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# Bullying and Victimization in Relation to Demographics Among Pre-Adolescents

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### ABSTRACT

Classroom is a miniature society. Now a day's teachers have the opinion that there are a number of problems in our classrooms. Student's disruptive behavior has become almost a password now a days. Indecent behavior, disrespect, sexual harassment, crime, drug abuse, robbing, suicidal attempts, atrocities and all kinds of exploitation are very common. Cyber violence, ragging etc. . are reported in schools of Kerala. Bullying and victimization are two forms of behavior problems of our classrooms which invites special attention by the teachers or community. Bullying is an aggressive intentional act that is carried out by a group or an individual repeatedly and overtime against a victim who cannot easily defend him or herself. The term victimization extends the construct to account for the measurable psychological or physical harm experienced by the victims of bullying. This study aims at bullying and victimization in relation to demographics among Preadolescents. Survey method was adopted to conduct the study among 251 students from 5<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup> standard. The study found that bullying behavior is not much evident among pre adolescents but is victimized to some extent. Sex has an influence on bullying and victimization with a higher score for boys, class of study influence the bullying behavior, the other demographical variables viz, education of father and mother, job

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of father and mother, and annual income do not influence bullying and victimization among pre adolescents.

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## INTRODUCTION

Education is the best cure for any problem that arises in the society. Centuries ago Plato wrote, "What is happening to our young people? They disrespect their elders, disobey their parents, ignore the laws, they riot in the streets.... What is to become of them?" All agencies of education – family, school, Community, Society and nation should address the problems of the present generation at all times. The report of Education Commission (1964-66) begins with the sentence "India's destiny is being shaped in her classrooms". Hence the complete education system from elementary to higher education is to be changed to build socially and morally strong minds.

The aim of the society reflects in the educational process. Education is the fundamental right of all children. According to Gandhiji, the primary aim of education is character building and it prepares the students to face the problems of life. In contrary to this the present education aims at intellectual development and people think about how to take degree and to earn money without considering values. Vijayakumar and Namasivayam, (2005), explain, "if we are given the right kind of education definitely we may be an exemplary to others. For example, take any tree when it bores fruits it bows down to the ground due to the weight of the fruits attached to the stem, so that the human beings can reach to their fruits easily. Similarly the educated man should stand like a tree which emphasizes the fact that we should be humble. Here definitely the man's character and values in the society will be appreciated by the people".

Classroom is a miniature society. Now a day's teachers have the opinion that there are a number of problems in our classrooms. Students' violence and crime had recently received much public attention. Student's disruptive behavior has become almost a password now a day. Indecent behavior, disrespect, sexual harassment, crime, drug abuse, robbing, suicidal attempts, atrocities and all kinds of exploitation are very common. Cyber violence, ragging etc... are reported in schools of Kerala. There are a number of unreported cases also. Studies also

showed bullying and victimization even in schools. Craig and Pepler (1998) found from their study that bullying occurred regularly in the playground, approximately once every seven minutes and was of short duration, 38 seconds. The study discussed the results from an individual difference, social, intellectual, and ecological perspective.

Bullying is an aggressive intentional act that is carried out by a group or an individual repeatedly and overtime against a victim who cannot easily defend him or herself. On the other hand the term victimization extends the construct to account for the measurable psychological or physical harm experienced by the victims of bullying. Cyber bullying is the recently emerged form of bullying in which the victim may continue to receive text messages or e-mails where ever they are.

Bullies derive pleasure from inflicting injury and suffering on others and defend their actions by saying that their victims provoked them in some way. They can be characterized by impulsivity and a strong need to dominate others. In contrast to prevailing myths bullies appear with little anxiety and strong self-esteem. Victims are typically anxious, insecure, and cautious and suffer from low self-esteem rarely defending themselves the students who bully them. They may lack social skills and friends and they are often socially isolated. They are lonely and feel abandoned at school. The major physical characteristic of victims is that they tend to be physically weaker than their peers, and other characteristics such as weight, dress or wearing eyeglasses do not appear to be significant factors that can be correlated with victimization (Batsche & Knoff, 1994;Olweus, 1993). Many factors are there as the causes of bullying and victimization. The causes of bullying are categorized as individual, family dysfunction, mass media, peer influence and other school factors...

Olweus (1993) pointed out that bullying peaks during the middle school years and decreasing during the high school years. But it is found that ragging, sexual harassment and cybercrimes have been occurred among adolescents. Violence and bullying are more frequent in middle school years than in high schools or in elementary schools. This is the influence of the study by the U S Education Department's National Centre for education statistics, 2017.

Gender is a significant variable in determining involvement in victimization. Boys are much more likely than girls to engage in physical and verbal aggression against others. In contrast girls tend to use indirect

means of aggression including withdrawing their friendship, spreading rumors, and gossip about another girl and encouraging others to ignore or reject someone. Rigby (1993) showed that victimized girls report a negative relationship with their mothers, perceiving them as more critical, bossy and sarcastic. Baumrind (1991) found that parenting style is the best predictor of the bullying behavior. Several studies describing the family parameters effect on bullying and victimization.

Jaradat (2017) conducted a study on gender differences in bullying and victimization among early adolescents in Jordan. From the study it was found that males had significantly high scores than females on each of the two scales of bullying and victimization. For boys, bullying most often occurs on the way home from schools while for girls bullying occurs in the classroom. Craig and Pepler (1998) found that boys bullied more than girls and were more likely to bully victims of the same sex and repeatedly target the same victim.

Craig, Peters, and Konarsky (1980) developed and tested a model describing the effects of structural and functional family characteristics on bullying and victimization experiences. Parent's education and income or family demographics are one of the factors they studied with bullying and victimization. The results were that parenting and family management practices interact with individual behavioral attributes and contribute indirectly to bullying and victimization.

It is seen that all children experience some form of bullying as they move through school and / college or even at home before they enter adulthood. Studies found that demographic variables are influencing bullying and victimization. Thus the study is stated as "*Bullying and Victimization in relation to Demographics among Pre-Adolescents*".

### **RESEARCH QUESTIONS**

While conducting the present study the investigator aims at answering certain questions

1. Is there any influence of demographics on bullying and victimization among pre adolescents?
2. Is there any gender difference in bullying and victimization among pre adolescents?

### **OBJECTIVES OF THE STUDY**

The objectives of the study are as follows

1. To find out the extent of bullying and victimization among pre adolescents
2. To find out the influence of demographics on bullying and victimization among pre adolescents

### **HYPOTHESES OF THE STUDY**

1. There exists significant difference in bullying and victimization among preadolescents with respect to gender
2. There exists significant difference in bullying and victimization between students of different class of study
3. There exists significant difference in bullying and victimization among preadolescents based on education of parents, job of parents, annual income of parents and birth order of child.

### **METHOD**

#### **Design**

The present study is to find out the influence of certain demographic variables on bullying and victimization among pre adolescents. The demographical variables include sex, class of study, parent's education, occupation, and annual income and birth order of pre adolescents. The participants are from 5<sup>th</sup>, 6<sup>th</sup>, and 7<sup>th</sup> standards. Survey method was adopted for the conduct of the study.

#### **Variables**

In the study bullying and victimization among pre adolescents and demographics of pre adolescents which include sex, class of study, birth order, education, job, and annual income of parents are considered as the variables of the study.

#### **Participants**

Population under study is pre adolescents studying in 5<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup> standards in schools of Kerala. In this study the final sample is 251 students of standard 5, 6, and 7 taken from a school of Calicut district.

#### **Instruments**

The instruments used in the study are as follows

1. Bullying and Victimization Inventory ( Manikandan and Rekha, 2017)
2. Personal Information Schedule ( Manikandan and Rekha, 2017)

## RESULTS AND DISCUSSION

To know the extent of the variables bullying and victimization, the mean, median, mode, standard deviation, Skewness, and Kurtosis of these variables were computed. The statistical values are presented in Table 1.

**Table-1: Details of Preliminary Analysis of Data.**

Variable	N	Mean	Median	Mode	SD	Skewness	Kurtosis
Bullying	251	1.83	1.00	0	1.952	1.411	.651
Victimization	251	4.19	4.00	4	3.004	.536	-.436

Table 1 reveals that the values of mean for bullying and victimization are 1.83 and 4.19 respectively with the standard deviation of 1.95 for bullying and 3.00 for victimization. The median and mode are 1.00 for bullying, 4.00 for victimization and zero for bullying and 4.00 for victimization respectively. The value of Skewness shows that the distribution is slightly positively skewed for bullying. The value of kurtosis shows that the distribution is leptokurtic to some extent. In the case of victimization value of Skewness and Kurtosis show that the distribution is almost normal.

The values of measures of central tendency and Skewness and Kurtosis show that Bullying is not much evident in pre- Adolescents. A positively skewed distribution for bullying is what is expected, but this need not be the actual situation as there is a chance for concealing the actual behavior.

But in the case of victimization, the values of measures of central tendency are around four indicating a higher chance of being victimized than bullying. A higher value of standard deviation also shows the possibility of large deviation among values. The data reveals that these upper primary school students are not much bullying but are victimized more.

### **Test of significance of sex difference in bullying and victimization**

To know whether boys and girls differ significantly in their mean scores on bullying and victimization, test of significance of mean

difference for large independent groups was performed and the details are given in Table 2.

**Table-2: Details of test of significance of sex difference in bullying and victimization**

Variables	Group	N	Mean	SD	T
Bullying	Boys	137	2.11	2.032	2.422*
	Girls	114	1.50	1.806	
Victimization	Boys	137	5.07	3.061	5.352**
	Girls	114	3.13	2.575	

\*denotes P<. 05

\*\* denotes P<. 01

From Table 2, it is found that boys have a mean score of 2.11 with a standard deviation of 2.03 and girls have a mean score of 1.50 with standard deviation of 1.81 for bullying. The t value obtained is 2.49 which is greater than 1.96, the value required for significance at.05 level. Hence there is significant sex difference in bullying. That is boys and girls differ significantly (P<.05) in their mean score on bullying. Though the test is two tailed, a close observation of mean scores reveals that boys have higher mean score in bullying behavior than girls.

For the variable victimization, boys have a mean score of 5.07 with a standard deviation of 3.06 and girls with mean score 3.13 and standard deviation of 2.58. The t value is 5.35 which show significance of mean difference at.01 level. Hence significant sex difference exists in victimization. The mean score of boys is higher than girls indicating that victimization is higher in boys than girls.

**Test of significance of difference between mean scores on bullying and victimization of subgroups based on birth order of students.**

One way ANOVA was used to find out the difference between means of bullying and victimization with respect to birth order of students.

Data and results of ANOVA on the basis of birth order of the child is presented in table 3

**Table-3: Details of test of significance of difference between means for subgroups based on birth order in Bullying and Victimization**

Variable	Sources of variation	Sum of squares	Df	Mean Square	F
Bullying	Between groups	24.606	3	8.202	2.182
	Within groups	928.367	247	3.759	
	Total	952.972	250		
Victimization	Between groups	22.558	3	7.519	.832
	Within groups	2233.641	247	9.043	
	Total	2256.199	250		

Table 3 shows that F value for bullying is 2.182 and for victimization is .832. As the F value is less than the tabled value for significance at 0.05 level with (3,247) degrees of freedom (2.65), the mean difference is not significant among subgroups based on Birth order for either bullying or victimization.

That is birth order of students does not influence bullying and victimization among pre adolescents.

#### **Comparison of mean scores of bullying and victimization among subgroups based on grade level**

To know the influence of grade level (class of study) on Bullying and Victimization one way ANOVA was done. The result of one way ANOVA is given in table 4.

**Table-4.: Details of Test of Significance of difference between means for subgroups based on grade level of students in Bullying and Victimization**

Variable	Sources of variation	Sum of squares	Df	Mean Square	F
Bullying	Between groups	24.926	2	12.463	3.330*
	Within groups	928.046	248	3.742	
	Total	952.972	250		
Victimization	Between groups	16.842	2	8.421	.933
	Within groups	2239.357	248	9.030	
	Total	2256.199	250		

\*p < .05



Table 4 shows that F value for bullying is 3.330, which is greater than the table value of F for significance at 0.05 level with (2,248) degrees of freedom, as the table value being 3.04. Hence mean difference in Bullying among fifth, sixth and seventh standard students are significant. That is significant difference exist in the mean scores of bullying among fifth, sixth and seventh standard students.

In the case of victimization, the F value is. 933 which is less than the table value of F for (2,248) degrees of freedom. This indicates that the difference in mean score on victimization among fifth, sixth and seventh standard students is not significant ( $P > .05$ ).

The results of one way ANOVA in Bullying with respect to different grades (Class of study) shows significant mean difference and hence was subjected to Post Hoc Analysis. The result of Post Hoc Analysis is shown in Table 5.

**Table-5: Result of Scheffe's Test of multiple comparisons of mean scores of bullying with respect to different grades (class of study).**

		Mean	Standard Deviation	Subset for alpha= 0.05	
Class	N			1	2
5	77			1.42	
6	92			1.85	1.85
7	82				2.21
Sig				.355	

Table 5 shows that among preadolescents the students of 5<sup>th</sup> and 7<sup>th</sup> standards differ significantly in their bullying mean score but between fifth and sixth and between sixth and seventh class students no difference in bullying was observed.

**Influence of bullying and victimization among preadolescents with respect to education of father**

To find out the difference in Bullying and victimization with respect to education of father among preadolescents one way ANOVA was used. The data and results of ANOVA is shown in Table 6.

**Table-6: Data and Results of ANOVA to find out the difference in Bullying and Victimization based on Education of Father.**

Variable	Sources of variation	Sum of Squares	df	Mean square	F
Bullying	Between groups	36.458	5	7.292	1.949
	Within groups	916.514	245	3.741	
	Total	952.972	250		
Victimization	Between groups	82.632	5	16.526	1.863
	Within groups	2173.567	245	8.872	
	Total	2256.199	250		

Table 6 shows that F value for bullying is 1.949 and for victimization it is 1.863. The table value of F for significance is 2.26 with (5,245) degrees of freedom. From the analysis, it is found that, there is no significant difference in bullying and victimization with respect to the education of father among preadolescents.

**Difference in the mean scores of bullying and victimization based on education of mother of pre adolescents**

To find out whether education of mother has any influence on bullying and victimization, one way ANOVA was used. The data and results of ANOVA is presented in table 7.

**Table-7: Data and Results of ANOVA on bullying and victimization by Education of mother.**

Variable	Sources of variation	Sum of squares	df	Mean square	F
Bullying	Between groups	13.250	5	2.650	.691
	Within groups	939.722	245	3.836	
	Total	952.972	250		
Victimization	Between groups	32.507	5	6.501	.716
	Within groups	2223.693	245	9.076	
	Total	2256.199	250		

Table 7 reveals that F value of bullying is. 691 and that of victimization is. 716. The values of F are less than the value for significance for (5,245) degrees of freedom (2.26). This shows that education of mother has no significant influence on bullying and victimization.

**The difference in the mean scores of bullying and victimization based on job of father**

Based on the job of father the participants are classified into four groups. To find out whether there is any difference in bullying as well as victimization among the four groups based on job of father, one way ANOVA was used. Details of one way ANOVA is presented in table 8.

**Table-8: Details of ANOVA on bullying and victimization by job of Father.**

Variable	Sources of variation	Sum of squares	df	Mean square	F
Bullying	Between groups	19.078	4	4.769	1.256
	Within groups	933.894	246	3.796	
	Total	952.972	250		
Victimization	Between groups	59.591	4	14.898	1.668
	Within groups	2196.608	246	8.929	
	Total	2256.199	250		

Table 8 shows that F value for bullying is 1.256 and victimization is 1.668. the F values of Bullying and victimization are less than the table value (2.41) for significance at 0.05 level for 2,246 degrees of freedom. This shows that Job of Father has no significant influence on bullying and victimization among pre adolescents.

**Difference in the mean scores of bullying and victimization based on job of mother**

The participants are classified into four groups based on the job of mother. One way ANOVA was used to know whether there is any difference in bullying or victimization with respect to Job of mother. The details of one way ANOVA is shown in Table 9.

Table-9: Details of ANOVA on bullying and victimization based by Job of mother.

Variable	Sources of variation	Sum of squares	df	Mean square	F
Bullying	Between groups	27.526	4	5.505	1.457
	Within groups	925.446	246	3.777	
	Total	952.972	250		
Victimization	Between groups	121.250	4	24.250	2.783
	Within groups	2134.949	246	8.714	
	Total	2256.199	250		

Table 9 reveals that F value for bullying is 1.457 and that of victimization is 2.783. The F values of bullying and victimization are less than the table value for (5,245) degrees of freedom (2.26). This indicates that job of mother has no significant influence on bullying or victimization among the preadolescents.

#### Difference in the mean scores of bullying and victimization with respect to annual income

The participants were classified into four groups based on the annual income of parents. One way ANOVA was used to know the mean difference in bullying as well as victimization with respect to the annual income of parents. The details are presented in table 10.

Table-10: Details of ANOVA on bullying and victimization based by Annual income

Variable	Sources of variation	Sum of squares	df	Mean square	F
Bullying	Between groups	11.182	3	3.727	.978
	Within groups	941.790	247	3.813	
	Total	952.972	250		
Victimization	Between groups	6.708	3	2.236	.246
	Within groups	2249.491	247	9.107	
	Total	2256.199	250		

Table 10 shows that F value (.978) of the variable bullying is less than the table value of F for (3,247) degrees of freedom. The F value for

victimization is. 246 which is less than the table value for significance. This indicates that annual income of parents has no significant influence on bullying and victimization among pre adolescents.

### **MAJOR FINDINGS**

The present study was to find out the influence of Demographic variables on bullying and victimization among pre adolescents. The demographic variables were sex of the participants, class of study, birth order, education of parents, job of parents, and annual income of the parents. From the study it was found that among the demographics sex of the sample influences bullying and victimization among pre adolescents. This shows sex difference in bullying and victimization. The mean scores of boys both for bullying and victimization are higher than girls which show that bullying and victimization are higher in boys.

The results of ANOVA for the subsample Class of study showed that bullying is different in different classes of students. The students are showing differences in bullying between the classes of 5<sup>th</sup> and 7<sup>th</sup>. But no differences in bullying were found between 5<sup>th</sup> and 6<sup>th</sup> standard students, and 6<sup>th</sup> and 7<sup>th</sup> standard students. But in the case of victimization there showed no difference between different classes of upper primary school students.

Birth order was found to be not influencing bullying and victimization among pre adolescents.

From the analysis it was found that education of father was not influencing bullying and victimization of pre adolescents. Education of mother was found to be not influencing bullying and victimization among pre- adolescents.

Results show that job of father has no influence on bullying and victimization among pre- adolescents. Job of mother was found to be not influencing bullying and victimization among pre adolescents.

Analysis shows that annual income of parents is not influencing bullying and victimization among pre- adolescents.

### **CONCLUSION**

The study reveals that bullying behavior is not much evident among pre adolescents but is victimized to some extent. Sex has an influence on bullying and victimization with a higher score for boys, class of study influence the bullying behavior, the other demographical

variables viz, education of father and mother, job of father and mother, and annual income do not influence bullying and victimization among pre adolescents.

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