



# Comparative Study Of Academic Achievement And Dimensions Of Bullying Behaviour Among Secondary School Students Of Varanasi District

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## Abstract

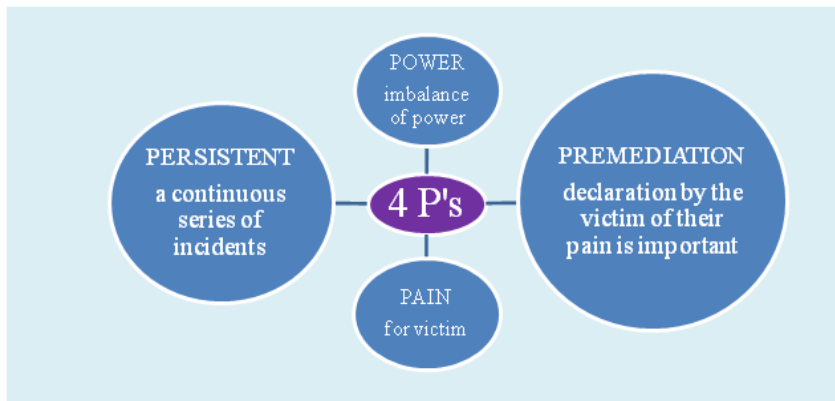
Educational process of development occurs in a physical, social, cultural and psychological environment in the school as well as the home environment and centered on academic achievement of students. However, it is not admissible that when the students are involved in antisocial behaviour it causes physical and/or psychological disturbances in their development process. Aggressiveness in schools is a universal problem. Bullying and victimization represent different types of involvement in violent situations during childhood and adolescence. Objectives: The present study aimed to compare dimensions of bullying behaviour (physical, verbal, relational and cyber) and academic achievement between government-aided and private secondary school students of Varanasi district. Sampling: 400 samples (200 government-aided and 200 private) were selected randomly studying in class 9th to 12th of Secondary Schools of Varanasi city. Tool used: Self-made tool named Bullying Behaviour Assessment Questionnaire (BBAQ) was used for data collection. Statistics analysis: F-value has been calculated for the analysis of the data and Post-hoc test was used to know the specific difference between levels of bullying behaviour and academic achievement. Result and Conclusion: It was found that there exists a significant difference between levels of physical, verbal, relational and cyber bullying behaviour and academic achievement among private secondary school students. There exists no significant difference between levels of physical, verbal, relational and cyber bullying behaviour and academic achievement among government-aided secondary school students of Varanasi district.

**Key words:** *Academic achievement, bullying behaviour, dimensions of bullying behaviour, secondary school students*

## Introduction:

Academic achievement is defined by Crow and Crow (1969) as “the extent to which a learner is profiting from instruction in a given area of learning or in other words, achievement is reflected by the extent to which skill and knowledge has been imparted to him”. The whole system of education is centered on academic achievement of students. Educational process of development occurs in a physical, social, cultural and psychological environment in the school as well as the home environment. Unfortunately, in recent years school violence has become a serious topic of concern. There are various kinds of school violence ranging from bullying, fighting, assaulting inside and outside the school premises, bringing drugs and harmful components to the school, sexual harassment, vandalism, stealing, bringing handheld weapons and firearms inside the school premises to many more of such kinds of behaviours that are not acceptable inside the school premises and also in the society. There is growing consensus among researchers that bullying in schools is a nationwide problem that can negatively impact the general school climate and student’s right to attend school

safely. Taking into account all these views regarding bullying it could generally be summarized by the 4Ps, as follows:



There are mainly four types of bullying behaviour as:

**Physical:** Hurt anyone physically, direct contact between bully and victim, eg. hitting, kicking, punching, slapping, physical attacks, physical attack gestures, vandalism etc.

**Verbal:** Making fun, making one unhappy or hurting the feelings of others, direct contact between bully and victim, eg teasing, mocking, taunting,, threatening, name calling, put down, abusing etc.

**Relational:** Making fun, making one unhappy or hurting the feelings of others in a behavioural manner, direct and indirect contact between bully and victim, eg. ignoring someone from the group, gossips, stealing, damaging social status, breaking confidence, backstabbing, sharing secrets, insulting, spreading rumours, taking away the belongings of others etc.

**Cyber:** Threaten the targeted person using the internet, digital technologies, cell- phones or social networking sites, indirect contact between bully and victim, eg. Denigration, cyber stalking, impersonation, Trickery, outing.

#### Research Questions:

1. Is there any difference in the level of physical bullying behaviour and academic achievement of government-aided and private secondary school students?
2. Is there any difference in the level of verbal bullying behaviour and academic achievement of government-aided and private secondary school students?
3. Is there any difference in the level of relational bullying behaviour and academic achievement of government-aided and private secondary school students?
4. Is there any difference in the level of cyber bullying behaviour and academic achievement of government-aided and private secondary school students?

#### Operational definition of the terms used:

**Academic achievement:** In this study, academic achievement refers to the last year annual examination percentage marks obtained by the secondary school students.

**Bullying behaviour:** In this study, bullying behaviour refers to the repeated oppressive either physical, psychological behaviour shown by the students in the school, classroom or social networking site.

**Dimensions of bullying behaviour:** In this study, dimensions of bullying behaviour refer to the physical, verbal, and relational and cyber repeated oppressive behaviour shown by the students in the school, classroom or social networking site.

**Secondary school students:** In this study, secondary school students refers to the students studying in class 11<sup>th</sup> and 12<sup>th</sup> of government-aided and private secondary schools of Varanasi district. Government-aided school refers to school which imparts education at the secondary stage by the help of government aid and managed by private owners of Varanasi district. Private school refers to the school which imparts education at the secondary stage by the private management and does not take any financial assistance from the government of Varanasi district.

**Statement of the Problem:**

Comparative study of Academic Achievement and dimensions of Bullying Behaviour among Secondary School Students of Varanasi district

**Objectives:**

- 1) To analyze the difference in the level of physical bullying behaviour and academic achievement of government-aided and private secondary school students.
- 2) To analyze the difference in the level of verbal bullying behaviour and academic achievement of government-aided and private secondary school students.
- 3) To analyze the difference in the level of relational bullying behaviour and academic achievement of government-aided and private secondary school students.
- 4) To analyze the difference in the level of cyber bullying behaviour and academic achievement of government-aided and private secondary school students.

**Null Hypothesis:**

**Ho.1:** There is no significant difference in the level of physical bullying behaviour and academic achievement of government-aided and private secondary school students.

**Ho.2:** There is no significant difference in the level of verbal bullying behaviour and academic achievement of government-aided and private secondary school students.

**Ho.3:** There is no significant difference in the level of relational bullying behaviour and academic achievement of government-aided and private secondary school students.

**Ho.4:** There is no significant difference in the level of cyber bullying behaviour and academic achievement of government-aided and private secondary school students.

**Method of the study:** Descriptive survey method has been used in the present study.

**Population:** In the present study 11<sup>th</sup> and 12<sup>th</sup> class secondary school students of Government-aided and Private schools of Varanasi district constituted the population of the study.

**Sample:** For the present study, the purposive sampling method was used for the selection of secondary schools (government-aided and private). At the second stage random sampling technique was used for the selection of secondary students. The breakup of the sample is being given in the following table:

**Table 1:** Distribution of total respondents from Varanasi city

Type of school	Government-aided	Private
No. of school selected	10	10
No. of students from each school	20	20
Total	200	200
Total Secondary School Students	400	

**Tool used:** Self made questionnaire as Bullying Behaviour Assessment Questionnaire (BBAQ) was used to assess dimensions of bullying behaviour among government-aided and private secondary students. Last year annual examination percentage marks was used to assess the academic achievement of secondary school students.

**Statistical analysis:** F-value has been calculated for the analysis of the data.

**Findings and Result:**

**Objective 1:** To analyze the difference in the level of physical bullying behaviour and academic achievement of government-aided and private secondary school students.

**Ho.1:** There is no significant difference in the level of physical bullying behaviour and academic achievement of government-aided and private secondary school students.

**Table 2:** Academic achievement score of government-aided and private secondary school students on the basis of physical bullying behaviour

Level of physical bullying behaviour	Type of school			
	Government-aided		Private	
	M	SD	M	SD
1. Low	62.23	12.90	78.19	13.01
2. Average	63.59	11.35	75.66	11.97
3. High	62.95	10.22	69.19	13.99
Total	63.11	11.60	75.90	12.91
	F=0.26; p>0.05		F= 4.89; p<0.01 (3 Vs 1,2)	

1(a) The obtained F-value for low, average and high physical bullying behaviour and academic achievement was found to be 0.26 among government-aided secondary school students which is insignificant at 0.05 level of significance. Thus, it can be said that there exists no significant difference between level of physical bullying behaviour and academic achievement among government-aided secondary school students.

1(b) The obtained F-value for low, average and high physical bullying behaviour and academic achievement was found to be 4.89 among private secondary school students which is significant at 0.01 level of significance. Thus, it can be said that there exists a significant difference between level of physical bullying behaviour and academic achievement among private secondary school students. Post-hoc test revealed that this difference exists between low and high level as well as between low and average level of physical bullying behaviour.

Thus, the null hypothesis that states, there is no significant difference in the level of physical bullying behaviour and academic achievement of government-aided and private secondary school students, has been accepted in case of government-aided secondary school students and rejected in case of private secondary school students.

**Objective 2:** To analyze the difference in the level of verbal bullying behaviour and academic achievement of government-aided and private secondary school students.

**Ho.2:** There is no significant difference in the level of verbal bullying behaviour and academic achievement of government-aided and private secondary school students.

**Table 3:** Academic achievement score of government-aided and private secondary school students on the basis of verbal bullying behaviour

Level of verbal bullying behaviour	Type of school			
	Government-aided		Private	
	M	SD	M	SD
1. Low	60.25	13.34	78.78	12.74
2. Average	64.50	10.92	76.16	12.29
3. High	62.18	10.76	70.93	14.18
	F=2.46; p>0.05		F=3.85; p<0.05 (3 Vs1,2)	

2(a) The obtained F-value for low, average and high verbal bullying behaviour and academic achievement was found to be 2.46 among government-aided secondary school students which is insignificant at 0.05 level of significance. Thus, it can be said that there exists no significant difference between level of verbal bullying behaviour and academic achievement among government-aided secondary school students.

2(b) The obtained F-value for low, average and high physical bullying behaviour and academic achievement was found to be 3.85 among private secondary school students which is significant at 0.05 level of significance. Thus, it can be said that there exists a significant difference between level of verbal bullying behaviour and academic achievement among private secondary school students. Post-hoc test revealed that

this difference exists between low and high level as well as between low and average level of verbal bullying behaviour.

Thus, the null hypothesis that states, there is no significant difference in the level of verbal bullying behaviour and academic achievement of government-aided and private secondary school students, has been accepted in case of government-aided secondary school students and rejected in case of private secondary school students.

**Objective 3:** To analyze the difference in the level of relational bullying behaviour and academic achievement of government-aided and private secondary school students.

**Ho.3:** There is no significant difference in the level of relational bullying behaviour and academic achievement of government-aided and private secondary school students.

**Table 4:** Academic achievement score of government-aided and private secondary school students on the basis of relational bullying behaviour

Level of relational bullying behaviour	Type of school			
	Government-aided		Private	
	M	SD	M	SD
1. Low	61.74	14.10	79.03	12.58
2. Average	64.27	10.75	76.48	12.02
3. High	62.07	9.72	67.54	13.86
	F=1.07; p>0.05		F=8.43; p<0.001 (3 Vs1,2)	

3(a) The obtained F-value for low, average and high relational bullying behaviour and academic achievement was found to be 1.07 among government-aided secondary school students which is insignificant at 0.05 level of significance. Thus, it can be said that there exists no significant difference between level of relational bullying behaviour and academic achievement among government-aided secondary school students.

3(b) The obtained F-value for low, average and high relational bullying behaviour and academic achievement was found to be 8.43 among private secondary school students which shows high significant difference at 0.001 level of significance. Thus, it can be said that there exists a significant difference between level of relational bullying behaviour and academic achievement among private secondary school students. Post-hoc test revealed that this difference exists between low and high level as well as between low and average level of relational bullying behaviour.

Thus, the null hypothesis that states, there is no significant difference in the level of relational bullying behaviour and academic achievement of government-aided and private secondary school students, has been accepted in case of government-aided secondary school students and rejected in case of private secondary school students.

**Objective 4:** To analyze the difference in the level of cyber bullying behaviour and academic achievement of government-aided and private secondary school students.

**Ho.4:** There is no significant difference in the level of cyber bullying behaviour and academic achievement of government-aided and private secondary school students.

**Table 5:** Academic achievement score of government-aided and private secondary school students on the basis of cyber bullying behaviour

Level of cyber bullying behaviour	Type of school			
	Government-aided		Private	
	M	SD	M	SD
1. Low	62.60	11.84	77.79	12.32
2. Average	64.24	11.53	75.66	12.15
3. High	61.40	11.23	68.73	14.28
	F=0.82; p>0.05		F=6.23; p<0.01 (3 Vs1,2)	

4(a) The obtained F-value for low, average and high cyber bullying behaviour and academic achievement was found to be 0.82 among government-aided secondary school students which is insignificant at 0.05 level of significance. Thus, it can be said that there exists no significant difference between level of cyber bullying behaviour and academic achievement among government-aided secondary school students.

4(b) The obtained F-value for low, average and high cyber bullying behaviour and academic achievement was found to be 6.23 among private secondary school students which is significant at 0.01 level of significance. Thus, it can be said that there exists a significant difference between level of cyber bullying behaviour and academic achievement among private secondary school students. Post-hoc test revealed that this difference exists between low and high level as well as between low and average level of cyber bullying behaviour. Thus, the null hypothesis that states, there is no significant difference in the level of cyber bullying behaviour and academic achievement of government-aided and private secondary school students, has been accepted in case of government-aided secondary school students and rejected in case of private secondary school students.

### Conclusion:

- There exists no significant difference between level of physical bullying behaviour and academic achievement among government-aided secondary school students. There exists a significant difference between level of physical bullying behaviour and academic achievement among private secondary school students.
- There exists no significant difference between level of verbal bullying behaviour and academic achievement among government-aided secondary school students. There exists a significant difference between level of verbal bullying behaviour and academic achievement among private secondary school students.
- There exists no significant difference between level of relational bullying behaviour and academic achievement among government-aided secondary school students. There exists a significant difference between level of relational bullying behaviour and academic achievement among private secondary school students.
- There exists no significant difference between level of cyber bullying behaviour and academic achievement among government-aided secondary school students. There exists a significant difference between level of cyber bullying behaviour and academic achievement among private secondary school students.

### Result and Discussion:

**Deb, S.; Modak, S.(2010)** studied to ascertain the prevalence of violence experienced by the children in families in Tripura, India and its relationship with socio-economic factors. In this study, academic performance of violence-experienced children, irrespective of nature of violence and socio-economic groups was poor compared to academic performance of non-violence-experienced children (p was less than 0.01). **Hisham; Ghorab; Jamal & Khaldi, A. (2014)** studied to determine the level of violence against school children in the Gaza Strip. It was found that There were statistically significant differences in the degree of the academic achievement of children between students exposed to low-level of violence and students exposed to high level of violence in favor of students exposed to low level of violence. **Joshi, C, & Rizwan, M. (2015)** studied to compare the impact of aggressive behavior on the academic achievement of adolescent boys and girls of senior secondary school and to compare the academic achievement of adolescent boys and girls. It was found that there was no significant difference between aggression level of high academic achievement of adolescent boys and low academic achievement of adolescent boys and the aggression level was higher in high academic achievement boys' comparatively low academic achievement boys' and there was no significant difference between aggression level of high academic achievement of adolescent girls and low academic achievement of adolescent girls. The aggression level was higher in high academic achievement girls' comparatively low academic achievement girls. **Uludag, O. (2013)** studied the effects of uni-dimensional aggression scale (composed of verbal aggression, anger with resentment, physical aggression, and suspicion) on students' current academic achievement score (GPA) and cumulative academic achievement score (CGPA) and found that aggression had significant negative effects on students' current academic achievement (GPA) and cumulative academic achievement score (CGPA). **Zequinao, M.A.; Cardoso, A.A.; Silva, J.L.D.; et.al.(2017)** studied to identify the school performance of children and adolescents in social vulnerability situation. There was also a relationship between poor school performance and participation in bullying situations, in which it was found that the score on the writing subtest was

negatively correlated with practice aggression and witnessing violence at school. A similar result occurred in relation to the reading subtest. The score arithmetic subtest, in turn, correlated negatively with the three forms of participation in situations of school violence: to assault, suffer abuse and witnessing violence against colleagues.

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