table 4.170: Goodness-of-Fit Social Support and Feeling of Fatigue

	Chi-Square	Df	Sig.
Pearson	2954.373	2950	.474
Deviance	2532.597	2950	1.000

The results displayed in the goodness-of-fit table confirm that the model used is suitable and well-suited for the analysis at hand. As both the pearson chi-square test (χ^2=2954.373, p=0.474) and deviance test (χ^2=2532.597, p=1.000) found to be not significant. Hence, it can be asserted that the model aligns well with the data, and there is a strong resemblance between the observed and predicted outcomes.

Table 4.171: Pseudo R-Square Social Support and Feeling of Fatigue

Nagelkerke	.009

Derived from the Pseudo R-Square table, the R Square value provides an approximation of the extent of variation present in the criterion variable. Nagelkerke R Square value shows 0.9% change in the psychosomatic problem (Feeling of Fatigue), when there is a unit variance in social support.

Table 4.172: Parameter Estimates Social Support and Feeling of Fatigue

		Estimate	Std. Error	Wald	df	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Threshold	[Feeling of Fatigue = 1]	.126	1.065	.014	1	.906	-.961	2.213
	[Feeling of Fatigue = 2]	1.378	1.066	1.673	1	.196	-.710	3.467
	[Feeling of Fatigue = 3]	2.352	1.068	4.850	1	.028	.259	4.445
Location	SS PARENTS	-.013	.017	.555	1	.456	-.046	.021
	SS TEACHERS	.008	.012	.369	1	.544	-.017	.032
	SS CLASSMATES	.018	.012	2.124	1	.145	-.006	.042
	SS CLOSEFRIEND	.013	.011	1.422	1	.233	-.008	.034
	SS PEOPLE IN SCH	-.018	.012	2.253	1	.133	-.041	.005

Based on the information presented in Table 4.172, it can be interpreted that parental support does not seem to have a substantial influence on predicting psychosomatic issues, particularly those associated with feelings of fatigue. For each incremental unit of increase in parental social support, there is an estimated decrease of 0.013 in the odds at the higher level of the dependent variable (Feeling of Fatigue).

The support extended by teachers does not appear to establish itself as a substantial predictor for psychosomatic problems, especially those linked to sensations of fatigue. With each additional unit of social support from teachers, there is an estimated increase of 0.008 in the odds at the higher level of the dependent variable (Feeling of Fatigue).

Support from classmates does not appear to be a significant predictor of Psychosomatic problems, specifically related to the feeling of fatigue. A rise in social support from fellow classmates by a single unit corresponds to a projected increase of 0.018 in the likelihood of experiencing higher levels of the dependent variable, which in this case is Feeling of Fatigue.

The assistance given by one's close friends does not appear to be a substantial indicator of psychosomatic problems, particularly those related to the feeling of fatigue. With each additional unit of social support from close friends, there is an estimated increase of 0.013 in the odds at the higher level of the dependent variable (Feeling of Fatigue).

The assistance provided by individuals within the school setting does not appear to have a noteworthy impact on the prediction of psychosomatic problems, particularly those related to the feeling of fatigue. With each additional unit of social support from school peers, there is an estimated decrease of 0.018 in the odds at the higher level of the dependent variable (Feeling of Fatigue).

Table 4.173: Test of Parallel Lines Social Support and Feeling of Fatigue

Model	-2 Log Likelihood	Chi-Square	Df	Sig.
Null Hypothesis	2532.597	16.787	10	.079
General	2515.810			

Based on the information in Table 4.173, the obtained p-value of 0.079 is deemed non-significant. This suggests that the assumption of uniformity in the relationship among the various aspects of social support (parents, teachers, classmates, close friends, and people in school) in all conceivable comparisons concerning the dependent variable (psychosomatic problem, specifically related to the feeling of fatigue) is met.

4.11.10 Role of Social Support in the Psychosomatic Problem (Skin Problem) Faced by Victims of Bullying

In order to examine the impact of social support on Psychosomatic problems, specifically related to skin problems, ordinal logistic regression has been utilized within SPSS version 23. The independent variable, social support, which encompasses support from parents, teachers, classmates, close friends, and individuals in school, is of a continuous nature. The dependent variable, psychosomatic problem (Skin Problem), was evaluated separately and measured on an ordinal scale ranging from Never (0) to Always (4). The ensuing findings from the ordinal logistic regression analysis are presented below:

Table 4.174: Case Processing Summary for Social Support and Skin Problem

		N	Marginal Percentage
Skin Problem	NEVER	4	.4%
	SELDOM	213	21.6%
	SOMETIMES	406	41.2%
	OFTEN	199	20.2%
	ALWAYS	164	16.6%
Valid		986	100.0%
Missing		0	
Total		986	

From the table 4.174, it can be said that the psychosomatic problem (Skin Problem) is proportionally observed as never- 4 (.4%), seldom 213 (21.6%), sometimes- 406 (41.2%), often-199 (20.2%) and always -164 (16.6%).

Table 4.175: Model Fit Statistics for Social Support and Skin Problem

Model	-2 Log Likelihood	Chi-Square	df	Sig.
Intercept Only	2642.639	9.917	5	.078
Final	2632.722			

Additionally, Table 4.175 presents fitting information including metrics for both the intercept (represented by the -2 Log Likelihood) and the all-inclusive model, which incorporates social support from various sources such as parents, teachers, classmates, close friends, and individuals within the school community. However, it's noteworthy that the final model showed no discernible enhancement compared to the intercept value of 2632.722. This observation gains further support from the non-significant outcome of the likelihood ratio chi-square test (χ^2 (5) = 9.917; p > 0.001). Consequently, one can deduce that there is a lack of significant improvement in the model's goodness of fit when compared to the null model.

Table 4.176: Goodness-of-Fit for Social Support and Skin Problem

	Chi-Square	df	Sig.
Pearson	3908.627	3935	.614
Deviance	2632.722	3935	1.000

The outcomes derived from the goodness-of-fit table confirm the suitability and accuracy of the chosen model for the analysis. This is evident from the non-significant findings of both the Pearson chi-square test (χ^2=3908.627, p=0.614) and the deviance test (χ^2=2632.722, p=1.000). Therefore, it can be said that that the model effectively captures the data, and the observed and predicted outcomes align closely.

Table 4.177: Pseudo R-Square for Social Support and Skin Problem

Nagelkerke	.011

Derived from the Pseudo R-Square table, the R Square value serves as an estimate of the extent to which the criterion variable's variance can be explained or

accounted for by the model. Nagelkerke R Square value shows 1.1% change in the psychosomatic problem (Skin Problem), when there is a unit variance in social support.

Table 4.178: Parameter Estimates for Social Support and Skin Problem

		Estimate	Std. Error	Wald	df	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Threshold	[Skin Problem = 0]	-6.028	1.171	26.482	1	.000	-8.324	-3.732
	[Skin Problem = 1]	-1.785	1.061	2.830	1	.093	-3.865	.295
	[Skin Problem = 2]	.032	1.060	.001	1	.976	-2.045	2.109
	[Skin Problem = 3]	1.112	1.060	1.099	1	.294	-.967	3.190
Location	SS PARENTS	-.001	.017	.004	1	.948	-.034	.032
	SS TEACHERS	-.021	.012	2.930	1	.087	-.045	.003
	SS CLASSMATES	-.009	.012	.607	1	.436	-.033	.014
	SS CLOSEFRIEND	.030	.011	7.624	1	.006	.009	.051
	SS PEOPLE IN SCH	-.007	.012	.359	1	.549	-.030	.016

Based on the findings in Table 4.178, it can be concluded that parental social support does not significantly predict psychosomatic problems related to skin problems. Additionally, for each additional unit of parental social support, there is an anticipated decrease of 0.001 in the odds at the higher level of the dependent variable (Skin Problem).

The assistance offered by teachers does not appear to be a substantial predictor of psychosomatic problems, specifically concerning skin problems. For each additional unit of social support from teachers, there is an estimated decrease of 0.021 in the odds at the higher level of the dependent variable (Skin Problem).

The support from classmates does not stand out as a significant predictor of psychosomatic problems specifically those related to skin problems. An incremental one-unit rise in classmates' social support, there is an anticipated reduction of 0.009 in the odds associated with the elevated level of the dependent variable, Skin Problem.

The support provided by close friends emerges as a noteworthy predictor of Psychosomatic problems, particularly those related to skin problems. For each additional unit of social support from close friends, there is an estimated increase of 0.030 in the odds at the higher level of the dependent variable (Skin Problem).

The degree of social support from individuals within the school environment does not appear to be a noteworthy predictor of psychosomatic issues related to skin problems. For each one-unit rise in social support from school peers, a projected decrease of 0.007 in the odds at the higher level of the dependent variable (Skin Problem) is predicted.

Table 4.179: Test of Parallel Lines for Social Support and Skin Problem

Model	-2 Log Likelihood	Chi-Square	Df	Sig.
Null Hypothesis	2632.722	16.624	15	.342
General	2616.097			

The interpretation of Table 4.179 reveals a non-significant p-value of 0.342. This suggests that the assumption of uniformity in the relationship among the variables (parents' support, teachers' support, classmates' support, support from close friends, and support from people in school) in all conceivable comparisons concerning the dependent variable (psychosomatic problem, specifically related to skin issues) is met.

4.11.11 Role of Social Support in the Psychosomatic Problem (Vision Problem) Faced by Victims of Bullying

Ordinal logistic regression has been employed using SPSS version 23 aiming to explore how social support affects psychosomatic problems, with a specific emphasis on vision problems. The independent variable in our analysis is social support, which comprises support received from various sources such as parents, teachers, classmates, close friends, and individuals within the school environment. It's worth noting that social support, in this context, is treated as a continuous variable, allowing us to assess its impact on the outcomes of interest. The dependent variable, psychosomatic problem (i.e., Vision Problem), was assessed separately and

measured on an ordinal scale ranging from Never (0) to Always (4). The ensuing ordinal logistic regression results are outlined below:

Table 4.180: Case Processing Summary for Social Support and Vision Problem

		N	Marginal Percentage
Vision Problem	NEVER	2	.2%
	SELDOM	294	29.8%
	SOMETIMES	417	42.3%
	OFTEN	170	17.2%
	ALWAYS	103	10.4%
Valid		986	100.0%
Missing		0	
Total		986	

From the table 4.180, it can be said that the psychosomatic problem (Vision Problem) is proportionally observed as never- 2 (.2%), seldom 294 (29.8%), sometimes- 417 (42.3%), often-170 (17.2%) and always -103 (10.4%).

Table 4.181: Model Fit Statistics for Social Support and Vision Problem

Model	-2 Log Likelihood	Chi-Square	df	Sig.
Intercept Only	2517.053	4.497	5	.480
Final	2512.556			

Further, the table 4.181 provides details on the model fit, including the information regarding the intercept (-2 Log Likelihood) and the complete model encompassing social support from parents, teachers, classmates, close friends, and individuals in the school environment. The final model had not shown any improvement over the intercept (2512.556). The same is found true as likelihood ratio chi-square test is not found significant (χ^2 (5) =4.497; p>0.001). Hence, it can be inferred that the model's fit does not exhibit any substantial enhancement in comparison to the null model.

Table 4.182: Goodness-of-Fit for Social Support and Vision Problem

	Chi-Square	Df	Sig.
Pearson	3860.198	3935	.800
Deviance	2512.556	3935	1.000

The goodness-of-fit table findings validate the suitability of the model. Both the Pearson chi-square test (χ^2=3860.198, p=0.800) and the deviance test (χ^2=2512.556, p=1.000) are not statistically significant. This indicates that the model effectively captures the data, with no significant differences detected between the observed and predicted outcomes.

Table 4.183: Pseudo R-Square for Social Support and Vision Problem

Nagelkerke	.005

From the Pseudo R-Square, R Square value shows the approximate disparity in the criterion variable. Nagelkerke R Square value shows 0.5% change in the psychosomatic problem (Vision Problem), when there is a unit variance in social support.

Table 4.184: Parameter Estimates for Social Support and Vision Problem

		Estimate	Std. Error	Wald	df	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Threshold	[Vision Problem = 0]	-5.807	1.280	20.595	1	.000	-8.316	-3.299
	[Vision Problem = 1]	-.449	1.069	.177	1	.674	-2.545	1.646
	[Vision Problem = 2]	1.363	1.070	1.622	1	.203	-.734	3.459
	[Vision Problem = 3]	2.553	1.073	5.662	1	.017	.450	4.656
Location	SS PARENTS	.005	.017	.081	1	.776	-.029	.038
	SS TEACHERS	-.003	.012	.079	1	.778	-.028	.021
	SS CLASSMATES	.011	.012	.768	1	.381	-.013	.035
	SS CLOSEFRIEND	-.020	.011	3.431	1	.064	-.041	.001
	SS PEOPLE IN SCH	.015	.012	1.637	1	.201	-.008	.038

From the table 4.184, it can be interpreted that the Parental social support does not appear to be a significant predictor of psychosomatic issues, particularly Vision Problems. A one-unit increment in parental social support is linked to an anticipated 0.005 increase in the odds at the elevated level of the dependent variable, Vision Problem

The social support provided by teachers does not appear to be a significant predictor of psychosomatic problems, specifically Vision Problems. For every one-unit increase in teacher's social support, there is a predicted decrease of 0.003 in the odds at the higher level of the dependent variable (Vision Problem).

The level of social support from classmates does not show significance as a predictor of psychosomatic problems, specifically Vision Problems. When there's a one-unit rise in social support from classmates, it's expected that there will be a 0.011 increase in the odds associated with the higher level of the dependent variable, Vision Problem

The social support provided by close friends emerges as a significant predictor of psychosomatic problems, specifically Vision Problems. With each additional unit of social support received from close friends, there is an anticipated reduction of 0.020 in the odds associated with the higher level of the dependent variable, Vision Problem.

The amount of social support received from individuals within the school setting does not appear to be a substantial predictor of psychosomatic issues, particularly Vision Problems. A mere one-unit rise in school-related social support is linked to a minor 0.015 increase in the odds at the higher level of the dependent variable (Vision Problem).

Table 4.185: Test of Parallel Lines for Social Support and Vision Problem

Model	-2 Log Likelihood	Chi-Square	Df	Sig.
Null Hypothesis	2512.556	17.731	15	.277
General	2494.825			

According to the information in Table 4.185, the p-value of 0.277 suggests that the observed result is not statistically significant. This indicates that the assumption of uniformity in the relationship between V's (social support from parents, teachers, classmates, close friends, and people in school) in all possible comparisons involving the dependent variable (psychosomatic problem, specifically Vision Problem) holds true.

4.11.12 Role of Social Support in the Psychosomatic Problem (Poor Appetite) Faced by Victims of Bullying

To investigate the influence of social support on the psychosomatic problem of Poor Appetite, ordinal logistic regression analysis was conducted using SPSS version 23. The independent variable, social support (including support from parents, teachers, classmates, close friends, and individuals within the school), is of a continuous nature, while the dependent variable, psychosomatic problem (Poor Appetite), was assessed separately and measured on an ordinal scale ranging from Never (0) to Always (4). The findings from the ordinal logistic regression are presented below:

Table 4.186: Case Processing Summary for Social Support and Poor Appetite

		N	Marginal Percentage
Poor Appetite	NEVER	2	.2%
	SELDOM	229	23.2%
	SOMETIMES	327	33.2%
	OFTEN	219	22.2%
	ALWAYS	209	21.2%
Valid		986	100.0%
Missing		0	
Total		986	

From the table 4.186, it can be said that the psychosomatic problem (Poor Appetite) is proportionally observed as never- 2 (.2%), seldom 229 (23.2%), sometimes- 327 (33.2%), often-219 (22.2%) and always -209 (21.2%).

Table 4.187: Model Fit Statistics for Social Support and Poor Appetite

Model	-2 Log Likelihood	Chi-Square	Df	Sig.
Intercept Only	2722.730	6.188	5	.288
Final	2716.542			

Furthermore, Table 4.187 displays the fitting information for both the intercept (-2 Log Likelihood) and the comprehensive model encompassing social support from parents, teachers, classmates, close friends, and individuals within the school. The final model had not shown any improvement over the intercept (2716.542). The same is found true as likelihood ratio chi-square test is not found significant (χ^2 (5) =6.188; p>0.001). Therefore, it can be deduced that the model's fit does not show any substantial improvement in comparison to the null model.

Table 4.188: Goodness-of-Fit for Social Support and Poor Appetite

	Chi-Square	Df	Sig.
Pearson	3890.716	3935	.689
Deviance	2716.542	3935	1.000

The findings in the goodness-of-fit table validate the adequacy of the model's fit. As both the Pearson chi-square test (χ^2=3890.716, p=0.689) and deviance test (χ^2=2716.542, p=1.000) found to be not significant. Hence, it can be asserted that the model appropriately matches the dataset and no substantial improvement is observed between the observed and predicted model.

Table 4.189: Pseudo R-Square for Social Support and Poor Appetite

Nagelkerke	.007

From the Pseudo R-Square, R Square value shows the approximate variation in the criterion variable. Nagelkerke R Square value shows 0.7% change in the psychosomatic problem (Poor Appetite), when there is a unit variance in social support.

Table 4.190: Parameter Estimates for Social Support and Poor Appetite

		Estimate	Std. Error	Wald	df	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Threshold	[Poor Appetite = 0]	-6.467	1.262	26.259	1	.000	-8.940	-3.993
	[Poor Appetite = 1]	-1.447	1.047	1.909	1	.167	-3.500	.606
	[Poor Appetite = 2]	.008	1.046	.000	1	.994	-2.043	2.058
	[Poor Appetite = 3]	1.059	1.047	1.023	1	.312	-.993	3.111
Location	SS PARENTS	-.026	.017	2.323	1	.127	-.058	.007
	SS TEACHERS	.001	.012	.015	1	.903	-.022	.025
	SS CLASSMATES	.024	.012	3.997	1	.046	.000	.048
	SS CLOSEFRIEND	-.006	.011	.308	1	.579	-.027	.015
	SS PEOPLE IN SCH	.003	.012	.051	1	.821	-.020	.025

Based on the information presented in Table 4.190, it is evident that the extent of parental social support does not significantly predict the occurrence of the psychosomatic problem, Poor Appetite. An increase of one unit in parental social support is associated with an expected 0.026 decrease in the likelihood of experiencing a higher level of Poor Appetite.

The degree of social support from teachers doesn't appear to be a substantial predictor of the psychosomatic issue, Poor Appetite. A one-unit increase in teacher's social support is linked to a mere 0.001 expected rise in the likelihood of encountering a more pronounced level of Poor Appetite. In essence, this statement suggests that there is a very minimal or negligible association between the level of social support from teachers and the likelihood of experiencing Poor Appetite

The support from classmates does not significantly predict the occurrence of the psychosomatic problem, Poor Appetite. A boost of one unit in social support from classmates is expected to result in a 0.024 higher likelihood of experiencing increased severity of Poor Appetite i.e. as social support from classmates increases,

the chances of experiencing a more severe case of Poor Appetite also increase slightly. It implies a potential connection between social interactions within the classroom and the prevalence of Poor Appetite. Further research may be needed to understand the underlying factors and mechanisms at play in this relationship.

The support from close friends emerges as a notable predictor of Psychosomatic problems, specifically Poor Appetite. An incremental rise of one point in social support from close friends correlates with a projected reduction of 0.006 in the likelihood of encountering a more pronounced occurrence of Poor Appetite.

Social support from people in school is not a significant predictor of psychosomatic problem (Poor Appetite). With each one-unit increase in social support from people in school, the odds of experiencing the higher level of the dependent variable (Poor Appetite) are estimated to increase by 0.003.

Table 4.191: Test of Parallel Lines for Social Support and Poor Appetite

Model	-2 Log Likelihood	Chi-Square	Df	Sig.
Null Hypothesis	2716.542	35.232	15	.002
General	2681.310			

From the table 4.191, it can be interpreted that the p value is found 0.002 which is significant. It means the assumption that the relationship between the V's (social support of parents, teachers, classmates, close friend and people in school) are the same 'across all possible comparisons' involving the dependent variable [psychosomatic problem (Poor Appetite)]is not satisfied.

Overall, the interpretation concluded that while some specific forms of social support (such as close friends) have a significant association with the occurrence of Poor Appetite, the overall model's fit is not significantly improved by the inclusion of these social support variables. The model's goodness-of-fit tests also confirm that the model adequately fits the data, and the Nagelkerke R Square indicates a small proportion of variance explained by social support.

Discussion on Results: Drawing conclusions from the outcomes of the ordinal logistic regression analysis, it can be inferred that social support from various sources (parents, teachers, classmates, close friends, people in school) does not significantly predict the likelihood of experiencing psychosomatic problems such as concentration problem, Sleep disturbance, Headache, Stomach ache, Backache, Felt sad, Felt giddy, Felt tense, Feeling of Fatigue, Skin Problem and Vision Problem among victims of bullying. Despite some variations observed in the Nagelkerke R Square values, the overall impact of social support on these psychosomatic problems remains negligible. Overall, the pseudo-R-squared values (Nagelkerke R Square) for each model indicated that the variance in the psychosomatic problems explained by the unit variance in social support was relatively low, ranging from 0.4% to 1.4% as shown in table 4.192.

Table 4.192: Summary of Pseudo R-Square

Independent Variable	Dependent Variable	Nagelkerke
Social Support	Lack of Concentration	.004
	Sleep Disturbance	.004
	Headache	.006
	Stomach Ache	.006
	Backache	.014
	Felt Sad	.009
	Felt Giddy	.007
	Felt Tense	.009
	Feeling of Fatigue	.009
	Skin Problem	.011
	Vision Problem	.005
	Poor Appetite	.007

This table represents the results of logistic regression analysis, specifically focusing on the relationship between the independent variable "Social Support" and

various dependent variables (e.g., "Lack of Concentration," "Sleep Disturbance," "Headache," etc.). The Nagelkerke R-squared values indicate the proportion of variance in the dependent variable that can be explained by the independent variable.

For each combination of independent and dependent variables, the Nagelkerke R-squared values range from .004 to .014. These values are quite low, suggesting that the independent variable "Social Support" has a limited explanatory power in predicting the variations in the listed dependent variables. In simpler terms, the presence or absence of social support seems to have only a minor influence on these specific outcomes. Means, that the various social support factors (including parental support, teacher support, peer support and support from individuals within the school) did not consistently prove to be significant predictor of psychosomatic problems, except in specific cases such as close friends' support and poor appetite.

In conclusion, the study found that the range of social support factors examined, which encompassed support from parents, teachers, peers, and individuals within the school environment, did not uniformly emerge as strong predictors of psychosomatic problems. However, there were exceptions to this trend. Notably, support from close friends and experiencing poor appetite were identified as specific instances where social support played a more discernible role in predicting Psychosomatic problems. This suggests that while certain types of support may have a notable impact on psychosomatic well-being, the broader spectrum of social support may not consistently exhibit a significant predictive relationship with such problems. This nuanced understanding can inform future research and interventions in this area

CHAPTER - V

FINDINGS, CONCLUSIONS, EDUCATIONAL IMPLICATIONS, LIMITATIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDY

This chapter offers an extensive overview of the findings derived from a thorough statistical analysis and interpretation of the study's data. Furthermore, it acknowledges the constraints identified by the researcher in the course of this research undertaking, offering valuable perspectives for future consideration. In the light of findings and conclusions of this study the implications of the study have also been visualized. On the basis of experiences gained during the conduction of this study, the researcher felt it proper to suggest some untouched areas of researchable problems for further study.

5.1   FINDINGS

In this section, the researcher endeavors to articulate the study's discoveries in accordance with its predefined objectives. This entails a systematic breakdown of results, aligning them with the specific goals set forth at the outset of the research endeavor.

Objective 1: To find out the rate of prevalence of bullying behaviour in secondary and senior secondary schools in terms of (i) Gender, (ii) Socio Economic Status and (iii) Area.

1)   The rate of prevalence of bullying behavior in secondary and senior secondary schools faced by students are: 65.3% with 64.4% being male and 66.3% being female; 62.9% of students from urban areas and 68.1% of students from rural areas; 68.3% of students from high socio-economic status, 65.4% from average socio-economic status, and 55.6% from low socio-economic status.

2) The rate of prevalence of involvement in bullying acts by secondary and senior secondary school students are: 75.74% with 77.7% being male and 73.8% being female; 76% of students from urban areas and 75.5% of students from rural areas; 77.7% of students from high socio-economic status, 75.3% from average socio-economic status, and 82.2% from low socio-economic status.

3) Both male and female students exhibit comparable rates of engagement in bullying behaviors, and students from various socio-economic backgrounds are equally prone to experiencing incidents of bullying.

4) A significant variance is found in the incidence of bullying among students depending on the geographical location of their schools, particularly evident in the distinctions between rural and urban areas.

5) There were no significant disparities observed in bullying involvement across gender, socio-economic status, and area.

Objective 2: To study the prevalence of forms of bullying behavior (Physical, Verbal, Social, Sexual & Religious) in secondary and senior secondary schools in terms of (i) Gender, (ii) Socio-Economic Status and (iii) Area.

1) The most prevalent form of bullying among males and females are verbal bullying followed by physical bullying, social bullying, sexual bullying and religious bullying.

2) With respect to low socio-economic status, Physical bullying takes precedence as the most prevalent form, succeeded by verbal, sexual, and religious bullying.

3) With respect to average socio-economic status, verbal bullying is found to be more prevalent among students, followed by Physical Bullying, Social Bullying, Religious Bullying and Sexual bullying exhibited lower rates among average SES students.

4) Verbal and physical Bullying are the most prevalent form among students from high SES followed by social, Religious and Sexual Bullying.

316

5) Verbal bullying is the dominant form of bullying in rural area schools, with physical, social, religious, and sexual bullying following in prevalence.

6) In urban area schools, rate of prevalence of verbal bullying is higher followed by physical, social bullying, religious bullying and the rate of sexual bullying is found least in urban area schools.

7) No significant variation was found in the prevalence of physical bullying behavior among secondary and senior secondary school students concerning gender and area.

8) Students belonging to different socio-economic status significantly differ in occurrence of physical bullying.

9) The prevalence of verbal, social, sexual, and religious bullying among CBSE school students remains consistent regardless of factors such as gender, socio-economic status, and area of schooling.

10) There are no significant variations in the prevalence rate of engagement in physical bullying among CBSE school students based on factors such as gender, socio-economic status, and area.

11) There is no noteworthy disparity in the prevalence rate of engagement in verbal bullying among secondary and senior secondary school students concerning socio-economic status and area.

12) A notable disparity exists in the occurrence of verbal bullying between male and female students attending CBSE schools.

13) There is no substantial variation in the prevalence rate of engagement in social bullying among CBSE school students concerning gender and area.

14) A noticeable difference exists in the frequency of social bullying engagement among students of varying socio-economic statuses, including those with low-average and low-high background.

15) The prevalence rates of involvement in sexual and religious bullying among CBSE school students do not exhibit significant variations based on factors such as gender, socio-economic status, or school location.

Objective 3: To assess the psychosomatic problems faced by students in secondary and senior secondary schools.

1) Majority of the students sometimes experienced the psychosomatic problems. Only in case of Feeling of Fatigue, majority of students seldom experienced the psychosomatic problem of (Feeling of Fatigue).

2) Significant difference is found in the psychosomatic problems (concentration problem, Sleep disturbance, Headache, Stomach ache, Backache, Felt sad, Felt giddy, Felt tense, Feeling of Fatigue, Skin Problem, Vision Problem and Poor Appetite) faced by students in CBSE schools.

Objective 4: To assess the knowledge and attitude of students towards bullying.

1) Majority of students fall under the category of low knowledge level group of knowledge of bullying. This pattern persists when categorizing them by gender, socio-economic status, and school location.

2) Irrespective of socio-economic status or school location (urban or rural), both male and female students exhibit similar levels of knowledge regarding bullying.

3) Majority of the students lie under the moderate attitude level group i.e.; they are having mixed attitude towards bullying. Similar findings apply when classifying students according to gender and school location.

4) Students hailing from low socio-economic backgrounds predominantly exhibit attitudes towards bullying that range from low to moderate levels.

5) Majority of the students, belonging to high socio-economic status, have low level of attitude towards bullying. i.e., attitude not in favourable of bullying.

6) In terms of gender, socio-economic status and area, secondary and senior secondary school students exhibit comparable attitudes towards bullying.

Objective 5: To study the knowledge and attitude of teachers towards anti-bullying programme.

1) Majority of the teachers possess low knowledge level group of knowledge about anti-bullying programme. Similar findings apply when categorizing based on gender and school location.

2)   Majority of the teachers possess moderate attitude level group of knowledge about anti-bullying programme. Similar findings apply when categorizing based on gender and school location.

3)   Male and female teachers have similar level of knowledge and attitude towards anti-bullying programme. Teachers, whether in rural or urban school settings, exhibit a comparable level of knowledge and attitude towards the anti-bullying program.

Objective 6: To assess the effectiveness of implementation of prevention of Bullying Guidelines, 2012 issued by CBSE.

1)   All the schools surveyed demonstrated a clear conveyance of the anti-bullying message and actively engaged in educating students about bullying and its effects through activities, competitions, and awareness campaigns.

2)   Majority of CBSE schools established anti-bullying committees and circulated guidelines to teachers and students, providing a confidential procedure for reporting incidents. These schools also conducted training programs for staff, parents, and students to reduce the risk of bullying.

3)   A significant number of schools emphasized raising awareness and promoting preventive measures through various programs and initiatives, such as displaying contact information of committee members and appointing sentinels or monitors to report cases of bullying.

4)   The majority of schools witnessed significant parental engagement in school committees, indicating a robust dedication to endorsing efforts focused on preventing bullying.

5)   Overall, findings indicate a strong commitment by CBSE schools to effectively implement the Prevention of Bullying Guidelines, creating a secure and nurturing atmosphere for students and proactively dealing with the problem of bullying.

Objective 7: To study the role of social support in reducing the risk of bullying prevalence.

1) Social support from classmates, and people in school had no impact on reducing the occurrence of bullying.

2) The support provided by both parents and teachers has a statistically significant but relatively modest impact on reducing the occurrences of bullying and social support from close friends showed a statistically significant association with a slight reduction of bullying incidents.

3) The study did not find a substantial reduction in students' involvement in bullying as a result of the influence of social support from parents, teachers, classmates, close friends, and school personnel. In more precise terms, the research revealed that the assistance provided by these individuals and groups in reducing students' participation in bullying did not achieve statistical significance.

Objective 8: To study the role of social support in the psychosomatic problems faced by victims of bullying in secondary and senior secondary schools.

1) Social support does not play significant role in psychosomatic problems (Concentration problem, Sleep disturbance, Headache, Stomach ache, Backache, Felt sad, Felt giddy, Felt tense, Feeling of Fatigue, Skin Problem and Vision Problem) faced by victims of bullying in CBSE schools.

2) The presence of strong social support from close friends emerges as a noteworthy predictor of Psychosomatic problems, particularly those related to appetite problems, experienced by victims of bullying in secondary and senior secondary schools.

5.2   CONCLUSION

Objective 1: To find out the rate of prevalence of bullying behaviour in secondary and senior secondary schools in terms of (i) Gender, (ii) Socio Economic Status and (iii) Area.

1) Bullying is a pervasive problem that impacts a significant segment of the student population. Research indicates that among secondary and senior secondary school students, 65.3% have experienced bullying, and 75.74%

320

have been involved in bullying incidents. This aligns with the findings of Olweus (2013), Modecki et al. (2014), Gini and Espelage (2014), and Kowalski et al. (2014) who reported the prevalence of bullying in schools, emphasizing its substantial impact.

2) The percentage of bullying prevalence in rural area schools is significantly higher than in urban area schools. This finding is consistent with prior research conducted by Dulmus et al. (2004), who explored that, students from rural schools reported more occurrence of bullying than the students attending urban school settings.

Objective 2: To study the prevalence of forms of bullying behavior (Physical, Verbal, Social, Sexual & Religious) in secondary and senior secondary schools in terms of (i) Gender, (ii) Socio-Economic Status and (iii) Area.

1) The most widespread type of bullying is verbal bullying, and it is followed by physical, social, sexual, and religious bullying, with each subsequent form occurring less frequently than the previous one. Notably, the prevalence of verbal bullying is higher across different factors such as gender, SES and area. This result is also supported by (Ada et. al., 2016; Srisiva, Thirumoorthi, and Sujatha, 2013; Brito and Oliveira, 2013; Coloroso, 2003 and Demirbag et. al., 2016) who reported that verbal bullying was the predominant type of bullying observed by children. This may be attributed to the fact that students are typically aware of rules prohibiting physical harm, whereas identifying and preventing instances of verbal bullying poses greater challenges compared to other forms of bullying. Moreover, engaging in verbal bullying is comparatively easier as it does not necessitate physical proximity or direct contact. The percentage of students from high socio-economic status faced more incidences of physical bullying with them as compared to students from average socio-economic status.

2) Female students exhibit a higher involvement in verbal bullying as compared to their male counterparts. This finding is consistent with the study carried out by Silva et al. (2013), where it was shown that girls exhibit a higher participation rate in verbal bullying compared to boys. The findings might be

influenced by the time. Social dynamics and cultural attitudes towards bullying can change over time, and this could affect the prevalence and perception of gender differences in verbal bullying.

3) Students from low SES showed more involvement in bullying acts as compare to students from average and high SES.

Objective 3: To assess the psychosomatic problems faced by students in secondary and senior secondary schools.

1) Prevalence of bullying has an impact on the occurrence of psychosomatic problems (concentration problem, Sleep disturbance, Headache, Stomach ache, Backache, Felt sad, Felt giddy, Felt tense, Feeling of Fatigue, Skin Problem, Vision Problem and Poor Appetite). The findings are in tune with the previous findings of Gini and Pozzoli (2013) who confirmed the association between being bullied and psychosomatic problems.

Objective 4: To assess the knowledge and attitude of students towards bullying.

1) Majority of students (66.53%) fall into the category of low knowledge level group, reflecting an inadequate level of awareness and comprehension concerning the matter of bullying. It is possible that schools have not provided sufficient information to students about the nature, consequences, and prevention of bullying.

2) Majority of school students (39.96%) had moderately favorable attitude (mixed attitude) towards bullying. The finding of the study is in tune with the findings of Minalkar and Bemina (2019) who reported that majority of school children had moderately favorable attitude. Students may adopt mixed attitudes towards bullying because they perceive it as a common or unavoidable part of their social environment.

Objective 5: To study the knowledge and attitude of teachers towards Anti-bullying programme in schools.

1) Majority of the teachers (58.90%) fall under the category of low knowledge level. This indicating a significant gap in their understanding of the Anti-Bullying guidelines. The reason for low knowledge level among teachers may

stem from a lack of training and professional development opportunities on the topic of bullying. Teachers may not have received sufficient guidance or education on the specific guidelines and best practices for addressing bullying in schools or they may not be fully aware of the existing anti-bullying guidelines.

2) Majority of the teachers (42.95%) fall under the moderate attitude level group. The moderate attitude level among teachers may be influenced by various factors, including personal beliefs, experiences, and cultural norms.

Objective 6: To assess the effectiveness of implementation of prevention of Bullying Guidelines, 2012 issued by CBSE.

Anti-bullying program, as per the Prevention of Bullying guidelines, 2012 issued by CBSE, has been largely effective in its implementation, with schools demonstrating commitment and efforts to create a safe and inclusive environment.

Objective 7: To study the role of social support in reducing the risk of bullying prevalence.

1) The social support extended by parents and teachers demonstrates a statistically significant, albeit somewhat moderate, influence on reducing the probability of bullying incidents among CBSE school students.

2) Social support from close friends showed a statistically significant association with reduction in bullying incidents. It is possible that students think that only close friends able to help them to solve the problem. Close friends often provide emotional support, understanding, and empathy to individuals. This emotional support can contribute to a reduction in bullying incidents as it helps build resilience, self-confidence, and a positive self-image, making individuals less vulnerable to bullying behaviors.

Objective 8: To study the role of social support in the psychosomatic problems faced by victims of bullying in secondary and senior secondary schools.

The presence of strong support and assistance from close friends exerts a notable influence on diminishing the probability of encountering psychosomatic issues, particularly in relation to experiencing a lack of appetite.

5.3 EDUCATIONAL IMPLICATIONS OF THE STUDY

1) High Percentage of instances of bullying acts imply the lack of awareness among the adolescents about the bullying behaviors. Also, they point towards the ineffectiveness of the anti-bullying guidelines implemented by the schools. Awareness workshop, seminars should become a regular feature in the schools.

2) Verbal bullying is the most common form used by the adolescents implying that civilized language is not used by the adolescents. They lack appropriate spoken languages skills to communicate with peers and other community members.

3) For all psychosomatic problems, majority of the students felt their experience during last 12 months. This again implies that either the bullying problem is high in its occurrence or students' knowledge towards bullying is not clear and they are not able to distinguish the occurrence of psychosomatic problems attributed to bullying behaviour.

4) The findings highlight the ineffectiveness of the Anti-Bullying guidelines as well as lack of initiatives of the different sub system (school, home, community) of society towards awareness of bullying problem and ways of its propagation.

5) The study implies that teachers and school authorities are well prepared, equipped and implementing the anti - bullying guidelines. But results are contradictory to existence of bullying problem. It implies that effectiveness shall be measured through different techniques or the proposed measures to ensure anti-bullying guidelines are not correct in implementation.

6) The findings suggest that there is a greater responsibility for parents, teachers, peers, close friends, and school personnel to take additional measures aimed at reducing the occurrence of bullying incidents.

5.4 LIMITATIONS OF THE STUDY

1) In the case of Social Support Scale, the researcher used a scale of 60 items which resulted in the data collection procedure taking longer than necessary.

2) There was a notable scarcity of research on psychosomatic problems within the Indian context. So good quality national literatures were missing in the present state of the art on this variable.

3) Obtaining the necessary cooperation from school principals during the data collection process posed a significant challenge, resulting in a longer-than-anticipated duration for data collection.

4) Number of male teachers were found to be less as compared to female teachers.

5.5 RECOMMENDATIONS

1) It is recommended that school authorities need to strategies and replan the implementation of anti-bullying guidelines so as to see the effectiveness in terms of less number of bullying occurrences.

2) Sensitization of the parents' school authorities and students shall be conducted in workshop modes/drama for better understanding of bullying behaviors.

3) It is recommended to encourage and promote outdoor activities for students. Schools, educational institutions, and community organizations should provide opportunities for students to engage in outdoor sports, recreational pursuits, and nature-based activities. Encouraging outdoor interactions can foster social connections, reduce reliance on virtual platforms, and promote a healthier lifestyle among students.

4) The high prevalence of verbal bullying underscores the importance of implementing specialized interventions and prevention initiatives that specifically target this type of bullying. Strategies promoting empathy, communication skills, and conflict resolution can help reduce instances of verbal bullying and foster a positive and respectful school environment.

5) It is highly recommended to persist in the promotion of comprehensive anti-bullying education programs that are designed to cater to the unique needs and circumstances of every student. These programs should encompass a wide range of strategies, including awareness campaigns, peer support

initiatives, and curricular content that fosters empathy and conflict resolution skills.

6) It is recommended to the teachers to foster frequent interaction with students, as such positive engagement boosts students' confidence in sharing their concerns and contributes to reducing the Psychosomatic problems associated with bullying.

7) It is recommended to researchers that they should not only focus on limited types of psychosomatic problems of students but also focus on overall psychosomatic problems of students in broader way. So that major psychosomatic problems would be highlighted and better solutions would be found out.

8) It is important to address and combat bullying in both rural and urban schools, but special attention should be given to implementing effective anti-bullying measures in rural areas to mitigate the higher prevalence observed.

5.6 SUGGESTIONS FOR FURTHER STUDY

1) The current study was limited to the state of Punjab. Given the necessity for a more extensive research effort, the number of studies addressing the prevalence of bullying and its association with psychosomatic problems among Indian students remains inadequate. Hence, it is recommended that similar studies be conducted in other Indian states as well.

2) Acknowledging the lengthy nature of the social support scale, it is recommended to streamline the scale by either reducing the number of items or use it into sub-scales. This will make it more practical and less time-consuming to administer. It is important to ensure that the revised scale still captures the essential dimensions of social support effectively and efficiently.

3) A comparative study can also be conducted between students of CBSE and other Boards of India.

4) The validation of the scales was limited to the Punjab state alone. Therefore, it is recommended that the validated scales undergo revalidation by gathering samples from various other Indian states as well.

5) To gain a more comprehensive insight into various aspects of bullying, it is recommended for future research endeavors employ mixed-method approaches, considering factors such as cultural influences, school climate, and individual characteristics. This would enable the development of targeted interventions and policies to address bullying effectively.

6) To gain a better understanding of how social support relates to the development of Psychosomatic problems in individuals who have experienced bullying, it is crucial to conduct further research using larger and more diverse samples. Additionally, comprehensive examination of relevant factors should be undertaken to enhance our understanding in this area.

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342

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APPENDICES

(A) TOOLS

(I) FOR STUDENTS

(1) BULLY ATTITUDE SCALE

Sr. No.	The sentences below described how students in school feel about themselves and other students. Please mark your agreement with each sentence. Answer how you actually feel, not how people believe you should feel.	I disagree a lot	I disagree a little	I agree a little	I agree a lot
1	It is ok to push other students if they get in your way	1	2	3	4
2	Making fun of other students is just part of school	1	2	3	4
3	It is fun to watch other students get teased	1	2	3	4
4	It's ok to tease students who are not your friends	1	2	3	4
5	It is important to be part of a group even if it means you have to be mean to some students	1	2	3	4
6	It's ok to call someone names if you do not like the person	1	2	3	4
7	It's not a big deal to make fun of someone	1	2	3	4
8	Some students deserve to be pushed around	1	2	3	4
9	It is ok to start a fight with someone	1	2	3	4
10	It bothers me when other students are teased	1	2	3	4
11	It is ok to tease someone if other students are also doing it	1	2	3	4
12	Spreading rumors about someone is a good way to get back at them	1	2	3	4
13	Pushing other students around is a way to get respect	1	2	3	4

(2) SOCIAL SUPPORT SCALE

Read the following statement and rate how often you receive the described support	HOW OFTEN					
My Parent(s)…	Never	Almost Never	Some of the Time	Most of the Time	Almost Always	Always
1 …make suggestions when I don't know what to do	1	2	3	4	5	6
2 …give me good advice.	1	2	3	4	5	6
3 …help me solve problems by giving me information	1	2	3	4	5	6
4 …tell me I did a good job when I do something well	1	2	3	4	5	6
5 …nicely tell me when I make mistakes	1	2	3	4	5	6
6 …reward me when I've done something well	1	2	3	4	5	6
7 …help me practice my activities	1	2	3	4	5	6
8 …take time to help me decide things	1	2	3	4	5	6
9 …get me many of the things I need	1	2	3	4	5	6
My Teacher(s)…	Never	Almost Never	Some of the Time	Most of the Time	Almost Always	Always
1 …cares about me	1	2	3	4	5	6
2 …treats me fairly	1	2	3	4	5	6
3 …makes it okay to ask questions	1	2	3	4	5	6
4 …explains things that I don't understand	1	2	3	4	5	6
5 …shows me how to do things	1	2	3	4	5	6
6 …helps me solve problems by giving me information	1	2	3	4	5	6
7 …tells me I did a good job when I've done something well	1	2	3	4	5	6
8 …nicely tells me when I make mistakes	1	2	3	4	5	6
9 …tells me how well I do on tasks	1	2	3	4	5	6

10	…makes sure I have what I need for school	1	2	3	4	5	6
11	…takes time to help me learn to do something well	1	2	3	4	5	6
12	…spends time with me when I need help	1	2	3	4	5	6

My Classmates…		Never	Almost Never	Some of the Time	Most of the Time	Almost Always	Always
1	…treat me nicely	1	2	3	4	5	6
2	…like most of my ideas and opinions	1	2	3	4	5	6
3	…pay attention to me	1	2	3	4	5	6
4	…give me ideas when I don't know what to do	1	2	3	4	5	6
5	…give me information so I can learn new things	1	2	3	4	5	6
6	…give me good advice	1	2	3	4	5	6
7	…tell me I did a good job when I've done something well	1	2	3	4	5	6
8	…nicely tell me when I make mistakes	1	2	3	4	5	6
9	…notice when I have worked hard	1	2	3	4	5	6
10	…ask me to join activities	1	2	3	4	5	6
11	…spend time doing things with me	1	2	3	4	5	6
12	…help me with projects in class	1	2	3	4	5	6

My Close Friend…		Never	Almost Never	Some of the Time	Most of the Time	Almost Always	Always
1	…understands my feelings	1	2	3	4	5	6
2	… sticks up for me if others are treating me badly	1	2	3	4	5	6
3	…spends time with me when I'm lonely	1	2	3	4	5	6
4	…gives me ideas when I don't know what to do	1	2	3	4	5	6
5	…gives me good advice	1	2	3	4	5	6
6	…explains things that I don't understand	1	2	3	4	5	6

7	…tells me he or she likes what I do	1	2	3	4	5	6
8	…nicely tells me when I make mistakes	1	2	3	4	5	6
9	…nicely tells me the truth about how I do on things	1	2	3	4	5	6
10	…helps me when I need it	1	2	3	4	5	6
11	…shares his or her things with me	1	2	3	4	5	6
12	…takes time to help me solve my problems	1	2	3	4	5	6
People in my School…		Never	Almost Never	Some of the Time	Most of the Time	Almost Always	Always
1	…care about me	1	2	3	4	5	6
2	…understand me	1	2	3	4	5	6
3	…listen to me when I need to talk	1	2	3	4	5	6
4	…give me good advice	1	2	3	4	5	6
5	…help me solve my problems by giving me information	1	2	3	4	5	6
6	..explain things that I don't understand	1	2	3	4	5	6
7	…tell me how well I do on tasks	1	2	3	4	5	6
8	…tell me I did a good job when I've done something well	1	2	3	4	5	6
9	…nicely tell me when I make mistakes	1	2	3	4	5	6
10	…take time to help me decide things	1	2	3	4	5	6
11	…spend time with me when I need help	1	2	3	4	5	6
12	…make sure I have the things I need for school	1	2	3	4	5	6

(3) BULLYING INFORMATION SHEET

Please use the following description to answer the questions.

Bullying is common in schools. Bullying is that behavior of a child which involves a real or perceived power imbalance. It is similar to ragging in colleges. There have been reports in the media of instances of bullying and ragging in schools. Nature of bullying can be, diverse and complex. It is often not recognized as a major problem and assumed negligible.

Bullying tends to increase through the elementary grades, peak in middle school, and drop off by grades 11 and 12 (Northwest Regional Educational Laboratory, 2001; Olweus, 1993). Both boys and girls are involved in bullying.

So we can see that bullying is prevalent all over the world. A student can be bullied through many ways. He/ She can be bullied socially, verbally, physically, religiously and sexually. According to Shetgiri. R., (2013), Craig et al. (2009) and Page et al. (2014) different forms of bullying are:

1. **Social bullying:** Social bullying sometimes referred to as hidden bullying. It can be carried out behind person's back. **S**preading rumours, negative facial or physical gestures, mimicking unkindly, and encouraging others to socially exclude someone are the ways of social bullying.

2. **Verbal bullying:** When an individual uses verbal language (e.g., insults, teasing, etc) to gain power over his or her peers. **N**ame calling, insults, teasing, intimidation, homophobic or racist remarks, or verbal abuse are the examples of verbal bullying.

3. **Physical bullying:** When students use physical actions to gain power and control over other students then it is called physical bullying. Physical bullies tend to be bigger, stronger, and more aggressive than their peers. Examples of physical bullying include kicking, hitting, punching, slapping, shoving, and other physical attacks.

4. **Religious bullying**: When the motive for the person bullying is due to the person's ethnicity, religion, way of talking or cultural practices. In other words

when a student treated other student differently because of his/her racial or religious characteristics then it is called religious bullying.

5. **Sexual Bullying:** Sexual bullying is a behavior, where sexuality or gender is used as a weapon against another. Sexual bullying involves comments, gestures, actions, or attention that is intended to offend, or intimidate another person.

1. **Have you been bullied in any way, in the last 6 months?**

Yes ☐   No ☐

If Yes, tick the form of bullying

Physical bullying ☐

Verbal bullying ☐

Social bullying ☐

Sexual Bullying ☐

Religious bullying ☐

2. **Have you bullied anybody in any way in the last 6 months?**

Yes ☐   No ☐

If Yes, tick the form of bullying

Physical bullying ☐

Verbal bullying ☐

Social bullying ☐

Sexual Bullying ☐

Religious bullying ☐

BULLYING QUESTIONNAIRE

You are requested to test your knowledge towards bullying on the following questions. **So,** read each statement carefully and tick **(√)** mark the most appropriate option against the statement honestly and truthfully.

1. **What is bullying?**
    a) Deliberately hurting someone or making them afraid or upset.
    b) A bit of harmless fun between friends.
    c) The argument that occurs in class between two students
    d) Telling a nasty joke to another student

2. **Which is the most common form of bullying?**
    a) Relational bullying
    b) Verbal bullying
    c) Social bullying
    d) Religious bullying

3. **Types of bullying involve all of these, except:**
    a) Direct bullying
    b) Scared bullying
    c) Verbal bullying
    d) Indirect bullying

4. **Which amongst the following is an example of direct bullying?**
    a) Helping another student get up after they fall
    b) Pushing someone down and laughing at them
    c) Telling a joke to another student
    d) The use of the internet to humiliate someone

5. **Which amongst the following is an example of physical bullying?**
    a) Kicking, punching, and hitting someone
    b) Hurting someone with words
    c) Upsetting someone on the internet
    d) Leaving others out of activities

6. **Which amongst the following is an example of indirect bullying?**
   a) Name calling
   b) Spreading rumors
   c) Sending pictures of someone
   d) Pushing

7. **Which amongst the following is an example of social bullying?**
   a) encouraging others to socially exclude someone
   b) Makes verbal threats of violence or aggression against someone's personal property.
   c) Hurting someone by hitting them
   d) Bullying a gang of people

8. **Which amongst the following is an example of religious bullying?**
   a) Hurting someone by hitting them
   b) Teasing someone on the basis of his race, color, ethnicity, religion or nationality
   c) Spreading gossip about someone's close friends
   d) Name calling

9. **Which amongst the following is an example of sexual bullying**?
   a) Repeated, harmful, and humiliating actions that target a person sexually
   b) teasing someone
   c) excluding someone from a group on purpose
   d) A gang of people bullying a person of opposite sex

10. **Which amongst the following is an example of verbal bullying**?
    a) Punching someone's friend in the face
    b) Calling the names and saying mean things to others
    c) sending messages, pictures, or information using computers or cell phones
    d) Stealing someone's things

11. **What sort of person is vulnerable to bullying?**
    a) Someone who calls attention to themselves.
    b) Someone who looks easy to hurt, such as a loner
    c) Someone who is easy to envy.
    d) An attractive girl or boy or someone with confidence.

12. **What are some of the signs which indicate that a child is being bullied**?

   a) Unhappiness, anxiety, finding excuses to stay at home, unexplained bruises, drop in academic performance, often ill or depressed.

   b) Curiosity, sleepiness, increases in muscle mass, quietness

   c) improvement in academic performance and other school activities

   d) Anger, aggression, growth spurt, increased interest in exercise, extra confidence

13. **The coach being upset addressed the player as "you kick like a girl!" This is an example of**:

   a) Verbal abusing

   b) Harassment

   c) Intimidation

   d) Emotional bullying

14. **Reetu is scared to go to school because someone threatens her that she is going to get in trouble today. This is an example of:**

   a) Harassment

   b) Physical bullying

   c) Intimidation

   d) Emotional bullying

15. **What is the difference in joking and bullying?**

   a) Joking hurts someone's feelings; bullying does not

   b) Joking does not hurt anyone's feelings; bullying hurts someone's feelings

   c) Joking and bullying is the same thing

   d) Joking is not funny; bullying is funny

(4) PSYCHOSOMATIC PROBLEMS SCALE

Sr.No.	During this school year, how often you have:	Never	Seldom	Some times	Often	Always
1	Concentration problem	0	1	2	3	4
2	Sleep disturbance	0	1	2	3	4
3	Headache	0	1	2	3	4
4	Stomach ache /Abdominal Pain	0	1	2	3	4
5	Backache	0	1	2	3	4
6	Felt sad	0	1	2	3	4
7	Felt giddy/dizzy	0	1	2	3	4
8	Felt tense/Anxious	0	1	2	3	4
9	Feeling of Fatigue	0	1	2	3	4
10	Skin Problem like itching, rashing, spotting.	0	1	2	3	4
11	Vision Problem like low vision or vision loss	0	1	2	3	4
12	Poor appetite	0	1	2	3	4

(5) KNOWLEDGE TOWARDS ANTI BULLYING PROGRAMME

Read the following statements carefully related to Anti-Bullying programme in the school (based on bullying prevention guidelines issued by CBSE) and mark any one of the options given below:

1. **When did Anti- Bullying guidelines issued?**

    a) 2008   b) 2010

    c) 2012   d) 2014

2. **Out of the following which agency issued the Anti-Bullying guidelines?**

    a) National Council of Education Research and Training (NCERT)

    b) Ministry of Women and Child Development

    c) Central Board of Secondary Education (CBSE)

    d) Ministry of Child Labour

3. **What is the purpose of Anti- Bullying guidelines?**

    a) Create peaceful environment in school

    b) Prevention of Bullying in schools

    c) Knowledge of Bullying among students

    d) Measure the attitude of students towards Bullying

4. **Who cannot be the member of Anti- Bullying committee at school level?**

    a) Vice Principal   b) Teachers

    c) School Doctor   d) District education officer

5. **What actions can be taken against those who bully?**

    a) Warning   b) Counselling

    c) Demotion   d) Rustication

6. **Who among the following is not responsible for the implementation of Anti-Bullying guidelines?**

    a) Principal   b) Parents

    c) Teachers   d) School Doctor

7. **Out of the following which one is not the responsibilities of Anti- Bullying Committee?**

   a) Implementation of bullying prevention programmes

   b) development of bullying prevention guidelines

   c) observing signs of bullying and responding quickly

   d) development of training programmes for staff, students, and parents

8. **_____ is the way to spread awareness about bullying in the school.**

   a) Nukkad Natak   b) Newspaper

   c) Admission Pamphlet   d) Journal

9. **For prevention of bullying _____ is/are appointed in the school.**

   a) Education officer   b) Peer educator

   c) Welfare officer   d) Admin. officer

10. **Victims can report to authorities about incidence of bullying through _____ manner.**

   a) Confidential   b) Informal

   c) Written   d) Formal

11. **Out of the following which is not the place for displaying anti-bullying guidelines?**

   a) At main gate   b) School prospectus

   c) Notice Board   d) Playground

12. **Which type of programmes/campaigns a school can organize to increase awareness of bullying and its effects?**

   a) Environmental Awareness   b) Faculty development programmes

   c) Swach Bharat Campaign   d) Anti-Bullying Campaigns

13. **Who is not negatively affected by bullying?**

   a) Victim   b) Bully

   c) By-standers   d) Teachers

14. **Which of the following is not the harmful effect of bullying?**

   a) Depression   b) Suicide

   c) Headache   d) Cough

15. **Who is not responsible to solve the school bullying problem?**

   a) Counsellor
   b) Principal
   c) Guardians
   d) Block Development Officer

16. **What action you will take when you witness someone being bullied?**

   a) Refer the matter to the administrator
   b) Treat the matter lightly
   c) Tell the victim to fight back
   d) Punish the bully

17. **Which is the best way for parents to help a child who is being bullied?**

   a) Parent can motivate the child to learn to work out for yourself.

   b) Parents can teach self-defence to their ward

   c) Parents can notify the police and threaten legal action against the bully

   d) Parent can help their child to cope, offer love and support & talk to the school.

18. **Which one is not the way to prevent bullying in school?**

   a) Educate in preventing and understanding the consequences of bullying through class assemblies

   b) Have an anti-Bullying team with mentors

   c) Have a Worry Box in school

   d) Through good and polite behaviour

19. **Role of which stakeholder must be reinforced in Parent Teacher Meetings?**

   a) Teachers
   b) Parents
   c) Principals
   d) School Administration

20. **Role of which stakeholder must be reinforced in school Committees?**

   a) Teachers
   b) Parents
   c) Principals
   d) School Administration

(7) ATTITUDE TOWARDS ANTI BULLYING PROGRAMME

Read the following statements carefully related to your view about Anti-Bullying programme in the school. Kindly give your response on each item. Please mark your agreement with each sentence. Answer how you actually feel, not how people believe you should feel.

Sr. No.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	A clear policy against bullying is an effective strategy to reduce bullying.	1	2	3	4	5
2	It is best to ignore bullying incidents.	1	2	3	4	5
3	Teachers can play active role in stopping bullying.	1	2	3	4	5
4	Leadership of principal helps in reducing the risk of bullying.	1	2	3	4	5
5	Segregation of students according to their behavior helps in controlling bullying.	1	2	3	4	5
6	Informal discussion among teachers and students helps in reducing bullying.	1	2	3	4	5
7	Introducing cooperative learning activities by teachers reduces bullying incidents in school.	1	2	3	4	5
8	Meeting between teachers and parents from time to time helps in protecting children from bullying.	1	2	3	4	5
9	Parental intervention helps in solving the problem of bullying.	1	2	3	4	5
10	Bullying victim pretending that bully is not bothering him is a good strategy.	1	2	3	4	5

Sr. No.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
11	Positive reinforcement helps the bullying victim to deal with the effect of bullying.	1	2	3	4	5
12	Modification of bully behaviour is possible through selective positive reinforcement.	1	2	3	4	5
13	Frequent visits to common areas reduce the bullying incidents.	1	2	3	4	5
14	Counselling on body language to victims helps them to tackle bullies.	1	2	3	4	5
15	School counselling services are the good medium to interact with bullies and victims.	1	2	3	4	5
16	Teaching of life skills helps in reducing the acts of bullying.	1	2	3	4	5
17	School-community partnership helps in reducing social violence.	1	2	3	4	5
18	Positive home and school environment helps in developing positive thoughts among children.	1	2	3	4	5
19	Art integrated activities/competitions prompt young children to express their bullying experiences.	1	2	3	4	5
20	Teachers help for regaining the confidence of the students helps them to develop a positive attitude towards the school.	1	2	3	4	5
21	Anti-bullying cell prevents the occurrences of bullying incidents.	1	2	3	4	5

Sr. No.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
22	Organization of awareness seminars reduces bullying incidence.	1	2	3	4	5
23	Teachers' negative attitude towards bullying is a good preventive measure.	1	2	3	4	5
24	Motivating the victim to fight back is an intervention to the problem of bullying.	1	2	3	4	5

(iii) FOR PRINCIPALS

(8) EFFECTIVENESS OF IMPLEMENTATION OF ANTI BULLYING GUIDELINES

Please read the following statements carefully related to Anti-Bullying programme in the school and give your response on each item. Your responses will be kept confidential and will be used for research purpose only.

Sr. No.	Is the school --------	Yes	No
1	constitute an anti-bullying committee?		
2	clearly convey the anti-bullying message in the school prospectus?		
3	circulate anti-bullying guidelines among the teachers?		
4	circulate anti-bullying guidelines among the students?		
5	has a confidential procedure to report the incidents of bullying?		
6	conduct training programmes for staff to reduce the risk of bullying?		
7	conduct training programmes for students to reduce the risk of bullying?		
8	conduct training programmes for parents to reduce the risk of bullying?		
9	anti-Bullying Committee raise awareness about bullying?		
10	anti-Bullying Committee raise awareness about possible preventive measures through various programmes?		
11	display the names and contact numbers of the members of anti-bullying committee in the school premises to report the cases?		
12	appoint sentinels or monitors to report the cases of bullying?		
13	conduct activities to educate and develop the understanding of students, staff and parents about the bullying and its effects?		

Sr. No.	Is the school --------	Yes	No
14	organize competitions and activities for students to refine their life skills?		
15	organize training programmes to provide knowledge about Adolescence Education, Values Education, Human Rights etc. to the students?		
16	organize anti-bullying campaigns to provide knowledge about Adolescence Education, Values Education, Human Rights etc. to the students?		
17	involve the parents in various school committees?		
18	motivate parents to support anti-bullying programs of the school?		
19	take action and impose penalties on the bullies?		
20	has a complaint /suggestion box?		
21	has a system to reward the students for Modification of behaviour?		
22	engage all students, teaching and non-teaching staff and parents in the effort against bullying?		

(B) LIST OF PUBLICATIONS

S.No	Type of Paper	Name of the Journal/Conference/Book	Journal indexing	Title of the Paper	Published Date/Year
1	Journal Paper	European Chemical Bulletin	Scopus	Bullying and Psychosomatic Problems among CBSE school students	2023
2	Journal Paper	Journal of Education: Rabindra Bharati University	UGC CARE	Bullying Prevalence and its effects on students	2021
3	Book Chapter	Contemporary Issues in Social Science	NA	Association between Bullying and Psychosomatic Problems	2020

(C) LIST OF CONFERENCES

Sr. No.	Title of Paper Presentation	Name of Conference	Place	Year
1	Bullying Prevalence among CBSE School Students	Holistic Health & Well-being Issues, Challenges and Management	Lovely Professional University	2023
2	Psychosometric Properties of Bully Attitude Scale for adolescents in Indian context	International Doctoral Consortium	Chitkara University	2023
3	Bullying and Psychosomatic Problems	International Conference on Equality, Diversity and	Lovely Professional University	2021
4	Bullying Prevalence and its effects on students	Education Employability and Excellence: The New Normal and Beyond	Valia Chhaganlal Laljibhai College of Commerce & Valia Lilavantiben College of Arts	2021
5	Association between Bullying and Psychosomatic Problems	106th Indian Science Congress	Lovely Professional University	2019
6	Bullying Prevalence in India: A Meta-Analysis of Research Findings	Re-Envisioning Education: Challenges and Opportunities	Lovely Professional University	2018
7	Bullying Prevalence in India and its consequences on Adolescents	Futuristic Approach towards Employability and Entrepreneurship & Industrial Summit	GGN Institute of Management & Technology	2018