An Investigation to
Identify Areas of Bullying in School

Jehangir Shah[1],

Islamia College Peshawar

Arshad Ali[2]

University of Peshawar

Itabar Khan[3]

University of Malakand

Bullying is a social problem in Secondary Schools of Khyber Pakhtunkhwa. The overall purpose of the study was an investigation to identify areas of bullying in secondary schools of Khyber Pakhtunkhwa. The target population was all the principals, teachers and students, both male and female. The sample was selected through random stratified sampling techniques. A sample of 1800, (30 principals, 270 teachers and 1500 students) were selected from Charsadda, Mardan Nowshera, Peshawar, Malakand and Swabi. Five (four boys and one girl), secondary schools were randomly selected from each selected district. From each district five (05) principals, forty

[1]Dr. Jahangir Shah is PhD in Education and serving as a faculty member in Faculty of Social Sciences, Arts and Languages, Islamia College Peshawar

[2] Professor, Institute of Education and Research, University of Peshawar

[3] Mr. Itabar Khan is a faculty member in Institute of Education and Research, University of Malakand

five (45) teachers and two hundred and fifty (250) students participated in the study. To achieve the objectives of the study, three questionnaires containing same items, were prepared one each for principals, teachers and students. The data was collected, tabulated, analyzed and interpreted by using Chi Square method. After analyzing the data it was concluded that students are made the victim of physical, verbal and social bullying in the Secondary Schools of Khyber Pakhtunkhwa

Keywords. Bullying, harassment, areas of bullying, schools, Khyber Pakhtunkhwa

According to Tattum and Tattam (1992) and Olweus (1993) bullying is the willful, conscious desire to hurt others and to put them under stress. Bullied are the victims of negative action and are not in a position to save themselves.
Bullying is when a less powerful person is oppressed, psychologically or physically, time and again by a more powerful. Bullying can be defined as the use of one's strength or status to intimidate, injure, or humiliate another person of lesser strength or status (Farrington, 1993; Davis, 2007 and Beane, 2009).

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

Those students are called bullies who are involved in such activities and are not bullied themselves (Nansel, Overpeck, Pilla, Ruan,

Simons-Morton, & Scheidt,2001; Pellegrini, 2002; Pellegrini; Long, 2002; Espelage, Bosworth, Simon, 2000 and Smith, Junger-Tas, et al.,1999). Bullying is the name of aggressive attitude, because bullies want to show their superiority over others. They want other people to obey them. They adopt aggression and violence. They torture others by threatening, insulting and scaring. They want others to feel bad like him (Johnston 2008 and Kerrigan, 2003).

The Difference between Bullying and Harassment

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

In the beginning, the bullied are not aware of being attacked by the bully (Field, 2008). The nature of bullying is based on pushing, punching or mental torture. Bullying often occurs in some specific places

of activities. Bullies are considering the bullied as a threat that is why he/she makes him/her bully. Bullying has the element of dishonor, while harassment has the element of prevailing over others. Harassment can occur everywhere. Here the target of offence will be sexual attack or color of someone's skin. The person can be easily controlled and falls prey to the offender. Here the victim is well aware of being harassed.

Method

Target Population

Categorization of the Population

All the principals, teachers and students of the Secondary Schools in Khyber Pakhtunkhwa

Sample

A sample of 1800 (30 principals, 270 teachers and 1500 students,) respondents was taken from six districts of Khyber Pakhtunkhwa including Charsadda, Mardan, Nowshera, Peshawar, Sawabi and Malakand as target population. Four boys' Secondary Schools and one girl's Secondary School from each district were randomly selected. Equal number of teachers, students and a principal were selected from those targeted schools. From each district there were five (05) principals; forty five (45) teachers and three hundred (300) students from class nine and ten. A principal, nine (09) teachers and two hundred and seventy (270) students were randomly selected through stratified sampling techniques.

Data Generation Tool

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

Detail of the Questions

The total number of asked items is (08) that belonged to the different areas where students are being bullied. A five points Likert scale questionnaire was designed for the proposed study, including questions and statements focusing on the bullying at schools, especially at Secondary level in Khyber Pakhtunkhwa.

Data Collection

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

Ethical Consideration

Babbi (2005) narrates that in most dictionaries and in common usage that moral code is usually linked with decency and contract with the notion of true and incorrect. An informed consent was signed from

the teachers and students under study. Confidentiality of data and anonymity of the participants was ensured as well.

Graphic Representation of the Sample

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                    ┌─────────────────────┐
                    │  Total Size of the  │
                    │       Sample        │
                    │        1800         │
                    └─────────────────────┘
          ┌───────────────┬───────────────┐
  ┌──────────────┐ ┌──────────────┐ ┌──────────────┐
  │  Principals  │ │   Teachers   │ │   Students   │
  │      30      │ │     270      │ │     1500     │
  └──────────────┘ └──────────────┘ └──────────────┘

                    ┌─────────────────────┐
                    │ Size of the Sample  │
                    │   in one district   │
                    │        300          │
                    └─────────────────────┘
          ┌───────────────┬───────────────┐
  ┌──────────────┐ ┌──────────────┐ ┌──────────────┐
  │  Principals  │ │   Teachers   │ │   Students   │
  │      05      │ │      45      │ │     250      │
  └──────────────┘ └──────────────┘ └──────────────┘

                    ┌─────────────────────┐
                    │ Size of the Sample  │
                    │    in one School    │
                    │         60          │
                    └─────────────────────┘
          ┌───────────────┬───────────────┐
  ┌──────────────┐ ┌──────────────┐ ┌──────────────┐
  │  Principal   │ │   Teachers   │ │   Students   │
  │      01      │ │      09      │ │      50      │
  └──────────────┘ └──────────────┘ └──────────────┘
                              ┌───────────┴───────────┐
                      ┌──────────────┐        ┌──────────────┐
                      │     9th      │        │     10th     │
                      │      25      │        │      25      │
                      └──────────────┘        └──────────────┘
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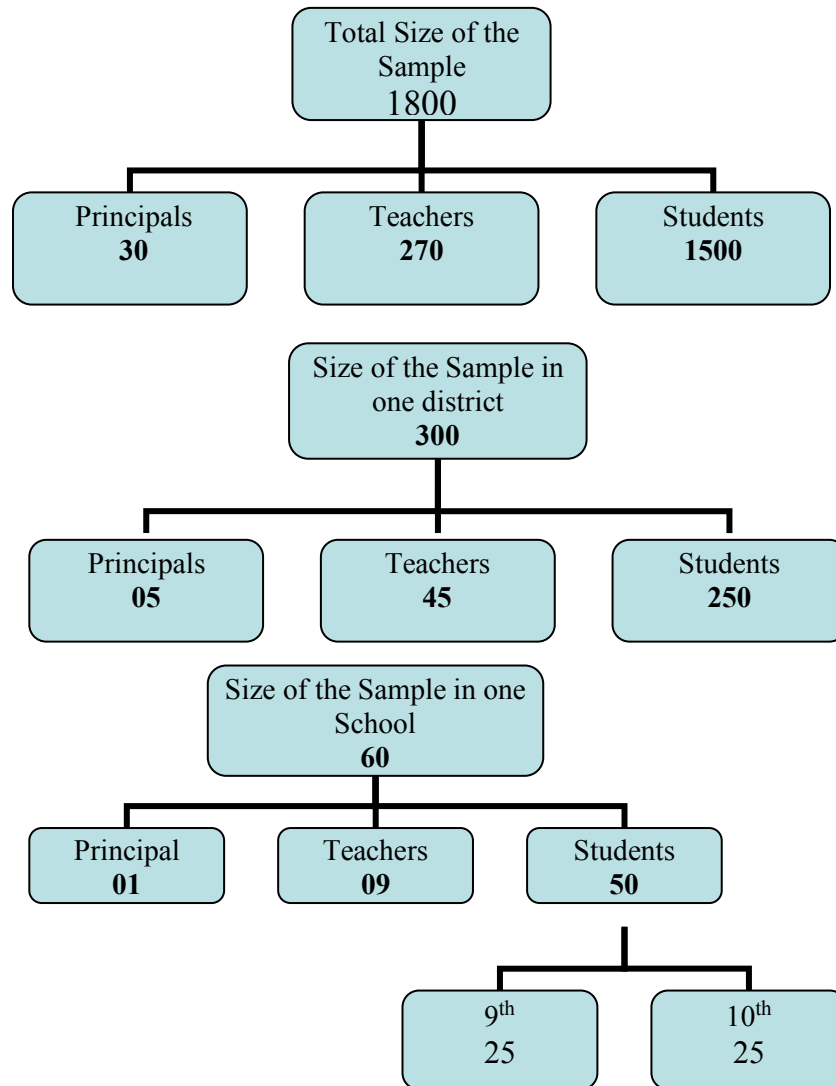
Data Analyses

Organization of the Data

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

        The tabulation of the data was also categorized according to the category of the questionnaire. The opinion of the principals, teachers and students for the areas of bullying was separately arranged, tabulated, analyzed and interpreted.

Data Tabulation and Analysis

Chi-Square Test

Test statistics to be used is

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

O_i = Observed frequencies

E_i = Expected frequencies.

Df= Degree of freedom

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

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

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

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

The three groups of the respondents were accommodated in one table having individual portion for each category i.e.; Principals, Teachers and Students.

Denotation: P Value = probability

df = degree of freedom

Level of significance=0.05

Table 1

Students are Being Bullied in the School Canteen

Responses	Teachers	Students	Principals	Chi- square	Sig
	n=270	n=1500	n=30		
SA	66	358	12		
A	84	474	14	16.19	0.03
U	39	194	0		
SDA	44	208	1		
D	37	266	3		

Table 1 shows that a greater number the respondents are of the opinion that students are being bullied in the school canteen where the bullied are free of any of the elders' interference. The chi-square value 16.19 is significant at p<0.03, it is therefore concluded that the school canteen is viewed as one of the favorable place used for bullying the children by peers.

Table 2

School Washroom is the Favorable Place for Bullying

Responses	Teachers n=270	Students n=1500	Principals n=30	Chi-square	Sig
SA	54	260	10		
A	80	395	12	20.34	0.009
U	62	320	2		
SDA	30	242	0		
D	44	283	6		

Table 2 shows that the majority of the respondents view most of the bullying activities take place in the washrooms. The chi-square value 20.34 is highly significant at p<0.009, it is therefore concluded that the school washrooms are viewed as a one of the favorable places used for bullying the children.

Table 3

Most of the Bullying Take Place in School Laboratory

	Teachers N=270	Students n=1500	Principals n=30	Chi- square	Sig
SA	37	243	12		
A	80	452	15	29.76	0.001
U	59	293	1		
SDA	47	304	1		
D	47	208	1		

Table 3 shows that a good number of the students are of the opinion that students are being bullied in the school laboratory. The chi-square value 29.76 is highly significant at p<0.001, it is therefore concluded that the school laboratory is viewed as one of the favorable place used for bullying the children by peers.

Table 4

Most of the Bullying Take Place in School Library

	Teachers	Students	Principals	Chi- square	Sig
	N=270	n=1500	n=30		
SA	40	197	7		
A	88	454	12	10.59	0.225
U	53	286	4		
SDA	45	224	3		
D	44	339	4		

Table 4 shows that the students, principals and teachers are of the mixed opinion about bullying of the children in the school library. The chi-square value 10.59 is greater than the p>0.05, it is therefore concluded that the school library is not viewed as a favorite place viewed as one of the favorable place used for bullying the children.

Table 5

Bullying is done in Group During School Tour

	Teachers	Students	Principals	Chi- square	Sig
	n=270	n=1500	n=30		
SA	78	349	10		
A	103	496	15	34.55	0.001
U	56	258	2		
SDA	10	168	1		
D	23	229	2		

Table 5 shows that a majority of the teachers, students and principals are of the opinion that bullies in a group during school tour bullies others. The chi-square value 34.55 is highly significant at p<0.001, it is therefore concluded that the school tour is viewed as one of the favorable event used for bullying the children by peers.

Table 6

Students are being bullied while going to school and coming back home

	Teachers	Students	Principals	Chi- square	Sig
	n=270	n=1500	n=30		
SA	81	455	10		
A	131	727	15	3.16	0.923
U	27	151	4		
SDA	12	79	0		
D	19	88	1		

Table 6 shows that teachers, students and principals have variety of opinion about students being bullied while going to school or coming back home. The chi-square value 3.16 is greater than the p>0.05 level, it is therefore concluded that the respondents rejected the view of children being bullied while coming home from the school or going to school in the morning.

Table 7

Bullying Takes Place in the Classroom

	Teachers	Students	Principals	Chi- square	Sig
	n=270	n=1500	n=30		
SA	99	548	11		
A	108	596	12	0.153	1.00
U	18	97	2		
SDA	21	120	2		
D	24	139	3		

Table 7 shows that amajority of the teachers, students and principals are of the opinion that students are being bullied in the classroom, but the chi-square value 0.153 is greater than thep>0.05 level, it is therefore concluded that the classroom is not statistically significant because all the three groups they include teachers, students and principals view the classroom equally important place for bullying. The non-significant result does not mean rejection of the signifance of the classroom in bullying but it means the same opinion of all the three groups of the sample.

Table 8

Bullying Takes Place in the Absence of Teacher(s)

	Teachers	Students	Principals	Chi-square	Sig
	N=270	n=1500	n=30		
SA	58	339	10		
A	95	538	15	24.89	0.001
U	27	136	1		
SDA	43	336	1		
D	47	151	3		

Table 8 shows that a majority of the teachers, students and principals are of the opinion that bullying often take place in the absence of the teacher. The chi-square value 24.89 is highly significant at p<0.001, it is therefore concluded that the absence of the teacher contributes to the bullying in the school. It is therefore concluded that absence of the teacher is viewed as one of the favorable situation or opportunity availed for bullying the children by peers.

Discussion

Majority of the respondents were of the opinion that students are bullied in school canteens, where the bullied have no danger from the elders' interference. However, majority of the respondents also view that most of the bullying activities take place in washrooms and laboratories.

The analysis shows that bullying takes place in group during tour. It is also observed that students are, mostly bullied while going to and from school.

Most of the respondents say that those students are bullied and are made victims of sarcastic remarks who are active participants in co-curricular activities, as they are considered blue eyed students.

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

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

Conclusion

From the analysis of the data from the given tables it is concluded that bullying is a social problem in the Secondary Schools of Khyber Pakhtunkhwa. The favorite areas for the bullies are school canteen, playground, washroom, classroom, school library, school laboratory. Apart from them the school bus, the routs from and to school and most important the study tours where students are feeling a little bit free.

Recommendations

It has been observed that bullying behavior has been observed during tour, in laboratories, in libraries, school canteens and in washroom, therefore, help may be taken from informers who may report the teachers and other concerned about such activities well in time. All the activities of the students should be monitored and classroom management should be observed seriously

Study tour should be in strict supervision of the teacher concern. Although the student may feel free yet may not become the source of anxiety for others. They can enjoy but at the cost of others

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