

A Study of Management Strategies to Control Bullying at Secondary Level in Gujrat

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Abstract

This study compared the management techniques employed by secondary school principals in both public and private institutions to prevent bullying among pupils. Only head teachers and teachers at secondary schools for males in District Gujrat, Punjab, were included in the study. A sample consisting of 48 head teachers and 141 teachers were selected through stratified random sampling from public and private secondary schools. The study was quantitative in nature. For descriptive analysis: Percentage, Mean, and Standard Deviation were used and for inferential analysis t-test was used to compare the management strategies used by the head teachers in public and private secondary schools. Study concluded that: physical and verbal bullying was found in secondary schools while social and electronic bullying was not found. The comparison of management strategies used by head teachers to control bullying among students in schools showed that there was no significance deference in public and private secondary schools. Moral values may be inculcated among students through group work, social activities, regular group discussion and moral lessons delivered by different teachers along with head teachers in morning assembly on regular basis.

Keywords: Bullying in Schools, Management of Bullying, Secondary Schools

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Introduction

Bullying means repetitive, senseless, detrimental act by one student against another student (Olweus, 1999). The act may be physical, verbal, social, and electronically. Physical bullying among the children is hitting, pushing, slapping, kicking and spiting at. Verbal bullying among children is name calling, teasing hurtfully, insulting, humiliating and threatening. Social bullying is excluded from a group, make to look dumb by someone, gossiping about; rumor spreading and stealing the property. Cyber bullying by using technological means, send threatening or offensive e-mail messages and secrets about one revealed through e-mail or phone text messages, distribution via internet of offensive photograph, offensive videos (O'Moore, 2010). Usually, students who are victimized report indications of unhappiness (i.e., Such as sadness, loss of interest in activities), symptoms of anxiety (i.e., such as tenseness, fears, and worries), loss of self-esteem and sometimes, increased levels of aggressive behavior. More embellishments of harassing on deceived teenagers may incorporate migraine, stomach hurts, school non-appearance, and in hazardous cases can prompt suicide (Ma, Stewin & Mah, 2001)

The head teacher is responsible for the overall state of the school in a learning environment. Since bullying is a major barrier to maintaining instruction, the head teacher must take a proactive approach to combat bullying. A head teacher can affect the attitudes and behavior of the staff by incorporating bullying prevention efforts into the school's real plan, kicking off full staff and guardian meetings, and outlining clear guidelines regarding the association of the supervisory framework: At school opening time, during break time, and at school closing time. It is crucial that the head teacher devote time and money to such initiatives (Olweus, 2004). The commitment of the school head teacher and the majority of the school staff to addressing problems related to bullying is a vital need for the effective deployment of bullying control measures. In our high schools, administrative commitment to the idea of classroom meetings proved to be especially crucial because the head teacher needed to accept changes to the students' timetables and ingeniously urge teachers to hold such meetings. (Limber 2004).

It makes sense to anticipate that victims of bullying would experience anxiety and apprehension in the setting where the bullying occurs. These victims may react by withdrawing, engaging in drawn-out escape strategies (skipping class, avoiding certain areas of school, fleeing, or committing suicide), becoming more hostile, and performing poorly in school. (Batsche, &Knoff, 1994). Many students from poor families, with

low income and social status leave the school due to insulting behavior of bullying. To retain the students of all sectors of society in school, it is needed to provide safe and respectful environment to each and every student. Head teachers bear great responsibility to control this factor if it is affecting their students. For this purpose, they adopt different management strategies to control bullying. No doubt the bullying is a serious problem in schools, but if the head teacher adopts strategies to control bullying and actively works with students, teachers, and parents in effectively controlling bullying issues, this problem may be overcome.

Head teachers at public and private secondary schools are required to employ various management measures to curb bullying in order to ensure smooth operations, enhance the quality of instruction, and reduce the dropout rate. Therefore, the goal of this study was to examine the management techniques used by secondary school principals in both public and private institutions to prevent bullying.

Objectives

The objectives of this study were to:

- Identify different types of bullying at secondary level.
- Identify the management strategies used by head teachers and teachers to control bullying.
- Compare the management strategies used by head teachers to control bullying at secondary level.

Considering the time and available resources, this study was delimited to District Gujrat. It was conducted on the head teachers and teachers of public and private secondary schools for boys in District Gujrat, Punjab. Being a quantitative study in nature, research tool designed to collect the data was questionnaire for head teachers and teachers of public and private secondary school.

Methodology

The present study was quantitative in nature. Descriptive research design was used to investigate the phenomena of leadership. Moreover, it was investigated through survey method. The focus of this study was on comparing management strategies used by the head teachers to control bullying among students in public and private secondary schools. The sample was selected using stratified random sampling technique. The

detail of population and sample are given in the table 1 & 2. Quantitative questionnaire was used to collect the data. It was based on five-point Likert scale.

Table 1

Population of head teachers and teachers of public and private secondary schools

Sr.	Types & Nos. of Schools	Head Teachers Population	Teachers Population
1	Public (137)	137	754
2	Private (101)	101	656
Total		138	1410

Table 2

Sample of head teachers and teachers of public and private secondary schools

Sr.	Types & Nos. of Schools	Head Teachers Sample 20%	Teachers Sample 10%
1	Public	28	75
2	Private	20	66
Total		48	141

Being a quantitative study in nature, research tool to collect the data was questionnaire for head teachers and teachers of public and private secondary school.

The questionnaire consisted of following parts.

- 1: What type of bullying is present in schools?
- 2: What strategies are used by head teachers to control bullying?

After validation and reliability check the instrument, it was administrated to selected respondents. Mainly data from the sampled population was collected through correspondence and personal visits of the schools by researcher. Most of the questionnaires were distributed and collected by researcher himself. Respondents were assured that this data will be used only for research purposes. The response rate from head teachers and teachers was 100%.

Results

For data analysis about the types of bullying and management strategies, respondents were asked to indicate their level of agreement at five-point

Likert Scale: Never (1), rarely (2), Sometimes (3), Most of the Time (4), Always (5). The results of the study were given below.

Table 3
Types of Bullying Present in Schools

Sr.	Statement	Head teachers			Teachers		
		N	Mean	SD	N	Mean	SD
1	Physical bullying among children: hit, pushed, slapped, kicked and spit at.	48	2.79	0.98	141	2.61	1.039
2	Verbal bullying among children: called names, teased hurtfully, insulted, humiliated and threatened.	48	3.12	1.16	141	2.85	1.11
3	Social bullying: excluded from a group, made to look dumb by someone, gossiped about; rumor spread and had property stolen.	48	2.43	1.21	141	2.27	1.183
4	Cyber bullying by using technological means: Send threatening or offensive e-mail message and secrets about you revealed through e-mail or phone text messages, distribution via internet of offensive photograph or offensive videos.	48	2.50	1.41	141	1.82	1.15

Table 3: Head teachers opined that physical bullying was observed sometime in schools. This conclusion was based on the mean value and SD (M= 2.79, SD=0.98) after data analysis and head teachers also opined that verbal bullying sometime was noticed in schools. This conclusion was based on the mean value and SD (M= 3.12, SD=1.16) after data analysis. This table indicates that according to head teachers, social bullying rarely found in schools. This conclusion was based on the mean value and SD (M= 2.43, SD=1.21) after data analysis. The table also indicates that according to head teachers, cyber bullying rarely found in schools. This conclusion was based on the mean value and SD (M= 2.50, SD=1.41) after data analysis.

According to teachers physical bullying observed sometimes in schools. This conclusion was based on the mean value and SD (M= 2.61, SD=1.039) after data analysis and teachers also opined that verbal bullying sometimes observed in schools. This conclusion was based on the mean value and SD (M= 2.85, SD=1.11) after data analysis. The table indicates that according to teachers, social bullying rarely found in schools. This

conclusion was based on the mean value and SD ($M=2.27$, $SD=1.183$) after data analysis. The table also indicates that according to teachers, cyber bullying rarely found in schools. This conclusion was based on the mean value and SD ($M= 1.82$, $SD=1.154$) after data analysis. After complete data analysis of this table, it is concluded that physical and verbal bullying found in secondary schools while social and electronic bullying was not found.

Table 4
Head Teachers Data Analysis about the Management Strategies used in Public Secondary Schools

Sr.	Strategy	N	Mean	SD
1	I constitute a committee of teachers to control bullying incidents in my school.	28	4.00	.81
2	I ensure effective supervision of students while working outside the classroom.	28	4.25	.64
3	I ensure to display School policies and rules to control bullying in my school.	28	4.21	.99
4	I organize training for teachers to control bullying in school.	28	4.00	1.05
5	I address in the morning assembly to make students aware of rules and regulations.	28	3.92	1.08
6	I arrange counseling services for students who have bullied	28	3.78	1.06

Table 4: shows that head teachers most of the time constituted a committee of teachers to control bullying. This conclusion was based on the mean value and SD ($M= 4.00$, $SD=.81$) after the close analysis of data. Head teachers most of the time ensured effective supervision of students while working outside the classroom. This conclusion was based on the mean value and SD ($M= 4.25$, $SD=.64$) after the close analysis of data. Table shows that head teachers most of the time ensured to display School policies and discipline rules to control bullying. This conclusion was based on the mean value and SD ($M= 4.21$, $SD= .99$) after the close analysis of data.

The table indicates that head teachers most of the time organized training for teachers to control bullying. This conclusion was based on the mean value and SD ($M= 4.00$, $SD=1.05$) after the close analysis of data. Head teachers most of times addressed in the morning assembly to make students aware of rules and regulation. This conclusion was based on the mean value and SD ($M= 3.92$, $SD=1.08$) after the close analysis of data and head teachers most of times arranged counseling services for students

who had bullied. This conclusion was based on the mean value and SD (M= 3.78, SD=1.06) after the close analysis of data

Table 5
Head Teachers Data Analysis about the Management Strategies used in Private Secondary Schools

Sr.	Strategy	N	Mean	SD
1	I constitute a committee of teachers to control bullying incidents in my school.	20	3.80	1.36
2	I ensure effective supervision of students while working outside the classroom.	20	4.25	.78
3	I ensure to display School policies and rules to control bullying in my school.	20	4.00	1.12
4	I organize training for teachers to control bullying in school.	20	3.35	1.38
5	I address in the morning assembly to make students aware of rules and regulations.	20	3.50	1.35
6	I arrange counseling services for students who have bullied	20	3.20	1.15

Table 5: shows that head teachers most of the time constituted a committee of teachers to control bullying. This conclusion was based on the mean value and SD (M= 3.80, SD=1.36) after the close analysis of data. Head teachers most of the time ensured effective supervision of students while working outside the classroom. This conclusion was based on the mean value and SD (M= 4.25, SD=.78) after the close analysis of data. Table indicates that head teachers most of the time ensured to display School policies and discipline rules to control bullying. This conclusion was based on the mean value and SD (M= 4.00, SD= 1.12) after the analysis of data.

Table shows that head teachers most of the time organized training for teachers to control bullying. This conclusion was based on the mean value and SD (M= 3.35, SD=1.38) after the analysis of data. Head teachers most of times addressed in the morning assembly to make students aware of rules and regulation. This conclusion was based on the mean value and SD (M= 3.50, SD=1.35) after the close analysis of data and head teachers most of times arranged counseling services for students who had bullied. This conclusion was based on the mean value and SD (M= 3.20, SD=1.15) after the close analysis of data.

Table 6
Teachers Data Analysis about the Management Strategies used in Public Secondary Schools

Sr.	Strategy	N	Mean	SD
1	Our head teacher constitutes a committee of teachers to control bullying incidents in our school.	84	3.82	1.19
2	Our head teacher ensures effective supervision of students while working outside the classroom.	84	4.09	.93
3	Our head ensures to display School policies and rules to control bullying in school.	84	3.86	1.12
4	Our head teacher organizes training for teachers to control bullying in school.	84	3.60	1.23
5	Our head teacher addresses in the morning assembly to make students aware of rules and regulations.	84	3.45	1.24
6	Our head teacher arranges counseling services for students who have bullied	84	3.45	1.28

Table 6 shows that according to teachers, the head teachers most of the time constituted a committee of teachers to control bullying. This conclusion was based on the mean value and SD ($M= 3.82$, $SD=1.19$) after the close analysis of data. According to the teachers, the head teachers most of the time ensured effective supervision of students while working outside the classroom. This conclusion was based on the mean value and SD ($M= 4.09$, $SD=.93$) after the close analysis of data. The table indicates that according to the teachers, the head teachers most of the time ensured to display School policies and discipline rules to control bullying. This conclusion was based on the mean value and SD ($M= 3.86$, $SD=1.12$) after the close analysis of data.

Table shows that according to the teachers, the head teachers most of times organized training for teachers to control bullying. This conclusion was based on the mean value and SD ($M= 3.60$, $SD=1.23$) after the close analysis of data. Table also shows that according to the teachers, the head teachers sometimes addressed in the morning assembly to make students aware of rules and regulation. This conclusion was based on the mean value and SD ($M= 3.45$, $SD=1.24$) after the close analysis of data and according to the teachers, the head teachers sometimes arranged counseling services for students who had bullied. This conclusion was based on the mean value and SD ($M= 3.45$, $SD=1.28$) after the close analysis of data.

Table 7
Teachers Data Analysis about the Management Strategies used in Private Secondary Schools

Sr.#	Strategy	N	Mean	SD
1	Our head teacher constitutes a committee of teachers to control bullying incidents in our school.	57	3.66	1.40
2	Our head teacher ensures effective supervision of students while working outside the classroom.	57	3.96	1.22
3	Our head teacher ensures to display School policies and rules to control bullying in school.	57	3.92	1.32
4	Our head teacher organizes training for teachers to control bullying in school.	57	3.17	1.42
5	Our head teacher addresses in the morning assembly to make students aware of rules and regulation.	57	3.63	1.24
6	Our head teacher arranges counseling services for students who have bullied	57	3.49	1.29

Table 7: According to teachers, head teachers most of the time constituted a committee of teachers to control bullying. This conclusion was based on the mean value and SD (M= 3.66, SD=1.40) after the close analysis of data. According to teachers, head teachers most of the time ensured effective supervision of students while working outside the classroom. This conclusion was based on the mean value and SD (M= 3.96, SD=1.22) after close analysis of data. Table indicates that according to teachers, head teachers most of the time ensured to display School policies and discipline rules to control bullying. This conclusion was based on the mean value and SD (M= 3.92, SD=1.32) after close analysis of data. The teachers opined that their head teachers sometimes organized training for teachers to control bullying. This conclusion was based on the mean value and SD (M= 3.17, SD=1.42) after close analysis of data.

Table shows that according to teachers, head teachers most of the times addressed in the morning assembly to make students aware of rules and regulation. This conclusion was based on the mean value and SD (M= 3.63, SD=1.24) after close analysis of data. Table shows that according to teachers, head teachers sometimes arranged counseling services for students who had bullied. This conclusion was based on the mean value and SD (M= 3.49, SD=1.29) after close analysis of data.

Table 8
Comparison of Management Strategies used by Head Teachers to Control Bullying in Public and Private Secondary Schools

Sr.#	Strategy	School category	Mean	SD	df	t	P
1	Constitution of a committee for teachers to control bullying incidents in school.	Public	4.0	.81	46	.635	.523
		Private	3.8	1.36			
2	Ensure to effective supervision of students while working outside the classroom.	Public	4.25	.64	46	1.000	1.000
		Private	4.25	.78			
3	Ensure to display School policies and discipline rules to control bullying in my school.	Public	4.21	.99	46	.697	.489
		Private	4.00	1.12			
4	Organize training for teachers to control bullying in school.	Public	4.00	1.05	46	.846	.071
		Private	3.35	1.38			
5	Address in the morning assembly to make students aware of rules and regulations.	Public	3.92	1.08	46	1.214	.231
		Private	3.50	1.35			
6	Arrangement of counseling services for students who have bullied	Public	3.78	1.06	46	1.815	.076
		Private	3.20	1.15			

Table 8 shows that mean value of public schools ($M=4.0$, $SD=.81$) was higher than Private schools ($M=3.80$, $SD=1.36$) for constitution a committee. In both types of schools head teachers constituted a committee to control bullying and t- value (46) = .635, $p=.523$ indicated no significant difference among both groups on this statement. The mean value of public schools ($M=4.25$, $SD=.64$) which was equal to Private schools ($M=4.25$, $SD=.78$) for effective supervision of students. In both types of schools head teachers ensured effective supervision of students while working outside the classroom and t- value (46) = 1.000, $p=1.000$ indicated no significant difference among both groups on this statement. Table indicates that mean value of public schools ($M=4.21$, $SD=.99$) was higher than Private schools ($M=4.00$, $SD=1.12390$) for display school policies and discipline rules. In both types of schools head teachers ensured to display school policies and discipline rules to control bullying in schools and t- value (46) = .697, $p=.489$ indicated no significant difference among both groups on this statement

Table shows that mean value of public schools ($M=4.00$, $SD=1.05$) was higher than Private schools ($M=3.35$, $SD=1.38$) for organizing training for teachers. In both types of schools head teachers organized training for teachers to control bullying in school and t- value (46) = .846, $p=.071$ indicated no significant difference among both groups on this statement. Table also shows that mean value of public schools ($M=3.92$, $SD=1.08$) was higher than

Private schools ($M=3.50$, $SD=1.35$) about address in the morning assembly. In both types of schools head teachers addressed in the morning assembly to make student aware of rules and regulation and t- value $t(46) = 1.214$, $p= .231$ indicated no significant difference among both groups on this statement and the mean value of public schools ($M= 3.78$, $SD= 1.06$) was higher than Private schools ($M=3.20$, $SD= 1.15$) about arranging counseling service for students. In both types of schools head teachers arrange counseling service for students who had bullied and t- value $t(46) = .1815$, $p= .076$ indicated no significant difference among both groups on this statement.

Discussion

This study was conducted to compare management strategies used by the head teachers to control bullying among students in public and private secondary schools for boys. The main objectives of this study were to identify different types of bullying, identify the management strategies used by head teachers & teachers to control bullying and to compare the management strategies used by head teachers in public and private secondary schools. Physical and verbal bullying was found in secondary schools while social and electronic bullying was not found. According to Whitney & Smith (1993), the most prevalent and common types of bullying include insults, name-calling and nicknames, beating, physical violence, stealing, threats, and social exclusion or isolation. Hitting, direct and indirect aggression in the form of verbal abuse, gestures, threats, and property destruction are all recognized as primary kinds of bullying, according to Crick and Grotpeter (1995).

Majority of head teachers opined that they constituted a committee of teachers to control bullying and organized training for teachers. It is felt that constitution of committee and training of teachers is very much necessary, and it should be an effective strategy to control bullying. According to Limber (2012), the bullying control strategy requires concentrated training for the bullying control strategy coordinating committee, which consists of a team of school community members who are then responsible for applying the strategy correctly as well as ensuring that all departments and staff have suitable training for their roles in the strategy.

Head teachers addressed in morning assembly to make students aware of rules and regulations, arranged counseling services for students who had bullied. It is also felt that addressed in morning assembly and counseling services are very much necessary and it should be an effective strategy to control bullying. Successful school-based interventions for bullying depend on head teachers and teachers to create a climate that

discourages bullying. Teachers should label bullying behavior, not the person. Identify the problem as bullying behavior and avoid labeling children and youth as “bullies and victims.” These labels limit how they think about themselves and how others think of them (Pepler, Smith, & Rigby, 2004).

Head teachers ensure effective supervision of students while working outside the classroom. It is also felt that effective supervision is very much necessary, and it should be an effective strategy to control bullying. Once hot spot areas have been pinpointed through study reactions or a review of disciplinary records, supervision can be increased where it is generally required. Barone calls attention to that giving better supervision is not really expensive. For instance, head teacher can request that teachers remain in the entryways of their classrooms amid taking a break so that the corridors are very much focused.

The study also showed that head teachers ensure to display school policies and rules to control bullying in school. It is also felt that to display school policies and rules is very much necessary and it should be an effective strategy to control bullying. Although many school behavior codes implicitly forbid bullying, many codes do not use the term or make explicit our expectations for student behavior. It is important to make clear that the school expects them to be good citizens, not passive bystanders, if they are aware of bullying or students who appear troubled, possibly from bullying. Developing simple, clear rules about bullying can help to ensure that students are aware of adults' expectations that they refrain from bullying and help students who are bullied. School rules and policies should be discussed with students and parents. Appropriate consequences also should be developed for not following the school's rules. Olweus, (2005). The comparison of management strategies used to control bullying in schools showed that there was no significance deference among students in public and private secondary schools because in the analysis p-value is greater than .05 in each statement.

Recommendations

It was recommended that:

- A topic on bullying may be added to build social skills among students in pre-service training program for teachers and head teachers.
- Moral values may be inculcated among students through group work, social activities, regular group discussion and moral lessons delivered by different teachers along with head teachers in morning assembly on regular basis.

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