Nature and Consequences of Bullying at High Schools in Dhaka City

Thesis Submitted for the Degree of Master of Philosophy in Educational Psychology
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Declaration

Except where full references have been given, this research report contains the independent original work which performed by myself under the supervision of Professor Dr. Shaheen Islam, Department of Educational and Counselling Psychology, University of Dhaka. This research report has not been submitted before, nor it is being submitted anywhere else at the same time for award of any degree, except for publications.

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Certification

This is to certify that the thesis entitled **"Nature and Consequences of Bullying at High Schools in Dhaka City"** submitted by Sabrina Mahmood has been carried out under my supervision. This is further to certify that it is an original work and suitable in partial fulfillment for the degree of Masters of Philosophy (M. Phil) in Educational Psychology, Department of Educational & Counselling Psychology, University of Dhaka. I recommend the thesis for examination.

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Acknowledgements

Abstract

The present study was conducted to investigate the nature and consequences of bullying among children at high schools in Dhaka city. Two stage mixed method design was used to collect both qualitative and quantitative data to understand the phenomena.

The first stage employed a phenomenological approach to explore the present scenario of bullying among high schools children in Dhaka city. 6 focus group discussions were conducted with 60 participants of parents, teachers and students from both English and Bangla medium high school. Participants were selected from one Bangla medium and one English medium high school through a convenient sampling strategy. The FGD data, analyzed using the qualitative software NVivo, revealed seven forms of bullying, common causes, probable consequences and prevention strategy on bullying were identified. A survey questionnaire was developed through literature review and findings of FGD of study .It demonstrated the phenomena of bullying by describing the nature, consequences and prevention.

In 2nd stage a survey questionnaire was used to collect quantitative data on nature and consequences of bullying .Gender, medium and grade were included as study variable.200 high school students of both English and Bangla medium schools of Dhaka city were selected.The result shows that more than 50% reported being bullied by any form & more than 10% were bullied once a week, student of Bangla medium high school were bullied more (6.5%) than English medium (3.9%) high school in once a week and female were bullied more(63.5%) than male(30.5%) in once a week. It is found that student of class7 have been bullied more (2.5%) than other classes in once a week. Boys and girls were also treated in different ways .It is revealed that bullying through rumor (*M*=2.60, *SD*=1.33) was the most common form of bullying among other forms of bullying . Bullying by threatened is the most common (53.6%)in Bangla medium school while rumor in English medium school . The result shows that male were bullied physically(33%), while female were bullied by rumor, race and threatened respectively. Chi square analysis was used to gender, medium and grade variance in different forms of bullying .It is found significant gender differences in bullying by mean name (Chi square = 43.685,df=1,p<.05),physical (Chi square = 43.613,df=1, p<.05),race (Chi square = 28 .64,df=1,p<.05).The study also found significant gender differences in how many students bully(Chi square = 35.13,df=3,p<.05).30% female were being bullied by group of two students ,3.5 % are bullied by one student and .5 % are bullied by group of 5-10 students where 12% male are bullied by group of 2-3 students ,11.5 % are bullied by one student and 6.5 % male are bullied by group of 5-10 students. The research

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also found significant gender differences in consequences of bullying (Chi square = 87.87,df=4,p<.05). The study also found that female and bangla medium students were most bullied at school during class. In terms of consequences of bullying , most common consequences of bullying is fear (43.5%) for male where female were angry (35.5%) , fear is the most common in both Bangla (45.5%) and English medium school(31.5%) and suicidal thought most found in class 10. The study also showed that for prevention of bullying, about 30 - 40% cases teachers do not take any initiative for both gender. However for female students 42% reported they took some time while 21 % of reported often,none of the family contact with school in terms of gender, grade and medium of school .To explore the impact of bullying on attitude towards school i.e liking school. Bivariate correlations were calculated for 10 variables, which comprised of 9 bullying types, and one for liking school. Bullying through mean name, exclusion, rumor, threatened, cyber bullying had the highest positive correlation with liking for school (r > .3, p < .001), sexual bullying had the poorest positive correlation with liking for school. That means higher the liking for school lower the severity of bullying .So severity of bullying has negative impact on attitude towards school .

Scenario of bullying in schools is worrying. The findings of this study will provide important insights for educators, teachers, practitioners, and families to develop specific school based intervention program to address this issue.

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Chapter1: Introduction

Bulling is a widely occurred phenomenon among the school children which has an immense impact on psychological and social development having far-reaching consequences in life. Bullying is a form of violence. It involves a real or perceived imbalance of power, with the more powerful child or group attacking those who are less powerful (Olweus, 1999). According to some reports, bullying occurs in one out of five students. It is one of the rising problems in Asia, including Bangladesh. Research has revealed that students around the world regularly report witnessing and experiencing bullying (Eslea et al, 2003). Bullying and abuse have become a normal daily practice in our country, leaving hundreds of people every day to fight depression and the urge to quit their life. Children are dropping out of schools and girls are committing suicide due to bullying at schools. It may also play a crucial role behind poor academic performance. Despite its grave consequences, it is seen as common practice of schooling, and not addressed duly. As a sensitive issue, teachers, students and parents often shy away from talking about it. Even if dealt with, punishment and discipline within the classroom is the only means. Teachers and school authority lack awareness and know how to address bullying in schools.

At the same time, bullying as a concept is very new for the common people of Bangladesh. Rather many myths are attached to it. There is not much research work and there are no appropriate or standardized tools to measure the bully victim among the young children and adults in Bangladesh. Bullying behavior is frequently repeated unless there is intervention; therefore, understanding bullying from our cultural perspective is imperative.

1.1 Common myths/misconceptions

Researchers (Olweus, 2003) described the common myths /misconceptions of bullying, which seems to be also existing in our country:

- Bullying is a consequence of large class or school size.
- Bullying is a consequence of competition for grades and failure in school
- Bullying is a consequence of poor self-esteem and insecurity
- Students who are overweight, wear glasses, have a different ethnic origin, or speak with an unusual dialect are particularly at risk of becoming bully victims
- Bullying is just teasing.

- Some people deserve to be bullied
- Only boys are bullies.
- Bullying is a normal part of growing up.
- Bullies will go away if ignored.
- It's tattling to tell an adult about a bully.
- The best way to deal with a bully is by fighting or trying to get even.
- People who are bullied will only hurt for a while and then get over it.

Scarpaci (2006) mentioned following myths and facts about Bullying.

Table 1: Myths and Facts about Bullying

Myths & Facts about Bullying
MYTH: It's only bullying if the child is physically hurt. Words can't hurt.   **FACT:** Children have killed each other and committed suicide after being involved in verbal, relationship, or cyber-bullying. Words do hurt and they can have a devastating effect on the emotional wellbeing of a child or teen.
MYTH: My child would never be a bully.   **FACT:** All kids make mistakes; it's part of growing up. Parents who deny the possibility that their child is capable of being hurtful make it harder for bullies to get the help they need.
MYTH: Bullies are simply bad people and should be expelled from school.   **FACT:** There are a lot of reasons why children bully. Some are bullied themselves, at home or elsewhere, others bully only when they feel stressed or overwhelmed
MYTH: Kids can be either bullies or victims, not both.   **FACT:** Kids can often change roles, going from victim to bully and back again. For example, a bully in fifth grade may be a victim when he moves to middle school, or a victim in the playground can take revenge and become the bully online.

The myths around bullying are the major barriers for adequate attention necessary to address the phenomena of bullying both nationally & globally.

1.2. Meaning & Implication of "Bullying":

Bullying is not a mistake. Instead, it is an actual intent of violence that the bully, one who uses the force, makes repeatedly and often habitual. The bully is often a child who is having problems at home, or at school, and might be popular among his or her peers.

Bullying is intentional aggressive behavior. It is the use of force, threat, or coercion with the intent of abuse, intimidate or aggressively dominate others or use superior strength or influence to intimidate (someone), typically to force them to do something. Bullying can cause a victim to feel upset, afraid, ashamed, embarrassed, and anxious about going to school. It can involve children of any age, including younger elementary grade-schoolers and even kindergarteners (Athanasiades &Kouimtzis, 2010)

In general, bullying is behavior by one person that intimidates another. Often, bullying involves a real or implied threat of physical aggression and is directed by a physically larger or older person toward someone smaller or younger. Other definitions of bullying include both physical actions (hitting, pushing, punching), as well as verbal actions (threatening, taunting, teasing), or even excluding the target from group activities.

Bullying is commonly defined as repeated aggressive behavior in which there is an imbalance of power or strength between the two parties (Nansel et al,2001, Olweus,1993).

Although definitions of bullying behavior vary, bullying has been defined as the "intentional, unprovoked abuse of power by one or more children to inflict pain or cause distress to another child on repeated occasions.

Bullying is a serious problem not only in schools, but also at homes and workplaces (Dombeck,2012). It is broadly considered as physical, verbal, and emotional abuse that people inflict on others whom they consider to be weak or inferior. Millions of children and adults are victims of bullying (Meyer-Adams,2008). There should be laws to protect bullying victims, if the victims will come forward and press charges. However, many people do not come forward, attempting to appear *brave*. Bullies inflict various types of abuse on their victims. The abuse can be so intense, and so cruel and vicious, to the extent that some victims simply put an end to their misery, or to their bully's life by committing suicide.

According to a report from the Centres for Disease Control and Prevention (2000), bullying among school aged children is often dismissed by adults, including educators, being characterized as a normal part of growing up. The truth however is that bullying is very injurious to physical, psychological as well as social health and wellbeing. Any amount of bullying can cause in immense and harmful tension and fear in both children and teenagers. Some young people develop destructive habits such as missing school, and acting out as a result of being bullied. In some more severe instances, teens who are being bullied may react violently and others may even consider or attempt suicide. The sad reality is that many children and teens experience bullying at schools & are affected for a lifetime.

School bullying is a type of bullying that occurs in an educational setting. Bullying at school can be physical, sexual, verbal or emotional in nature.

School bullying may be more specifically characterized by:

1. An intention to harm: intention suggests that the harm caused by bullying is deliberate, not accidental.
2. Victimization distress: bullying causes the victim to suffer mild to severe psychological, social or physical trauma.
3. Repetition: bullying is persistent; it happens more than once or has the potential to occur multiple times.
4. Power inequity: definitions of bullying often state that bullying includes a real or perceived imbalance of power between the bully and the victim. This characteristic is disputed, as both bullies and victims have reported that the conflict and/or behaviors most commonly occur between two equals.
5. Provocation: bullying is proposed to be a part of progressive aggression: motivated by perceived benefits of their aggressive behaviors.(source: Wikipedia)

Dan Olweus (1999a), a pioneer in this area of research, creator of the *Olweus Bullying Prevention Program,* provides this commonly accepted definition for bullying in his book, *Bullying at School: What We Know and What We Can Do:*

"A person is bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other persons, and he or she has difficulty defending himself or herself."

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This definition includes three important components:

1. Bullying is aggressive behavior that involves unwanted, negative actions.
2. Bullying involves a pattern of behavior repeated over time.
3. Bullying involves an imbalance of power or strength.

Bullying is exposing a person to abusive actions repeatedly over time. Being aware of children's teasing and acknowledging injured feelings are always important. Bullying becomes a concern when hurtful or aggressive behavior toward an individual or group appears to be unprovoked, intentional, and (usually) repeated.

Bullies often come from homes where physical punishment is used, where the children are taught to strike back physically as a way to handle problems, and where parental involvement and warmth are often lacking (Banks, 1997). Previous studies have found that boys have a higher prevalence of bullying perpetration than girls and bullying behavior tends to peak in middle school and then decrease (Nansel et al., 2001).

1.3 Statistics of Bullying: A Serious Issue :

Bullying may vary greatly between schools and school districts, but it is very prevalent. International and national studies indicate that between 9% and 15% of any student population is a victim of bullying (Horowitz et al., 2004; Malecki, 2003; Nansel et al., 2001; Olweus, 1993; Rigby, 2002).

 A U.S. study of more than 15,000 sixth to tenth grade students indicated that 10.6% were victims of bullying (Nansel et al., 2001).

Statistics show that 23 percent of students in grades 4-6 had been bullied "several times" or more; 20 percent had bullied others (1998 study of 6,500 students in rural South Carolina)

Statistics show that 17 percent of students in grades 6-10 reported having been bullied "sometimes" or more, with 8 percent being bullied once a week. 19 percent said they had been a bully to others "sometimes" or more. (2001 study of 15,000 U.S. students)

The Committee on the Rights of the Child has repeatedly drawn attention to States' obligations with respect to bullying. In its Concluding Observations, it has recently asked the

UK, Denmark, Bangladesh to pay greater attention to the issue of bullying in schools (UN Study on Violence Against Children , UNVC,2006)

Reported news on bulling as a form of violence in Bangladesh indicates its presence and grave impact on life. Such as:

- Narsingdi, Bangladesh, 21 July 2010 – Hundreds of people, many of them adolescents, rallied in the streets of Narsingdi district recently to call for an end to 'Eve teasing' – a term used to describe the public bullying of girls and women by boys and men.

- In Bangladesh , activists say more than 24 people, most of them young girls, have died because of bullying and harassment since the beginning of this year.

- Rajshahi,Bangladesh,3 May 2012, some of those who spoke out against sexual harassment have been murdered, causing public outrage.

- A 50-year-old woman died after a motorcycle was driven over her when she protested against the bullying of her daughter (5 September,2011).

- A college teacher who spoke against bullying was also murdered. The killings led to a series of protests across the country.

(Source: BBC, January 2013)

Eve teasing as a form of negative action has received immense attention during the current years. The human right organizations and conscious persons have taken initiatives to campaign urging the government to enact tougher laws to punish those responsible for sexual harassment and bullying.

1.4 Differences between teasing, abuse and bullying:

According to Coulson Justin (2014), teasing generally involves a sense of play and mutual josh around. Teasing will rarely, if ever, involve religion, race, appearance or other important characteristics. Bullying is often about religion, race, appearance, or other important characteristics. Bullying is differentiated from teasing because of intention. Those who bully actually intend to do harm, whereas teasing is supposed to be a 'no harm' game. Bullying therefore is a form of abuse and describes a form of harassment by someone who is in some form more powerful, either physically or socially, than their victimized peer.

1.5 Characteristics of Bullies and Victims

Students who engage in bullying behaviors seem to have a need to feel powerful and in control. They appear to derive satisfaction from inflicting injury and suffering on others, seem to have little empathy for their victims, and often defend their actions by saying that their victims provoked them in some way. There is little evidence to support the contention that they victimize others because they feel bad about themselves (Batsche & Knoff, 1994 ; Olweus, 1993).

Studies indicate that bullies often come from homes where physical punishment is used, where the children are taught to strike back physically as a way to handle problems, and where parental involvement and warmth are frequently lacking. Students who regularly display bullying behaviors are generally defiant or oppositional toward adults, antisocial, and apt to break school rules. In contrast to prevailing myths, bullies appear to have little anxiety and to possess strong self-esteem.

Students who are victims of bullying are typically anxious, insecure, cautious, and suffer from low self esteem, rarely defending themselves or retaliating when confronted by students who bully them. They may lack social skills and friends, and they are often socially isolated. Victims tend to be close to their parents and may have parents who can be described as overprotective. The major defining physical characteristic of victims is that they tend to be physically weaker than their peers--other physical characteristics such as weight, dress, or wearing eyeglasses do not appear to be significant factors that can be correlated with victimiz ation (Batsche & Knoff, 1994 ; Olweus, 1993).

1.6 Types of bullying

Direct bullying is a relatively open attack on a victim that is physical and/or verbal in nature. Indirect bullying is more subtle and harder to direct, but involves one or more forms of relational aggression, including social isolation, intentional exclusion, rumor-spreading, damaging someone's reputation, making faces or obscene gestures behind someone's back, and manipulating friendships and other relationships (Olweus, 1993, Rigby, 2002).

Bullying can take on many forms. As part of the *Olweus Bullying Questionnaire,* students are asked if they have been bullied in any of these nine ways:

> ➢ Verbal bullying including derogatory comments and bad names
> ➢ Bullying through social exclusion or isolation

- ➢ Physical bullying
- ➢ Bullying through lies and false rumors
- ➢ Having money or other things taken or damaged by students who bully
- ➢ Being threatened or being forced to do things by students who bully
- ➢ Racial bullying
- ➢ Sexual bullying
- ➢ Cyber bullying

Physical bullying

Physical bullying occurs when a person's body or possessions are hurt. A physical bullying definition includes:

- Inappropriate physical contact such as hitting/kicking/biting
- Spitting on someone
- Causing another to fall by tripping them
- Stealing from another or breaking someone's things
- Using hand gestures that are mean or inappropriate to someone

Physical bullying is any unwanted physical contact between the bully and the victim. This is one of the most easily identifiable forms of bullying. Examples include:

Punching	Inappropriate touching
Tickling	Headlocks
Pinching	School pranks
Teasing	pushing
Shoving	kicking

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Emotional Bullying

Emotional bullying is any form of bullying that causes damage to a victim's psyche and/or emotional well-being. Examples include:

- spreading malicious rumors about people
- keeping certain people out of a "group"
- getting certain people to "gang up" on others (could also be considered physical bullying)
- making fun of certain people
- ignoring people on purpose
- harassment
- provocation
- pretending the victim is non-existent
- saying hurtful sentences (also a form of verbal bullying)
- belittling

Verbal Bullying

Verbal bullying is any slanderous statements or accusations that cause the victim undue emotional distress. Examples include:

- directing foul language (profanity) at the target
- using derogatory terms or deriding the person's name
- commenting negatively on someone's looks, clothes, body etc.
- tormenting
- harassment
- mocking
- teasing
- belittling

Cyber-bullying

According to the website Stop Cyberbullying, "Cyberbullying is when a child, preteen or teen is tormented, threatened, harassed, humiliated, embarrassed or otherwise targeted by another child, preteen or teen using the Internet, interactive and digital technologies or mobile phones".

The emergence of the Internet in general with its social media websites is forming a lot of people's lives nowadays; it is affecting the lives of the people in positive and negative ways, and some still don't even know the dangers the Internet could pose for them. The young generation that is highly affected by the information and communication technology (ICT) sometimes misuses it, which comes out in the form of cyber crime and cyber harassment.

Cyber bullying is an act done by a person or a gang against another person, causing him harm by posting information or pictures that the victim does not want posted; it might also come in the form of threatening the victim by sending him/her messages via e-mails, social media websites, or even text messages, and it might also be in audio messages. Cyber bullying has always been perceived as the most harmful type because whatever is posted will be shared and seen in seconds, and even if it was removed, it would be too late take back the effects of its posting.

Girls and women are usually the most affected category by the use of the new technological devices, mostly because they are usually the ones who face cyber harassment and threats of sharing their photos. Cyber crimes in Bangladesh are still a low priority, as Bangladesh as a whole is not aware of its cyber security, although Bangladesh has enacted the information and communication technology act in 2006 that decides a maximum punishment of up to 10 years of imprisonment or the maximum fine of one crore taka for cyber crime.

One of the initiatives that was formed to fight against cyber bullying was Insight Bangladesh Foundation. Insight Bangladesh Foundation is a nonprofit organization that was formed in 2013 by a group of youth who were aiming to fight for a safe and secure cyber space in Bangladesh; it was built to fight illiteracy and to build a good base for the youth to understand the cyber world and to stand together and fight against any cyber crimes they face.

Sexual Bullying

The National Society for the Prevention of Cruelty to Children (NSPCC),UK has defined sexual bullying as "any bullying behaviour, whether physical or non-physical, that is based on a person's sexuality or gender. It is when sexuality or gender is used as a weapon by boys or girls towards other boys or girls - although it is more commonly directed at girls. It can be carried out to a person's face, behind their back or through the use of technology."

"Eve-teasing" refers to the repeated sexual bullying of girls and women in Bangladesh; school boys, male employees, and random men in the street are equally involved in the intimidation and abuse of women, sexually or otherwise. According to the Bangladeshi Human Rights Organization which is also known as Ain O Salish Kendra (ASK), it was found that in 2011, about 18 girl and woman committed suicide in the country and about 7 others attempted to end their lives trying to escape the shame and horror of sexual harassment. Such acts do not only affect the girls and women involved in the incidents but their parents as well, such as the case reported by ASK where the father committed suicide due to the indignity he felt after his daughter was sexually bullied.

Since "eve-teasing" is a big deal in the streets of Bangladesh that about 90% of the girls were being eve-teased regularly, girls are no longer attending schools because streets are no longer safe for them (ASK,2011). Due to the lack of laws against these acts and because the government of Bangladesh hasn't issued any laws to prevent sexual harassment of girls and women, sexual harassment is not even considered sexual abuse; even prostitution is legal. The sexual craze and the constant dangers are what drive girls and women to avoid going down in the streets for work or education. ASK received 61 complaints in the year of 2011 only concerning girls who are dropping out of their schools due to sexual bullying.

1.7 Causes of Bullying:

Research shows that about 25 percent of kids experience bullying, the main reasons are usually physical appearance or social standing within one's peer group. Bullies tend to pick on people who are "different" or don't fit in with the mainstream. It may be because of how one dresses, acts, or because of race, religion, or sexual orientation.

Fig 1: Causes of Bullying

Bullying is often a learned behavior

Bullies can learn aggressive behavior from their experiences at home. Research suggests that some kids and teens may become more aggressive by playing violent video games. While it's a controversial subject, parents should monitor the amount of violent content their children are exposed to via TV, movies, or video games.

As a parent, it may be setting a bad example for kids by spanking or otherwise striking them, verbally or physically abusing own spouse, or by displaying bullying behavior such as:

- Abusing a child's sports coach, umpires and referees, or members of the opposing team.

- Swearing at other drivers on the road.

- Humiliating a waitress, shop assistant, or cab driver who makes a mistake.

- Talking negatively about other students, parents, or teachers so that your child thinks it's acceptable to use verbal abuse to intimidate others.

Bullying can be a traumatic event for anyone. Even when the bullying stops, you may be left with feelings of fear, helplessness, anger, or anxiety. Your first instinct may be to withdraw from others. However, isolation will only make things worse. Connecting to others who don't

participate in bullying will help you heal. Make an effort to maintain your positive relationships and avoid spending too much time alone.

According to Dr. Peter Sheras (2011), 40% of bullies are themselves bullied at home or at school. Dr. Nathaniel Floyd's research shows that a victim at home is more likely to be a bully at school. The reason may be that when a bully watches another child appear weak and cowering, it disturbs him because it reminds him of his own vulnerability and behavior at home.

Gender differences are a hallmark of the popular perception of peer relationships and bullying (Jimerson, Shane R.2010). According to Olweus Bullying Prevention Program, there are three interrelated reasons why students bully.

1. Students who bully have strong needs for power and (negative) dominance.
2. Students who bully find satisfaction in causing injury and suffering to other students.
3. Students who bully are often rewarded in some way for their behavior with material or psychological rewards.

1.8 Consequence of Bullying

It is logical to assume that victims would be fearful and anxious in the environment in which the bullying took place. They might respond with avoidance behaviors (skipping school, avoiding certain places at school, running away and even being suicidal), more aggressive behaviors (such as bringing a weapon to school for self-defense or retaliation), and poor academic performance. Students who are chronic victims of even mild abuse are likely to view school as an unhappy setting and are likely to avoid places within the school setting or the school completely (Batsche & Knoff, 1994).

The long-term effects of school bullying are numerous, and can include sensitivity, anxiety, and depression. Recent statistics suggest that the majority of students will experience bullying at some point in their academic careers. In the early 21st century, increasing attention has been given to the importance of teachers and parents understanding and recognizing the signs of bullying (among both bullies and victims), and being equipped with strategies and tools to address school bullying. In addition to affecting a victim on the

individual level, bullying can significantly impact the school environment and have violent results (Athanasiades & Deliyanni-Kouimtzis, 2010).

Dombeck (2012) defined some common short-term and long-term effects of bullying. These include, but are not limited to:

Short-term (Victim):

- depression
- suicide (bullycide) Many feel unwanted in life and that they should not live
- anxiety
- anger
- significant drop in school performance
- feeling as if their life has fallen apart
- excessive stress

Short-term (Bystander):

"Witnessing bullying incidents can produce feelings of anger, fear, guilt, and sadness in observers. Bystanders who witness repeated victimization of peers can experience negative effects similar to the victimized children themselves." (Dombeck, 2012)

Long-term (Victim):

- abiding feelings of insecurity
- lack of trust
- extreme sensitivity (hyper vigilance)
- mental illness such as psychopath and PTSD
- vengeance

Long-term (Bully):

Pure bullies did not show problems with emotional functioning as adults. But they did show increased risk of developing antisocial personality disorder. People with this disorder have little empathy and few scruples about manipulating others for their own gain. The disorder is

linked with a greater risk of becoming a criminal. Most bullies did not go on to have the disorder, but they were more likely to develop it than other groups (Copeland, 2001).

Chronic bullies seem to maintain their behaviors into adulthood, negatively influencing their ability to develop and maintain positive relationships (Oliver, Hoover, & Haz ler, 1994). Being bullied leads to depression and low self-esteem, problems that can carry into adulthood (Olweus, 1993; Batsche & Knoff, 1994).

1.9 The Theoretical Framework of Bullying

There are numerous theories and models aimed at explaining and predicting how and why bullying occurs. Many of these models borrow heavily from aggression research. There is no doubt that there are distinctions between bullying and aggression however, most bullying researchers have come to the consensus that bullying can be considered a subset of aggression (Dodge, 1991; Espelage & Swearer, 2003; Olweus, 1993). Bullying researchers often make use of aggression literature when defining and assessing bullying.

Attribution Theory

A well known and often cited exploration of aggression comes from the work of Kenneth Dodge. Throughout the past 30 years, Dodge has contributed a plethora of research on aggressive attribution bias (Dodge, 1980, 1991; Dodge & Newman, 1981). When a student has an aggressive attribution bias, he interprets an ambiguous event as hostile or aggressive. To illustrate, in Dodge's (1980) ground breaking study, he investigated attribution biases among aggressive and non-aggressive elementary aged boys. Both groups completed a classroom project and at the end of the task, a peer confederate ruined the project. The participants were lead to believe that either: 1) the peer destroyed the project on purpose, 2) the peer was trying to help and accidentally destroyed the project, or 3) there was no reason given for why the project had been destroyed. When the participants believed that the peer confederate purposefully destroyed the project, both aggressive and non-aggressive boys responded aggressively. Similarly, both groups responded without aggression when it was thought that the peer confederate was trying to assist with the project. Interestingly, in the situation where no reason was given for why the project had been destroyed (ambiguous situation), aggressive students responded aggressively whereas non-aggressive students had a benign response. When Dodge did follow-up questioning with the aggressive children, he found that in ambiguous situations, aggressive children attributed peer behavior as hostile,

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they expected continued hostility from the peer, and they were more likely to distrust the peer.

Social Information Processing Theory

This model suggests that impairment in processing social information can lead to aggression (Crick & Dodge, 1996; Dodge & Coie, 1987). There are six stages within this model. The steps in the model follow a given sequence starting with the encoding of cues to behavioral enactment. In the first step, children encode cues from social situations. In step two, they interpret this information. Similar to the attribution theory, it is at this point that children may attribute the cue as hostile. In the third step, the child selects a goal. Depending on the child, this goal could be to walk away, make a new friend, or to save face among peers. The fourth step in the theory contends that children consider various responses to the situation. These considerations are based on the outcome of similar situations in the past. Aggressive children are likely to maintain a larger set of aggressive responses and therefore they are more likely to respond with aggression (Oprinas & Horne, 2006). In the fifth step of the model, children decide what they will do. A socially skilled child is likely to engage in prosocial behaviors as this child might expect being friendly to produce a certain outcome in his favor. Similarly, an aggressive child is likely to behave aggressively because he expects a certain outcome in his favor. In the sixth and final step of this model children act upon the response they selected (Crick & Dodge, 1996).

Bullying has been examined from this theoretical perspective. Camodeca, Goossens, Schuengel, and Terwogt (2003) collected information from over 200 children in the Netherlands at two time points. At both time points, bullying and victimization were examined and social information processing was examined via provocation scenarios. When children attributed intent to ambiguous situations bully/victims blamed the perpetrator, were angrier, and favored retaliation more than other groups. This illustrates that bully/victims exhibit deficits at the second step (interpretation of cues) and the fifth step (deciding what to do) of the model. This study illustrates that approaching the study of bullying from the social information processing theory provides useful information about the process that different participants may take in arriving at a decision to act a certain way in bullying situations.

The Social Ecological Model:

Borrowing from the work of Bronfenbrenner (1979), leading researchers in the field of bullying have argued that bullying is a social phenomena that must be understood within the larger social context in which it takes place (Holt & Espelage, 2007; Holt, Finkelhor, & Kantor, 2007; Espelage & Swearer, 2004; Swearer & Doll, 2001).

Bronfenbrenner's (1979) theory posits that a child is located at the center of a social system made up of several inter-related parts. Bronfenbrenner's terminologies for these interrelated systems are the microsystem, mesosystem, exosystem, and marcrosystem. Although the terminology has changed slightly, the social ecological systems model of bullying and victimization is a similar model to Bronfenbrenner's. The model asserts that bullying behaviors are sustained or inhibited   because of a complex interplay of the variables within the model, namely the individual, family, school and peers, community, and culture (Swearer & Espelage, 2004). Swearer and Espelage (2004) provide a pictorial depiction of this model which is presented below in Figure 1.
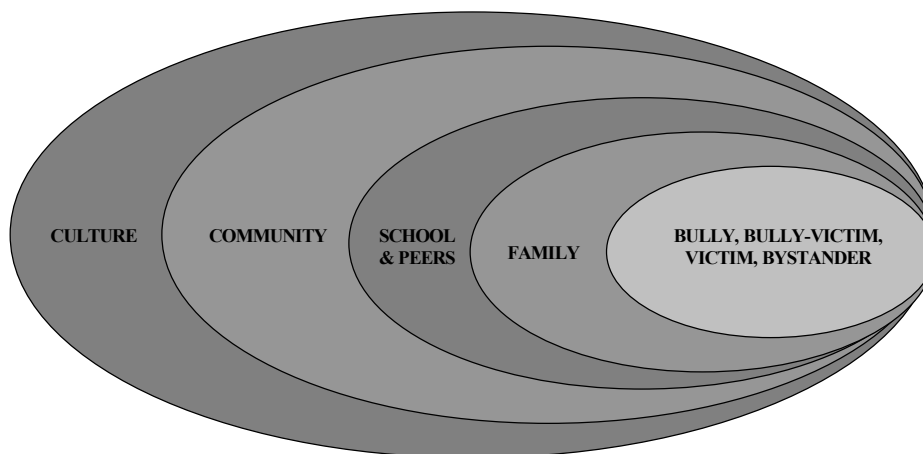
Figure 2. The Social Ecological Model of Bullying

As is illustrated in Figure 2, the individual participant is located at the center of the model. The individual participant is surrounded by different social systems that could potentially sustain or deter bullying. These systems, moving outward from the individual in concentric circles, include the family, the school and peers, community, and cultural influences. Within each level, there are numerous variables that may sustain or deter bullying.

The first or centermost level of the social ecological model includes individual participants in the bullying situation. Participants can include the bully, bully/victim, victim, or bystanders. At this level, intra-individual factors impact how likely a person would be to participate in a bullying situation in some capacity. An example of this might be the participant's age or gender or if the student is aggressive or non-aggressive. The

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next layer of the system is the family. Family dynamics might influence a person to participate in a bullying situation in that if the individual has a sibling or parent who models bullying behavior, he may be more or less likely to participate in bullying himself. The peer group and school are also systems included in the social ecological model of bullying. Peer/school contexts that sustain or deter bullying might include school discipline policies, the faculty to student ratio, the peer group that one associates with, etc. The next layer in the social ecological model includes community influences. Does the student reside in a community with a high or low crime rate? Are there many or few community resources available? Perhaps there are certain cultural differences that sustain or deter bullying. Answers to some of these questions may provide insight into how, when, and why students become participants in bullying situations. The last layer in the model is culture.

The social ecological model offers a "big picture" look at the problem of bullying by attempting to account for the interplay between multiple influences in a participant's life. Because the social ecological model of bullying is often viewed as the most comprehensive model to date (Espelage & Swearer, 2003; Holt et al, 2007; Oprinas & Horne, 2006) the research questions guiding this study are designed to examine bullying from a social-ecological perspective. It is beyond the scope of this study to explore variables from every sphere of influence within the social ecological model. But rather a few small parts of the social ecology of bullying will be examined with the goal of drawing conclusions about the interplay between a few parts of the model (or influential variables in a student's life).
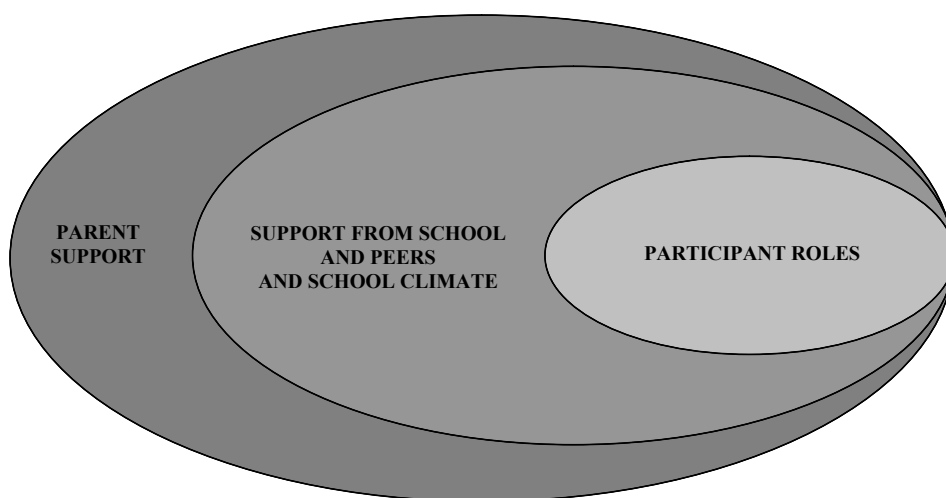
Figure 3. The Social Ecology of Bullying Assessed in the Current Study

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As illustrated by Figure 3, one part of the social ecological model that was examined in the current study was the various participant roles that can occur in bullying situations. Published research has examined the roles of bully, victim, and bully/victim to a great extent, however; there is very little information available on other participant roles. Espelage & Swearer's (2004) conception of the social ecological model acknowledges that bystanders are part of the bullying process, however bystanders and other participant roles have yet to be examined in-depth within the existing research.

The social ecological model is based on the premise that there are both proximal and distal variables that can sustain or deter bullying. Variables that are more directly related to either the incident or sustaining or deterring bullying are located proximally to the participants. Directly after or during a bullying situation, the participants may be supported by their peers, they may feel unsafe as a result of the incident, or they may feel that their school does not have a very positive climate. Parent support may play a role in sustaining or deterring bullying but the benefits of parent support may not be immediately available after a bullying situation occurs. It is more likely that a student would have to wait until after school to access parental support.

The social ecological model is so comprehensive that it was impossible to thoroughly assess every aspect of it in one study. However, results of the current study do provide important information about how different participants perceive levels of support and how they view their school. Furthermore, the study results provide an important step in understanding the variables within a student's life that may offer a buffering effect or a protective factor against bullying situations.

Social cognitive theory:

The main tenets of social ecological theory have deep roots in Bandura's social cognitive theory, which advances the basic premise that behavior, cognition and environment are interacting, bidirectional forces with each one influencing the other (Bandura,1986, 1989, 2001; Bandura, Caprara, Barbaranelli, Pastorelli, & Regalia, 2001; Bandura, Ross,& Ross, 1961). For example, when a child lives in a home where abusive behavior is the norm,the child learns that abusing another is an acceptable method of dealing with frustration or getting what he or she wants. The abuse the child experiences within that environment and between individuals in that environment influences how the child behaves in similar situations.

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Learning happens as a result of these interacting influences. Bandura's theory explains the powerful influence of observational learning whereby children imitate the models they observe and the feedback they receive either reinforces or inhibits their behaviors (Allen, 2010;

O'Connell, Pepler, & Craig, 1999). As a learning theory, social cognition helps us to understand how individuals learn and the influences that impact their learning and behavior. Bullying and victimization are learned behaviors that exist within a social context and are influenced by many environmental and social factors.

Bandura (1989) theorizes that learning occurs via interactions with the environment and is dependent upon the reinforcement received as a result of the behavior. In some types of environments, children can actually dictate the climate of the environment by the behaviors they produce (Miller, 2011). Teachers have witnessed this when one child's behavior disrupts the work of an entire classroom. Teachers also have seen how one child's negative behavior can produce negative behaviors in others. This has much to do with the power of observational learning and the extent to which these behaviors are reinforced within the classroom, another important part of Bandura's (1989) theory. If bullying behaviors are not directly addressed and thus are indirectly tolerated, then students may imitate this behavior, especially if the action produces a favorable result for them. Favorable results for the bully could mean simply attention from other students or adults, or even getting something they want from the victim. If bullying behaviors produce a favorable result for the bully, then the bully's behavior is reinforced and therefore likely to be repeated. The more the bully's behavior is reinforced, the more power the bully may wield, and in turn, the more they influence the environment. To the extent that the bullying behavior is perpetuated and other students quite possibly will imitate it.

Another element of Bandura's (1989) theory, his concept of self-efficacy, aids in understanding the social-ecological nature of bullying. Bandura (1989; 2001) theorized that the extent to which children's behaviors are reinforced favorably will help to determine a child's self-efficacy or sense their own capability to deal effectively with those events they experience within their environment. A strong sense of self-efficacy can help a child persevere in the face of difficult tasks while a poor sense of self-efficacy can lead to social-emotional problems.

Bandura (2001) relates his concept of self-efficacy to the construct of personal agency, the degree to which one feels able to control events that unfold in the environment and, ultimately the degree to which one feels able to control one's own role in that environment.

Children may gain strong self-efficacy in some areas while not in others.

Bandura, Ross and Ross (1961) specifically studied children's sense of self-efficacy in aggressive interactions where they found that children with a high degree of self-efficacy get what they wanted from their peers. Social learning theory including the concepts of self-efficacy and agency support the notion that students who exhibit bullying behaviors continue to do so even in the face of certain kinds of adult interventions. This relates directly to environmental influences that could be interpreted as motivational factors for bullying. Understanding these influences in schools may allow for more effective interventions and prevention programs that meet children's needs and keep all students safe.

The study of interacting influences of self and environment is not new. Two classic studies on human-environment interaction help to illustrate this bi-directional influence. One of these is the simulated prison experiment conducted by Haney, Banks, and Zimbardo (1973) In this experiment, individuals were randomly assigned to roles of prisoner or guard and were introduced to a simulated prison environment. During the experiment, individual participants, despite being given no specific instructions regarding how they were to behave, began to develop hostile and negative behaviors, much like actual behaviors in a prison setting. Those assigned to guard roles became verbally abusive and controlling. Those assigned to prisoner roles began to demonstrate signs of anxiety, depression, and passivity. The experiment, which was intended to run for two weeks, was stopped prior to the scheduled end time due to the stress incurred by these voluntary participants. According to Haney, et al. (1973), "the extreme pathological reactions which emerged in both groups of subjects testify to the power of social force". In other words, it demonstrates that individuals influence and are influenced by their environments and that societal expectations and attitudes influence individuals who then interact with and influence others in the environment. This tendency of society and the environment to shape the roles that individuals take on is a powerful force, even in the face of individual determination not to be influenced. This experiment informs the study of bullying and peer influences by identifying the significance of social forces in shaping participant behaviors. When applied to a school situation, these powerful social forces play a significant role in the climate of the school and how all of the individuals within that school environment perceive their roles.

Another classic experiment reinforces this theory of the bidirectionality of influences between the individual and the environment. Stanley Milgram (1963, 1965a, 1965b) is widely known for his experiments on obedience and conformity. In his experiments, participants took on the role of a "teacher" who was working with an unseen "learner" to study memory.

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The teacher was directed to give electrical shocks when the learner gave an incorrect answer. As the questions became more and more difficult and the learner (who was an accomplice of the experimenter) failed to answer questions accurately, the intensity level of electrical shock increased. As the intensity of the shocks increased, the learner would demonstrate painful reactions also increasing in intensity. To the teacher, the learner was, in fact, not receiving shocks at all. He was simply acting. Noteworthy in these experiments, was that many teachers continued to give increasingly more powerful shocks despite the learners crying out in pain and at one point, not reacting at all. Later, when participants were reunited and teachers were assured that the learner had not been hurt, many teachers claimed that they continued to administer the shocks because the experimenter was ordering them to do so. Very few teachers actually protested about giving the shocks and fewer still actually refused to administer the shocks, despite hearing the learner was in pain. Milgram's (1963, 1965a, 1965b) experiments demonstrate how the role of an authority figure or high status figure, as well as the actions of bystanders influence the behavior of individuals.

Taken together, these classic experiments have contributed to the understanding of

bullying behaviors. The social context of bullying includes the participation of individuals with varying degrees of social power. The roles individuals take on influence and are influenced by the social environment. Bronfenbrenner (1979), an early ecological systems theorist, asserts, "…the tendency to evoke behavior in accord with expectations for a given role is a function of the existence of other roles in the setting that invite or inhibit behavior associated with the given role". Behavior, therefore, is not necessarily simply a matter of personal preference but of the powerful social forces that exist in the environment at any given time.

1.10 Literature Review:

School bullying is a multifaceted problem. Students' academic performance is the first and most goal of schools. Strong teaching skills, carefully prepared lessons and an ability to motivate students will increase academic performances, reduce behavioral problems such as bullying in the classroom and promote a positive classroom climate (Hein,2004; Planata, 1998).In schools, bullying occurs in all areas. It can occur in nearly any part in or around the school building, though it more often occurs in bathrooms, on school buses and waiting for buses, classes that require group work and/or after school activities.

As a field of scientific inquiry, bullying has been studied since the 1970s (Olweus,1999). Research has shown that bullying has broad effects on children's mental health, including early disruptive and aggressive behavior (Nansel, Overpeck, Hanie,2003), school dropout, substance abuse (Kumplainen & Rasanen,2000), depressed mood, anxiety and social withdrawal(dill,Vernberg,2004).It also undermines educational achievement (Greeberget al,2003) and disrupts children's abilities to develop social relationships.(Masten & coasworth,1998) .

There is very little research on bullying in Bangladesh. Developmental psychologist Eliza Ahmed has written four academic journal articles on bullying in Bangladesh based on quantitative material she collected through a three year long project titled The Life at School Survey(1996-1999) on school bullying in Australia, Bangladesh and South Korea . She has mainly written about bullying in terms of the parental and observers' role, and relies on shame management and restorative justice theories to deal with bullying. She mainly proposes that shame acknowledgement could reduce bullying, and parents could play a role in helping a child.

Bullying can be divided into various forms: Two primary forms are overt and covert. Overt bullying is defined as direct acts of aggression, including threats of bodily harm, hitting, kicking, punching, and name-calling. Covert bullying can exist in relational, indirect, social, and aggressive forms and can include using social networks to harm, socially exclude, and spread rumors about someone, and other acts specifically directed at damaging a target's relationship (Crick, 1995; Lagerspetz, Bjorkqvist, & Peltonen, 1988; Musher-Eizenman et al., 2004; Underwood, 2003).

Oliver, Hoover, and Haz ler (1994) surveyed students in the Midwest and found that a clear majority felt that victims were at least partially responsible for bringing the bullying on themselves.

Parents are often unaware of the bullying problem and talk about it with their children only to a limited extent (Olweus, 1993). Student surveys reveal that a low percentage of students seem to believe that adults will help. Students feel that adult intervention is infrequent and ineffective, and that telling adults will only bring more harassment from bullies. Students report that teachers seldom or never talk to their classes about bullying (Charach, Pepler, & Ziegler, 1995). School personnel may view bullying as a harmless right of passage that is best ignored unless verbal and psychological intimidation crosses the line into physical assault or

theft. Bullying is a problem that occurs in the social environment as a whole. The bullies' aggression occurs in social contexts in which teachers and parents are generally unaware of the extent of the problem and other children are either reluctant to get involved or simply do not know how to help (Charach, Pepler, & Ziegler, 1995).

Overall, bullying may impact the immediate and long-term psychological, social and emotional well-being of the victims. Also, this aggressive behavior can have long lasting effects in the victims (Olweus, 1984), their parents (Olweus, 2011; Pepler, Jiang,Craig, & Connolly, 2008), the bullies (Farrington, 1993), and the peers (Craig,Henderson, & Murphy, 2000; El-Sheik et al., 1993). In addition to affecting a victim on the individual level, bullying can significantly impact the school environment and have violent results (Athanasiades & Deliyanni-Kouimtzis, 2010). In a study conducted by Meyer-Adams and Connor (2008), students' negative perception of the school's psychosocial environment (being put down by teachers, teachers' caring about students, etc.) was correlated with students bringing weapons to school and being more likely to avoid school. Bullying behaviors were also found to be predictors of negative psychosocial environment at school (Meyer-Adams & Connor, 2008). Teachers can increase or decrease the effect of bullying and aggression on the school environment by their behavior. Cheng (2003) found teachers' empathy toward withdrawn students and aversion toward aggression promoted a school environment that was intolerant of aggression. However, a study conducted by Boulton (1997) found that over time, empathy toward victims of bullies decreased amongst teachers. These findings may indicate the negative effects of bullying on the school environment as a whole including students and teachers.

Notably, bullying has been documented and studied in countries around the world (e.g., Australia, Belgium Brazil, Canada, China, Denmark, England, Finland France, Germany, Greece ,Ireland, Italy, Japan, Netherland, South Africa, South Korea, Turkey and United States).To date, studies in all countries in which bullying has been investigated, have revealed the presence of bullying.

According to Tara Kuther (2000), associate professor of psychology at Western Connecticut State University, "...bullying gets so much more sophisticated and subtle in high school. It's more relational. It becomes more difficult for teens to know when to intervene, whereas with younger kids bullying is more physical and therefore more clear cut".

There are also differences in the research related to the context and time interval surveyed. Research results showed a considerable variation, (4% to 50%), in the percentage of students who reported to have been bullied. Olweus (1999b) found that only 10% of the students were bullied in a period of two months in Norwegian schools whilst the ratio rose to21% in Canada (Bentley & Li, 1995), and varied between 20% and 22% in Portugal (Tomas de Almeida, 1999). In England, 10% of the students reported that they were bullied at least once a week and 22% at least once a month (Yates & Smith, 1989). In the USA,10% of the primary and middle school children were bullied at least once a week (Nansel, 2001). In Greece the percentage of school children who were bullied varied from 15% to 30% (Kalliotis, 2000;Andreou, 2001; Pateraki, 2001). In a recent study carried out amongst high school students in Turkey, it was found that 44% of the students were bullied verbally, 30% physically, 18% emotionally and 9% sexually (Karaman-Kepenekçi 2001).In Norwegian schools, up to 7% of the students were characterized as bullies (Olweus, 1999b), 20% in England (Ahmad & Smith,1990), 12% in Canada (Bentley & Li, 1995), 20% (primary school)and 15% (middle school) in Italy (Genta et al., 1996), 13% in theUSA (Nansel, 2001) and between 6% (Pateraki, 2001) and 17%(Andreou, 2001) in Greece..

Bullying appears less widespread amongst older students (Boulton &Underwood, 1992; Andreou, 2000; Pateraki, 2001), and similarly,the percentage of victims drops when age increases (Olweus, 1999b;Boulton & Underwood, 1992; Pateraki, 2001; Fonzi at al., 1999).The form of bullying changes as well; whereas physical bullying is predominant amongst younger pupils, verbal and psychological bullying becomes more common amongst older ones (Lösel & Bliesener,1999).

Researchers have found that bullying among adolescents at the middle school level is extensive (Malecki, 2003; Olweus, 1993; Rigby, 2002).Most victims are identified as physically and socially weaker than their peers (Olweus, 1993).Even though boys and girls are equally at risk of being bullied, several studies report that middle school boys are more often victimized (Olweus, 2003; Shakeshaft et al., 1997).

Olweus (1993) reported that victims of bullying "often look at themselves as failures and feel stupid, ashamed, and unattractive".Many adolescents think that teasing, name-calling, shoving, and other harmful actions are just playful pranks (Shakeshaft et al., 1997). This mindset may be reinforced by the adults in their lives.

Bullying usually occurs in and around school, the playgrounds being the most common location (Sharp & Smith, 1994), whilst the corridors leading to classrooms are the second area where bullying is likely to take place and the classrooms the third (Whitney & Smith,1993; Boulton, 1994; Kalliotis, 2000). In contrast, recent research carried out by Karaman-Kepenekçi on Turkish pupils showed that Turkish pupils were bullied mainly not in the play ground, but in the classroom with fewer incidents reported in the corridors and outside the schools.

Pellegrini, Bartini, and Brooks (1999) reported that some adults maintain a belief that students must learn to deal with bullies by themselves (i.e., tough it out). Negative feelings, combined with a mixed array of changes in their bodies, their relationships with their peers and adults, and their emotions increase the risk factors associated with adolescence.

1.11 Statement of the Problem

Bullying is detrimental to students' well-being and development**.** School Bullying is a type of bullying that occurs in connection with education, either inside or outside of school. Bullying can be physical, verbal or emotional and is usually repeated over a period of time.. Although bullying among children and youth is not a recent phenomenon, it has received increased attention internationally during the past several decades. In the context of Bangladesh, though it exists in school children but research   regarding bullying issues   are very limited .Research indicates that bullying gets so much more sophisticated and subtle in high school.

Evidence also shows that gender differences are a hallmark of the popular perception of peer relationships and bullying. It varies according to race, ethnicity, socio-economic status and culture. However, present research focuses on probable gender and type of school differences. Bullying in school has very immense impact on psycho-social development and educational achievement (Greeberget al,2003) and disrupts children's abilities to develop social relationships (Masten & coasworth,1998). This research attempts to explore the present scenario of the bulling phenomenon at high Schools in Dhaka city. In this connection, the study attempts to explore the nature, consequences and preventive aspect of bullying at high schools in Dhaka city.

1.12 Significance of the study

• This study will identify the extent of school bullying among the high school children of Dhaka city . This study will be a guide line for an educational psychologist to assess and provide appropriate educational interventions for the students of Bangladesh.

• Educational Psychology is a new and applied branch of Psychology in Bangladesh. As a new field it is essential to prove the usability of the students' assessment tools to emerge as a professional field with scientific base. Scientific tools assist to produce precise and more appreciable professional works. This study will help to lay the foundation for future development of tools to measure bully at schools.

• Research on Bullying of adolescent is scarce in Bangladesh. Therefore the study provides research based scientific evidence of the bullying in school children.

• The results of this study will provide important insights for educators, teachers, practitioners, and families those who have adolescent children to act practicing against bullying.

1.13. Objective of the research

1.13.1. General Objective

The main objective of the study is to understand the nature and consequences of bullying among the high school children in Dhaka City

1.13.2. Specific Objectives

• To explore the present scenario (nature & form) of bullying at the high school in Bangla and English medium school.

• To specify the probable causes for bullying in Bangla and English medium school.

• To see whether gender, grade and medium of the school differ in respect of nature, extent and consequences of bullying.

• To identify the consequences of bullying impacting psychological state

• To look at prevailing preventive stance against bullying at school

• To explore the impact of Bullying on attitude towards school i.e liking schools.

Chapter 2: GENERAL METHOD

2.1 Research Design

A two stage mixed-method design was used to address the research objectives. In the first stage, a qualitative study using phenomenological approach was conducted, while in the second stage, a quantitative survey questionnaire was carried out to confirm the findings of the first study. It was presumed that mixed method would greatly enhance the validity of overall findings of the current project.

Stage 1		Suggestive Findings		Stage 2		Concluding Findings
Exploring the present scenario of bullying at High Schools	⇨		⇨	Variation of nature & consequences of bullying by gender, grade, medium	⇨	
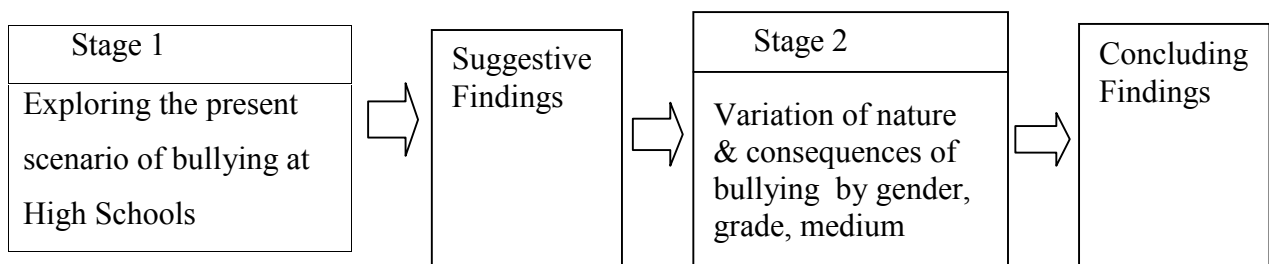
Fig 4: Flow chart of the research design

The purpose of the first study was to explore the present scenario of bullying at high schools in Dhaka City . The second study was designed to further investigate the ideas generated in the first study. The progression of these two studies is outlined in Figure 4.
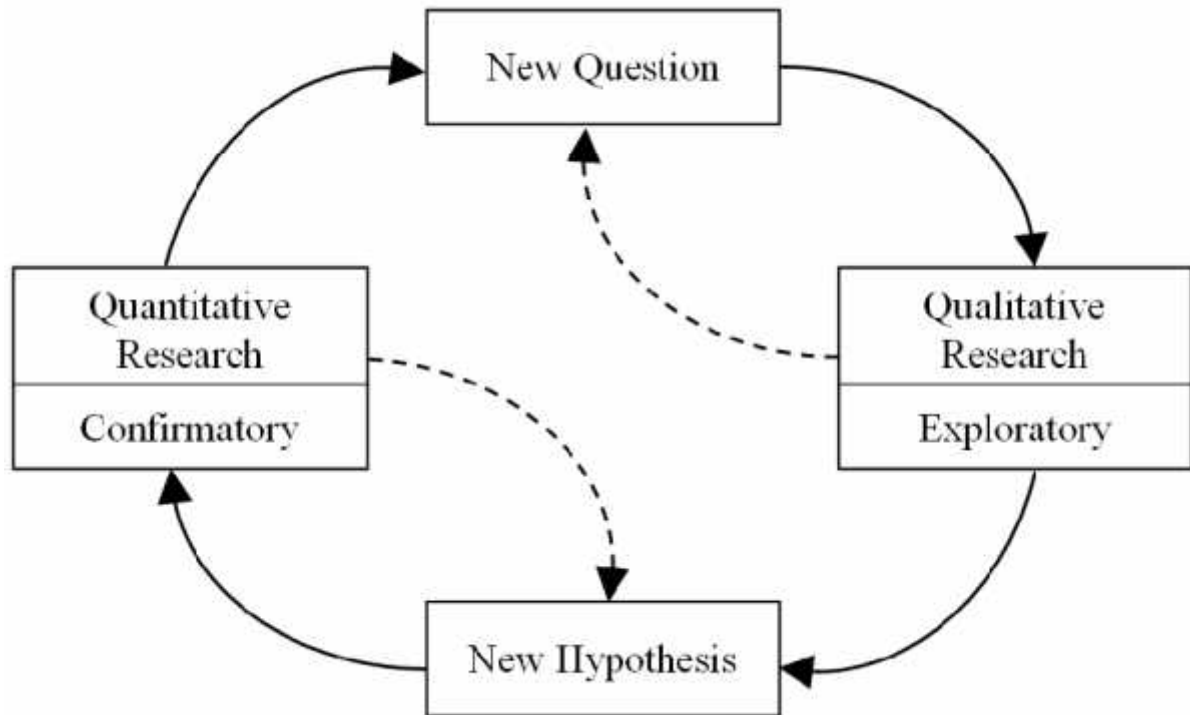
Fig 5 : Complementary relationship between qualitative and quantitative research (Mozumder.k,2013)

In a study comparing qualitative, quantitative and mixed-method research, passages written on findings from mixed-method research were found to provide better understanding and create stronger perception about their value among the readers (Haines, 2011). Mixed method research has now achieved legitimacy which is evident in the publication of numerous books written on technical details of the mixed method research and journal articles using mixed methods. Moreover, a dedicated journal titled ―Journal of Mixed Method Research‖ has been produced by Sage publishers since January 2007. The journal was ranked 8th (with an impact factor of 1.9) among 89 social science interdisciplinary journals in 2011.When used together, qualitative and quantitative methods can ensure a comprehensive understanding of complex issues (Fig 5).

2.2 STUDY 1

A qualitative research plan was used for this study with a phenomenological design. The phenomenological design was considered for this study because it described and explored the nature and extent of bullying for achieving the goal. Brief description of phenomenological method is given below:

2.2.1 Phenomenological Methodology

Phenomenology, as an umbrella term associated with a philosophical movement and an array of research approaches. Phenomenology was adapted by Edmund Husserl in 1936/1970 as a radically new way of doing philosophy (Finlay, 2008). "Applied to social research, phenomenology is the study of phenomena: the nature and meaning" (Finlay, 2008, p. 1). The focus is on the way events appear to us through experience. In phenomenological research, researchers are challenged to appreciate "how to help participants express their world as directly as possible; and how to explicate these dimensions such that they lived world – the life world – is revealed" (Finlay, 2008, p. 2).The meanings revealed will surface from the attitude of the researcher and the manner in which the researcher poses questions.

There are a variety of empirical approaches for conducting phenomenological research (Finlay, 2008). Depending on the kind of knowledge the research is seeking and the type of phenomenon that is under investigation, different approaches are necessary. Still, phenomenological approaches are lively and are constantly developing as the field of qualitative research as a whole evolves (Finlay, 2008).The phenomenological research approach surfaced in the 1970s in the works of Giorgi and the Duquesnes (Finlay, 2008). Giorgi's task was to develop a precise descriptive empirical phenomenology which was inspired by Huserlian beliefs aiming to study 'essential structures' or 'essences of phenomena as they appear in consciousness'(Finlay, 2008). Since the initial emergence of Giorgi's study, variations of this phenomenological method have evolved. For instance, a researcher may use the Hermeneutic or the heuristic approaches. No matter which method is adopted, researchers focus on the 'life world' and the 'lived' experience of the subject. When conducting a phenomenological study, the researcher must be willing to listen, see, and understand what the participant is expressing. Moreover, the information may involve a certain level of humility or sensitivity. Yet, the researcher should be prepared to be surprised and open to whatever information that is revealed. It is important to maintain this openness throughout the

research process because the purpose is to allow the phenomenon to present itself to the researcher rather than imposing preconceived ideas of the experience (Finlay, 2008). Similar to all research, qualitative research seeks answers to questions, is conducted in a systematic manner, and involves the collection of evidence. Since the present study focused on the exploration of present scenario of high school bullying in Dhaka city, phenomenological method was considered.

2.2.2 Data Collection Method

Although various qualitative methods (e.g., in-depth interview, observation, focus group discussion, and narrative dairy) were suitable for the current study, focus group discussion as the primary method was used for data collection.

2.2.3 Sample

The sample for the study were selected from High School in Dhaka city. Sample were comprised of participants from Bangla and English medium high school. Total sample size for FGD was 60 (considering 10 participants in each FGD).Six Focus group discussion (FGD) were conducted .Three focus group discussion were conducted for parents, teachers and students from a English medium school and another three focus group discussion was conducted for parents, teachers and students from a Bangla medium high school.

2.2.4 Sampling Procedure: Considering the feasibility of data collection time and resources (Convenience sampling),one English medium and one Bangla medium school have been selected conveniently for the study 1. Approximately equal number of male & female participants were included in each group. 20 parents,20 teachers and 20 students were selected purposively from both Bangla and English medium high schools in Dhaka city.

Table 2. Sample distribution of Focus Group Discussion

Schools	Group Number	Participants	Male	Female	Total Participants
Bangla Medium	Group I	Parents	5	5	10
	Group II	Teachers	6	4	10
	Group III	Students	5	5	10
English Medium	Group IV	Parents	5	5	10
	Group V	Teachers	4	6	10
	Group VI	Students	5	5	10
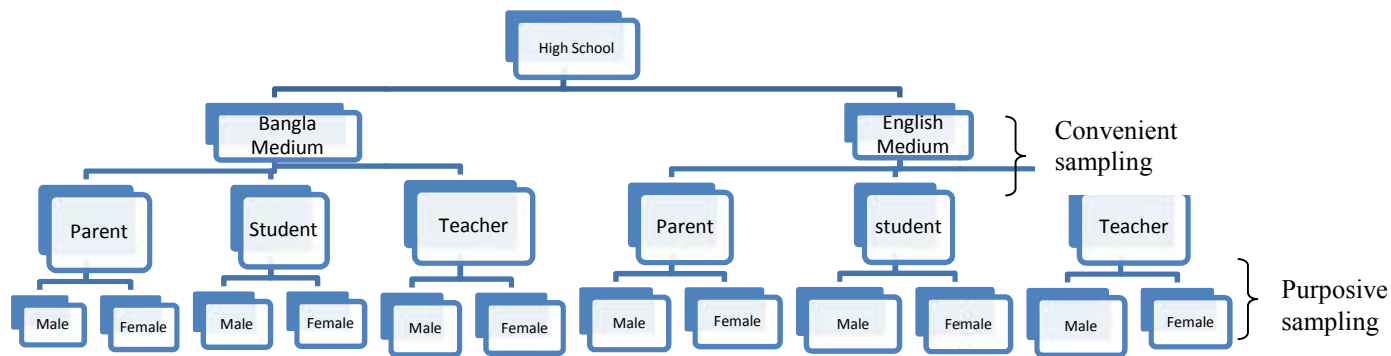
Fig 6: Sampling procedure of Study1.

2.2.5 Measuring Instruments:

2.2.5.1 Demographic Questionnaire: A brief questionnaire was used to collect the necessary demographic information of the participants such as age, sex, occupational status and educational attainment (Appendix2).

2.2.5.2 Topic guide:

A topic guide was used to aid the moderator in achieving an exhaustive exploration of the nature and extent of bullying. An initial topic guide for the FGD developed through review of existing literature and problem analysis of the research topic. The initial version received some minor modifications during data collection simply to accommodate new issues that emerged as worth exploring. The FGD topic guide contained a list of areas for exploration such as definition of bullying, forms, causes, experiences or knowledge about bullying (Appendix IX). All these topics were explored through open-ended questions designed to acquire information on bullying issues from the participant's own perspective. Further probe questions were asked whenever deemed necessary. The usual probes included questions regarding intensity, perception, and experiences of bullying. The topic guide was used merely as a reminder or checklist to channel the discussion.

2.2.5.3 Voice recorder. A digital voice recorder (Sony ICD BX-140) was used to record the discussions. Data were transcribed into text format manually by typing the text into a word processor after electronic transfer of the audio files to the computer.

2.2.6 Data Collection Procedures:

Participants for each FGD were selected to be included in two FGD for parents, two for students and two for teachers. A co moderator, the M.S student of Psychology was taken for taking note of the FGD. Before proceeding into data collection, participants were oriented in detail about the objectives and nature of the research along with relevant ethical issues. Each participants and co moderator signed an oath of confidentiality and consent form before taking part in the research project. The participants were introduced to each other. To make the participants easy discussion started with some common issues e.g., weather, traffic jam, festival etc. After breaking the ice, the main issues were presented. The moderator facilitated the discussion with some questions to clarify and probe. The moderator summarized the findings from that group at the end. The session was closed with cordial thanks to the participants for their cooperation. Six FGD was conducted following the same procedure at convenient places. Each FGD session was recorded with prior permission of the participants. The co-moderator was took important notes during the discussions. Each FGD took about one and a half to two hour.

Time Frame

Data collection for this study started in May 2013 and ended in October 2013. Some initial data analyses were conducted during the data collection process. Qualitative analysis of the data was completed by February,2014.

2.2.7 Data analysis*:*

Qualitative data analysis software NVivo 10 was used to aid this process. There were several steps of data analysis as presented in the subsections below. All discussions were transcribed in the original language (Bengali) using Bengali typeface. Analysis was also conducted in Bengali, however, codes were named in English and the quotations represented in the result section were translated in English.

Data transcription. All recorded data was transcribed in a verbatim manner. Here, to ensure secrecy of individual participants, all identification information (such as names, address) researcher removed from the transcripts. For ensuring quality of the research, most of the interviews were transcribed by the researcher. Some interviews were transcribed by co moderator. In that case, the whole transcript was again checked by the researcher for any mistake .Typed transcripts were evaluated with the audio records. Interview transcripts were saved as Microsoft Word documents and then were imported into NVivo project file.

Memo writing. Reflexive notes on the sporadic insight gained during the process of data collection and analysis were recorded as written notes. In grounded theory research, memo writing plays important roles throughout, from theoretical sampling during data collection to advanced stages of data analysis i.e., selective coding(Creswell, J. W, 2014).

Data coding. Coding is the process of identifying concepts from textual data. These concepts serve as the building blocks of the upcoming theory. This study used three levels of coding: Open coding, axial coding and selective coding. Although the order of presentation is indicative of complexities associated with the level of coding, it does not reflect the order of primacy in a true sense. All three types of coding can be carried out during the same stage of data analysis depending on the emerging understanding of the concepts or categories (Creswell, J. W,2014).

Open coding. The first step of analysis was open coding. It served as the foundation for qualitative data analysis. In this study, the researcher repeatedly went through every line of each interview transcript and coded the salient sections based on the content they represented. Open coding was conducted in two levels. The first level involved line by line coding of the manifested content. This initial level of open coding helped the researcher organize the contents based on the apparent similarity. Second level of open coding involved the incorporation of broader context of the coded sentences to understand and code the section according to the underlying meaning. This second level coding was carried out either by reading through the transcript or by reading only through the coded sections. While using the coded sections, *broad coding context* option was enabled in NVivo to view the textual context of the code. Morever, the researcher often went back to the complete transcripts to acquire the underlying meaning in an even broader context. Conceptual definitions of the

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categories (codes) were developed during the second level of open coding. (Mozumder.K,2013).

Axial coding. In the open coding process, the categories were identified and coded separately to make them distinctive. However, in most cases such individual categories did not contribute much in further understanding unless their inherent relation was taken into consideration. Thus, axial coding was used to make these inherent relations apparent.

It is possible to do axial coding simultaneously with open coding, however, in practice open coding usually precedes axial coding. In the present research, the axial coding process was initiated after a substantial amount of open coding was completed. Comparative analysis of the concepts was conducted between different incidents, as they were expressed, within the same transcript as well as between different transcripts. Open codes were reorganized and in some cases merged with similar codes during the axial coding process.

Selective coding. Selective coding is often considered the final phase of coding in grounded theory research. Although the process of selective coding can be started at the beginning of data analysis (through memo writing), the researcher often waits until the final writing process to get a grasp on theoretical integration of the concepts. The present study used selective coding through comparison of codes and the formation of broad categories as well as by analyzing conceptual categories in respect to the level of prejudice. Diagrams depicting relationships between concepts were also used to integrate the theoretical model of racial prejudice and thinking patterns.

Use of NVivo queries. Three types of NVivo Queries were used to inspect the categories and their interrelations. The most frequently used was 'coding query', the basic NVivo Query, which retrieves all different instances of the same concept (code) on a single preview display (known as 'detail view' in NVivo). This facilitated the process of analysis by allowing the researcher to constantly compare all instances of the same concept throughout the transcripts. Appreciating the context of any concept is a cardinal feature of qualitative data analysis. The amount of textual contexts before and after the specific appearance of a concept was adjusted according to the required level of understanding. In most cases, 'broad coding context' was used in the detail view window, however, in many other cases; 'custom context' was used. Custom context allowed the amount of context (in number of words) to be adjusted at the researcher's discretion.

Compound coding query was used to understand the interrelation of the concepts (codes). Two codes were selected at a time using 'near content' option with proximity set at 'in the same scope item'. Using compound query in this manner resulted in a preview display that provided a representation of all the incidents whenever the two specified concepts appeared under the same interview transcript.

Matrix coding query helped the analysis by presenting content related to different concepts in a matrix window from which specific relationships could further be explored. One of the powerful features of the matrix-coding query is that it can be used to compare different concepts (codes) according to any project items. This study used matrix-coding query most frequently to explore and compare the emerging categories according to the participants' responses (Creswell, J. W, 2014).

2.3 STUDY 2

A second study, which is a quantitative one, was planned to empirically establish the existence of the bullying that are identified by the qualitative study. It was also aimed to see how this concept varies according to gender and medium of instruction in the school.

2.3.1 Population & Geographical Location

The study population included children of grade 6 to10 of Bangla and English medium Schools. It was conducted in Mirpur region in Dhaka City.

Mirpur Thana is located 23.8042° N, 90.3633° E in Dhaka division with an area of 58.66 km^2 (22.65 sq mi) and is situated in the north-east of Dhaka city.(Bangladesh Bureau of Statistics BBS, 2014).

2.3.2 Sample &Sampling Techniques

Geographical location and the 10 schools (5 bangla medium and 5 english medium) have been selected by conveniently considering the feasibility of data collection time and resources (Fig 8.)

Fig 7 : Geographical location of 5 Bangla and 5 English medium high school in Mirpur Thana

As the research was for high school students, Grade 6 to grade 10 four students (2 male and 2 female) were selected stratified randomly by lottery method from each class of school .Age of children was 11-17 years.

Equal number of children in respect to gender from both Bangla and English medium school was included for each grade.
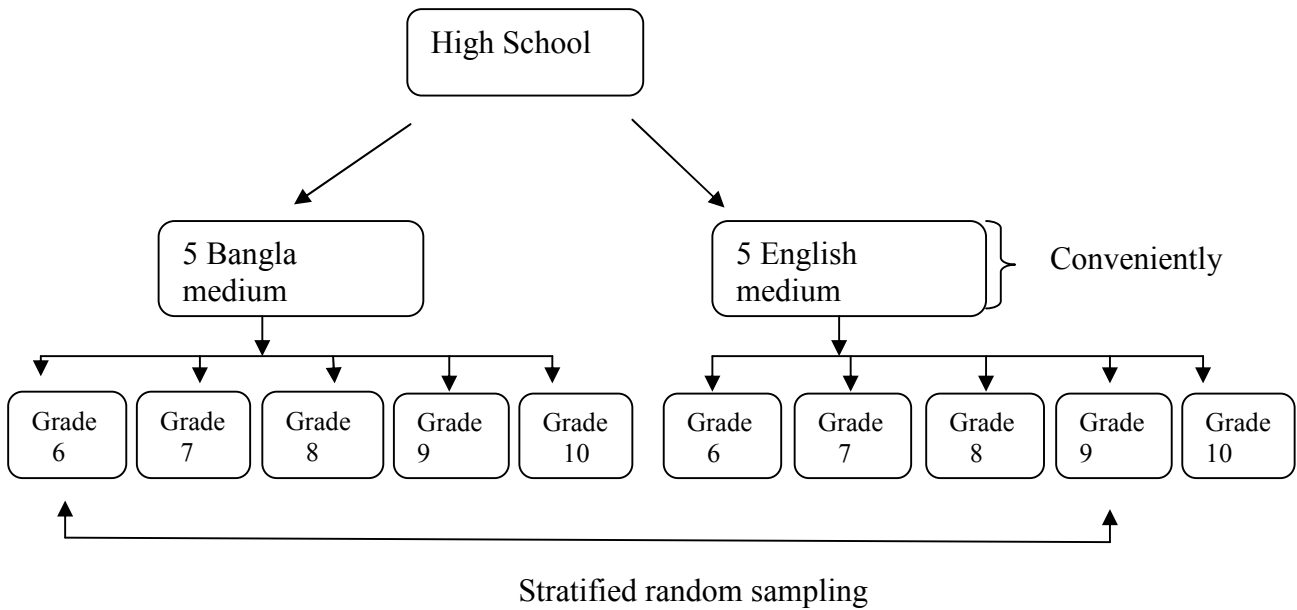
Fig 8 : Sampling procedure of Study 2

Table 3 : Sex and grade wise distribution of 5 Bangla and 5English medium sample

	Bangla		English		
Grade	Male	Female	Male	Female	Total
VI	10	10	10	10	40
VII	10	10	10	10	40
VIII	10	10	10	10	40
IX	10	10	10	10	40
X	10	10	10	10	40

2.3.3 Measuring Instrument*:*

2.3.3.1 *Demographic information collection form*

This form recorded respondents' age, sex , education and other relevant demographical data for the study.

2.3.3.2 *Development of Survey Questionnaire***:**

A survey questionnaire was developed through literature review and findings of FGD of stage 1 of the study. This body of empirical data would be used to testify the existence of the

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bullying concept and whether gender and medium of instruction in the school differ in respect of nature, extent and consequences of bullying. Procedures of Survey Questionnaire are given below:

1. Item Construction: Based on literature review, online reported news and result of FGD 25 items were preliminary selected.

2. Validity of the questionnaire:

Face validity was measured through evaluation of the expert.

Evaluation of the experts:

Experts' opinion were sought to check the appropriateness of the items used in the instruments. Experts were selected based on their knowledge about the context of the study population as well as their knowledge on the relevant psychological constructs and their measurements. The experts were provided with detailed instructions about their tasks along with conceptual definitions of all the constructs. They were requested to rate the degree to which each item of a specific instrument represented the construct it was purposed to measure. They rated the items on a four-point scale, 'completely', 'moderately', 'slightly' and 'not at all'. Subsequently, a score was assigned to each item based on the experts' ratings. These scores ranged from '4 to 1' consecutively for ratings as 'completely', to 'not at all'. Experts' ratings for individual item were averaged and it was predetermined that any items receiving an average score above '3 (i.e., between moderately and completely representative) would be retained. Out of 25 items, only five items that received low scores were discarded. High agreement among the judges was indicative of face validity of this survey questionnaire. Flow chart of face validity is presented in Fig 9.
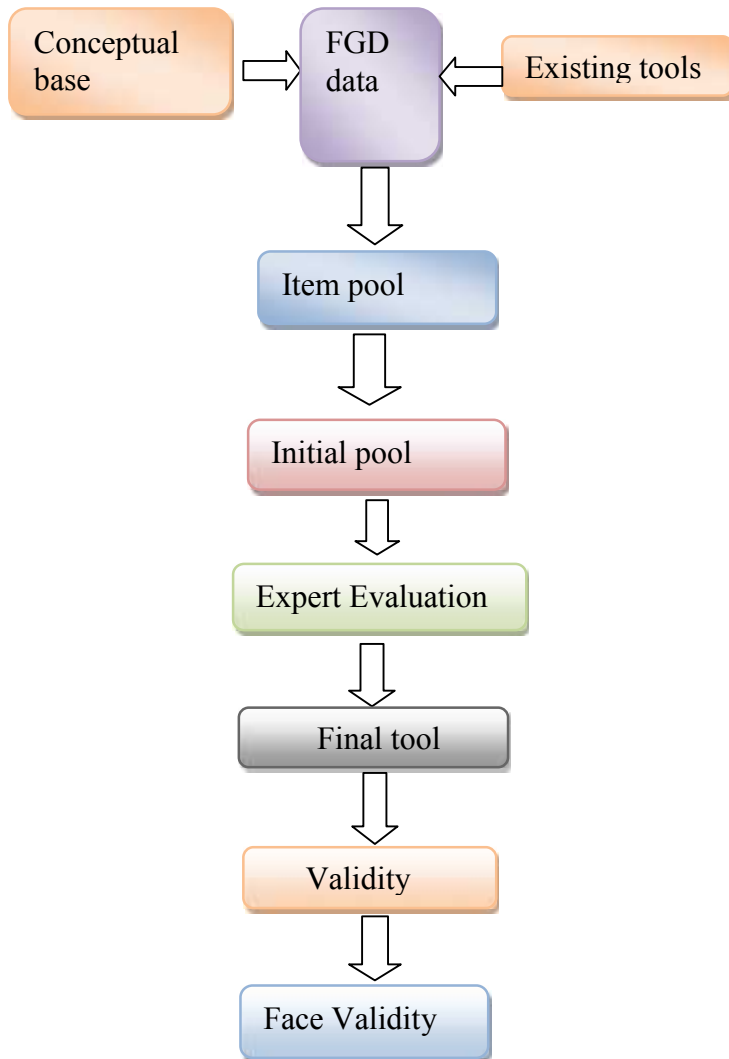
Fig 9 : Flow chart of the face validity of bullying survey questionnaire

3. Finally 20 items were selected for survey questionnaire (Appendix X). Among them eighteen questions were multiple choice and two were yes/no format.

2.3.3 *Demographic information collection form*

This form recorded respondents' age, sex, father's education, occupation, mother's education, occupation and other relevant demographical data for the study.

2.3.4 *Data Collection Procedure:*

Before following the standard data collection procedure ethical approval from the Department of Educational and Counselling Psychology, University of Dhaka was taken. Data collection process included getting permission from school authority, establishing

rapport with the children and finally collecting the actual data. The following section depicts detail procedure of each selected school.

 After the formal permission, head of the school introduced the researcher with supervisor of higher sections of the school. Then he helped to arrange the data collection from the students of grade 6 to 10. In the 1st day of data collection interested 10 boys and 10 girls from class 6 were taken and took them in a class room to talk regarding what they like or do not like, how they spend their time at home, do they play, do they like or dislike school, do they have friends? This way we build up a strong rapport within 1 week. After the rapport build up session among 10 boys 3 of them refused to be a part of this research after they were aware of their role in the research. In this case again we have to choose another 3 boys and rapport builds up with them. During the rapport build up we informed them about the secrecy of their information, the research subject, objective of the research etc and then ask them to signing the consent form and fill up the data collection sheet. Every boys and girls fill up the data collection sheet individually in separate room.

 Then they were informed about the research briefly. Before presented the data collection sheet they were signed to a consent form for participating the research. Then they were filling the data collection sheet. They were briefed of what they have to do. It is obvious that we ensure them what we discuss during the rapport build up, discussion in between; the information from research sheet will be kept secret and if it is to be published then should be taken their consent. The rapport builds up and data collection for boys and girls are done separately. Each participant filled up the information sheet separately.

Thus way the present researcher went to the different schools in the Bangla and English medium schools of Dhaka.

2.3.5 Data analysis

In order to meet the third, fourth objectives of the research data were entered in SPSS statistics 17.0 for preliminary analysis (Field, 2009).

First, descriptive statistics such as frequency distribution, mean and standard deviation were conducted. Secondly, to reveal common forms of bulling by gender, medium of instruction and grades, Chi square and multiple response analysis were calculated. Pearson

product moment correlation was also used to see the relationship between different forms of bullying and liking for school.

2.4 Ethical Considerations

The research was approved by the ethical committee of the Department of Educational & Counselling Psychology, University of Dhaka .The following section presents some of the major issues taken under consideration in maintaining the ethical standards of the present research.

Informed Consent

All the participants were provided detailed information about the nature, purpose and possible future utilization of the research verbally, so that they could make an informed choice regarding their participation in the study. Written consent form was also prepared and provided to the participants (Appendix IV).The second quantitative study consisted of an anonymous questionnaire survey. Consent to participate was implied by the return of the completed questionnaire.

Wellbeing of the Participants

As the research involved the sensitive issue of bullying, it was presumed that the respondents might experience some distress during discussion sessions. A severe or long-term harm on the part of the respondents was not however expected. The possibility of experiencing distress was clearly written in the consent form and described to the respondents before asking for their participation.

Right to Withdraw

The respondents' right to withdraw from research was clearly stated and maintained throughout the study. However, they were informed beforehand that they could only withdraw before their data were anonymously mingled with other respondents' data.

Confidentiality and Privacy

As the collection of sensitive and personal information is one of the major concerns for any research, privacy and confidentiality of the participants were given a high priority. All discussions were conducted in a secure place approved by the respondents. The quantitative research was anonymous; therefore, no identity detail was recorded. Furthermore, all the identifiable information appearing in the FGD transcripts was removed during transcription process.

Chapter 3: Results

The findings of the present research are presented in two sections. Section I describes the result of qualitative Study of FGD conducted in stage 1.Section II presents the quantitative data analysis of survey questionnaire studied in the stage 2 .

3.1 Section 1: Study 1

Qualitative analysis was done on 6 FGD with 3 groups (parents, teachers and students).Selected sample characteristics of the participants are given in Table 4. Mean age of students, parents and teachers were 14, 42.5 and 37.5 in English medium high school and in Bangla medium it was 13.75, 43 and 41.5 respectively.

As can be seen from the Table 4, regarding education, For English medium high school , 97% parents had the bachelor and above degree while for Bangla medium it was 90%.Teachers of both Bangla medium and English medium had the higher education, specially Bangla medium teacher had B.Ed and M.Ed degree additionally with masters. Regarding occupation, in English medium high school 80% female parents were house wife and 80% of male parents were business man in Bangla medium high school.

Table 4: Selected sample characteristics of the participants of Study 1

	English			Bangla		
	Students	Parents	Teachers	Students	Parents	Teachers
Age (Mean) (Range)	Mean=14 Range=11-17	Mean=42.5 Range=30-55	Mean=37.5 Range=25-50	Mean=13.75 Range=11-16.5	Mean=43 Range=32-54	Mean=41.5 Range=30-53
Educational Qualification	Class 6-Class 10	Below Bachelor=3% Bachelor & Above =97%	Below Bachelor=0% Bachelor & Above =100%	Class 6-Class 10	Below Bachelor=10% Bachelor & Above =90%	Bachelor & Above =100% with B.Ed & M.Ed=70%

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Findings of Study 1:Focus Group Discussion (FGD)

Each focus group discussion transcript was reviewed several times to identify general views, perceptions,   and experiences related to the nature, extent, consequences, prevention of school bullying. Open-, axial-, and selective coding were used to explore and identify salient categories.

Seven forms of bullying were observed among the participant's responses. Some of those responses were similar, while some appeared to stand alone without reflecting any common theme. From the focus group discussion different causes were identified. Parents, teacher and students of both Bangla and English medium school shared their opinion , experience, prevent idea openly which will be very helpful for future intervention program on bullying. FGD findings are presented into three broad categories in Fig 10 :

Broad Categories	Theme	Description
		verbal
		Emotional
		Sexual
	Forms of bullying	Exclusion
		physical
		Damage thing
		Cyber
Nature & Extent	Places of Bullying	In class,outside of class.bathroom.outside of school
	By how many students bully	In a group
	In which classes students bully	Same class or higher class
	Causes	Power,experience of being bullied,facial expression

Broad Categories	Theme	Description

Consequences → hopelessness / Anger / Anxiety / Depression / Suicidal thought

Prevention → Parents / Students / Teacher → Initiative of teacher / Mental health support / parenting / Media exposure

Fig 10 : Salient features of findings of FGD

Teachers : By definition ,it is focused that Bullying is a aggressive behavior, where there is a power of imbalance present. It happened intentionally.

-*"It's a form of violence and abuse. But bullying is more serious issue". It happens repeatedly" (Teacher of Bangla medium school)*

Parents: From the FGD it is found that parents of Bangla medium were more unfamiliar with the word bullying than English medium parents.

-*" But there is an intension to harm. Bullying is akin to teasing, may be a modern form. "(parent of Bangla medium school)*

Students: It was observed that students of class 9 & 10 were very confident about the concept of Bullying. They were aware about the myth of Bullying.

-*"Bullying is not happened in a playful or friendly way. It is repeated and it has an intension."(student of English medium school)*

Forms of Bullying:

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There are seven distinctive patterns of bullying were identified among the participant's responses. Among them verbal bullying like rumor, calling names, making fun were found in English medium school .

-" *Those students who disturb other students stay in groups, and intentionally call the juniors by sarcastic names, unnecessarily insult them, and hurt them by making fun".(a teacher of English medium)*

Teachers of English medium high school expressed that student of grade 9 and 10 experienced more sexual and cyber bullying than other grade. Two –fourth female students also agreed with that. Teachers of Bangla medium mentioned about physical and emotional bullying. A teacher shared gender aspect of bullying:

-*"My opinion is that boys experience more physical bullying like punching, shoaving and girls experience more rumor mongering and emotional bullying".*

As reflected in the following quotation from a parent of English medium school it is suggested that ingenuous people are victim of bullying.

"My son is very simple and fat boy ; he heard everybody's command whether he is junior or senior, enjoys to help others. Students take the opportunity. They copied their note by him, They called him by bolda,motu .In this society there is no space of simple people.Clever people cheated with us and we also give opportunity to them.This is the reality."(a parent of Bangla medium high school)

Location of bullying:

From the FGD it was discussed that Bullying incident occurs everywhere in the school premises like in the classroom, outside of the class, in the playground, bathroom, even in school bus. This findings supported the previous study of Hein(2004).

- *"It does not happen inside of school, usually outside of school. It may take place inside   the school bus"(a teacher of English medium).*

 "I get upset but it is now normal to be bullied by seniors. They don't even hesitate to do it in front of my house." (A student of bangla medium school)

Causes of bullying: It is identified that seeking attention is an important factor for involving bullying. Students who bully others have experienced of being bullied.

"If a girl is refused by a boy then he tries to harass her for seeking her attention. Sometimes bad students involve in this type of activity because they wish to be identified like this in the class.
 (A teacher of bangla medium school)".

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Besides some become victims of bullying because of their physical structure , such as, for being short in size, wearing glasses, be over or under weight, be of a different race or religion, be from a different socioeconomic background, have a disability, jealousy, or to take revenge.

- *'I think we were being bullied by Bengali students because we are a different race, Bihari.(Student of a Bangla medium school)*

- *From my point of view about the causes of bullying, one of the important factor is that if a student is being bullied then he or she bullies others.((A teacher of bangla medium school)".*

Consequences of bullying:

Parents reported school absenteeism is a common consequence of bullying. Teachers also agreed with it. Participants of both English and Bangla medium described bullying is a serious issues. It has impact on academic performances, psychological state like hopelessness, anger, anxiety, depression even suicide.

- *Q.What feelings are associated with being bullied?*

"A. A student always used to tell lies about me and at that time I felt angry and wished if I could give him such a punishment that he would not do that again with any other girl but our teachers are not so aware about this and my mother told me that you never respond to him .At one time he will automatically stop this.But if you take action to punish then they will repeat this. (An English medium female student)

Prevention of bullying:

From the focus group discussion with Parents, teacher and students of both Bangla and English medium school some effective ideas about bullying prevention were elicited – well informed knowledge regarding bullying, increase awareness, the role of teachers, positive parenting increase coping strategies, establishing psychological services.

1.Pupils, teachers, and parents should be well informed about the extent of the bullying problem at school as well as the reasons and consequences of it.

2. Increased awareness: It is very essential to make awareness from family members to all levels of people in society .Role of media like radio, television, newspaper to build awareness about prevention of bullying.

2. Role of teacher: From FGD it is appeared that they can play a vital role to stop bullying.They help to train the students of group cohesiveness and group dynamics. Teachers should take initiative to prevent or stop bullying and can identify risk children for help. Teachers can work with students at the class level to develop class rules against bullying.

Many programs engage students in a series of formal role-playing exercises and related assignments that can teach those students directly involved in bullying alternative methods of interaction.

3. Positive parenting: Family attachment is a vital factor for growing a child's personality. Importance of strong family bonding through enhanced support and sharing among family members was underscored. Good parenting skill is essential for development of healthy children. Parent can give psycho education regarding bullying to the child.

4. Establishing psychological service facilities: Increased number of professionally trained competent counselors should be assigned at every school, ensure mental health

facilities at grass root level.

"Professionally trained psychologist should be assigned at every school. Ensure mental health facilities at all levels so that all become aware of bullying"(parent of English medium)

3.2 Section II: Study 2

To determine nature, extent and consequences of bullying by gender, grade and medium of the school the survey questionnaire data were analyzed through Multiple response analysis and Pearson Chi- Square. Correlational analysis was also used to explore the association of severity of bullying and liking school .

Descriptive statistics of the study samples :

In order to illustrate descriptive statistics of the study samples, frequency distributions are presented for the categorical data while mean and standard deviation (SD) are mentioned for the continuous data. Mean age of the participants were 16.5 years. As can be seen from the Table 2, regarding education, highest percentage came with below bachelor (46%) qualification for mothers, while for fathers it was masters (62.5%) .In relation to occupation, most of the fathers reported to involved with services (58.5%) followed by business (32.5%) while 66% mothers were housewives.

Table 5: parents' education and occupation of the study sample

Variable Category Education	Father's (Percentages)	Mother's (Percentages)
Below Bachelor	17.5%	46%
Bachelor	20%	34%
Above Bachelor	62.5%	20%
Occupation	Father's (Percentages)	Mother's (Percentages)
House holder	1.5 %	66%
Service	58.5%	25%
Business	32.5%	9%
Others	7.5%	0%

Nature of bullying:

To illustrate the nature of bullying, the extent of bullying ,form of bullying & location of bullying was considered .To find out extent of bullying multiple response analysis was carried out by coding item 2 to item 10(Appendix XII). Table 6 to Table 9 depicts the percentages of occurrence of bullying to show the extent of bullying by percentage, gender, medium and grade.

Table 6: Multiple response analysis showing extent of bullying by percentage

	Responses		
	N	Percent	Percent of Cases
has not happened in last 2 months	745	41.4%	372.5%
only once or twice	553	30.7%	276.5%
2 or 3 times a month	314	17.4%	157.0%
once a week	188	10.4%	94.0%
Total	1800	100.0%	900.0%

The table shows more than 50% reported being bullied by any form of bullying & more than 10% get bullied once a week.

Table 7: Extent of bullying by Gender

Extent		Gender		
		Male	Female	Total
has not happened in last 2 months	Count	395	350	745
	% of Total	197.5%	175.0%	372.5%
only once or twice	Count	312	241	553
	% of Total	156.0%	120.5%	276.5%
2 or 3 times a month	Count	132	182	314
	% of Total	66.0%	91.0%	157.0%
once a week	Count	61	127	188
	% of Total	30.5%	63.5%	94.0%
Total	Count	100	100	200
	% of Total	50.0%	50.0%	100.0%

From the table 7 it shows that female was bullied more (63.5%) than male (30.5%) by any form in once a week and also 2 or 3 times a month (66% male, 91% female).

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Table 8: Extent of bullying by medium of school

Extent		Medium_School		
		Bangla	English	Total
has not happened in last 2 months	Count	352	393	745
	% of Total	176.0%	196.5%	372.5%
only once or twice	Count	253	300	553
	% of Total	126.5%	150.0%	276.5%
2 or 3 times a month	Count	178	136	314
	% of Total	89.0%	68.0%	157.0%
once a week	Count	117	71	188
	% of Total	58.5%	35.5%	94.0%
Total	Count	100	100	200
	% of Total	50.0%	50.0%	100.0%

The result shows that student of Bangla medium high school were bullied more (58.5%) than English medium (35.5%) high school in once a week.

Table 9 : Extent of bullying by grade

Extent	Count	Grade					Total
		6	7	8	9	10	
has not happened in last 2 months	Count	156	146	133	162	148	745
	% of Total	78.0%	73.0%	66.5%	81.0%	74.0%	372.5%
only once or twice	Count	104	110	117	114	108	553
	% of Total	52.0%	55.0%	58.5%	57.0%	54.0%	276.5%
2 or 3 times a month	Count	61	59	72	54	68	314
	% of Total	30.5%	29.5%	36.0%	27.0%	34.0%	157.0%
once a week	Count	39	45	38	30	36	188
	% of Total	19.5%	22.5%	19.0%	15.0%	18.0%	94.0%
Total	Count	40	40	40	40	40	200
	% of Total	20.0%	20.0%	20.0%	20.0%	20.0%	100.0%

From the table it is found that student of grade 7 have been bullied more (22.5%) than other grades in once a week.

Form of Bullying: Table 10 presents most common forms of bullying by coding 1-4 (Item 2 to item10) through mean and SD.

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Table 10: presents mean and SD of various form of bullying

Forms of Bullying	N	Mean Range (1-4)	Std. deviation
Physical	200	1.72	.87
Mean names	200	1.97	.91
Exclusion	200	2.03	.87
Rumour	200	2.60	1.33
Damage thing	200	1.57	.67
Threatened	200	2.18	1.0
Race colour	200	2.57	1.09
Sexual	200	1.48	.567
Cyber	200	1.62	.787

From Table, it is revealed that bullying through rumor (*M*=2.60, *SD*=1.33) was the most common form of bullying among other forms of bullying ,then race and color (2.57) .However mean in all types of bullying shows that bullying is a common phenomena & method of bullying varied from physical to cyber bullying.

This picture is also represented in Fig 11.
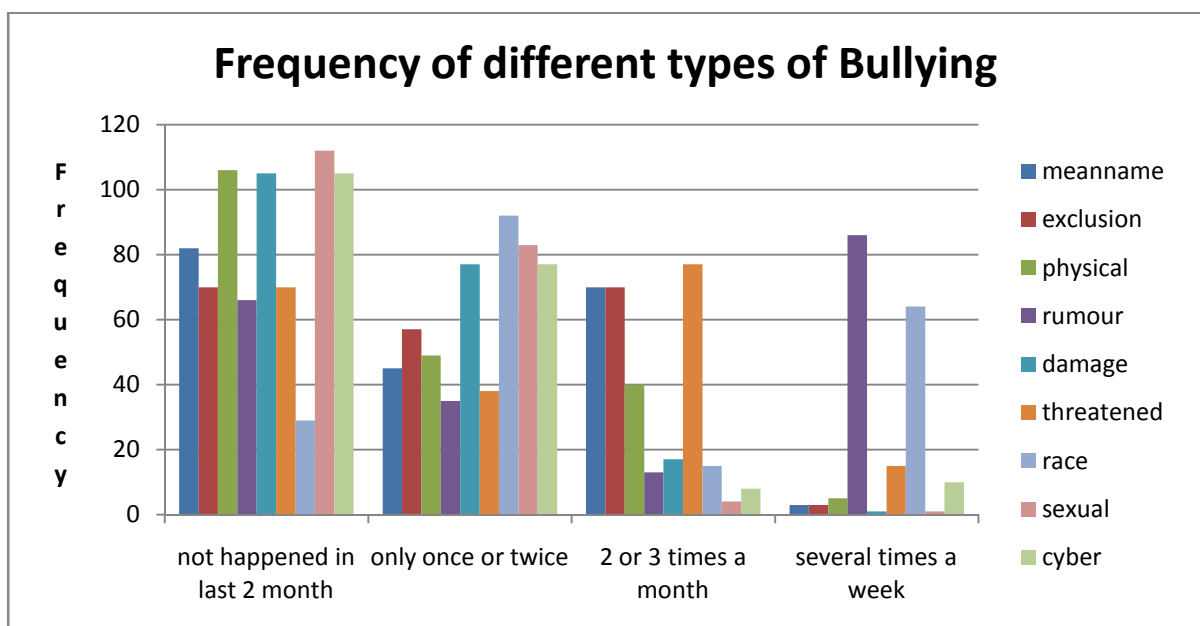
Fig11 : Frequency of different types of Bullying

Severity of bullying by gender, medium and grade: The data of the present study was analyzed through Pearson Chi-Square and multiple response analysis to reach of the third and fourth objectives. The study found significant gender differences in forms of bullying ,i.e by mean name (Chi square = 43.685,df=1,p<.05),physical(Chi square = 43.613,df=1, p<.05),race (Chi square = 28 .64,df=1,p<.05).

To find out severity of occurrence of different types of bullying by gender, medium and grade, multiple response analysis was used from item 2 to item10 which are presented through table 9 to 11.For the purpose 1 was coded for "has not happened in last two months & only once or twice a month"/as less severe and 2 was coded for "2 or 3 times a month ,once a week"/as more severe.

Table 11: Severity of occurrence (more than 2 two times a month) of different forms of bullying by gender

Forms of Bullying		Male	Female	Total
Mean name	Count	14	59	73
	% of total	11.2%	47.2%	58.4%
Exclusion	Count	14	59	73
	% of total	11.2%	47.2%	58.4%
Physical	Count	42	3	45
	% of total	33.6%	2.4%	36.0%
Rumour	Count	38	61	99
	% of total	30.4%	48.8%	79.2%
Damage	Count	15	3	18
	% of total	12.0%	2.4%	14.4%
Threatened	Count	31	61	92
	% of total	24.8%	48.8%	73.6%
Race	Count	21	58	79
	% of total	16.8%	46.4%	63.2%
Sexual	Count	3	2	5
	% of total	2.4%	1.4%	3.8%
Cyber	Count	7	2	9
	% of total	5.6%	1.6%	7.2%

The result shows that overall percentages of severity was high for female than male except sexual & cyber bullying. The result also shows that male were more bullied physically (33%), while female were bullied by rumor, race and threatened respectively.

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Table 12: Severity of occurrence (more than two times a month) of different forms of bullying by medium of school.

Types of Bullying		Bangla	English	Total
Mean Name	Count	50	23	73
	% of Total	40%	18.4%	58.4%
Exclusion	Count	51	22	73
	% of Total	40.8%	17.6%	58.4%
Physical	Count	10	35	45
	% of Total	8.0%	28.0%	36.0%
Rumour	Count	58	41	99
	% of Total	46.4%	32.8%	79.2%
Damage thing	Count	2	16	18
	% of Total	1.6%	12.8%	14.4%
Threatened	Count	67	25	92
	% of Total	53.6%	20.0%	73.6%
Racial	Count	57	22	79
	% of Total	45.6%	17.6%	63.2%
Sexual	Count	0	5	5
	% of Total	0%	4.0%	4.0%
Cyber	Count	0	9	9
	% of Total	0%	7.2%	7.2%

Table 12 shows bullying by threatened is the most common (53.6%) in Bangla medium school while rumour in English medium school. The result also that cyber bullying and sexual bullying was found only in English medium school.

Table13: Occurrence of different forms of bullying more than 2 two times a month by grade

Types of Bullying		grade 6	grade 7	grade 8	grade 9	grade 10	Total
Mean Name	Count	13	16	16	14	14	73
	% of Total	10.4%	12.8%	12.8%	11.2%	11.2%	58.4%
Exclusion	Count	15	15	15	13	15	73
	% of Total	12.0%	12.0%	12.0%	10.4%	12.0%	58.4%
Physical	Count	10	10	10	5	10	45
	% of Total	8.0%	8.0%	8.0%	4.0%	8.0%	36.0%
Rumour	Count	22	20	23	15	19	99
	% of Total	17.6%	16.0%	18.4%	12.0%	15.2%	79.2%
Damage thing	Count	5	4	3	2	4	18
	% of Total	4%	3.2%	2.4%	1.6%	3.2%	14.4%
Threatened	Count	18	19	21	16	18	92
	% of Total	14.4%	15.2%	16.8%	12.8%	14.4%	73.6%
Racial	Count	14	16	18	15	16	79
	% of Total	11.2%	12.8%	14.4%	12.0%	12.8%	63.2%
Sexual	Count	0	1	2	1	1	5
	% of Total	0%	.8%	1.6%	.8%	.8%	4.0%
Cyber	Count	0	1	2	3	3	9
	% of Total	.0%	.8%	1.6%	2.4%	2.4%	7.2%

The table shows that rumor was highest form in each grade and sexual bullying was higher in grade 8.

Fig12 :Location of bullying by gender and medium
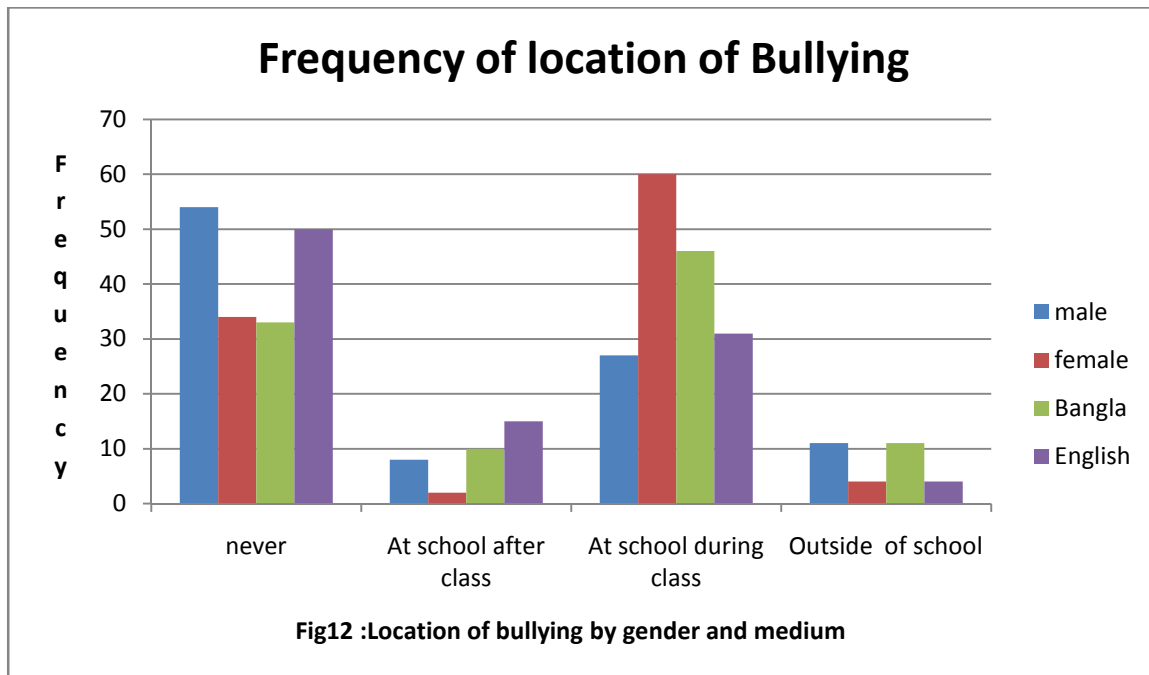
The figure shows that bullying occurred mainly at school during class hour for female and Bangla medium schools .

The study also found significant gender differences in how many students bully(Chi square = 35.13,df=3,p<.05).30% female were being bullied by group of two students ,3.5 % are bullied by one student and .5 % are bullied by group of 5-10 students where 12% male are bullied by group of 2-3 students ,11.5 % are bullied by one student and 6.5 % male are bullied by group of 5-10 students. The study also found significant gender differences in consequences of bullying (Chi square = 87.87,df=4,p<.05)

Consequences of Bullying by gender, medium and grade on psychological state:

To find out consequences of bullying by gender, medium and grade on psychological state, multiple response analysis of item16 are presented through table 14 to 16.

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Table14: Consequences of Bullying by gender

Gender		Hopeless	Fear	Angry	Suicidal thought
Male	Count	50	87	39	21
	% of Total	25.0%	43.5%	19.5%	10.5%
Female	Count	36	67	71	26
	% of Total	18.0%	33.5%	35.5%	13.0%

Table15: Consequences of bullying by medium of school

			Hopeless	Fear	angry	Suicidal thought
medium_school	Bangla	Count	42	91	59	8
		% of Total	21.0%	45.5%	29.5%	4.0%
	English	Count	44	63	51	39
		% of Total	22.0%	31.5%	25.5%	19.5%

From the table 14 &15 it shows that fear was the most common consequences of bullying (43.5%) for male, while anger (35.5%) was more for female student. Fear was also high in both medium of school. It should be noted that suicidal thought was more reported (19.5%) in English medium School.

Table16: Consequences of bullying by grade

			Consequence_ bullying			
			Hopeless	Fear	Angry	Suicidal thought
Grade	6	Count	3	12	16	9
		% of Total	1.5%	6.0%	8.0%	4.5%
	7	Count	0	12	17	11
		% of Total	.0%	6.0%	8.5%	5.5%
	8	Count	0	17	16	7
		% of Total	.0%	8.5%	8.0%	3.5%
	9	Count	1	15	17	7
		% of Total	.5%	7.5%	8.5%	3.5%
	10	Count	0	11	16	13
		% of Total	.0%	5.5%	8.0%	6.5%

From the table a significant finding is that in terms of consequences of bullying suicidal thought is noted with highest percentages in grade 10.In general anger was more common in all grades.

Prevention of Bullying:

To investigate the prevention of bullying by gender, medium and grade, teacher's initiative (item 15) to stop bullying was analyzed through multiple response analysis by coding 1 to 4.The findings are presented through table 17 to 19.

Table17: Teacher's initiative in prevention of bullying by gender

			Never	Seldom	Some times	Often
Gender	Male	Count	84	119	55	42
		% of Total	42.0%	59.5%	27.5%	21.0%
	Female	Count	61	134	84	21
		% of Total	30.5%	67.0%	42.0%	10.5%

The table shows that about 30 - 40% cases teachers do not take any initiative for both gender. However for female students 42% reported they took some time while 21 % of reported often.

Table18: Teacher's initiative in prevention of bullying by medium of school

			Prevention			
			Never	Seldom	Some times	Often
Medium_School	Bangla	Count	2	41	57	0
		% of Total	1.0%	20.5%	28.5%	.0%
	English	Count	23	40	35	2
		% of Total	11.5%	20.0%	17.5%	1.0%

The result shows that 28.5% students of Bangla medium high school reported that teacher sometimes took initiative.

Table 19: Teacher's initiative for prevention of bullying by grade

			Prevention			
			Never	Seldom	Some times	Often
	6	Count	34	48	27	11
		% of Total	17.0%	24.0%	13.5%	5.5%
	7	Count	32	48	29	11
		% of Total	16.0%	24.0%	14.5%	5.5%
Grade	8	Count	24	54	29	13
		% of Total	12.0%	27.0%	14.5%	6.5%
	9	Count	26	54	24	16
		% of Total	13.0%	27.0%	12.0%	8.0%
	10	Count	29	49	30	12
		% of Total	14.5%	24.5%	15.0%	6.0%

Table19 indicates that 24-27% students of all grades reported that teacher seldom take initiative.

Fig 13:Prevention of bullying by gender and medium
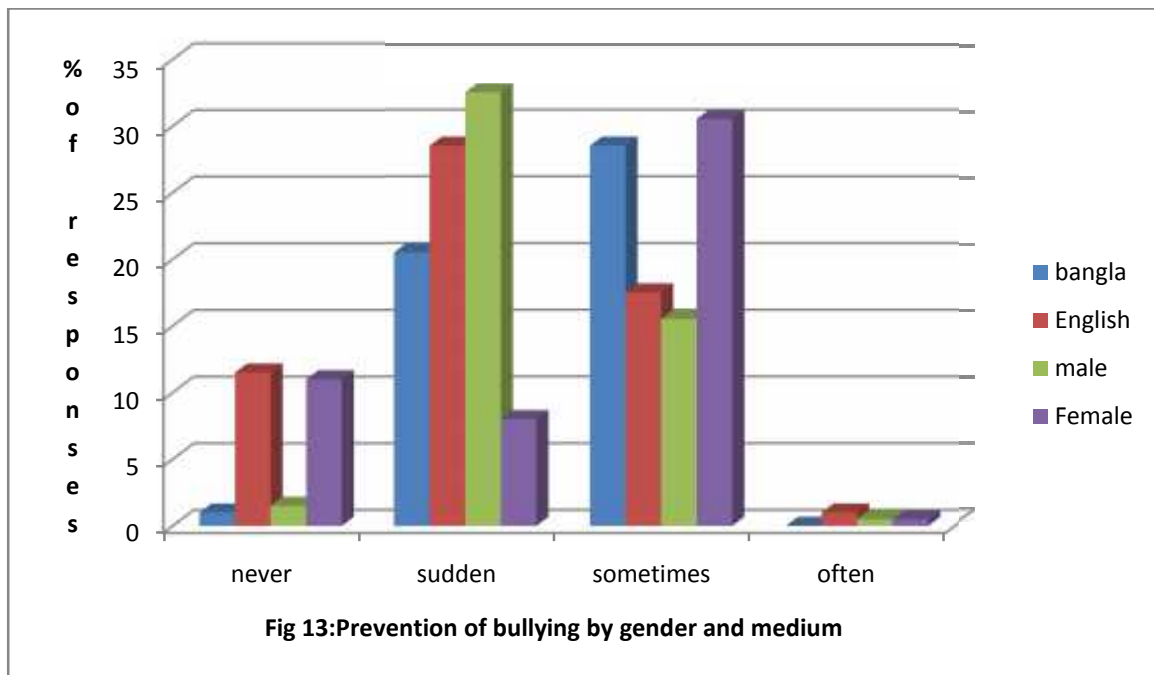
The important findings for prevention of bullying, none of the family never contact with school in terms of gender, grade and medium of school .However, research also indicated that many children who were bullied preferred not to mention it to either parents or teachers.

Impact of bulling on attitude towards school:

To explore the association between severity of bullying and liking of school bivariate correlations were calculated from item1with item 2 to 10 by coding 1-4 (AppendixXII). Most of the variables had positive correlations with liking for schools (.3 < r < .5).Bullying through mean name, exclusion, rumor, threatened, cyber bullying had the highest positive correlation with liking for school (r > .3, p < .001), sexual bullying had the poorest positive correlation with liking for school. That means higher the liking for school lower the severity of bullying .So severity of bullying has negative impact on attitude towards school (Table 20).

Table 20: Mean (SD) with r value correlating "liking for school"

Factors	Mean (SD)	r value
Mean name	1.97 (.907)	.435**
Excluding	2.03(.873)	.371*
Physical bullying	1.72(.869)	.287*
Rumour	2.60(1.330)	.581**
Damage thing	1.57(.669)	.175*
Threatened	2.18(1.003)	.318
Race color	2.57(1.087)	.139
Sexual mean	1.47(.566)	.126
Cyber bullying	1.62(.787)	.405**

* Correlation is significant at the 0.05 level (2-tailed).
** Correlation is significant at the 0.01 level (2-tailed).

Chapter 4: Discussion, Conclusion and Recommendation

This research was conducted to explore the nature and consequences of Bullying at high schools in Dhaka city for addressing the seriousness reality of the issue in the context .Psychologist, educationists, researchers and policymakers in Bangladesh may gain some insight about the problem and plan for further research or develop intervention strategies to address this bullying issue.

In this part researcher focused on answering and fulfilling the objectives of this research through describing the present scenario of bullying at the high school in Bangla and English medium high school, the nature, consequences of bullying by gender, grade and medium of school and exploring the impact of bullying on attitude towards school i.e liking school. As a whole the present chapter presents the discussion of the findings and the conclusions arrived at based on the findings. It then formulates relevant and feasible recommends.

4.1 Discussion

In this section findings of the present study will be discussed under each specific objective of the study.

The present scenario of bullying at the high school in Bangla and English medium high school:

To serve the objective phenomenological approach was used to explore the present scenario of bullying. Different types of online reported news (page, 15) revealed the presence of Bullying as a form of violence in Bangladesh and grave impact on life .The analysis of FGD revealed that bullying affects large numbers of high school children in both Bangla and English medium. This study identified seven distinctive forms of bullying such as verbal, emotional, exclusion, physical, sexual, cyber, and race. This finding supports the Olweus, 1993, Rigby, 2002 previous research findings where they mentioned nine ways of bullying. Teachers of Bangla medium mentioned about physical and emotional bullying while bullying through verbal, sexual, cyber reported by English medium high school teachers. They expressed that student of class 9 and 10 experienced more sexual and cyber bullying than other class. It is identified that seeking attention is an important factor for involving bullying. Students who bully others have experienced of being bullied. Bullying incident occurs in anywhere in the school premises like in the classroom, outside of the class, in the playground, bathroom, even in school bus. This seems to be concurrent with current literature that states bullying behaviors happen more often in areas where adult supervision is limited (Harris &

Petrie, 2003, Smokowski & Kopaz, 2005). A recommendation for educators would be in increase the presence of adult supervision in areas of the school where large numbers of students are assembled.

Probable causes for bullying in Bangla and English medium school:

From focus group discussions with teachers ,parents and students of Bangla medium high school it was identified that seeking attention is an important factor for involving bullying which supports the previous research (Jimerson, 2010).Another important finding was that the students shared their experiences regarding race as another probable causes of being bullied.Pakikstani people locally knownas Bihari used live in Mohammadpur and Mirpur region of Dhaka long before the independence of Bangladesh in 1971.The Govt of Pakistan refused to take back their people and since then they are living in Bangladesh .Their children sometimes are being bullied in schools which was found in FGD. From English medium schools a teacher mentioned that students who bully others have earlier experiences of being bullied.

Consequences of Bullying by gender, medium and grade on psychological state:

In Qualitative study, by FGD, parents and teachers reported school absenteeism and academic performances are common factor after being bullied. Participants of both English and Bangla medium described it has impact on psychological state like hopelessness, fear, anger, anxiety, depression even suicide. This findings is consistent with Kamplainen Rusanen(2000) studies. In quantitative study to find out consequences of bullying by gender, medium and grade on psychological state, fear was the most common consequences of bullying (43.5%) for male, Bangla medium school (45.5%) and English medium school (31.5%) where anger (35.5%) was for female. A significant finding is that in terms of consequences of bullying suicidal thought most found in class 10.

From the discussion it shows that the exploration of first study regarding impact of bullying on psychological state was confirmed by its presence also in second study. So the exploration of first study was confirmed by second study.

Gender, grade and medium of the school differ in respect of nature, extent and consequences of bullying:

To reach the objectives quantitative analysis of Survey questionnaire of 200 students of 5 Bangla medium and 5 English medium was done. The important finding was that 50%

reported being bullied by any form & more than 10% were bullied once a week. So teacher, parents should take it seriously for prevention. It needs to take more research work and develop standardized tools to measure the bully victim regarding school bullying in Bangladesh immediately.

Extent of bullying by gender:

In terms of extent of bullying female were bullied more (63.5%) than male (30.5%) by any form in once a week and also 2 or 3 times a month (66% male, 91% female).This finding supports the earlier research that women will have been bullied more than men, with 71% of women having been bullied compared to 64% of men (Wimmer, 2009).

Extent of bullying by medium of school:

From the research findings it showed that student of Bangla medium high school were bullied more (58.5%) than English medium (35.5%) high school in once a week. So government should take initiatives for prevention of bullying in Bangla medium school.

Extent of bullying by grade:

Table 7 indicates that student of grade 7 have been bullied more (22.5%) than other grades in once a week.

Male and female students were treated in different ways .Table 8 presented that bullying through rumor (M=2.60, SD=1.33) was the most common form of bullying among other forms of bullying. The study found significant gender differences in bullying by mean name (Chi square = 43.685,df=1,p<.05),physical(Chi square = 43.613,df=1, p<.05),race (Chi square = 28 .64,df=1,p<.05). Table 10 shows bullying by threatened was the most common (53.6%) in Bangla medium school while rumor in English medium school. Cyber bullying and sexual bullying was found only in English medium school. In this regard teachers, parents of English medium school should take necessary steps for stop bullying like awareness and monitoring of modern technology of their child. The study also revealed that 30% female were being bullied by group of two students , 3.5 % are bullied by one student and .5 % are bullied by group of 5-10 students where 12% male are bullied by group of 2-3 students ,11.5 % are bullied by one student and 6.5 % male are bullied by group of 5-10 students.

Table 9 presented that male were bullied physically (33%), while female were bullied by rumor, race and threatened respectively. This result confirmed the FGD findings. Clear differences were found amongst boys and girls related not only to the frequency but also the type of bullying. Boys exhibited markedly higher rates of involvement in bullying both as

offenders and as victims (Boulton & Underwood, 1992; Nansel, 2001).However most studies show that, whereas boys were usually bullied physically (pushed, hit, kicked etc.) by other boys, girls usually were bullied by both sexes verbally, had rumors spread about them, and were excluded from groups (Olweus, 1978; Stevenson and Smith, 1989).So the findings support the previous studies.

Table 10 shows bullying by threatened is the most common (53.6%) in Bangla medium school while rumor in English medium school. The result also that cyber bullying and sexual bullying was found only in English medium school. From FGD findings it was also found that English medium teachers mention the sexual bullying .The result showed that rumor was highest form in each grade and sexual bullying mostly found in grade 8.

The study also found that female and Bangla medium students were most bullied at school during class. The data shows that when students experienced another student being bullied, 81% of the students report not helping and thought that he or she deserves for being bullied.

Prevention of Bullying:

In terms of prevention, different findings were found in qualitative and quantitative study. In qualitative study, various ideas were found from teachers, students and parents. All the parents and teachers participants of Bengali and English medium schools undoubtedly believed that psychological services to be helpful in prevent bullying behavior. They shared that students, teachers, and parents should be well informed about the extent of the bullying problem at school as well as the reasons and consequences of it. From the discussions it also gave out that awareness from family members, media like radio, television, and newspaper also to build awareness about prevention of bullying. It is also appeared that teacher can play a vital role to stop bullying to train the students of group cohesiveness and group dynamics. Teachers opinion was that at first students need to inform us. Many programs engage students in a series of formal role-playing exercises and related assignments that can teach those students directly involved in bullying alternative methods of interaction. Adolescents spend a large proportion of their days in school or pursuing school-related activities. While the primary purpose of school is the academic development of students, its effects on adolescents are far broader, also encompassing their physical and mental health, safety, civic engagement, and social development.

 A parent of English medium school suggested that increasing number of professionally trained competent counselors should be assigned at every school; ensure mental health facilities at grass root level.

In quantitative study , teacher's initiative in prevention of bullying by gender, medium and grade, it reveals that about 30 - 40% cases teachers did not take any initiative for both gender (table 17) .Sometimes (28.5%) was highest response of prevention of bullying for Bangla medium school. Therefore, the study recommended that teachers and school authority would take proper planning and designing program for stop bullying as it is related to attitude towards on school. The study also showed that never was the highest response for family contact with the school. Thampson and Arora (1991) found that in Britain only 3% of victim disclosed the incident to their parents. Parents need to be a strong role model - set a good example, reinforce positive behavior and demonstrate positive leadership. They can set consequences - make bullying unacceptable in your house.

To explore the association of severity of bullying and liking school:

To investigate fifth specific objects of the research bivariate correlations were calculated for 10 variables, which comprised of 9 bullying types, and one for liking school. Table 20 indicates correlations between bullying through mean name, exclusion, rumor, threatened, cyber bullying and liking for school were statistically significant ($r > .3$, $p < .001$). So severity of bullying had negative impact on attitude towards school. The findings indicated that students who are being bullied might have an inclination to avoid school, thus missing out on the benefits of school connectedness and attaining an education. As schools are a primary place where bullying can happen, the study highlighted to establish a supportive and safe school climate where all students are accepted and knowing how to respond when bullying happens , all students are able to learn and grow and understand healthy behaviors. In this regard teachers and administrators play a vital role in bullying prevention. Teachers are among the most important influences in the lives of school-aged children, teachers provide valuable information to school personnel about what issues are important to adolescents, in particular, because they hear feedback from adolescents on a daily basis.

Table 20 also indicates sexual bullying had the poorest positive correlation ($r < .3$, $p < .001$) with liking for school. As it is a sensitive issues participants did not willingly share their personal issues because of confidentiality, context etc.

4.2 Conclusion

The present study concludes that children in Mirpur region in Dhaka city are showed experience of bullying in a broad range. Mirpur is a well known place in Dhaka and represents different classes of the urban society. Therefore, the evidence from this study about bullying in high school should be as concerning factor by all level of professionals who work with children.

The study also found that gender, grade and medium of the school differ in respect of nature, extent and consequences of bullying. Boys and girls were also treated in different ways. Student of Bangla medium high school were bullied more than English medium high school in once a week .Bullying has the impact on psychological state like student experienced fear, anger and suicidal thought.

Present findings refute the view emphasizing the importance of family's involvement for prevention of bullying. Promoting children's awareness of their rights, providing a means for students to report bullying confidentially ,encouraging bystanders to take immediate action, such as speaking up and reporting the incident, involving children, teachers and parents in the school response help prevention of bullying.

4.3 Limitations of the Study

Limitations and Assumptions

There were several limitations to this study. The following are limitations relevant for interpretation of the findings from this study:

1. The schools selected for this study did not solely represent all the schools and students of Dhaka City.A larger and more exhaustive sample of all over Bangladesh would be taken for .better results

2. The small number of focus groups makes the results of this study difficult to generalize. Using others data collection method like in-depth interview would be validate the findings.

3. However, the results from convenience sampling cannot be regarded as representative of the views of the wider population and therefore the findings of the current study cannot be generalized. In line with this, it is recommended that future studies use a more representative of the school in order to better understand the wider range of approaches to school bullying

4. Standardized tools should be used in the context of Bangladesh for identification of bullying.

 The findings of the present study are interesting and may contribute to develop insight in teachers, parents, students and other resources.

4.4. Recommendation

Based on the findings and considering the reality of the context of Bangladesh following may be recommended to address the existing situation.

- It may be recommended that to adapt and develop a bully identification scale.
- For further study sample should be selected from a wider range of the population for covering more diversity which is needed to ensure representation of the population for generalization.
- A country wide sensitive campaign program may be recommended for all high schools and communities showing the importance of friendly relationship with peers for success of a child's life.
- Since 50% of participants among 200 reported for being bullied ,therefore educational psychologist are recommended to appoint in most of the English medium and Bangla medium high schools.
- Different types of bullying intervention program needs to be developed all over the country of Bangladesh.
- NGO can run nationwide series of awareness workshops to build strong healthy physical and mental life of students of Bangladesh.

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Appendices

I. Permission letter for Data Collection (study1)

II. Demographic Questionnaire (Study1)

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VII. Evaluation form of Experts

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X. Survey Questionnaire

XI. Quotations from the participants

XII .Item Coding

Appendix I: Permission letter for Data Collection (Study 1)

Department of Educational and Counselling Psychology
University of Dhaka, Dhaka 1000, Bangladesh.
Phone   : +88029661900/7690 (office); +8801911321608 (cell)
E-mail   : shaheeni@du.ac.bd
web site : http://www.du.ac.bd;

Date:

To,

The Principal/Head master

....

Dhaka

Subject: Prayer for permission to conduct Focus Group discussion with teachers, parents and students for data collection for my M.Phil research.

Sir,

With due respect, I would like to state that I am a student of M.Phil of Educational psychology, Department of Educational and Counselling Psychology at the University of Dhaka. My M.Phil thesis topic is that "Nature and Consequences of Bullying at High Schools in Dhaka City". As a part of my M.Phil research work, I have to conduct Focus Group discussion (FGD) with teachers, parents and students in 3 separate groups. 10 participants are required for each group and for students class 6 to class10 for both male and female are needed. It requires a noise free classroom/ space where I can work with the student. Because I have to maintain a physical environment for applying it.

May I, therefore, pray and hope that you would be kind enough to give me a permission to conduct Focus Group discussion with teachers, parents and students for data collection for my M.Phil research.

<div align="center">Yours' Faithfully</div>

Principal

Heed International School   Sabrina Mahmood

                                                M.Phil Researcher (1st part)

                                Department of Educational and Counselling

Date: Psychology, University of Dhaka

Appendix II: Demographic Information (Study 1)

জনমিতিক তথ্যপত্র

....

লিঙ্গঃ ☐ পুরুষ ☐ মহিলা

শিক্ষাগত যোগ্যতা :

Appendix III: Permission letter for Data Collection (Study 2)

Department of Educational and Counselling Psychology
University of Dhaka, Dhaka 1000, Bangladesh.
Phone   : +88029661900/7690 (office); +8801911321608 (cell)
E-mail   : shaheeni@du.ac.bd
web site : http://www.du.ac.bd;

To,

The Principal/Head master

....

Dhaka

Subject: Prayer for permission to data collection for my M.Phil research from students of grade 6 to grade 10 of your school and using a space for administering it.

Sir,

With due respect, I would like to state that I am a student of M.Phil of Educational psychology, Department of Educational and Counselling Psychology at the University of Dhaka. My M.Phil thesis topic is that "Nature and Consequences of Bullying at High Schools in Dhaka City". As a part of my M.Phil research work, I have to administer "bullying Survey questionnaire for the high school children between grade 6 to grade10 for both male and female. It requires a noise free classroom/ space where I can work with the student. Because I have to maintain a physical environment for applying it.

May I, therefore, pray and hope that you would be kind enough to give me a permission to apply the questionnaire on the students of your school and to arrange a required space/classroom for administering it.

Yours' Faithfully

Sabrina Mahmood

M.Phil Researcher (1ˢᵗ part)

Department of Educational and Counselling

Psychology, University of Dhaka

Appendix IV : Consent form for Students

"ঢাকা শহরের হাই স্কুলে বুলিং এর প্রকৃতি ও প্রভাব"

("Nature and Consequences of Bullying at High Schools in Dhaka City")

গবেষণার উদ্দেশ্য

আসসালামুআলাইকুম/   , আমি সাবরিনা মাহমুদ ঢাকা বিশ্ব বিদ্যালয়ের এড়ুকেশনাল এন্ড কাউন্সেলিং সাইকোলজি বিভাগের অধীনে এমফিল গবেষণা করছি "ঢাকা শহরের হাই স্কুলে বুলিং এর প্রকৃতি ও প্রভাব' এর উপর।। এই গবেষণায় ষষ্ঠ থেকে দশম শ্রেণীর শিক্ষার্থীদের বুলিং এর প্রকৃতি ও প্রভাব' অনুসন্ধান করা ?

নির্বাচিত হওয়ার কারণ

যেহেতু তুমি ষষ্ঠ থেকে দশম শ্রেণীর মধ্যে পড়ো , তাই তোমাকে এই গবেষণার অংশগ্রহণকারী হিসেবে নির্বাচিত করা হয়েছে।

তথ্যপ্রদানকারীর কাছ থেকে প্রত্যাশা

যদি তুমি অংশ নিতে সম্মত হও তাহলে খামের ভিতরে যে প্রশ্নপত্রটি আছে, ত
        কাজে তোমাকে সময় দিতে হবে ১৫-২

এই গবেষণায় অংশগ্রহণ প্রত্যক্ষ ও পরোক্ষ কোনোভাবেই তোমার জন্য কোন ঝুঁকি তৈরী করবে না। কোনও অবস্থাতেই তোমার দেয়া তথ্যের সাথে তোমার পরিচয়ের কোনও সম্পর্ক রাখা হবে

গোপনীয়তা

শুধুমাত্র গবেষণা দল (   )
দেওয়া তথ্য প্রকাশ বা আলোচনা করা হবে না। এই গবেষণায় তথ্যকে এমনভাবে গোপনীয় রাখা হবে যেন কোনভাবেই আপনাকে সনাক্ত করা না যায়।

আপনার কাছ থেকে সংগৃহীত তথ্য অত্যন্ত গোপনীয়তার সাথে সংরক্ষণ · |
সংক্রান্ত আপনর যেকোন প্রশ্নের উত্তরের জন্য আপনি আমার সাথে সরাসরি যোগাযোগ করে

ভবিষ্যতে তথ্যের ব্যবহার

এই গবেষণায় সংগৃহীত কিছু তথ্য ভবিষ্যতে ব্যবহারের জন্য সংগ্রহ করে রাখা হবে, কিছু ক্ষেত্রে
        খ্য অন্য গবেষককে দেওয়া হতে পারে তবে এক্ষেত্রে অবশ্যই যেকোন উপায়ে তথ্যদানকারীর গোপনীয়তা রক্ষা করা হবে।

এই গবেষণায় আপনার অংশগ্রহণ স্বেচ্ছাসেবামূলক। এই গবেষণায় অংশগ্রহণ করা বা না করার সিদ্ধান্ত গ্রহণে আপনার পূর্ণ স্বাধীনতা আছে। যদি আপনি এই গবেষণায় অংশ নিতে চান এবং সন্তানকে অংশগ্রহণের অনুমতি দেন, তাহলে দয়া করে নিচের নির্ধারিত স্থানে আপনার স্বাক্ষর

আপনার সহযোগিতার জন্য আপনাকে অসংখ্য ধন্যবাদ।

_____

গবেষকের স্বাক্ষর   অংশগ্রহণকারীর
স্বাক্ষর

Appendix V: Demographic Information (Study 2)

জনমিতিক তথ্যপ

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লিঙ্গঃ ☐   পুরুষ   মহিলা

শ্রেণীঃ ....

পিতার শিক্ষাগত যোগ্যতা

☐   বিম্ষর   এস   .   .   .

☐   .সি   উচ্চতর শিক্ষা
        ☐

পিতার পেশাঃ ☐   সরকারী   বেসরকারী   ব্যবসা

মায়ের শিক্ষাগত যোগ্যতাঃ

☐   বিম্ষর   এ☐   .   .   .
☐   .সি   উচ্চতর শিক্ষা
        ☐

মায়ের পেশাঃ   সরকারী   বেসরকারী   ব্যবসা

Appendix VI : Focus guide

☐ Thank you for agreeing to participate in this group discussion.

☐ We are here to discuss the topic of bullying, what that looks like here at …………..

School and what kinds of things help students to deal with bullying situations.

☐ We are discussing this issue because I am interested in learning more about this problem as part of a research study. The results of this study will be used in my final report to my M.phil thesis at Department of Educational and Counselling Psychology, University of Dhaka

I will be the moderator for the discussion so everyone is able to participate.

☐ Our discussion will take 60 minutes to 90 minutes.

☐ We will read the consent before we begin. If you are in agreement, you will

sign the form. If you are not in agreement, you do not have to participate and you will be excused with no consequence to you.

☐ You may also stop your participation and be excused at any time. Please indicate this by saying, "Stop."

☐ I will begin by asking general questions about the school bullying; then I will ask more specific questions about the bullying issues in the school and the kinds of things you find to be helpful when adults try to help.

☐ At the end I will summarize what you have said and you will have an opportunity to make additional comments.

☐ Agenda

o Welcome

o Describe Purposes of the Focus Group

o Describe Ground Rules

o Ask questions based on reported news and literature reviewed. Questions will include:

☐ Open-ended questions

☐ Follow-up questions

☐ Probing questions

o Summarize comments

o Thank participants and end session.

Signature of Participants

Appendix VII(1) : Evaluation form   of Experts

আমি সাব্রিনা মাহমুদ ঢাকা বিশ্ব বিদ্যালয়ের এডুকেশনাল এন্ড কাউন্সেলিং সাইকোলজি বিভাগের "ঢাকা শহরের হাই স্কুলে বুলিং এর প্রকৃতি ও প্রভাব" এর উপর।আমার গবেষণাটি দুই ধাপে করা হবে।প্রথম ধাপের ফলাফল থেকে কিছু প্রশ্নমালা তৈরি করা হয়েছে।প্রশ্নমালার আইটেম গুলো বিষয় বস্তুর সাথে সঙ্গতিপূর্ণ হয়েছে কিনা সে বিষয়ে আপনার মতামত প্রদানের জন্য অণুরোধ করছি।

Evaluation form

টেম	আইটেমের বর্ণনা	বিষয়বস্তুর সাথে আইটেম গুলোর সঙ্গতি নির্ণয়			
		বিষয়বস্তু		অনেকটুকু	সামান্য
১	তুমি স্কুল কেমন পছন্দ ?	স্কুলের প্রতি			
১	,আমাকে নিয়ে ঠাট্টা , -				
১	অন্য ছাত্রছাত্রীরা আমাকে অবজ্ঞা করে, -				
১	, ,ধাক্কা				

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	মারা হয়েছিল বা কোন রুমে	ধ				
৷	অন্যান্য শিক্ষার্থীরা আর সমন্ধে মিথ্যা বলেছে কিংবা আমার নামে মিথ্যা গুজব ছড়িয়েছে যাতে অন্যরা আমাকে অপছন্দ করে।					
৷	থেকে আমার টাকা বা অন্যান্য জিনিস নিয়ে নষ্ট করা হয়েছে।					
৷	আমাকে বলপ্রয়োগ বা জোরপূর্বক করে করানো					
৷	রঙ নিয়ে ব্যাঙ্গাত্ক নামে					
৷	উত্যক্ত করা হয়েছিল কটুক্তির মাধ্যমে যার যৌন অর্থ ছিল।					
৷	bullied মোবাইল বা ইন্টারনেটএ ফোন, hurtful message ছবি পাঠানোর মাধ্যমে।					
৷	bullied মোবাইল বা ইন্টা মাধ্যমে , কোনটার মাধ্যমে ?					
৷	কোন ক্লাসের শিক্ষার্থীরা তোমাকে বুলিং করেছে?					
৷	তুমি সাধারনত কোথায় উৎপীড়িত(bullied) ?	কোথায় বুলিং				
৷	bullied অন্যকোন ভাবে	অন্য কোন				
৷	স্কুলে যখন কোন শিক্ষার্থী bullied শিক্ষকরা কয়বার এটা বন্ধের জন্য চেষ্টা করেছে?	বুলিং বন্ধে শিক্ষকের				

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।	বুলিং এর স্বীকার হলে নিচের কোন বাক্যটি তোমার ক্ষেত্রে প্রযোজ্য বলে মনে হয়?	প্রভাব				
।	কতবার স্কুলে অন্য শিক্ষার্থীদের বুলিং করার ব্যাপারে অংশগ্রহন করেছ?	প্রভাব				
।	কতজন শিক্ষার্থী দ্বারা তুমি bullied ?	?				
।	যখন তুমি তোমার বয়সের কাউকে স্কুলে bullied দেখো তখন তুমি কেমন ?	প্রভাব				
।	তুমি যে স্কুলে বিগত কয় bullied হচ্ছো , বন্ধের জন্য তোমার parents/guardian স্কুলে যোগাযোগ করার চেষ্টা	প্রতিরোধে				

Appendix VII(2) : Evaluation form of Experts

Expert evaluation

Dear Sir/Madam,

I am doing my M.Phil at DECP,   DU on "Nature and Consequences of Bullying at High Schools in Dhaka City". My research is being conducted in two phases. The first phase was a qualitative exploratory study and conducted 6 FGD with teachers, parents and students of both English and bangle medium high school in Dhaka City. Based on the finding of the qualitative study and literature review I have devised a questionnaire for assessing different components that are associated with bullying. I have also used some items from one of pioneer of Bullying studies Olweus questionnaires after slight modification.

I would like to have you as a Judge to assess whether the items used in the questionnaire are capable to assess the concept which they are meant to assess. Please rate how much each of the item (presented in the middle) represent the concept described in the first column of the following table by **clicking on the appropriate box** in the last four columns.

Description of the concept	Your opinion on how much the item represents the concept				
	concept of Bullying	Comp-letely	Mode-rately	Sligh-tly	Not at all
1.How much you like your school	Attitude towards school				
2.I was Called mean names, was made fun of, or teased in a hurtful way.	Types of Bullying				
3. Other Students left me out of things on purpose, excluded me from their group of friends, of completely ignored me -	Types of Bullying				
4.I was hit, kicked, pushed,	Types of				

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shoved around, or locked indoors.	Bullying				
5.Others Students told lies or spread false rumor about me and tried to make others dislike me.	Types of Bullying				
6.I had money or other things taken away from me or damaged.	Types of Bullying				
7.I was threatened or forced to do things I did not want to do.	Types of Bullying				
8. I was bullied with mean names or comments about my race or color.	Types of Bullying				
9.I was bullied with mean names, comments or gestures with a sexual.	Types of Bullying				
10.I was bullied with mean or hurtful messages, calls or pictures, on my cell phone of over the Internet (Computer**).**	Types of Bullying				
11.If you were bullied by mobile or internet how was it done?	Types of Bullying				
12. In which Class(es) students bully You ?	Who bully others				
13. Where have you been bullied?	Place of bullying				
14.Have you bullied by another way?	Types of Bullying				
15. How often teachers take initiative to stop bullying?	Teachers role regarding prevention of bullying				
16. When you are bullied how do you feel?	Consequence				
17. How often you tried to bully to your others classmates	Consequence				

in last couple of months?					
18. By how many students have you usually been bullied ?	Bullying in groups				
19. What do you feel or think when you see anybody is been bullied?	Consequence				
20. Have your parents or guardian communicated with schools to stop bullying?	Prevention of bullying				

AppendixVIII : Oath of Confidentiality of the Co moderator

I know that Sabrina Mahmood is doing her M.Phil research at DECP,DU.I have been explained about the nature of the research project in details before I agreed to take part in it as a co moderator.

 I understand that all the information shared by the respondents is considered confidential and I pledge to protect these. I will maintain the confidentiality by not discussing or disclosing the respondents' identity, personal information and/or experience to anyone.

<div align="center">

....
Signature of Co moderator

</div>

Appendix IX: Topic guide

1. Nature of Bullying

    1.1 Definition of bullying

    1.2 Types of Bullying

    1.3 Location of Bullying

2. Extent of bullying

3. Causes

4. Consequence

5.prevention of bullying

Appendix X(**1**) :   প্রশ্নমালা (স্টাডি -২)

বুকলেটে তুমি তোমার স্কুল জীবন এর সাথে সম্পর্কিত কিছু প্রশ্ন পাবে। প্রতিটি প্রশ্নের সাথে কয়েকটি উত্তর দেয়া থাকবে। যে উত্তরটি তোমার চিন্তা বা অনুভূতির সাথে বেশি সামঞ্জস্যপূর্ণ , সেই উত্তরটির পাশের বৃত্তটি ভরাট করবে।

। তুমি স্কুল কিরকম পছন্দ করো ?
- আমি স্কুল খুব ই পছন্দ করি
- আমি স্কুল পছন্দ ব
- আমি স্কুল ২ পছন্দ করি
- আমি স্কুল খুব ই ২ পছন্দ করি

বুকলেটে তোমার নাম দিবে না। কেউ জানবে না যে তুমি কিভাবে এই উত্তরগুলো দিয়েছ । গুরুত্বপূর্ণ ব্যাপার হল সতর্কতার সাথে উত্তর দেয়া, এবং তোমার অনুভূতিগুলোকে প্রকাশ করা। মাঝে মাঝে উত্তর দিতে গিয়ে দ্বিধায় ভোগা স্বাভাবি , তুমি সর্বোচ্চ চেষ্টা করো । বেশিরভাগ প্রশ্ন তোমার গত মাসের স্কুল জীবন নিয়ে, গত গ্রীষ্ম/শীতের ছুটির পর থেকে এখন পর্যন্ত। তাই যখন উত্তর দিবে, , মাসের প্রেক্ষাপট বিবেচনায় নিয়ে উত্তর দিবে, শুধু এখন বা বর্তমানের পরিস্থিতি নিয়ে না।

, অন্য ছাত্রছাত্রীদের দ্বারা উৎপীড়ণের ব্যাপারে কিছু প্রশ্ন আছে। প্রথমে আমরা উৎপীড়ন (bullying) কি তা ব্যাখ্যা করবো। আমরা বলতে পারি, একজন ছাত্র/ছাত্রী উৎপীড়ণের শিকার হয় যখন অন্য কোন ছাত্র/ছাত্রী বা কয়েকজন মিলে
- , ঠাট্টা করে, ঃ
- সম্পূর্ণভাবে অবজ্ঞা করে, বা কোনকিছু থেকে দূরে সরিয়ে রাখে
- শারীরিকভাবে আঘাত করে বা ঘরে তালাবদ্ধ করে রাখে।
- মিথ্যে গুজব ছড়িয়ে দেয়া।
- এধরনের ক্ষতিকর অন্যান্য কাজ করা।

bullying , এবং এর শিকার ছাত্র/ছাত্রীর নিজেকে রক্ষা করা অনেক কঠিন। আমর bullying , যখন এই ঘটনাগুলো বারবার ঘটবে।
তবে বন্ধুদের মধ্যে খেলাচ্ছলে ঠাট্টা কে bullying , সমশক্তির দুইজনের bullying
bullying ? (প্রশ্ন -)
) , আমাকে নিয়ে ঠাট্টা করা হয়েছে, থার
- -
-
- মাত্র /
- /
- সপ্তাহে কয়েকবার

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- /
- সপ্তাহে কয়েকবার

) bullied হয়েছি আমার মোবাইল বা ইন্টারনেটএ ফোন, hurtful message পাঠানোর মাধ্যমে।

-
- মাত্র /
- /
- সপ্তাহে কয়েকবার

) bullied হয়ে থাকো মোবাইল বা ইন্টারনেটের মাধ্যমে ,তাহলে ?

- শুধু মোবাইল এর মাধ্যমে
- শুধু ইন্টারনেট এর মাধ্যমে
-

) কোন ক্লাসের শিক্ষার্থীরা তোমাকে বু ?

- বিগত কয়মাসে আমি স্কুলে বুলিং স্বীকার হইনি
- নিজের ক্লাসের শিক্ষার্থী দ্বারা
- নিজের ক্লাসের অন্য শাখার শিক্ষার্থী দ্বাখার
- উঁচু ক্লাসের শিক্ষার্থী দ্বারা
- নিচু ক্লাসের শিক্ষার্থী দ্বারা

) তুমি সাধারনত কোথায় উৎপীড়িত(bullied) ?

- এরকম কোন ঘটনা আমার সাথে ঘটেনি।
- ক্লাসের ভিতরে
- ক্লাসের বাইরে
- স্কুলের বাইরে

) bullied অন্যকোন ভাবে

-
-

) স্কুলে যখন কোন শিক্ষার্থী bullied হয়েছে তখন শিক্ষকরা কয়বার এটা বন্ধের জন্য চেষ্টা করেছে?

- / ং কোনদিন/মাঝেমধ্যে/প্রায়ই

) বুলিং এর স্বীকার হলে নিচের কোন বাক্যটি তোমার ক্ষেত্রে প্রযোজ্য বলে মনে হয়?

-
- সবসময় আতঙ্ক গ্রস্থ লাগে
-
- মরে যাওয়ার চিন্তা আসে।

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) বিগত কয়েক মাসে তুমি কতবার স্কুলে অন্য শিক্ষার্থীদের বু্ করার ব্যাপারে অংশগ্রহন ?

- বিগত কয়মাস স্কুলে অন্য শিক্ষার্থীদের bullying করার ব্যাপারে আমি অংশগ্রহন ।

- এটা শুধুমাত্র একবার/

- -

- সপ্তাহে কয়েকবার হয়েছে

) শিক্ষার্থী দ্বারা তুমি bullied ?

-

- প্রধানত একজন শিক্ষার্থী দ্বার

- - জন শিক্ষার্থীর দল দ্বারা

- - জন শিক্ষার্থীর দল দ্বারা

) যখন তুমি তোমার বয়সের কাউকে স্কুলে bullied হতে দেখো তখন তুমি কেমন অনুভব করো বা তোমার কি চিন্তা হয়?
- এটা তার প্রাপ্য অনুযায়ী হওয়া উচিত।
- আমি তেমন কিছু অনুভব করিনা
- আমি অল্প দুঃখ অনুভব করি
- আমি তার জন্য দুঃখ অনুভব করি এবং তাকে সাহায্য করতে চাই।

)তুমি যে স্কুলে বিগত কয় মাস ধরে bullied হচ্ছো ,এটা বন্ধের জন্য তোমার parents/guardian স্কুলে যোগাযোগ করার চেষ্টা করেছে কিনা ?
- বিগত কয়মাসে স্কুলে এরকম কোন ঘটনা আমার সাথে ঘটেনি।
- না তারা কোন যোগাযোগ করেনাই।
- হ্যাঁ তারা একবার যোগাযোগ করেছে।
- হ্যাঁ তারা কয়েকবার যোগাযোগ করেছে।

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Appendix X(**2**) : Survey Questionnaire for study2

Most of the questions are about your life in schools in the last 2 months. When we talk about bullying, these things happen more than just once and it is difficult for the students being bullied to defend himself or herself or we also call it bullying when a student is teased more than just once in a mean and hurtful way. But we do not call it bullying when the teasing is done in a friendly and playful way. Also it is not bullying when two students of about equal strength or power argue or fight .

1. How much you like school?
o   I like school very much
o   I like school
o   I dislike school
o   I dislike school very much

2. I Was Called mean names, was made fun of, or teased in a hurtful way.
o   It has not happened to me in last 2 months.
o   Only once or twice
o   2 or 3 times a month
o   Several times a week

3. Other Students left me out of things on purpose, excluded me from their group of friends, of completely ignored me.

o   It has not happened to me in 2 last months
o   Only once or twice
o   2 or 3 times a month
o   Several times a week

4. I was hit, kicked, pushed, shoved around, or locked indoors.
o   It has not happened to me in last 2 months
o   Only once or twice

o 2 or 3 times a month
o Several times a week

5. Others Students told lies or spread false rumor about me and tried to make others dislike me.
o It has not happened to me in last 2 months
o Only once or twice
o 2 or 3 times a month
o Several times a week

6. I had money or other things taken away from me or damaged.
o It has not happened to me in last 2 months
o Only once or twice
o 2 or 3 times a month
o Several times a week

7. I was threatened or forced to do things I did not want to do.
o It has not happened to me in last 2 months
o Only once or twice
o 2 or 3 times a month
o Several times a week
8. I was bullied with mean names or comments about my race or color.
o It has not happened to me in last 2 months
o Only once or twice
o 2 or 3 times a month
o Several times a week

9. I was bullied with mean names, comments or gestures with a sexual.
o It has not happened to me in 2 months
o Only once or twice
o 2 or 3 times a month
o Several times a week

10. I was bullied with mean or hurtful messages, calls or pictures, of in other ways on my cell phone of over the Internet (Computer).
o It has not happened to me in last 2 months
o Only once or twice
o 2 or 3 times a month
o Several times a week

11. If you were bullied on your cell phone or over the Internet, how was it done?
o By only mobile

o By only internet
o By both way

12. In which Class(es) students   bully You?
o It has not happened to me in last 2 months
o In my own class students
o In same class different section
o In high class students
o In low class students

13. Where have you been bullied?
o It has not happened to me in 2 months
o Inside of class
o Outside of class
o Outside of school

14. I was bullied in a different way
   o Yes
   o No
15. How often teachers take initiative to stop bullying?
o Never
o Suddenly
o Sometimes
o Very often
16. When you are bullied how do you feel?
o Hopeless
o Fear
o Angry
o Suicidal thought

17 How often you tried to bully to your others classmates in last couple of months?

o It has not happened to me in last 2 months
o Only one or two times
o 2/3 times in a month
o Several times a week

18. By how many students have you usually been bullied?
o It has not happened to me in last 2 months
o By one student
o 2/3 students in a group
o 5-10 students in a group

19. What do you feel or think when you see anybody is been bullied?
- o He or she deserves it
- o I don't feel much
- o I feel bit sorry for him /her
- o I feel sorry and want to help him

20. Have your parents or guardian communicated with schools to stop bullying?
- o It has not happened to me in last 2 months
- o Never
- o Only one time
- o Several times

Appendix XI: Quotations from the Participants

Translated Quotation	Original Quotation
Nature of Bullying	- ?
How do you explain bullying?	এটা আক্রমণাত্মক আচরণএ abuse
-"It's a form of violence and abuse. But	।কিন্তু এটা এগুলোর থেকেও সিরিয়াস
bullying is more serious issue". It happened	
repeatedly" ।	
It happened those who are comparatively	যে তুলনামূলক দুর্বল থাকে তার সাথেই এমন
weak. Hmm.We are not calling it bullying	
when it is happened in a hurtful or playful	-হুম.. . বন্ধুদের মধ্যে খেলাচ্ছলে
way.Also it is not bullying when two person	ঠাট্টা কে bullying ,
of same strength or power argue or fight	সমশক্তির দুইজনের ঝগড়া বা লড়াইকেও
	bullying
But it has an intension to harm.	কিন্তু এটাতে ক্ষতি করার উদ্দেশ্য থাকে
Bullying is like as teasing, may be modern	টিজিং এর মতই,মনে হয় মডার্ন রুপ এটি।
term	
Have you ever heard bullying in your school	আপনি কি কখনও আপনার স্কুলে বুলিং এর
or do you have any experience?	

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কথা শুনেছেন বা এরকম অভিজ্ঞতার মুখোমুখি

?   ?

Generally, I got some complain that the student of class 9 or 10 specially boys are unnecessary involve in hit, kick with other students those who are weaker.	- /দশম শ্রেণীর বিশেষ করে ছেলেরা দল করে তাদের তুলনায় দুর্বল তাদের অযথা লাথি বা ল্যাং মারার,ধাক্কা দেওয়ার অভিযোগ আমার কাছে এসেছে।
Those students disturb other students they are in groups, do it intentionally with juniors specially ,calling bad name, unnecessary insulted, hurt them by making fun.	যেসব ছাত্ররা অন্যদের বিরক্ত করে তারা দলে থাকে ইচ্ছাকৃত ভাবে জুনিয়র দের সাথে করে ব্যঙ্গাত্মক নামে ডাকে, , মজা করে তাদের কষ্ট দেয়।
We experienced more sexual and cyber bullying as a student of grade 9 and 10 than other grade. My opinion is that boys are experienced physical bullying and girls experience rumour and emotional bullying	,দশম শ্রেণীর ছাত্র ছাত্রীরা সেকচুয়াল বা সাইবার বুলিং এর স্বীকার বেশী হই অন্যদের তুলনায়। আমারত মনে হয় ফিসিক্যাল বুলিং ছেলেদের বেশি হয় আর মেয়েদের ক্ষেত্রে গুজব ছড়ানো, বেশী হয়।
What are the location of bullying? -It happened not in school, outside of school. May be inside of school bus	সাধারণত কোন কোন জায়গায় বু ? -স্কুলের ভিতরে নয় স্কুলের বাইরেই স্কুল বাসের মধ্যে হতে পারে।
I got upset but it becomes normal now to being bullied by senior. Even they don't feel hesitate to do shoving in front of my house.	আমার মন থারাপ হয় কিন্তু এটা এখন নরমাল বিষয় হয়ে গেছে বড়দের দ্বারা বুলিং

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What are the causes of being bullied?
Students who bully others have experienced of being bullied.

কি কি কারণে ছাত্রছাত্রী বুলিং এর স্বীকার হয় ?
-যারা অন্যকে উত্যক্ত করে তাদের নিজেদেরও বুলিং এর অভিজ্ঞতা আছে।

if a girl refused a boy for proposing then for seeking attention he tries to harassed her. Sometimes bad students involve those type of work because they wanted that in that way they will be familiar in class or school.

একটা মেয়ে যদি একটা ছেলেকে রিফিউজ করে তাহলে তার দৃষ্টি আকর্ষণের জন্য বিরক্ত করে। অনেক সময় খারাপ ছাত্ররা এই কাজ করে কারণ তারা ক্লাসে এভাবে সবার কাছে পরিচিত

Some physical characteristics are important for being bullied like short in size, wearing glasses, be over or under weight, be of a different race or religion, be from a different socioeconomic background, have a disability, jealousy, revenge. Students also shared this issues .

I think we were being bullied because we are Bihari.

অনেকে শারিরীক গঠনের জন্যও স্বীকার হয় যেমন- ,
,অতিরিক্ত ওজন কিংবা কম ওজনের , ন্য ধর্মের বা জাতির হওয়ার জন্য,ভিন্ন আর্থ-সামাজিক অবস্থা থেকে আসার জ ,কোন প্রতিবন্ধিতা থাকলে , ,প্রতিশোধের জন্য.
-আমার মনে হয় আমাদের সাথে ভিন্ন আচরণ করে বাঙালি ছাত্রছাত্রীরা কারণ আমরা বিহারী ভিন্ন জাতি।

Consequences of bullying
What the consequences of bullying?
-suicidal thought comes to the mind.
-sometimes show anger. They become hopeless.
Feel no interest to go to school.

বুলিং এর ফলে শিক্ষার্থী দের কি কি সমস্যা ?
-মরে যাবার চিন্তা আসে।রাগ হয়
- শাগ্রস্থ হয়ে যায়।

স্কুলে যাওয়ার আগ্রহ হারায় যায়।

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A boy always tell lie about me and at that time I felt angry that if I can give such a punishment that he could not do that again with another girl but our teachers are not so aware about this and my mother told that you never response to him and then he will automatically stop this and if you take action to punish him then he will do this again and again.

-একজন ছাত্র আমার সম্বন্ধে মিথ্যা কথা বলতো সবসময় তখন আমার রাগ হতো যেন আমি তাকে এমন শাস্তি দেই যাতে সে অন্য আর কোন মেয়ের সাথে এমন না করে কিন্তু আমাদের শিক্ষকরা এ ব্যাপারে সচেতন নয় এবং মা বলে তুমি কোন উত্তর দিবে না। একসময় সে আপনাতেই বন্ধ হয়ে যাবে ।কিন্তু শাস্তি দিলে তারা এটা বারবার করবে।

Prevention of bullying

How teachers can help students?

শিক্ষকরা ছাত্র –ছাত্রীদের কিভাবে সহযোগিতা ?

They need to be inform us.
- They need to positive attitude to prevent bullying.
Need to increase awareness among all. Radio, television also play important role in it.

-আমাদের কাছে বিষয়টি জানাতে হবে ।
-টিচারদের এই বিষয় ইতিবাচক মনোভাব

-সচেতনতা তৈরি করতে হবে সবার মধ্যে।রেডিও, টেলিভিশন এর গুরুত্বপূর্ণ ভুমিকা

Teacher can train student to group dynamics and group cohesiveness.
Besides this they can start some bullying intervention program. Teachers can practice students by involving role play and give some assignment to the students.

- দলিয় বন্ধন কিভাবে বাড়ালো যায় সেটা খেয়াল করতে হবে।
-বুলিং বন্ধের জন্য বিভিন্ন প্রতিরোধ মূলক ব্যাবস্থা নিতে হবে। এ বিষয়ে রোল প্লে বা ছাত্র ছাত্রীদের আসাইনমেন্ট দেওয়া যেতে পারে।

How teachers can help students?

Positive parenting play an important role to stop bullying. Good parenting skills and psycho education help to children understand the consequences of bullying .

রা ছাত্র –ছাত্রীদের কিভাবে ?

-ইতিবাচক অভিভাবকত্ব একটা গুরত্বপূর্ণ ভুমিকা পালন করতে পারে বুলিং প্রতিরোধে। ভাল প্যারেন্টাং দক্ষতা এবং সাইকো এডুকেশন বুলিং এর বিষয়ে শিশুদের বুঝতে সাহায্য করবে এর ফলাফল সম্বন্ধে।

What are the other things to prevent bullying?

বুলিং প্রতিরোধে আর কি বিষয় সহযোগি ?

-Establishing psychological service facilities in schools. Increased number of professionally trained competent counselors should be assigned at every school, ensure mental health facilities at grass root level.

-সাইকোলজিক্যাল সার্ভিসের ব্যবস্থা করা স্কুল গুলোতে । প্রফেশনাল প্রশিক্ষন প্রাপ্ত কাউন্সেলর প্রতিটি স্কুলে নিয়োগ করতে হবে। সকল পর্যায়ে মানসিক স্বাস্থ্য সেবা নিশ্চিত করা যাতে বুলিং বিষয়টি নিয়ে সবাই সচেতন থাকে।

Appendix XII: Item Coding

Item	Item	Answer	Code

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No.		
1.How much you like your school	o I like school very much o I like school o I dislike school o I dislike school very much	1 2 3 4
2.I was Called mean names, was made fun of, or teased in a hurtful way.	o It has not happened to me in last 2 months o Only one or two times o 2/3 times in a month o Several times a week	1 2 3 4
3. Other Students left me out of things on purpose, excluded me from their group of friends, of completely ignored me -	o It has not happened to me in last 2 months o Only one or two times o 2/3 times in a month o Several times a week	1 2 3 4
4.I was hit, kicked, pushed, shoved around, or locked indoors.	o It has not happened to me in last 2 months o Only one or two times o 2/3 times in a month o Several times a week	1 2 3 4
5.Others Students told lies or spread false rumor about me and tried to make others dislike me.	o It has not happened to me in last 2 months o Only one or two times o 2/3 times in a month o Several times a week	1 2 3 4
6.I had money or other things taken away from me or damaged.	o It has not happened to me in last 2 months o Only one or two times o 2/3 times in a month o Several times a week	1 2 3 4
7.I was threatened or forced to do things I did not want to do.	o It has not happened to me in last 2 months o Only one or two times o 2/3 times in a month	1 2 3

	o Several times a week	4
8. I was bullied with mean names or comments about my race or color.	o It has not happened to me in last 2 months	1
	o Only one or two times	2
	o 2/3 times in a month	3
	o Several times a week	4
9.I was bullied with mean names, comments or gestures with a sexual.	o It has not happened to me in last 2 months	1
	o Only one or two times	2
	o 2/3 times in a month	3
	o Several times a week	4
10.I was bullied with mean or hurtful messages, calls or pictures, on my cell phone of over the Internet (Computer**).**	o It has not happened to me in last 2 months	1
	o Only one or two times	2
	o 2/3 times in a month	3
	o Several times a week	4
11.If you were bullied by mobile or internet how was it done?	o By only mobile	1
	o By only internet	2
	o By both way	3
12. In which Class(es) students bully You ?	o It has not happened to me in last 2 months	1
	o In my own class students	2
	o In same class different section	3
	o In high class students	4
	o In low class students	5
13. Where have you been bullied?	o It has not happened to me in 2 months	1
	o Inside of class	2
	o Outside of class	3
	o Outside of school	4

14.Have you bullied by another way?	o Yes o No	1 2

15. How often teachers take initiative to stop bullying?	o Never o Suddenly o Sometimes o Very often	1 2 3 4

16. When you are bullied how do you feel?	o Hopeless o Fear o Angry o Suicidal thought	1 2 3 4

17. How often you tried to bully to your others classmates in last couple of months?	o It has not happened to me in last 2 months o Only one or two times o 2/3 times in a month o Several times a week	1 2 3 4

18. By how many students have you usually been bullied ?	o It has not happened to me in last 2 months o By one student o 2/3 students in a group o 5-10 students in a group	1 2 3 4

19. What do you feel or think when you see anybody is been bullied?	o He or she deserves it o I don't feel much o I feel bit sorry for him /her o I feel sorry and want to help him	1 2 3 4

20. Have your parents or guardian communicated with schools to stop bullying?	o It has not happened to me in last 2 months o Never o Only one time o Several times	1 2 3 4

Appendix XII(2) : কোডিং

	উত্তর	কোড
।তুমি স্কুল কিরকম পছন্দ ?	• আমি স্কুল খুব ই পছন্দ করি • আমি স্কুল পছন্দ করি • আমি স্কুল অপছন্দ করি • আমি স্কুল খুব ই অপছন্দ করি	১ ২ ৩ ৪
। , আমাকে নিয়ে ঠাট্টা করা , -	• • মাত্র / • / • সপ্তাহে কয়েকবার	 ৪
।অন্য ছাত্রছাত্রীরা আমাকে অবজ্ঞা করে, -	• • মাত্র / • / • সপ্তাহে কয়েকবার	
। , ,ধাক্কা মারা হয়েছিল বা কোন রুমে	• • মাত্র / • / • সপ্তাহে কয়েকবার	
। অন্যান্য শিক্ষাখীরা আম সমন্ধে মিথ্যা আমার নামে মিথ্যা গুজব ছড়িয়েছে যাতে অন্যরা আমাকে অপছন্দ করে।	• • মাত্র / • / • সপ্তাহে কয়েকবার	
।আমার নিকট থেকে আমার টাকা বা অন্যান্য জিনিস নিয়ে নষ্ট করা	• • মাত্র / • / • সপ্তাহে কয়েকবার	
। আমাকে বলপ্রয়োগ বা জোরপূর্বক	• • মাত্র / • / • সপ্তাহে কয়েকবার	
। রঙ নিয়ে ব্যাঙ্গাত্নক নামে ডাকা	• • মাত্র / • / • সপ্তাহে কয়েকবার	
।আমাকে উত্যক্ত করা হয়েছিল কটূক্তির মাধ্যমে যার যৌন অর্থ	• • মাত্র / • / • সপ্তাহে কয়েকবার	

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| | bullied
মোবাইল বা ইন্টারনেটএ ফোন, hurtful message পাঠানোর মাধ্যমে।

-
- মাত্র   /
-
- সপ্তাহে কয়েকবার

| | bullied
থাকো মোবাইল বা ইন্টারনেটের মাধ্যমে ,

          ?

- শুধু মোবাইল এর মাধ্যমে   ১
- শুধু ইন্টারনেট এর মাধ্যমে   ২
-

| কোন ক্লাসের শিক্ষার্থীরা তোমাকে বুলিং   করেছে?

-
- নিজের ক্লাসের শিক্ষার্থী দ্বারা   ২
- নিজের ক্লাসের অন্য শাখার শিক্ষার্থী
- উঁচু ক্লাসের শিক্ষার্থী দ্বারা
- নিচু ক্লাসের শিক্ষার্থী দ্বারা

|তুমি সাধারনত কোথায় উৎপীড়িত(bullied)   ?

-
- ক্লাসের ভিতরে   ২
- ক্লাসের বাইরে
- স্কুলের বাইরে   ৪

| | bullied
অন্যকোন ভাবে

-
-

|স্কুলে যখন কোন শিক্ষার্থী bullied হয়েছে তখন   শিক্ষকরা কয়বার এটা বন্ধের জন্য চেষ্টা   ?

-
- হঠাৎ কোনদিন
- মাঝেমধ্যে
- প্রায়ই

|বুলিং   এর স্বীকার হলে নিচের কোন বাক্যটি তোমার ক্ষেত্রে প্রযোজ্য বলে মনে হয়?

-
- সবসময় আতঙ্ক গ্রস্থ লাগে।
-
- নয় মাসের মিন মন্য   ।

|
কতবার স্কুলে অন্য শিক্ষার্থীদের বুলিং করার ব্যাপারে অংশগ্রহন   ?

- বিগত কয়মাস স্কুলে অন্য শিক্ষার্থীদের   bullying ব্যাপারে   আমি অংশগ্রহন করিনাই।
- এটা শুধুমাত্র একবার/
-
- -
- সপ্তায় কয়েকবার হয়েছ

|কতজন শিক্ষার্থী দ্বারা তুমি bullied   ?

-
- প্রধানত একজন শিক্ষার্থী দ্বারা
- - জন শিক্ষার্থীর দল দ্বারা
- - জন শিক্ষার্থীর দল দ্বারা   ৪

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। যখন তুমি তোমার বয়সের কাউকে স্কুলে bullied দেখো তখন তুমি কেমন অনুভব ?

- এটা তার প্রাপ্য অনুযায়ী হওয়া

- আমি তেমন কিছু অনুভব করিনা
- আমি অল্প দুঃখ অনুভব করি   ৪
- আমি তার জন্য দুঃখ অনুভব করি
  এবং তাকে সাহায্য করতে চাই।

।তুমি যে স্কুলে বুলিং এর স্বীকার হচ্ছো ,এটা বন্ধের জন্য তোমার parents/guardian স্কুলে যোগাযোগ করার চেষ্টা করেছে ?

- বিগত কয়মাসে স্কুলে এরকম কোন

- না তারা কোন যোগাযোগ

- হ্যাঁ তারা একবার যোগাযোগ

- হ্যাঁ তারা কয়েকবার যোগাযোগ

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