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An Attitude Of B.Ed Trainees On Bullying: A Study Of Two Central Universities Located In Uttar Pradesh

*Sonali Jaiswal, Research Scholar, Department of Education, Baba Saheb Bhimrao Ambedkar University, Lucknow,

**Prof. Harishankar Singh, Head Department of Education, Baba Saheb Bhimrao Ambedkar University, Lucknow

Abstract: B.Ed trainees from two central universities are the sample of this study. The main objective of the research is to compare the attitudes with regard to bullying situations. A comprehensive questionnaire was administered to 115 Pre-service Teachers from BBAU and 90 from BHU. The finding shows that BBAU B.Ed trainees have higher empathy about bullying and BHU B.Ed trainees have lower sympathy with bullied disabled students. It is recommended that teachers, especially those training to become B.Ed educators, receive specialized training on handling bullying situations, both in general and when dealing with disabled students.

Keywords: Bullying, B.Ed trainees, disabled students.

Bullying is aggressive behaviour, repeated many times where victims perceive an asymmetry of power (Olweus). From the onset of the 20th century, psychologists across various disciplines such as educational and developmental psychology have extensively studied bullying due to its impact on children of diverse ages and academic backgrounds in schools worldwide (Şahin, M. 2012). It is a worldwide concern that one out of every three students falls victim to bullying (UNICEF). But when we go for disabled students the ratio increases and they are most prone to victims. Normal students are showing them their power. Bullying has many types like Physical, Verbal, Social and Psychological but all these come under mainly two types of Bullying 1. Overt Bullying 2. Covert Bullying. In the case of Overt Bullying, physical aggression like punching, kicking, hitting and verbal aggression are included and in the case of covert bullying, social exclusion and gossiping are included. (Byers and Power Elliott). Disabled students are at a higher level of risk of bullying than normal students (Fink et al). Children who have no disability have a victimization rate of less than 20% (Davis and Nixon). It also turns out that compared to their colleagues without disabilities, they commit crimes at higher rates. When normal B.Ed students are in training it should be trained that disabled students show a lack of acceptance in the classroom and have inadequate social skills like delay in the social relationships as well as interpreting social cues. Disabled students sometimes possess poorly developed social skills, which might cause them to misread social cues and respond ineffectively. (Bauman and Hartley). Peers respond to this by acting covertly, like dismissing or failing to notice them, which makes special education children feel alone (Rose & Sympton). The greatest strategy to address the needs of disabled students and prevent marginalization is thought to be through inclusion.

Sample: A Total of 205 B.Ed Trainees provided the data which 115 final year B.Ed trainees from BBAU and 90 B.ed trainees from BHU who were also in their final year.

Hypothesis: There is no significant difference in attitude towards bullying of both central universities B.ed Ttrainees.

Objective: To compare the attitudes of BBAU B.Ed trainees and BHU B.Ed trainees about bullying.

Tool: Self-administered questionnaire which were used for this study.

Statistical analysis: (i). Statistical analysis was performed through SPSS.

(ii). Descriptive measures mean and SD were calculated.

(iii). *F* ratio and *p* value calculated.

Table 1: Attitude towards bullying.

To study the perspective on bullying researcher asked questions on three dimensions of overt and covert bullying that was on seriousness towards bullying, empathy towards bullies and how they intervene these incidents during teaching practices.

	BBAU B.Ed trainees (n=115) M (SD)	BHU B.Ed trainees (n=90) M (SD)	F (Fishers ratio)	p (p value)	η^2 (eta square)
Seriousness towards overt bullying	12.61 (1.84)	12.64 (1.86)	0.002	n.s.	0.00
Seriousness towards covert bullying	12.78 (1.83)	12.82 (1.91)	0.013	n.s.	0.00
Empathy towards overt bullies	11.71 (2.42)	10.79 (3.23)	3.409	0.048	0.151
Empathy towards covert bullies	11.61 (2.34)	10.58 (2.99)	4.683	0.032	0.177
Intervention towards overt bullying incidents	12.84 (1.91)	12.67 (2.44)	0.196	n.s.	0.001
Intervention towards covert bullying incidents	12.82 (1.89)	12.46 (2.23)	0.925	n.s.	0.006

Note. M = mean, SD = standard deviation, F = Fisher's ratio, p = p value, n.s. = not statistically significant, η^2 = eta square

The researcher found no statistical difference between BBAU and BHU B.Ed trainees in taking bullying, whether overt and subtle, seriously empathy towards bullies on overt and covert bullying but BHU B.ed trainees show a lower empathy towards bullies in comparison to BBAU B.Ed trainees.

Discussion: The objective of the study is confirmed in two dimensions. The findings show that BBAU and BHU B.Ed trainees have a great perception towards the problem of bullying both have empathy towards bullies and possess a strong want to step against against bullying that is both overt and covert. Zee and Koomen (2016) also suggested the same and said that if a teacher recognizes the gravity of bullying, he/she will try to stop it. The literature suggests that empathy is the most important intervention for bullied and in the case of disabled students, it is very necessary to give them appreciation and teach them to develop their self-confidence. (Cortes, K.I.).

Conclusion: B.Ed trainees should undergo specialized training on bullying, particularly when dealing with students with special needs. Teachers who have received specific training through institute courses may be more effective in addressing instances of bullying. These courses should cover the unique circumstances in which disabled students may find themselves, as well as the general concept of bullying, its underlying

causes, the roles of those involved, and potential strategies for dealing with both the perpetrators and victims, as well as the overall classroom environment. By gaining expertise in the area of bullying and understanding its detrimental effects, B.Ed trainees can effectively intervene in instances of bullying and work towards preventing such behaviour among all individuals involved, including perpetrators, students, teachers, and victims.

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