

# Bullying Among the Students of Secondary Public School of Kathmandu

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## ABSTRACT

School bullying has been identified as a problematic behavior among adolescents, affecting school achievement, prosocial skills, and psychological well-being for both victims and perpetrators. The purpose of this study was to identify different ways of bullying among 77 students of public secondary school, in Kathmandu, Nepal. A descriptive, cross-sectional study design was carried out to study bullying among students in grade nine. Semi-structured questionnaire related to socio-demographic information and factors associated with bullying was used along with Olweus Bullying Questionnaire. The mean age of respondents was 15.5 years. Victims faced bullies like verbal, physical, social, relational, and cyber-related bullying. About 87% of respondents experienced verbal bullying. according to respondents the major reason for bullying was their physical weakness (84.4%).

**Keywords:** bully, children, adolescents, violence in school.

## INTRODUCTION

Bullying is a form of aggressive behavior in which someone intentionally and repeatedly causes another person injury or discomfort. Bullying can take the form of physical, contact, words, or subtler actions (American Psychological Association, 2011). A bully is a person who uses strength or influence to

harm or intimidate those who are weaker (Oxford Dictionary, 2013).

For the past decades, school bullying among adolescents has received a considerable amount of research attention worldwide. Many countries including America 80%, [1] Thailand 56.1%, [2] China 40%, [3] India 31.4% [4] recognized bullying as a serious social problem in primary and secondary schools.

The importance of this phenomenon is that it may give rise to low self-esteem, anomie, depression, isolation, psychosomatic symptoms, failure at school, and in extreme cases, it may result in suicide and future incidences of bullying in the workplace and within the home. [5] Bullying is most commonly verbally 53.6%, socially 51.4%, physically 20.8% and electronically 13.6%. [6]

Though bullying is one of the problems prevailing in Nepal there have been less research on that problem. We could find few research on bullying but with lack of specific data, so this study was considered.

## METHODOLOGY

Descriptive, cross-sectional study design was carried out to assess the bullying in the secondary level. The site of study was Shree Tangal Secondary School located at Tangal - BhimBhawan, Kathmandu, Nepal. 77 students of both sexes were considered as

study population for this study. Non probability, purposive sampling technique was used in this study. Pre-test was done in 8 students in Shree DhumraBaraha School-Dhumrabarahi, Kathmandu. Semi structured questionnaire related to socio-demographic information and factors associated with bullying and Olweus Bullying Questionnaire was developed.

An inform verbal consent was obtained from each respondent prior to data collection by explaining the purpose of the study to ensure the right of the respondents. Respondents was assured for the confidentiality of the information by maintaining anonymity and explaining that information will be used for the study purpose only. Respondents were allowed to refuse to participate in the study at any time if they wished.

Data was analyzed using SPSS (Statistical Package for Social Science) version 20. Data analysis was done by using descriptive and Inferential statistics.

## RESULTS

Table 1: Socio-demographic Information n=77

Socio -demographic data	Frequency	Percentage
<b>Age</b>		
14 years	12	15.6
15 years	24	31.2
16 years	28	36.4
17 years	13	16.8
<b>Sex</b>		
Male	43	55.8
Female	34	44.2
<b>Ethnicity</b>		
Dalit	7	9.1
Janajati	25	32.5
Madhesi	9	11.7
Brahmin/ chettri	33	42.9
Others	3	3.9
<b>Religion</b>		
Hindu	48	62.3
Buddhist	19	24.7
Muslim	9	11.7
Christian	1	1.3

More than half of the population were male. The average age of the respondents was 15.5 years. Maximum respondents were from Brahmin/Chhetri community followed by Janjati, Madhesi, Dalit and others. Major respondents were Hindu followed by Buddhist, Muslim and Christian.

Table 2: Bullying Measuring Scale

Questions	Variables	Percentage
1. How do you like school?	1. Like school very much	63.6
	2. Like school	24.7
	3. Neither like nor dislike	11.7
	4. Dislike	0
	5. Dislike very much	0
2. How many good friends do you have in your class?	1. 6+ good friends	48.1
	2. 4-5 good friend	13
	3. 2-3 good friends	29.9
	4. 1 good friend	5.2
	5. None	3.9
3. I was called mean names, was made fun of, or teases in a hurtful way.	1. Hasn't happened	10.4
	2. Once or twice	2.6
	3. 2-3 times a month	0
	4. About once a week	31.2
	5. Several times/ weeks	55.8
4. Other students left me out of things on purposes, excluded me from their group of friends or completely ignored me.	1. Hasn't happened	1.3
	2. Once or twice	0
	3. 2-3 times a month	0
	4. About once a week	19.5
	5. Several times/week	79.2
5. I was hit, kicked, pushed, shoved around, or locked indoors.	1. Hasn't happened	1.3
	2. Once or twice	0
	3. 2-3 times a month	0
	4. About once a week	14.3
	5. Several times/week	84.4
6. Other students told lies or spread false rumors about me and tried to make others dislike me.	1. Hasn't happened	3.9
	2. Once or twice	0
	3. 2-3 times a month	0
	4. About once a week	22.1
	5. Several times/week	74.0

7. I had money or things taken away from me or damage.	1.	Hasn't happened	5.2
	2.	Once or twice	1.3
	3.	2-3 times a month	2.6
	4.	About once a week	14.3
	5.	Several time /week	76.6
8. I was threatened or force to do things I did not want to do.	1.	Hasn't happened	0
	2.	Once or twice	0
	3.	2-3 times a month	1.3
	4.	About once a week	11.7
	5.	Several times/week	87.0
9. I was bullied with mean names or comments about my race or color.	1.	Hasn't happened	2.6
	2.	Once or twice	0
	3.	2-3 times a month	1.3
	4.	About once a week	18.2
	5.	Several times/week	77.9
10. I was bullied with mean or hurtful messages, calls or pictures or in other ways on my cell phone or over the internet (computer).	1.	Hasn't happened	2.6
	2.	Once or twice	0
	3.	2-3 times a month	2.6
	4.	About once a week	10.4
	5.	Several times/week	84.4

Table no. 2 shows that the maximum no. of students who like school very much (63.6%) and the least of the students neither like nor dislike (11.7%). Maximum no. of students has 6+ good friends (48.1%) and the least of the students have none (3.9%). More than half of the total students feel teased by others several times a week (55.8%) and a few students feel teased by others once or twice (2.6%). 79.2% of students feels isolated by others several times a week and 1.3% of the student don't feel isolated. The majority of the students faced hit, kicked and locked indoors several times a week (84.4%) and few haven't faced so (1.3%). 74.0% of the student's money or other things were damaged by others. 87.0% of students faced threatened and forced to do unwanted things by others several times/week and least of the students faced so 2-3 times a month (1.3%). 77.9% of students were bullied in terms of race or color by others several times/ week and 1.3% were bullied 2-3 times a month. 84.4% of the students were bullied with hurtful messages, calls, pictures or over the internet several times a week and 2.6% of students haven't been bullied.

## CONCLUSION

This study is a descriptive study which was intended to identify the Bullying among the students of secondary school. A total of 77 respondents were included in the study. The

results of the present study showed 100% prevalence of bullying among the secondary level students.

The major of reason for bullying at the Shree Tangal Secondary School was found out to be victim's physical weakness (84.4%). Bullying often target weaker person as the target. Thus weaker students are easily targeted for the bullying as they cannot fight back or too afraid to fight back. But in comparison with the study conducted in Tamilnadu, India on "Prevalence and Prevention of school bullying" the data showed poor academic performance as the reason for bullying i.e. 67%. [7]

It is recommended that this type of research study should be carried out in the large scale and generalize the results of the study. It should be done in randomize and emphasis should be given for creating awareness in school, home and other related areas.

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