

CHAPTER - ONE

INTRODUCTION

1.1 General Background of the Study

Bullying is the use of force, threat, or coercion to abuse, intimidate or aggressively dominate others. The behavior is often repeated and habitual. One essential prerequisite is the perception, by the bully or by others, of an imbalance of social or physical power, which distinguishes bullying from conflict. Behaviors used to assert such domination can include verbal harassment or threat, physical assault or coercion, and such acts may be directed repeatedly towards particular targets. Rationalization of such behavior sometimes include differences of social class, race, religion, gender, sexual orientation, appearance, behavior, body language, personality, reputation, lineage, strength, size or ability. If bullying is done by a group, it is called mobbing. (quoted in Heller, 2011) All those ingredients that go into bullying - power, domination, disregard for others, lack of empathy, win at all cost attitudes, blame, shame, discrimination, bigotry, group harassment, the persecution of those seen as different - all these memes can be found in ample supply throughout our society.

Social bullying, which is a common form that affects female relationships Males, on the other hand, are more likely to engage and experience social and verbal forms of bullying. (Allan, 2008). Individual differences, such as gender, are critical to investigate, as those investigations improve the ability to provide tailored interventions to reduce bullying. Bullying has been thoroughly investigated in the school context and in the cyber realm. In instances of peer-to-peer honor contests, an altercation is coordinated between two individuals who are equally matched both in physical and social status (Collins, 2008; Krahé, 2013). Peer-to-peer honor contests' main premise is based on equal competition between peers. Although sometimes confused with bullying violence, this is not a form of bullying.

Bullying involves differential status or rank between an attacker and his or her victim, where the victim is of lower social status than his or her attacker (Schäfer, Korn, Brodbeck, Wolke, & Schulz, 2005; Sentse, Kretschmer, & Salmivalli 2015; Sutton & Keogh, 2000). The point of honour contests is to maintain a social standing by beating someone of a relatively equal social

standing. Responding to this form of violence as if it were bullying is to misapprehend the interactional dynamics, especially the power dynamics of two equal foes.

The context of school bullying can occur within the context of large social groups as well as within small social networks, close friendships, or romantic relationships. It can involve direct social interactions or confrontations between a student who bullies and a student who is targeted as well as indirect acts that engage other members of the social group or network in the bullying interaction (Bakewell and Haas, 2007). It is a wide spread problem in schools and communities and has a negative impact on school climate and on students' right to learning in a safe and secure environment without fear.

Schooling bullying has been a topic of both public concern and academic research only since 1970s. Norwegian researcher Dan Olweus who is considered to be the founding father of school bullying research defines bullying as when a person is "exposed, repeatedly and over time, to negative actions on the part of one or more other persons." (Spinelli- Casale, 2008). He defines negative action as "When a person intentionally inflicts injury or discomfort upon another person through physical contact, through words or in other ways." The forms of aggression involved in bullying may include social, physical, verbal and relational violence.

School bullying is also called peer victimization or peer harassment, and is widely defined as a subset of aggressive behavior among school children and adolescents. A young person is being bullied when he or she is repeatedly exposed to intentional negative actions on the part of one or more other youth (Ma, Phelps, Lerner & Lerner, 2009). As far as researching school bullying in Nepal is concerned, there are not many studies conducted about the school bullying so that the data could not be drawn. A phenomenological study done by Rana (2006) on the experience of being victim of school bullying.

Sociologists concerned with are interested in the study of social relationship between people in group context. Many types of bullying is universal phenomena. We need to this kind of bullying behavior is to be keep debate on the sociological point of view. School bullying by collecting sample from adult as well which clearly explored about the social differentiation (caste, gender, language, power domination etc). Most of the parents in Nepal's context are unaware about the

bullying behavior. So this type of research is helpful tool for creating awareness among parents and school authorities as well.

1.2 The Study Context

School bullying refers to all types of bullying done on school property, whether it is peer-to-peer bullying, bullying of younger children by older children, or bullying in which a teacher is either a victim or a problem. Keep reading for facts about school bullies and bullying behavior. According to the National Center for Education Statistics, nearly a third of all students aged 12 – 18 reported having been bullied at school in 2007, sometimes but almost daily they are affected. (Bake well and Haas, 2007). Every day thousands of teens wake up afraid to go to school. Bullying is a problem that affects millions of students, and it has everyone worried, not just the kids on its receiving end. Yet because parents, teachers, and other adults don't always see it, they may not understand how extreme bullying can get. Bullying is when a person is picked on over and over again by an individual or group with more power, either in terms of social standing.

Specific targets of school bullies in homophobic bullying are sometimes distinguished because it has a particular target population. Bullying of students with disabilities is another type of bullying with a focused target population. Racist bullying is a third type of focused bullying that targets people of a specific race or cultural. Religious bullying targets people who have specific religious beliefs (Olweus, 1993). According to Diena Haryana hazing is an unaware tradition of bullying which has been regularly done during new students’ orientation from junior students. What is known in the school environment in Nepal is that bullying seems to occur for a long time. Many teachers in Nepal still do not consider bullying as a serious problem in relation to students’ well-being or social impacts.

Bullies are at risk for problems, too. Bullying is violence, and it often leads to more violent behavior as the bully grows up. Some teen bullies end up being rejected by their peers and lose friendships as they grow older. Bullies may also fail in school and not have the career or relationship success that other people enjoy. (Roland and Idsøe, 2001; Fandrem et al. 2009) They like to dominate others and are generally focused on themselves. They often have poor social skills and poor social judgment. Sometimes they have no feelings of empathy or caring toward other people.

The primary concern of this study covers bullying and victimization, causes and consequences of bullying (social-economic, cultural and power related), Good coefficient correlations among observed variables would have predicted forms and motives associated with bullying. Findings from this study, therefore, could only reflect bullying phenomenon among the adult students. In the case of Shree Parroha Higher Secondary Schools in the District of Rupandehi. However, the result can be used as a reference for further bullying investigation in other researcher in this place and issues.

1.3 Research problem and question of the study

Schooling bullying has been a topic of both public concern and academic research. Olweus and Solberg refer them as direct bullying and indirect bullying. They argue that “the pain and unpleasantness may be due to direct bullying involving hitting, kicking, insults, offensive and sneering comments or threat” while indirect bullying, which is just as painful, is the experience of being socially isolated and excluded from group membership (Olweus and Solberg, 1998, p. 7). It should be exposed, repeatedly and over time, to negative actions on the part of one or more other persons, when a person intentionally inflicts injury or discomfort upon another person though social impact, through words or in other ways.

The first major component of this model directs the attention to social variables including socioeconomic status, family, school, and community. The society is the ultimate and greatest victim of bulling because school bullies are inclined to bully their family members later, and this, in turn, can worsen domestic violence and affect new generations (Farrington, 1991). However, these studies are not enough to describe the major causes of bullying behavior. In the other way Adams Jr (1991) explained the effects of peer relationship among adolescent and acknowledged the positive effect on other students.

Bullying that targets people of a specific social, economic, race or cultural. Religious bullying targets people who have specific religious beliefs.(Olweus, 1993).Now violence among the youth is becoming more affected. It is important to address this issue and give it a more thorough investigation. This particular research bullying and problems the Secondary School students are facing this school bullying. The first research question of this study is:

- i. What is the social-economic background of the adolescent Students?

Socio-economic background is an economic and sociological combined total measure of a person's work experience and of an individual's or family's economic and social position in relation to others, based on income. In the context of adolescence students in Shree Parroha Higher Secondary. Overall, bullies are found in all socioeconomic groups while victims or bully/victims are slightly more likely to come from lower socioeconomic backgrounds. To predict who might become a victim or bully/victim, a combination of background, family factors, such as parenting or sibling relationships and individual characteristics need to be considered. As bullies are found in all social strata, social conditions can mean that anyone is at risk of becoming a victim, particularly those in hierarchical school settings who are new or different, and have few friends to support them.

- ii. What are the causes and consequences of bullying among adolescent students?

If you want to understand how our adolescent could be so cruel to each other, one needs only to take a look at our culture at large. All those ingredients that go into bullying - power, domination, disregard for others, lack of empathy, win at all cost attitudes, blame, shame, discrimination, bigotry, group harassment, the persecution of those seen as different - all these memes can be found in ample supply throughout our society.

1.4 Objectives of the Study

It is my first objectives to find and analyzed the answer to in this question. General objective of the study is to assess or envisages peer bullying among Higher Secondary School in Shree Parroha Higher Secondary school. And second question major aim to find out cause and consequences bullying among adolescent. The specific objectives of the study are as follows:

- i. To study about social-economic background of adolescent of the study area.
- ii. To find out causes and consequences of bullying of the study area.

1.5 Significant of the Study

The present study aims to find out to what extent the phenomenon has social economic background (e.g. caste/ethnicity, gender, social class, age) of bullying behavior among school

students. Although bullying may have existed in schools, many educational practitioners do not realize the differences between bullying and schools violence. To some extent bullying can lead to a boarder context of violence. This study contributes to fulfill gap of sparse research in social bullying and school bullying in Nepalese social science. In the wider field of social science and sociology of school bullying this research is one of few literatures which reflect balanced view on role of social school bullying.

This study evaluates both social causes and consequences on study area which may be important for school policy makers. Therefore, significance of this study ranges not only to find out social causes and effect of school bullying in peers. Which will address particular issue of bullying and aggressiveness, could enrich social scholar practitioners. In the same manner, this study will also help the parents to evaluate their way of missing their children may to brought up with proper values and good morals and only limited research has been done in the topic. So, I have to interest to do research in this issue.

1.6 Outline of the Report

In this thesis I have to categories name of different chapter. First of the introductory background of the study, objective, and significant of the study chapter. Second chapter is the reviews of key theoretical and empirical literature of school bullying, Definition forms of bullying. Bullying in school, causes of bullying, effects of bullying, the social consequences of bullying etc. Third chapter is methodological section which describes research design, research tools and procedure applied for this dissertation. Third chapter also introduces briefly the study school Shree Parroha Higher Secondary School Rupandehi district, fourth and Third chapter of this dissertation are findings chapter to above mentioned two research questions. Last and fourth chapter summarize findings and draws the conclusion of this dissertation with future prospects for implication of important and research central arguments of this dissertation can be reduced in three points. The results and discussion are presented in chapter four. At last, the chapter five draws some conclusions, recommendation and major finding as well.

CHAPTER-TWO

LITERATURE REVIEW

Literature review is an important process of research work which helps us to bridge the gap between the existing problem and past research work in subject matter. Review of the related literature refers to the study of theories from the previously carried out researcher studies etc. In other words the study of other related topics that help the desired topic to be effective and more experimental is called literature review. This section includes the previously done researcher report, objective, method, and findings of this research that can help another researcher to develop new ideas and identify the new aspects of the research problems.

2.1 Theoretical Overview

Literature review is one of the important parts of any research work. The present research aims to analyze the socio-economic background of bullying students and find out the major causes and consequence of peer relationship among students. For this propose, a review of related literatures in this concerned area is most which was helpful to me to get clear ideas, opinions and other concept. This chapter emphasizes about the literatures which were concerned in this connections.

2.2 Definition and Forms of Bullying

Bullying is a behavior that can only be easily recognized when individuals experience it. Bullying can happen to anyone at any age and anywhere whether at school, home, or even in a workplace. So far, it is difficult to define bullying since it relates to both a wide range behavior that may constitute bullying, and the characteristics of bullying behavior (Montgomery, 1994, p.3). However, the most common definitions in use were adopted by Roland (1989) and Olweus (1991). Roland defines bullying as “long standing violence, physical or social-psychological, perpetrated by an individual or group directed against an individual who cannot defend himself or herself” (p. 21). In line with this Olweus also defines bullying, but more carefully and restrictive, as “repeated, negative actions over time, including hitting, kicking, threatening, locking inside a room, saying nasty and unpleasant things, and teasing” (p. 41).

This power differential is an important component of the definition of bullying, as it is a relationship problem; hence, individuals involved in the bullying experience must have some sort of relationship with each other, which is impacted. (Goodger, 2007). Bullying typically involves these aggressive acts, but requires them to be repeated over time, and be conducted by an individual who has a higher power status (*e.g.*, higher social status) over his or her victim.

Social bullying is when the bully undermines the social relationships of their victim, through social manipulation and exclusion. For example, someone engaging in social bullying may exclude his or her victim from a peer group, or start rumours about the victim. The precise definition of cyber bullying is contested and evolving, but generally cyber bullying involves acts of bullying perpetrated using a technological medium (Goodger, 2007). For instance, bullying through 'Facebook' or text messaging would be considered cyber bullying. It is important to examine all forms of bullying, in order to capture bullying as it exists in its different conceptualizations; to gain a cohesive understanding of the impact that bullying has on both the perpetrators and victims (Green, 2008).

Bullying address the terms "painful" and "unpleasant" experience, Olweus and Solberg refer them as direct bullying and indirect bullying. They argue that "the pain and unpleasantness may be due to direct bullying involving hitting, kicking, insults, offensive and sneering comments or threat" while indirect bullying, which is just as painful, is the experience of being socially isolated and excluded from group membership (Olweus and Solberg, 1998, p. 7). Having said this, there is a quite reasonable assumption that a social psychological element is always present in most, if not all, bullying (Rigby, 2005, p. 26).

2.3 Bullying in School

The phenomenon of bullying in schools has increasingly captured universal attention among researchers, the media, school authorities, and parents who are concerned about students' well-being and safety (Moon, et al, p. 1). Bullying in schools is also a worldwide problem that can have negative consequences for the general school climate and for the rights of students to learn in a safe environment without fear. It is widespread, and perhaps the most underreported safety problems in schools. Until recently, most bullying researchers have been merely concerned with school bullying although other contexts of bullying have also been widely researched.

The reason for this is that during school age bullying becomes a common and daily basis activity among students. In relation to this, Sampson (2002, p. 2) argues that the “most frequently bullying happens during elementary school and slightly less during middle school and less so, but still frequently, in the high school”. According to the US Department of Education (1998), bullying is defined as intentional, repeated harmful acts, words, or other behavior, such as name calling, threatening and or shunning, committed by one or more children against another. Victimization was defined by Finkelhor and Kendall-Tackett (1997) as “harms that occur to individuals because of other human actors behave in ways that violate the social norms”. These harms are believed to be sociological and psychological in nature. One of the most common forms of victimization found in schools is bullying (Bohn, 2011).

Many studies have been carried out related to the phenomenon of bullying in school. Olweus, the first Scandinavian researcher concerned with the issue, conducted his systematic study in Norwegian and Swedish schools and found that many students experienced school bullying. The findings showed that approximately 7% of Scandinavian students in the sample engaged in school bullying, and between 5% and 15% of students in various grades reported being bullied (Moon, et. al 2008, p. 3) or approximately “one in seven pupils are involved in bullying with the degree of regularity - either as bully or victims” (Olweus, 1993, p. 13).

Bullying also has been conducted in various countries such as Austria, Canada, China, England, Italy, Japan, South Korea, and the United States, and found similar or even higher percentage of samples who engage in bullying (Moon, et. al 2008; Olweus and Solberg, 1998). By regarding these studies, it is possible to see a consistent indication that school bullying is becoming a global phenomenon. Although much of the formal research on bullying in school has taken place in those mentioned countries, the problems associated with bullying have been noticed and discussed wherever formal schooling environments exist.

Factors at both the individual and social level appear to be important causes of bullying. Family and peer relationships have been identified as important for children who bully, are victimized and are bully/victims. All three groups share some individual characteristics. Until the 2006 United Nations study on violence against children, the problem of school based violence remained largely invisible, for the number of reasons schools have typically been viewed as safe

places for children; debates on prevention of violence against children have largely concerned domestic or stranger violence and the focus on universal education enshrined MDG 2 and the Education For All Campaign has been largely about access rather than quality (including the provision of a safe learning environment).

General findings of the phenomenon of school bullying show that bullying is comprised of direct behaviors such as teasing, taunting, threatening, hitting, and stealing that are initiated by one or more students against a victim. In addition to direct attacks, bullying may also be more indirect by causing a student to be socially isolated through intentional exclusion (Olweus and Solberg, 1998, p. 7). Whether the bullying is direct or indirect, the key component of bullying is that the social or psychological intimidation occurs repeatedly over time to create an ongoing pattern of harassment and abuse (Rigby, 2005, p. 26). To let bullying in schools continue without any intervention will most probably escalate the phenomenon to school violence and create a serious risk to students' academic life and academic performance.

2.4 Reviews of Bullying Conceptualization

Bullying is a form of aggression, involving the abuse of power in relationship. It is recognized globally as a complex and serious problem. It has many faces, including the use of emerging technologies, and varies by age, gender, and culture.(Kendersteg,2007). Bullying can also be defined as any action apparently intended to victimize and repeated at least two times in a single month, Children Society, Singapore (2008). Bullying reaches its peak around Grades 7 to 9, and begins to slowly decline thereafter. Although bullying research most often explores classroom and playground contexts, recent research suggests that one-third of bullying occurs outside of these contexts, such as online and in sport . It is of paramount importance that researchers develop a cohesive understanding of bullying in these different contexts, in order to minimize the bullying experience and the effects that it has on youth development (Gommans, 2010).

In another definition bullying has been defined as proactive form of aggression repeatedly penetrated by one or more peers toward a weaker peer. Large study suggests that 20% to 30% of students are involved in bullying as bullies and/or victims (Gini & Pozzoli, 2009).Although a final definition has not been explicitly identified, there are several facts about the definitions that have emerged. Researcher does regularly agree that bullying has three main components (a)

intentionally, (b) an imbalance of power, and (c) repetition. The victim does not intentionally provoke these negative acts, and for such acts to be defined as bullying an imbalance in real or perceived power must exist between the bully and the victim (Bohn, 2011).

Stealing from the peer and damaging their belonging can hurt them emotionally. This also applies to verbal bullying, which involves name calling or being otherwise insulted or humiliated. Relational or social bullying refers to behaviors that disrupt the victims' relationships with their peers, such as social exclusion or spreading gossip. Cyber bullying, a relatively more recent phenomenon that has attracted increasing attention in the last decade, involves using electronic means such as the internet, email and mobile phones. It is particularly vicious, as nasty message or images can be spread quickly and seen by many (James, 2010).

Darmawan investigated the prevalence of bullying among students in two secondary schools in the city of Palu, Indonesia, and motive of aggression (proactive and/or reactive) were associated with bullying behavior, and motive of aggression (power related and/or affiliation related) were associated with bullying behavior among students. (Darmawan, 2010). The finding showed that in general boys were more involved in bullying than girls. However girls were more often to take a part in calling names or teasing than did boys, and no less than boys in isolating or shutting others out and physical bullying. In terms of grade, the percentage of bullying and victimization were higher in grade seven for both boys and girls.

2.5 Cause of Bullying

The problems that youths face are not peripheral to society, but mirror central problems of social life in important ways. This approach may seem obvious in cases of extreme conflict, such as when societies are in the midst of civil war or seeking to rebuild them after conflict, or when they are torn apart by intense social, racial or ethnic violence. But it may be the case more generally as well. Understanding the problems youths face is central to understanding the societies in which they live. School bullying can also tell us something about how a society lives in its youth. In an international context, many instances of bullying need to be understood in relation to broad social problems like racial discrimination, sexual harassment and homophobia (Meyer 2007a). But here, I may focus on how school bullying needs to be understood in terms of the basic challenges of living in a community with others. I seek to contribute to understanding

school bullying as a social phenomenon rather than as a relation between individual bullies and victims. This approach reflects recent research that focuses on the social dynamics of bullying.

The majority of people heard about different cases of bullying in families of abusive spouses, in the Internet, at the university or at school. Someone even was a victim of bullying at school. So, this problem is very widespread, especially among children. One may think that an innocent age has no reasons for such cruelty, but in fact, bullying at school is a real problem worldwide. Social Psychologists all over the world are trying to stop it, but it seems impossible. So, if bullying at school is one of acute troubles of the contemporary society, it is necessary to look at causes and effects of this problem.

2.6 Effects of Bullying

Previous research has shown that children who are bullied at school suffer several maladaptive outcomes. Internalizing problems include anxiety, loneliness, sadness, over compliance, and insecurity (Frost, 1991; Hawker & Boulton, 2000; Olweus, 1989). In addition to these internalizing behaviors, children who are bullied may display externalizing problems such as impulsiveness and hyperactivity (Camodeca et al., 2003; Johnson et al., 2002). Some school problems have also been reported, but there are few studies on them. Reid (1985) reported that victimized children are likely to avoid school, resulting in absenteeism, and Mellor (1990) indicated poor concentration on schoolwork. These behaviors may explain reports of lower intelligence and academic achievement (Roland, 1987).

2.7 The Social Consequences of Bullying

It's no surprise, then, that the social consequences of bullying can impact the victim well into adulthood. Research shows that later in life, those bullied as kids “often had difficulty making friends with (others) and were wary of people in their own and older age groups, a correlative with the relative ages of their bullies to them.” (Kidscape, 1999, p. 4) The same study found that difficulty in establishing and making friends was a common outcome: Of those that were bullied in their youth, nearly three-quarters of respondents (73%) reported they had problems in the realm of friendships and social connections.

As far as school bullying is concerned, a child may be considered a victim if he or she is exposed to any kind of sociologically, mental or pressure at the hands of one or more children. The more one reads about school bullying, the more one realizes how common and recurrent this phenomenon is. Bullying however, does not have to be part of my child’s school life. Bullying may occur in many schools, but it should never be accepted. Being bullied destroys a person’s confidence and self-esteem and causes social, emotional, and psychological damage which is often serious and long lasting (Rana, 2006).

The consequences of bullying can be divided within 4 categories:

(1) Low psychological well- being,

This includes states of mind that are generally considered unpleasant, such as general unhappiness, low self-esteem, and feelings of anger and sadness

(2) Poor social adjustment,

This normally includes feeling of aversion toward ones social environment by expressing dislike, loneliness and isolation in ones environment

(3) Psychological distress

This is considered to be more serious than the first two categories and includes high levels of anxiety, depression, and even suicidal thinking

(4) Social and physical illness

Children who become victims of bully are likely more than others to suffer physical illness. (Gini & Pozooli, 2009).

Children who bully others, children who are victimized and children who both bully and are bullied, share in a number of common characteristics and all are likely to suffer negative long term consequences. Important factors appear to be family and peers relationship. The studies examined for this briefing used different definition of bullying, for overall the literature suggests five essential components (John, 2010). It is mentioned that, bullying is driven by status goal, which is more common during periods in life. When peer status is considered important. This period is obviously adolescence (Salmivalli, 2010).

2.8 Sociological Perspective on Life Transition

The study of life transitions has unique history and themes as well. Although recent efforts have been especially vigorous, the roots of research on life transitions can be traced to classic perspectives on social roles, the relationships between social location and personal well-being, and the mechanisms by which social contexts shape individuals lives.(linda k. George 27710). During the past two decades, life course perspectives have provided a strategic context for studying the genesis of life transitions and their personal and social consequences.

In the life transitions period of contrast at the role theory and social stress theory predate interest. Both theories provided insights that were encompassed by, and typically expanded upon, in life transition studies. In this section, role theory and social stress theory are briefly reviewed.

2.8.1 Social Role Theory

Role theory, defining status as a position in social structure and role as the expected behaviors for status occupants. Role is now used to describe both a status and the behaviors associated with it. Second, role can refer to either the behaviors expected of a status or behaviors exhibited. Role theory became more complex and more directly relevant to the study of life transitions with the emergence of interest in the dynamics of role allocation and socialization (e.g.Biddle 1979,Brim

1966). Role theorist view social norms as the cultural referents that permit role allocation and socialization to occur in the routinized and predictable manner. Norms are the basis of shared expectations about role behavior.

2.8.2 Social Stress Theory

The major impetus to development of stress research was the desire to better understand the relationships between social location and illness. The social location especially sex, race, and social class are robustly related to the risk of physical and mental illness. The appeal of this approach is that events, are not examined individually, but the level of aggregation also will not mask distinctive relationship between events and their consequences. (Rabkin & Struening 1979 for review of that early research). Thus, women, older adults, members of ethnic and racial minorities, and person who were economical disadvantaged were expected to experience higher levels of stress which would, in turn, increase their risk for physical and mental illness.

2.8.3 Social Capital Theory

The social prestige is concerned with performed service by an individual in the community made possible by help of social capital and economic gain. Social capital is a resource, and is based on a sense of belonging to a group. The total capital which this group possesses serves as a common security and provides a kind of credit worthiness (Bourdieu, 1985 Ad). The social capitals are value introjections, reciprocity exchanges, bounded solidarity and enforceable trust, which are not only influenced by the strength of tie but also by the orientation of an individual. According to the theory of social capital migrant network is used as a means to accumulate financial capital that is further used to acquire social capital.

2.8.4 Social well-being

The sources of collective identity and meaning which, family, national state, ethnicity, class, job, political party are exhausted and no longer provide for either personal security or social integration this social well-being that growth of individualism and the individualism of social relations. They are of change should be sufficient to indicate both their scale and their potential importance for economic institutions have adjusted to the pressures and opportunities of global market, with exceptionably dynamic change in the role of previous society in Nepal. Several

informants pointed out that it is hard to get a well paid job and business in Nepal for those who do have higher social cohesion and health are related is at last century of Nepal also the Durkheim showed that suicide rates were higher in population with low levels of social integration and lower in closely knit communities.

2.8.5 Structural Functionalist Approach

With bullying this approach is going to look at not only the bullies and their victims but how it interlinks with the school systems. The prison moral, societal laws, jobs it provides and the moral values a society associate with bullying weeks the society frowns upon its holds it in bullying same regard such as an ancient Sparta where bullying was encouraged at a young age to teach strength and braves .

2.8.6 Social Conflict Approach to Bullying

The social conflict approach is a macro view of society that says society is a system of social inequalities based on things such as class, sex, gender, race etc. They tend to look at how these inequalities give rise to such conflicts as bullying and how those with power exploit those with less power exploit those with less power.

2.8.7 Mutual Criminal Act (Code), 2074

Article 2 abusive humiliation:305 Not to be abused: (1) No one should abstain.(2) For the purpose of the sub-section (1), if the word for which any person is to be hazarded or spoken, it will be considered abusive if he uses abusive words.(3) Imprisonment for a person or a person pursuing the sub-section (1) shall be imprisoned for a year or up to ten thousand rupees or both will be punished.306 Do not be insulted: (1) No one should insult anyone.(Nepal Law commission)

2.8.6 Muluki Ain 2074

Article 10 discrimination and other abusive behavior. 60. No discrimination should be treated: (1) In addition to the law, except for the provision of the law, the authority to exercise authority in accordance with law, using such rights or general law, should include origin, religion, character, race, gender, physical condition, disability, health status, marital status, pregnancy,

Knowing any citizen on economic status, language or region, ideological belief, or any other such basis Not to treat pregnant.

(2) Imprisonment for the person or the person who is subject to sub-section (1) will be imprisoned for three years or upto thirty thousand rupees or both will be punished.

161. Distributing goods or service by discrimination should not be sold or distributed for sale: (1) When a person buys or sells any goods or services, only by the person of a particular race, caste or community or only to buy or sell only such person or distributing a particular race, race or Do not allow people from the community to do not sell or distribute sales.

However, according to law, for the conservation or development of the backward class, it will not be considered to be prohibited as per the law, for the acceptance of the authority of the rights officer, not only any particular item or service provided to the people of any particular cast, caste or community or to distribute the sale.

CHAPTER-THREE

RESEARCH METHODOLOGY

Research methodology refers to the various sequential steps to adopt by a researcher in studying a problem with certain objectives in view. In other words, Research Methodology describes the methods and proves that was applied in the entire aspect of the study.

In this study the research methodology included both quantitative and qualitative methods in complementary ways. In order to seek answers to research questions and achieve the objectives of the study which in this case is to study the major social cause of bullying (2008) argues that quantitative and qualitative methods have different strengths and logic are often best used to address different angles of questions and serve different purposes. Thus these two methodologies are used in this Thesis.

3.1 Research Design

In this research, there are two research questions. First research question is to explore the socio-economic background of respondents and second is to the major causes of and the effect on their peer relationship. However, for the answers of these questions before November I went to School in Rupandehi so that I can be able to get correct answer of these questions. Shree Parroha higher secondary school Rupandehi in established at 2016 BC. It is one of the best government school popularly known as in this place. Various social backgrounds community child comes here for study.

Rupandehi district is becoming rural to urban gradually. This school is one of the best educational organization in this place. Good professional teacher, peace environment at all. However, I was interested to know the reality of socio-economic condition in students who were facing bullying behavior in their peers group because of their schooling status of study and performance of class room. Which category among them has to face bullying? And what are the main causes of bullying? Why they always get into bully? What is their social background? I was interested in this type of finding letup. So, I formulated these two research question in this dissertation and hope I will be able to get correct answers from these questions. Finally, the

suitable time and cost for the dissertation is also concerned for selecting the site for the study. So, I have to choose Shree parroha higher secondary school Rupandehi , for my thesis study area .

The research is derived through both descriptive and explanatory way. The purpose of this research is to explain the social cause and effect students peer relationship. Where researchers go to the field; observe all components and variables which are crucial for the research so that researcher can describe a particular culture. For some kind of research, the researcher can participate in studying society because sociology is all about the study of society. My research is non-participatory method for sociological research I mainly used the quantitative technique to describe the available data with some table.

In this study descriptive and explanatory research design was applied to describe the findings. It follows the tools of Participatory and structured questionnaire survey while studying on the research objectives. The Participatory tool will be used for the as the field observation. This study however, depends on the response of the respondents on the structured questionnaire the level of social causes and consequences of bullying among adolescent.

3.2 Nature and Source of Data

This study has basically relied on primary data; interviews, non-participant observation and questionnaire. Survey was the major tools of data collection. In this research 10 respondent's for interview, 15 respondents for non-participants observation and 22 respondent's for questionnaire survey. This study is quantitative in nature and qualitative data are presented in the form of narrative people's voice and statement. The nature of the data is of two types like qualitative and quantitative. The source of data was collected from the primary and secondary. Both primary and secondary data was in this study for obtaining requires information.

3.3 Sample Size and Technique

It is proposed to include all the students of grade eight, nine, and ten of the school. Which were 42 students (24 Male and 18 Female).The respondents are selected by purposive sampling method in case of survey while getting answer from the School in research questions. All the

students of class eight, nine and ten who were present at the time of data collection and interested to participate.

3.4 Tools of Data Collection

Different qualitative and quantitative research tools as well as secondary data were used to taking primary level data collection. These are described below.

3.4.1 Interview

Interviewing is one of the major methods of data collection in qualitative research. It may be defined as a two-way systematic conversation between an interviewer and an Informant, initiated for obtaining information that is relevant to a specific study (Krishnaswami, 2000). Furthermore, it can be defined as a face to face verbal Interchange in which one person, the interviewer, attempts to elicit information or expression of opinion or belief from another person or persons (Dunn, 2000).

Interview questions were only taken as interview guide. All of the interviews were started after introducing the purpose of research, introduction of researcher and participants. All conversation was recorded in mobile phone. All respondents were selected randomly. In this study, the real names of the respondents are not mentioned for the privacy purpose. Interview is one of the major methods of obtaining information from respondents. Interview was held in the Shree Parroha Higher Secondary school, Rupandehi district. Respondents were adolescent students.

3.4.2 Non-Participation Observation Method

Non-Participation methods are powerful tools for gaining insight into the situations and are a more useful means of gaining understanding about the phenomena and processes involved in a given situation. Similarly, it allows the researcher to access the context within which participants act, behave and interact in their 'natural' setting or situations (Dunn, 2000). Hence, direct and indirect observational method has been conducted for the collection of data in this study. Observation/ Non-Participation method plays a vital role both to understand the situation, facts, systems, behavior etc. and also to check and justify the answers given by the respondents by their facial expression, body language, outlook etc. and helps to justify and answers provided by them

and further facilitate to understand and judge whether the information is truth or not to a large extent.

Since the overall objectives of the study is to find out social causes and consequences of bullying among adolescents students of Shree Parroha Higher Secondary School in Rupandehi, observation is one of the basic powerful techniques of data collection to document the present condition. Information was collected through questionnaire, interview and non- participatory observation.

3.4.3 Questionnaire Method

This method is based on the questionnaire. Before preceding the study, the characteristic and other qualities of questionnaire method should be known. According to George Lundberg “The questionnaire is a set of stimuli to which illiterate people are exposed in order to observe their verbal behavior under these stimuli”. Likewise other scholars Goode and Hatt say “In general the questionnaire refers to a device for securing answers to questions by using a form which the respondents fill in himself”.

In Shree Parroha Higher Secondary School Rupandehi, there were all respondents. Questionnaire questions were pre-designed but it was taken as flexible questionnaire to change and add questions. In this research all questionnaire conversation voice were recorded on mobile phone. In this thesis the real name of respondents were changed for privacy.

3.4.4 Operational Definitions

Bullying is the act of repeated aggressive behavior in order to intentionally hurt another person.

Adolescents include the students of Shree Parroha Higher Secondary school, Rupandehi who are between the ages of 13-18 years.

Peer refers to persons with similar age and status who interacting with each other in same environment.

3.4.5 Brief Introduction of the Study Side and Rational of the Selection

Rupandehi District a part of Providence 5, is one of the seventy-seven districts of Nepal and covers an area of 1,360 km². The district headquarter is Shidarthnagar As per the national census 2011, the population of Rupandehi was 880,196.

Lumbini, birthplace of Lord Buddha, lies in Rupandehi district. Devdaha, the birthplace of Mayadevi (Mother of Lord Buddha) also lies in Rupandehi district. At the time of 2011 A.D National population and Housing census 2011 was reported that total population of Rupandehi district was 880,196. And Male=432,193 and Female=448,003 and total household was 163,916. Kathmandu, government of Nepal. Residents are mainly Magers and Tharus. In some southern villages there are a few Bhojpuris.

The district lies on the southern and western part of Nepal. On the East it shares border with Nawalparasi District, on West with Kapilvastu District, on North with Palpa District and on South with India. The elevation of the district lies between 100m to 1229m from sea level. The total area of the district is 1,360 km² with 16.1% in Churia Range and rest in the Terai region.

Rupandehi is renowned at national level on education sector for its infrastructure and achievements. Jilla Shikshya Karyalaya, Rupandehi (District Education Office, Rupandehi) under Ministry of Education manages and govern the education in the district. Currently, it manages 745 educational institutions in the district. As per National Census 2011, the literacy rate of the district is 72%, where male literacy rate is 89% and female literacy rate is 62%. The literacy rate is above the national average.

Parroha is a town in Sainamaina Municipality in Rupandehi District in the Lumbini Zone of southern Nepal. The former VDC was merged to established new municipality on 18 May 2014 with the two existing VDCs i.e. Dudharakchhe and Parroha. At the time of the 1991 Nepal census it had a population of 12,493 people living in 2165 individual households. (Central bureau of statistics 2011)

Shree Parroha Higher Secondary school one of the famous school in Rupandehi District. It is situated in Sainamaina municipality number 2. It was established on 2016 B.S. There are 21 teachers in total. Male teachers are 13 and female teachers are 8. There are 51 class rooms. 8 toilets for students and staffs. In this school there are 800 students including boys and girls

enrolled within secondary level. Shree parroha higher secondary school one of the high ranking government school in this area. It is situated in small town of Murgiya, Rupandehi .

My course of research study was among adolescent students who were in grade eight, nine and ten. The age group of 12-18 among adolescent student. Where different caste, gender based students studied. It is non- participatory observation method. In this thesis 42 students responds. All responses are analyzed below.

3.4.6 Limitations of Study

The time of field visit was November, 2018 in the Shree Parroha Higher Secondary School Rupandehi. Due to various constraints of time and cost as master level dissertation, this study has some limitations.

- i. This research focus on social causes of school bullying in peers and its effect on their study and individual physical health, family as well as this research try to give accurate finding.
- ii. General respondents for questionnaire survey are students of peers which are enough for whole represent group of respondents.
- iii. This study has focused on Shree Parroha Higher Secondary School Rupandehi. So the findings will not represent to other Schools.
- iv. This is quantitative as well as qualitative study based on small scale data of Shree Parroha Higher Secondary School Rupandehi.

CHAPTER-FOUR

CAUSE AND CONSEQUENCES OF BULLYING AMONG ADOLESCENTS

School Bullying is global phenomenon caused not only by Sociological factors but also by physiological, political, cultural, environmental, health, education and social life transition factors. It commonly takes place because of the social transition life change factors of fewer opportunities in the socio-economic situation. The problems that youths face are not peripheral to society, but mirror central problems of social life in important ways. This approach may seem obvious in cases of extreme conflict, such as when societies are in the midst of civil war or seeking to rebuild them after conflict, or when they are torn apart by intense social, racial or ethnic violence. But it may be the case more generally as well. Understanding the problems youths face is central to understanding the societies in which they live. School bullying can also tell us something about how a society lives in its youth. In an international context, many instances of bullying need to be understood in relation to broad social problems like racial discrimination, sexual harassment and homophobia (Meyer 2007a). But here, I focus on how school bullying needs to be understood in terms of the basic challenges of living in a community with others. I seek to contribute to understanding school bullying as a social phenomenon rather than as a relation between individual bullies and victims. This approach reflects recent research that focuses on the social dynamics of bullying (Eriksson et al. 2002)

Social life transition factor is main cause of school bullying. Hence, Social Life change transition factors are one such main factor of their changing social, mental, behavior change. However, School bullying impact their social life human well- being. Education of children and other changes like change in Economic, health status can be observed because of it. Here, students sex, age, caste/ethnicity, religion, family type, education effect their peer relationship. All the collected data here analyzed and interpreted on the basic of the research objectives and research questions.

4.1 Age of Adolescent at Shree Parroha Higher Secondary School

Shree Parroha Higher Secondary School Rupandehi is one of the famous educational institutions situated in Sainamaina municipality 2. There are various caste and ethnic group of people study in this school.

Most of the parents have desire to enlighten their children future. Many private schools are available but are unaffordable by economically backward people. But this school is fully funded by government and is competitive having good quality of education which I selected for my thesis. But many students are facing troubles of bullying attending school based on their appearance. Everyone have desire to recognize themselves as better individual in their society. But many children are unlucky because of bullying which is spreading as epidemic disease. Today in the bright day of freedom, many child are victim of social hazards, which was long ago classified by uneducated kings and purohits. Until today various castes, Ages/ sex, different physical appearance, economically or physically challenged people cannot interact properly due to bullying. People in our society do not evaluate the loss caused by mental or physical abuse and are proud to spit and laugh in the face of victims. So I have decided to collect the data and analyze the issue to know the depth of this hazard. First I collected age group respondent adolescence individuals and then second phase of social background. These three variables are important part of the study. I may not be able to find correct result of the question but it is an essential part of the study. The findings of sex, age group and caste/ethnicity are present in table 1.

Table1: Frequency and Percentage Distribution of Adolescent by Age

| Age of adolescent | Respondent | Percentage (%) |
|-------------------|------------|----------------|
| 12-14 | 15 | 35.71% |
| 15-17 | 15 | 35.71% |
| 18 | 12 | 28.57% |
| Total | 42 | 42(100)% |

Source: Field survey, 2018.

The table No. 1. Shows that the, In the age of adolescent group of students total 12-14, of 15 respondents and percentage of 35.71. Another age of 15-17, 15 respondent's response to the answer of percent of 35.71. And finally age of 18 out of respondents are 12 of percentage 28.57. At least this table shows the total in this age group of adolescent as 42 respondents have to collected data.

4.2 Sex, Age and Caste/Ethnicity

Bullying behavior is determining child mental issue. Some children as learning how to bully and some become the victim. The chapter of discrimination opens from individuals who do not respect the value of other. I selected school Shree parroha higher secondary Rupandehi. Table 2 shows the subtitle. Its objective is to analyze socio-economic condition and causes and effect of peer bullying. First I need to know the social background of the samples. These three variables are important part of the study. I may not be able to find correct result of the question but it is an essential part of the study. The findings of sex, age group and caste/ethnicity are present in table 2.

Table 2: Frequency and Percentage Distribution of Adolescent by Age, Sex and Caste/Ethnicity

| Age group | Caste/Ethnicity | Sex | | Total (%) |
|-----------|-----------------|-----------|------------|-----------|
| | | Male (%) | Female (%) | |
| 12-18 | Tharu | 6(14.22) | 7(16.66) | 13(30.94) |
| | Brahmin | 3(7.14) | 4(9.52) | 7(16.66) |
| | Chetri | 2(4.76) | 1(2.38) | 3(7.14) |
| | Dalit | 4(9.52) | 1(2.38) | 7(16.66) |
| | Madeshi | 6(14.28) | 3(7.14) | 12(28.56) |
| | Total | 21(49.98) | 6(14.28) | 42(100) |

Source: Field survey, 2018.

Table No. 2 tell up the 49.98 percent male and only 14.28 percent female are in this studying in this school. Basically most of the tharu (14.22), Madheshi (14.28) and Dalit community (9.52)

adolescent studying that school. The total age 12-18 based on caste/ethnicity and sex. It is also significant to determine involve in peer bullying.

This table shows the individuals related to peer bullying between the age group of 12-18 from shree parroha school were highest i.e. 28.56%. This is followed by the age group between 12.14 and 15-18. There is no doubt that bullying behavior is a multi-caste/ethnicity caste/ethnic group of adolescence. So, during the survey of study area different caste/ethnicity was found causes and consequences of bullying among adolescent within Tharu, Brahmin Chhetri, Dalit, and madheshi .In the table 2, Tharu of different age group are in highest position in victim of peer bullying. So, the Tharu caste and madheshi has more connection being victim of peer bullying.

Similarly, Sex is another most significant variable that determine the flow of bullying. The participation of female who were being bullied is more as compared to males. It explores that female number being bullied are more compared to male. Thus, we can conclude that the female are more affected than male in the case of peer bullying.

4.3 Religion

Being different is one of the most common reasons why adolescence are bullied. As a result, it should come as no surprise that teens are often bullied because of their religion, especially if it is not a common belief system. For example, Muslim girls who wear hijabs (head scarves) and Sikh boys who wear patch or daystar (turbans) are often targeted simply for wearing visible symbols of their religion. Federal Democratic republic of Nepal is a multi-cultural, multi-ethnic, multi-lingual and multi- religious diverse nation with many religions being practiced here since from the ancient times. Nepal is a secular state and also a Democratic country according to its constitution (Wikipedia).

In the study area, three different religious groups: Hindu, Christian and Buddhist were found. Religious is the most significant variable that helps to determine the flow of peer bullying. The socio-economic status of a person cannot be known without knowing their religion. So it is one of the important heading to be considered.

Table.3: Frequency and Percentage Distribution of Respondent by Caste/Ethnicity and Religion

| Caste/ethnicity | Religion of Adolence | | | Total (%) |
|-----------------|----------------------|--------------|---------------|------------|
| | Hindu (%) | Buddhist (%) | Christian (%) | |
| Tharu | 7(16.66) | 3 | 3(7.14) | 13(30.94) |
| Bhramin | 7(16.66) | – | – | 7(16.66) |
| Chetri | 3(7.14) | – | – | 3(7.149) |
| Dalit | 3(7.14) | 2(4.76) | 2(4.76) | 7(16.66) |
| Madeshi | 8(19.04) | – | 4(9.52) | 12(28.56) |
| Total | 28(66.64) | 5(11.9) | 6(14.28) | 42(100.0) |

Source: Field survey, 2018.

Table No. 3 Shows that the religious status of adolescent of bullying at Shree parroha higher secondary school Rupandehi district. There are various adolescent among the three caste/ethnicity group of student. People of that area seem to follow Hinduism, Christianity and few Buddhist the participants of the survey.

In table 3 most of the bullying (66.64%) follow Hinduism which is revealed by the data collected. Tharu caste group people seems to follow Hinduism and Christianity Where as other caste group follow only Hindu religion.(11.19%)of total then Chhetri, (7.14%)of Dalit (7.14) and Brahmin follow Hinduism respectively. And some caste group of people belief the Buddhist which determined total of (11.9%) respectively.

4.4 Family Type and Number

Family member and parenting are factors of involvement of adolescent in bullying at school, whether as bullies or victims. Topics include: parental size family functioning; parenting style; and the role of low or excessive self-esteem, parent education. Out of two types of family, Joint family generally comprised of three descendant's members: grandparents, parents, uncle/aunt unmarried brother/sisters and grandchildren. While the nuclear family - comprises of merely parents and their dependent child. The socio-economic status of a family is directly hampered by

the number of family member's .Number of adolescent and their corresponding percentage based on the cast/ethnicity found during the survey is presented below:

Table.4: Frequency and Percentage Distribution of Adolescent by Caste/Ethnicity and Family Type

| Caste/ethnicity of Adolescent | Family type of Adolescent | | Total (%) |
|-------------------------------|---------------------------|--------------------|-----------|
| | Joint family (%) | Nuclear family (%) | |
| Tharu | 18(52.38) | 2(9.52) | 3.9 |
| Brahmin | 4(9.52) | – | 9.52 |
| Chetri | 4(14.28) | – | 12.28 |
| Dalit | 6(14.28) | 1(2.23) | 12.28 |
| Madeshi | 6(14.24) | 1(2.23) | 6.26 |
| Total | 38(90.46) | 4(9.52) | 42(100.0) |

Source: Field survey, 2018

Table No.4. Shows the family type of adolescence .Different ethnic group of adolescence have different type of family size. From the study it is clear that the number of the ethnic caste group people have joint family while only few of them have nuclear family. More than half of the respondents have joint family (90.46%) while less than half (9.52%) have nuclear family. It is clear that the joint number of family members is increasingly the peer bullying. Which can be higher level faced. Thus, from this table we can say that the more number of family member results in peer bullying basically faced.

4.5 Education Level of Adolescence

Education has most important value in our society. We can be a better person. In the case of peer bullying among adolescence, level of education also plays a vital role, as higher level dominate lower level adolescence. This subtitle is important because the research cannot be conducted without education. Based on caste/ethnicity, the education statuses of the students of bullying are presented in table below:

Table.5: Frequency and Percentage Distributions of Adolescent by Caste/Ethnicity and Education Level

| Caste/ethnicity of Adolescent | Education level of Adolescent | | | Total (%) |
|-------------------------------|-------------------------------|------------|-----------|-----------|
| | Class eight | Class nine | Class Ten | |
| Tharu | 3(7.14) | 2(4.76) | (4.76) | 8 (19.04) |
| Brahmin | 6(14.28) | 3(7.14) | 3(7.14) | 11(26.18) |
| Chetri | 5(11.90) | 3(7.14) | 2(4.76) | 11(26.18) |
| Dalit | 2(4.76) | 2(4.16) | 2(4.76) | 6(14.28) |
| Madeshhi | 2(4.76) | 2(4.76) | 2(4.76) | 6(14.28) |
| Total | 18(42.84) | 12(28.56) | 12(28.56) | 42(100) |

Source: Field Survey, 2018

Table No. 5 shows the education level of adolescent of different 5 caste/ethnicity group of Shree parroha higher secondary school Rupandehi. The table consists of five education levels: Class eight, class Nine and Class Ten among Students mostly dominated to class eight within the class nine and ten. Victims were mostly Dalit (4.76 %) and madheshi (4.76). Another caste/ ethnic group of adolescence students only few involved in connection to victim of peer bullying. Among 42 respondents, their answers are different in the topic of education status of the bullying.

4.6 Source of income with Parents

Monthly income is directly related to the economic status of the adolescence bullying as well as Parenting. In my thesis there are two objectives and they are completed after analyzing their economic background. Monthly income is the most important variable that determines the flow of adolescent in different education level. This topic is very important in this thesis to find out the income of different age group of students facing in different type of bullying. Which type of family having what economic background felt bullying is determined? So I have created that objective. The findings are here in the table below.

Table. 6: Frequency and Percentage Distribution of Adolescent by Source of Income their Parents

| Source of income parents | Bullying Student | Percentage (%) |
|--------------------------|------------------|----------------|
| Job | 12 | 28.57 |
| Wage labour | 18 | 42.85 |
| Government services | 4 | 9.52 |
| Business | 8 | 19.04 |
| Total | 42 | 42(100) |

Source: Field Survey, 2018

Table No.6 shows the income source of bullying students income parents. There are four source of income like: Job, Wage labor, Government services, Business. In the table we can see the highest source of income is their parents in wage labor (42.85%) and the lowest source of income is government services (9.52). Another income part is business of bullying student's parent's percentage of (19.04) out of 8 and Job holder (28.57%).

The table shows that the highest source of income comes through wage labor and the lowest source of income from different types of government services.

4.7 Causes of bullying among Adolescent

The main objective of the study is to determine the cause and effect of the bullying this subtitle is very important because it try to solve out the objective of the thesis. The data collected from the survey are presented in the table below.

Table. 7: Distribution of Respondents by Causes of Bullying

| Cause of bullying | Number of respondents | Percentage (%) |
|------------------------|-----------------------|----------------|
| Poverty | 15 | 37 |
| Unemployment | 6 | 14.28 |
| Bad economic condition | 8 | 20 |
| Lack of resource | 10 | 25 |
| Low wages | 3 | 7 |

| | | |
|-------|----|-----|
| Total | 42 | 100 |
|-------|----|-----|

Source: Field survey, 2018.

Table No.7. Shows that bullying status of respondents which reveals that majority results. The table also reveals the cause of bullying like Poverty, unemployment, bad economic condition of family, lack of resources and low wages. Out of total bullying respondents 15 of (37%) told that the cause of bullying was poverty which is the highest percent 25% told the reason is due to the lack of resources. 14.28% gave reason of bad economic condition and unemployment problem of the village. the respondents also say that the bullying is due to the low wages of their work.

However, from the field study result and literature review of this research that the major causes of bullying was poverty, unemployment, bad economic condition in village, lack of resources and low wages of their work. So that, lack of job opportunities in village area (Dawan, 1999) is one of the causes of bullying. Likewise other popular scholar say, Due to poverty, unemployment, and declining natural resources that. From the literature review and field survey we can say that the major causes of bullying are poverty, unemployment, bad economic condition and weak of study in school.

4.8 Meaning of Bullying among Adolescent

The topic of bullying can be sensitive one for adolescence, especially when talking about our own children. That's why the stories I have shared in this thesis are special. One constant element of bullying is that there is unequal power. The power differential may be in the form of their parent's poor economic background, popularity, age, number of people, or physical size, to name a few possibilities. This is one of the reasons why, when bullying is suspected or confirmed, it's important to meet separately with the person being bullied and the person doing the bullying. When meeting with them together, the person being bullied is not likely to say much, for fear of retaliation. Make sure students in the school know retaliation is not supported, and have a coordinated response to retaliation. In this frequency tabulation may describe the how many respondents know there meaning. This is below:

Table 8: Frequency and Percentage Distribution of Adolescent to their Meaning of Peer Bullying

| Meaning of Bulling | Respondent | Percentage (%) |
|--|------------|----------------|
| Persistent unwelcome Behavior | 9 | 21.42 |
| A form of abuse | 11 | 26.19 |
| A normal part of Student's life | 13 | 30.95 |
| A domination and discrimination behavior | 9 | 21.42 |
| victim by friends | Total :42 | 42(100) |

Source: Field Survey, 2018

Table No:8 shows the meaning of peer bullying among adolescent. Here described 13 respondent totals of 42 respondents are in normal part of student's life and another 9 respondent total number of 42 answers are domination and discrimination behavior victim by friends.

Most of the group of adolescent who were unaware of meaning of bullying were 30.95% and some of few percent (21.42) respondent knew its meaning. But they don't have idea to change it.

4.9 Adolescent Attitude after being Victimized of Bullying

When a child is consistently bullied, it impairs their social-emotional growth in several ways. First, the experience of being targeted by your peers, taunted and repeatedly injured by those around you tends to make a person antisocial. The longer a child is bullied, the more their personality will move into the antisocial realm. This hurt and rejection leads to bitterness, anger, and hostility - all consequences of being made to feel like an outcast. Rather than seeing other people as a potential source of comfort and comradely, they begin to view every other person they meet as a possible threat, someone with the potential to dish out torment and pain. (Kidscape, 1999, p. 4) They become more shy and timid, more guarded in social situations, more afraid to open up to others. All of this will impede their social development and limit their ability to form strong social connections.

Table 9: Frequency and percentage distribution of Adolescent attitude after being victimized of bullying

| Attitude after being victimized of bullying | Respondent | Percentage (%) |
|---|------------|----------------|
| Do not feel going like school | 7 | 7(16.66) |
| Feeling of suicidal attempts | 5 | 11.90 |
| Feel like taking revenge | 8 | 19.04 |
| Had the feeling of self pity | 11 | 26.19 |
| Do not feel anything | 11 | 26.19 |
| Total | 42 | 42(100) |

Source: Field Survey, 2018

The Table No.9 shows the total num of respondents 42 out of the 5 (11.90%) bullying are they feeling of suicidal attempts after the victimized. It means most of the student's response to don't going school. In this table total num of 11 out of 42 (26.19) they feel like taking revenge.

4.10 Teacher Whether Giving Feedback

When feedback is predominately negative, studies have shown that it can discourage student effort and achievement (Hattie & Timperley, 2007, Dinham). As a teacher, most of the time it is easy to encourage and give them positive feedback.

However, it is in the other times that we have to dig deep to find an appropriate feedback response that will not discourage a student's learning. This is where the good teachers make the student remember forever a positive light, separate themselves from the others.

Table 10: Frequency and Percentage Distribution of Adolescent to their Teachers Whether Giving Feedback

| Teachers giving feedback | Respondents | Percentage (%) |
|--------------------------|-------------|----------------|
| Yes | 38 | 90.47 |
| No | 4 | 9.52 |
| Total | 42 | 42(100) |

Source: Field Survey, 2018

The table No.10 shows that, 90.47 %(38) of respondents told that their teacher’s gives feedback after report of bullying and 9.52(4%) told that their teachers do not give any feedback.

4.11 Activities Action Taken by Teacher

Teachers play vital roles in the lives of the students in their classrooms. Teachers are best known for the role of educating the students that are placed in their care. Beyond that, teachers serve many other roles in the classroom. Teachers set the tone of their classrooms, build a warm environment, mentor and nurture students, become role models, and listen and look for signs of trouble. The effects of teacher-student relationships have been researched extensively, and points to how positive relationships can have good social and academic outcomes.

Table 11: Frequency and Percentage Distribution of Adolescence to the Action Taken by their Teachers

| Activates action taken by teacher | Respondents | Percentage (%) |
|-----------------------------------|-------------|----------------|
| Scold | 8 | 19.04 |
| Convince | 9 | 21.41 |
| Call parents and convince | 4 | 9.52 |
| Call parents and punish | 6 | 14.28 |
| Punish | 7 | 16.66 |
| First convince then punish | 8 | 19.04 |
| Total | 42 | 42(100) |

Source: Field Survey, 2018

The table. No. 11 shows that the, when the students report the incident of bullying with their teachers, in according to the total 42 respondent, only 9 teachers of the respondent took any action on that reporting and as according to them of 19.04 percent of the respondent told that their teacher scold after the report of bullying, 21.41% of the teacher convince the student.

Similarly 14.28% teachers call the parents and convince them and 16.66% teachers call the parents and punish them where as 7 respondents and 16.99 % teachers first convince the students if also the behavior is continued then they give the punishment.

CASE-ONE

Kabita Sarki (Name changed) age of 14 years from Murgiya, Rupandehi. She is studying in grade 8. She is a regular student of this school. She is a wise student. But she shared her bitter experiences. She question god in her prayer, why my friend's are teasing me "**Sarki**". . ***All of my classmates tease me by saying that we do not eat or drink which is touched by untouchables" you are from lower class, you are untouchable.***

And she cries. Every day she bears the same bully from her friend's .She asks herself why god has given this torture to her. Every day when she goes to school. During the classroom, she is considered to be" impure" or "unclean".

In my interview I found some variation of answers regarding the motives underlying students" aggressiveness. A student said, "Although I like to bully others, I did this only to have fun with my friends. But as for others, they bully in order to be recognized by other students. There are also girls among them, and they come from the upper grade. They often do this because they are organizer of a particular school event. So, they think they have the power to rule over their juniors." This answer seemed to be confirmed by one of the teachers. She said that "it is common that students who bully others are mainly from the upper grade. Their purpose is to seek recognition from others. This is a common motive among bullies, and in many cases this is harmless.

During the question I said, what type of bullying you felt?

She said. "***As I am darker and healthier than others, They all tease me saying " brown fat lady", I thought it is just for couple of days, but it continued every day, they distract me from study in class, I don't feel to go class, how to attend school:?"*** She is regular victim of this type of bullying with friends. She has had bitter experiences, rooted in these behaviors.

CASE-TWO

During the field visit I met another student named kanulal Mallal (Name changed). He is student of class 9. Many days he also felt that type of bullying. He told me, *“As I am from madheshi, everyone tease me saying “Dhoti”, they tear my shirt, steal my books and pencils, I don’t feel good.*

He is only one Student in grade nine who is from Madheshi Community. Only few madheshi, Dalit, and janajati community group of people studied that school. After grade nine he decides, he may not come to school. Because of his friends behaviors. He said *“I am fed up with this behavior of my mates, I am becoming dumb, and they tease me. My teacher too doesn’t take any action in this issue”*. Bullying poisons relationship between friends.

CASE-THREE

Ram Luhar (Name change) told we should face various difficulties because of family background. He lives in joint family. But his family has weak economic condition. So that he left school before 2 years ago. Because of low income in his family. He told us that, *“We live in joint family, I have many siblings, my parents didn’t afford for our education, because of this I left studying. I want to study but what can I do.”* Findings from these studies indicate that those who bully others have usually high social status.

CHAPTER-FIVE

SUMMARY AND CONCLUSION

5.1 Summary

This study has considered the social cause and consequences related to bullying among adolescent of shree parroha higher secondary school, Rupandehi. The general objective of the study was to analyze the overall socioeconomic background, causes and consequences of bullying among adolescent it was limited to describe the social background (age, sex, caste/ethnicity, religion, family type, education status of bullying and source of income bullied parents), to explore the social background of bullying and to explain the cause and consequences of the specific objects.

The research was based on quantitative and qualitative data with both descriptive and explorative research design to fulfill the specific objectives of the study. Interview schedule was used to collect the primary information about the process of bullying information about the bullying students, socio-economic condition and demographic characteristics such as sex, age, caste, education, family, size, religion of individuals who were affected of bullying behavior. The questions were prepared in result oriented format based on the objectives of study. The major findings and the conclusions of the study are as:

The previous table shows the individuals related to adolescence students between the different age group. Age group of 12-15 of class eight in percentage of (35.71%) of total respondents of 42 and also same number of percentages students and class ten 28.75 % total of number students. It was highest i.e. 35.71 % of age group of 12-15 was similar to it i.e. 28.75 %%. However, the study revealed that the caste ethnicity of respondents a Tharu and madeshi caste students has a higher percentage than other caste of group students have read that school. The data shows the female adolescence students are more affected by bullying behavior as compared to that of male. The main causes and consequences of bullying is to different social, religion and cultural aspect.

The research as conducted taking the major ethnicity of students: Tharu, Brahmin, Chhetri, Dalit and madeshi caste group of students are studied Shree parroha higher secondary school. They

belief different religion like Hindu, Buddhist and Christian. The religion table shows that the Hindu religion is more common in the context of the community which is about 28(66.64). Different types of family; Nuclear and joint family mostly stay in that c community. Joint family is much preferred in that community to that of nuclear family with a view of more member more income source. So, it has around 38.25% of the total. Most of the Tharu and Madheshi are belongs to the joint family. There is different level of education in the society people. I have to include of students who were studying in class eight, nine and ten. Basically class eight is most of the affected by peer bullying because of they are in grade eight .The main source of income of that community is from: job, wage labor, government services and business. But the wage labor (42.85%) has a big because bullied students belong to the low income sources of family background.

Different causes of bullying are discussed previously. Due to the problem of poverty, caste, religion, gender etc. 15 students have same answer to the question of causes of bullying. It's considered students education quality performance. There I saw difference in the performance done by quality education of these students. The children of bullying have decreased their education status. Students of Tharu caste people have around (19.04) percentage of joining school. And total of (14.28 %) Dalit respondents have been going to school. Most of the bullied victim parents were labor; it was total percent of 42.85 %. it also determine their social status and class. Most of the group of adolescence was unknown of meaning of bullying, they were 30.95% and some of the few percent (21.42) respondent knew its meaning. But they don't have idea to change it. 90.47 %(38) of respondents told that their teacher's gives feedback after report of bullying and 9.52(4%) told that their teachers do not give any feedback. Similarly 14.28% teachers call the parents and convince them and 16.66% teachers call the parents and punish them where as 7 respondents and 16.99 % teachers first convince the students if also the behavior is continued then they give the punishment.

Social constructionist frameworks, ethnographic and qualitative interview studies have demonstrated how target students in school bullying are socially defined, constituted or constructed as deviant, odd, or different in peer interactions and conversations. For example, (Thornberg) found that participants in bullying often used dehumanizing and deviant-constituting labels like "moron", "ugly", "nerd", "retarded", "poor man's clothes", "disgusting", "stupid",

“stinking”, and “weird” to address the victims. In their discourse analysis,(Teräsahjo and Salmivalli³²¹ identified) “the odd student repertoire” performed by the students when they talked about the victims. Such meaning-making and interaction patterns in bullying can be understood as stigma and labeling processes. At the same time, it is important to recognize that these very common terms risk portraying a rather static picture of the social dynamics of bullying and peer group processes, as well as labeling and stigmatizing those involved.

5.2 Conclusion

School bullying show that long-term bully victims are usually at the bottom of the social hierarchy, some ethnographic studies have found that more temporary or short-term bullying can emerge and are prone to victimize (a) certain middle status students when they try to reach acceptance and become members of high status groups but instead become subject to the border work and excluding mechanisms of the high status group, and (b) certain high status students as a result of power and status negotiations and struggles within high status groups.

School bullying in the context of bullying among adolescent, the behavior practice is being continued since generation to generation. So these behaviors contribute significantly on the health status of the students of the main causes of poor socio-economic background of the causes of their family. And it is also affected with society and country. Thus, bullying can be examined and understood in terms of social positioning within larger peer groups such as crowds and school classes, as well as between and within minor peer groups such as cliques and friendship groups. Thus, the terms “bullies” and “victims” might be adequate to describe stable roles in long-term bullying. The above analysis shows that the bullying behavior Tharu, Dalit and Madhesi adolescent students badly affected to their peer bullying behavior. Because of their low economic background, various of caste group, religion, language, gender and religion too.

This Thesis was written based on qualitative/ quantitative case study conducted in small scale descriptive study, all finding and conclusions cannot to generalize. This study attempted to answer what is the status of bullying and how it is affected, further research should examine

more variable causes and consequences of peer bullying. At conclusion suggests being their social-economic background effective schooling and good peer relationship.

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ANNEX 1

Interview Questionnaire for Adolescent

Basic information:

Part I. Demographic Characteristics

Name :

1. Age:
 - a) 14
 - b) 15
 - c) 16
2. Gender:
 - a) Male
 - b) Female
3. Ethnic group:
 - a) Tharu
 - b) Brahamin
 - c) Chetri
 - d) Dalit
 - e) Madheshi
4. Types of family:
 - a) Joint
 - b) Nuclear
5. Permanent address:
 - a) Butwal
 - b) Murgiya
 - c) Bhairahawa
6. Religion:
 - a) Hindu
 - b) Muslim
 - c) Buddhist
 - d) Three or more
7. Status of the parents:
 - a) Higher
 - b) Middle
 - c) Low
8. Source of income with parents
 - a) Job
 - b) Wage labour
 - c) Government services
 - d) Business

Part II: Regarding the incidence of peer bullying

10. What do you mean by peer bullying?
 - a) And Persistent unwelcome behavior by friends within schools environment.
 - b) The dominating and discriminating behavior upon friends
 - c) A form of abuse by friends
 - d) A normal condition that occurs in students

11. Have you had have the experience of being victim of peer bullying?
 - a) It has not happened at all
 - b) It has happened only a few times
 - c) It happens about once a week
 - d) It happens many times a week
12. How do you feel after being victim of peer bullying?
 - a) Do not feel like going to school
 - b) Feeling of suicidal attempts
 - c) Do not feel anything
 - d) Feel like taking revenge
13. After being bullied to whom did you tell about it to?
 - a) Friends
 - b) Parents
 - c) Teacher
 - d) Sibling
14. Has peer bullying brought any kind of changes in your personal life?
 - a) Slightly
 - b) So many changes
 - c) I don't care
15. How do you feel after bullying others?
 - a) Sorry
 - b) In different
 - c) Satisfied
 - d) Proud
16. How common is peer bullying in your school?
 - a) Very common
 - b) Less common
 - c) Always
 - d) I don't know
16. Has any kind of incident taken place in your school to anyone after being the victim of peer bullying?
 - a) Yes =1
 - b) No =2
17. After being the victim of peer bullying has anyone left the study?
 - a) Yes =1
 - b) No=2
18. Does your teacher gives any feedback after any reported bullying activities?
 - a) Yes=1
 - b) No=2
19. If yes what sort of activities had been taken?
 - a)
 - b)
 - c)
20. What kind of place do students gets bullied often?
 - a) School ground
 - b) Class room
 - c) Library
 - d) Any place

21. How do bullied select their targets?
 - a) New students
 - b) Disabled students
 - c) Weak in study
 - d) Students whose parent's income low
22. Personal qualities that bullies find on them?
 - a) Popularity
 - b) Competence
 - c) Intelligence
 - d) Powerful
23. What types of peer bullying is more common?
 - a) Physical hitting and kicking
 - b) Name calling
 - c) Spreading rumor
 - d) Cyber bullying
24. Do you think media has increased bullying?
 - a) Greatly
 - b) Normally
 - c) Shortly
 - d) To the lower context

Section B :.Interview the students

This interview is a follow up survey after survey which was using questionnaires. This interview is aimed to get your point of views and perceptions about your behavior that you have admitted.

If it is okay with you, I will be recording our conversation. The purpose of this is so that I can get all the details but at the same time be able to carry on an attentive conversation with you. I assure you that all your comments will remain confidential. I will be compiling a report which will contain all your comments without any reference to individuals.

1. I'd like to start by having you briefly describe your perception of bullying"
2. Are you aware of any problems with your behavior toward others?
3. How did you get involved in bullying activities? Identity?
4. How did you bully others and how did they react?
5. How do you feel when you bully others?
6. How do you feel if you are being bullied by others as well?
7. Do you think that your behavior had impacted your academic achievement? "Who is the most targeted of your actions?"
8. How do you see the gang phenomenon in this school? Do you belong to these individuals?

9. How do the teachers treat you when they know you bully others?