



A Study on a Bullying among Life Skills Development Center (LDC)'s School Students in Herat, Afghanistan

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Abstract

This study was undertaken with the view to understand the bullying among school children. The sample taken for analysis consisted of 40 children. The study explores the school bullying among school students of the non-profit organization, Life Skills Development Centre (LDC), Herat, Afghanistan. Many studies says that bullying has a direct impact on the development of the child. The subjects of this study include 40 respondents where 16 are male and 24 are female. Respondents are from the age group of 14-16. Questionnaire consists of 8 items including objective questions and close ended questions. The goal of this study is to learn about the psychological consequences of bullying on children and to identify the many types of bullying that occur in schools. With the use of questionnaire, researchers have found the answers to school bullying among school students. This study shows that bullying takes place in school and it has got adverse effect on students.

Keywords: School children, bullying, impact, questions, answers.

Chapter -I

Introduction

Bullying is defined by the World Health Organization as a threat or actual use of force directed against an individual, another person, a community, or a group that can result in injury, death, bodily harm, developmental problems, or insufficiency. Bullying is a common issue in schools and communities, and it has a detrimental influence on the school atmosphere. Bullying in schools is a problem that experts, educators, parents, and kids are all concerned about. Over the last few years, there has been a significant increase in the number of studies performed and the amount of news items in the media about bullying at school. Bullying can have a negative impact on kids' health. Bullying is defined as unwelcome, aggressive conduct among school-aged children in which a real or perceived power imbalance exists. Both bullied children and those who bully others may develop significant, long-term issues. Affairs (ASPA), (2019).

The report focuses on student bullying, both direct and indirect. Bullying may affect different categories of kids, occur in different types of schools, and have varied effects on student behaviour. The findings aid in identifying students who have been bullied physically (directly) or socially (indirectly). Bullying is a psychological and educational issue that affects public health. The major goal of this study is to look at the prevalence of bullying, its victims, and the different forms of bullying.

Statement of the Problem

Bullying has become a problem among children, youngsters, and school and college students. Victim of bullying are often rejected by their peers and are at risk for depression. Bullying can't be stopped with a single intervention or by a single social agency. The impact of school bullying may cause in lack of proper socialization of the children, where children wouldn't socialize with other children, in the family and society because of their haphazard mental state. The results can be lower self-esteem, sense of isolation, heightened anxiety levels, increase in absenteeism etc. This study conducts research on the children aware of the fact that they are being bullied.

Objective of the Study

- a. To know the cause and effects of bullying among school students.
- b. To understand the psychological effects on children due to bullying.
- c. To identify the way of bullying within school premises.

Significance of the Study

The concept of school bullying isn't so common in India though almost everyone in their life has experienced bullying at school. They think bullying isn't prevalent in our country but school bullying is one of the burning issues nowadays. Children are suffering from this problem and they do feel hesitate to go to school and even some of them do suicide in most of the serious cases. Children these days face various physical and psychological bullying in the schools. So, in order to solve or eliminate the problem of school bullying, it is very significance to study about bullying.

Limitation of the Study

Bullying is the issue that not all of the person will face, but school bullying is the problem that almost students face in their school. So, it is necessary that whatever we research will not be applicable on every child's life. This research is mainly focused on the school students of Life Skills Development Centre (LDC), Herat, Afghanistan where only few classes were selected. The study will be done online over a short period of time and therefore has limitations in terms of time. So, there is a less chance that every students of the school has been bullied.

Chapter -II

Literature Review

Harris et al., (2002) in their article "Bullying among 9th Graders: An Exploratory Study" mentioned that bullying behaviours were reported by 136 grade 9 students in two Southern high schools. Students were more likely to tell their mother or a friend about their experience than they were to notify a teacher or authority. According to the findings, the children questioned did not believe their instructors or administrators were concerned about bullying.

Nursel TÜRKMEN et al., (2013) in their article "Bullying among High School Students" explained that the major goal of this study is to find out how common bullying is among 14-17 year-old school pupils in Bursa, Turkey, as well as who is bullied and where they are bullied. The majority of the pupils (96.7 percent) were either aggressors or victims of bullying.

Centers for Disease Control and Prevention (CDC), (2011) in their article "Bullying among High School Students" mentioned that the major goal of this study is to find out how common bullying is among 14-17 year-old school pupils in Bursa, Turkey, as well as who is bullied and where they are bullied. The majority of the pupils (96.7 percent) were either aggressors or victims of bullying.

Fleming & Jacobsen, (2010) in their article "Bullying among middle-school students in low and middle income countries" stated that the incidence of bully victimisation among middle-school children in 19 low- and middle-income countries was investigated using data

from the Global School-based Student Health Survey. Boys were more likely than females to report being bullied in most nations. Students who were bullied also reported greater rates of cigarette, alcohol, drug, and sexual intercourse usage.

Khamis, (2015) in his article “Bullying among school-age children in the greater Beirut area: Risk and protective factors” explained that the frequency of bullying in schools in the Greater Beirut Area was studied in this study. The most frequent kind of victimisation was verbal bullying, which included spreading rumours. According to the study, both bullies and victims are at risk for short- and long-term adjustment issues. The study included 665 male and female youngsters with an average age of 13.8 years.

Salleh & Zainal, (2014) in their article “Bullying among Secondary School Students in Malaysia: A Case Study” mentioned that bullying is a problem in schools that is difficult to eradicate. The research took place at a single secondary school in Kuala Lumpur, Malaysia. Researchers discovered that ego, irritation, retribution, enjoyment, and others' influence were all variables in bullying. The goal of the study is to learn everything there is to know about bullying in schools.

Lapidot-Lefler & Dolev-Cohen, (2015) in their article “Comparing cyberbullying and school bullying among school students: prevalence, gender, and grade level differences” mentioned that cyberbullying is common in the social world of teenagers and also occurs in online. In the vast majority of cases, the victim and the audience were aware of the cyber bully's identity. In the framework of online communication theory, the ramifications of these findings are addressed.

Athanasiades & Deliyanni-Kouimtzis, (2010) in their article “The experience of bullying among secondary school students” explained that the purpose of this study was to look at how secondary pupils in Greek schools understand and experience bullying (and victimisation). According to the researchers, the findings indicate a bullying-friendly school culture and have major implications for anti-bullying initiatives.

Peyton et al., (2017) in their article “Injuries, Violence, and Bullying among Middle School Students in Oman” mentioned that injuries account for a significant percentage of the illness burden in teenagers across the world. In Oman, 34.0 percent of pupils said they had been injured in the previous year. The most prevalent kind of bullying reported by both girls and boys was sexual bullying. A fractured bone or a dislocated joint was the most common form of injury recorded.

Kowalski & Limber, (2007) in their article “Electronic Bullying among Middle School Students” mentioned that the frequency of electronic bullying among middle school kids in the southern and northern United States was investigated in this study. A questionnaire was completed by 3,767 pupils in grades 6, 7, and 8 from six elementary and middle schools. The findings' implications for youth, parents, and educators are explored.

Chapter - III

Methodology

This chapter covers the description of the sample, sampling, study area and population, variables, data collection tools, data collection methods and the procedure of the study. The present study is aimed to explore the bullying among Life Skills Development Center's school students.

Sample Size

The sample of the study consists of 40 students in which 16 male and 24 female students (respondents) were selected. Among them, 8 male and 12 female were taken from Grade-9 and 8 male and 12 female were taken from Grade-10 respectively.

Study Area

The area of study was Life Skills Development Centre (LDC) which is one of civil society organization where it located in Herat, Afghanistan.

Sampling Method

As a sampling method, convenient sampling method was used. The students fulfilling the criteria were selected as a sample for the study.

- Students studying at Grade 9 and Grade 10 at the time of study.

Data Collection Method

The data were collected through online survey method. First of all, the teachers of LDC were requested for the cooperation to conduct the study. Since, the study had to be conducted in online in Grade-9 and 10, where the teachers were asked for their consent. Then, the respondents were selected after the permission was granted. The required sample was selected through The Lottery Method. The data was then collected in two different settings; first for the Grade-9 students and second for the Grade-10 students. All the participants were informed properly about the study and its importance. The questionnaires were then given out. Before responding to the questionnaires, they were provided with necessary information to fill up the questionnaires. They were asked to respond openly and sincerely and were assured that their response would be kept confidential. After they had completed answering questions, they were thanked for their valuable time, cooperation and for the information they had provided.

Data Collection Tools

As a data collection tool, a questionnaire method was used which was developed at the time of study. The questionnaire consisted of both multiple choice and close ended questions in order to obtain quantitative data on the study of bullying against school students. The questions were set and were presented to 40 students for the pre-test, and then the questionnaires were finalized. The questionnaires contained a total of 8 questions altogether.

Chapter -IV

Interpretation and Analysis

This chapter includes the presentation and interpretation of the data of the study. The mentioned data explore the student 'bullying among school students'. 40 respondents were taken as samples for the research where 16 were males' and 24 were females from different schools who were talking course in the LDC.

The 3 respondents (female) responded that they are bullied very often; 4 respondents (3 males and 1 female) responded that they are often bullied; 25 respondents (7 males and 18 females) responded that they are bullied sometimes and 8 respondents (6 males and 2 females) responded that they had never get bullied. 10 respondents (3 male and 7 female) responded that they are bullied through name calling; 3 respondents (male) responded that they are bullied through punching; 20 respondents (7 male and 13 female) responded that they are bullied through teasing and 7 respondents (3 male and 4 female) responded that they are bullied through exclusion from the group. And the next 6 respondents (2 male and 4 female) responded that they have never tried to help other students who were being bullied; 8 respondents (5 male and 3 female) responded that they have helped once to those students who were bullied; 17 respondents (6 male and 11 female) responded that they have helped the students who were bullied most of the time and 9 respondents (3 male and 6 female) responded that they are not aware about those students who were bullied. The 4 respondents (1 male and 3 female) responded that they are bullied before school; 20 respondents (7 male and 13 female) responded that they are bullied during break; 8 respondents (2 male and 6 female) responded that they are bullied after school and 8 respondents (6 male and 2 female) responded that they are bullied between the classes. The 19 respondents (9 male and 10 female) responded that they talk with their friends when they are bullied; 16 respondents (4 male and 12 female) responded that they talk with their siblings when they are bullied; 3 respondents (3 male) responded that they are talk with their parents when they are bullied and 2 respondents (2 female) responded that they talk with their teachers when they are bullied. The 4 respondents (2 male and 2 female) responded that they do know about school's anti bullying policy; 22 respondents (5 male and 17 female) responded that they sort of know about the school's anti-social bullying policy; 7 respondents (5 male and 2 female) responded that they don't know about the school's anti-social bullying policy and 7 respondents (4 male and 3 female) responded that there is no any policy in the school about anti-social bullying policy. The 24 respondents (7 male and 17 female) responded that boys are mostly bullied; 2 respondents (2 female) responded that girls are mostly bullied; 14 respondents (9 male and 5 female) responded that both are mostly bullied. The 26 respondents (12 male and 14 female) responded that they feel

angry after being bullied; 5 respondents (2 male and 3 female) responded that they feel lonely after being bullied; 3 respondents (3 female) responded that they feel scared after being bullied and 6 respondents (2 male and 4 female) responded that they are feel embarrassed after being bullied.

Chapter -V

DISCUSSION AND CONCLUSION

Discussion

Bullying has become one of the burning issues. School bullying has become the major issue. Most of the students are bullied in the school. They are bullied in various forms, either physically, emotionally, psychologically or socially. But some of the students just face it, whereas some students raise their voice against it. Some victim may complain their problem in the school where as some may fight by themselves.

According to the respondents respond, low number of children is never bullied in the school. It means that they have never faced the problem. But average number of children is bullied in the school sometimes. This result therefore, shows that children are facing the bullying problem in the school sometimes but only low number of children is very often bullied. Maximum numbers of student are bullied in the school sometimes. Most of the children are bullied in the form of teasing in the school. Maximum numbers of students are teased so badly in the school. Average numbers of students are bullied in the form of name calling. Different types of unusual words are used for the victim. Low number of students is bullied through punching and exclusion from the groups or friend circle. Though every student doesn't face the problem, some of them have helped others during being bullied. Maximum number of students has helped their friends who have been bullied. Low number of students has never helped their friend who has been bullied. Some of them have once or twice helped the victim. All the students are not courageous or have an ability to raise their voice for the problem. Students are mostly bullied during the break time at school. During the lunch break they are either hit by the friends or name called. So, students feel really embarrassed and depressed due to these acts. Average number of students is bullied during the classes or after school. Maximum numbers of students share this problem to their friends. Some shares this problem to their siblings and parents. But very low numbers of people share their problem with their teacher as they feel hesitation with teacher.

School bullying can lead the children toward various problems. They may feel depressed, tensed and embarrassed due to bullying. Therefore, this research clearly demonstrates the bullying among school students.

Ethical Consideration

The researcher ensured to incorporate the elements such as the principle of confidentiality and anonymity, respect to the participant, and avoided any type of misconduct and risk of harm. Similarly, the researcher ethically collected the information with the acquired consent from the participant for both the interview and recording. The research has been conducted within their boundaries and whatever information the researcher has found was kept safe and that was an authentic part of this mini research paper.

Conclusion

Through the above discussion, we can conclude that though this problem is so common in our country, it has been a burning issue. Most of the students are bullied in the school and students can't help themselves. With these findings, we can be clear that, though children are being bullied, they can't share their feelings with other due to unusual or uncomfortable environment. This also shows that, some of the students are aware about the issue and has raised their voice against this. School bullying directly effects on student's psychology. They might feel they are lower than others. Students may lower their self-esteem and they will lose their self-respect among the friends. They cannot concentrate on their studies and in the class. They will feel alone, depressed and it will directly hamper on his/her study. Children may require various counseling therapies to overcome from the problem. They may not be able to create their own identity. Therefore, students can be of introverted nature.

The main cause behind the school bullying is that the victim might be physically and mentally not being fit in the peer groups. Some other causes can be like victim may be less popular, over or under weight, conflict, be of different race or religion and other abnormal acts. The students must be up brought in well-mannered way. They must be taught the ways of manners and disciplines in the school.

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