

Research Article

Bullying Status on Secondary Level Students

Sandesh Regmi^{1,2,3}, Shobha Gaihre^{1,4}, Anusha Sharma⁵

¹Graduate in Psychology, Department of Psychology & Philosophy Tri-Chandra Multiple College, Kathmandu, Nepal, Researcher, Psychological Aid Nepal, Psychology Related Non-governmental Organization.

²President, Psychological Aid Nepal, Psychology Related Non-governmental Organization.

³Psychologist & Research Head, Manodrishti Psychological Services & Research Institute Kathmandu, Nepal.

⁴Senior Nurse, National Trauma Centre, Kathmandu, Nepal.

⁵Undergraduate Student of Public Health, Manamohan Memorial Institute of Health Sciences, Kathmandu, Nepal.

I N F O

Corresponding Author:

Shobha Gaihre, Graduate in Psychology, Department of Psychology & Philosophy Tri-Chandra Multiple College, Kathmandu Nepal. Researcher, Psychological Aid Nepal, Psychology related non-governmental organization, Senior Nurse, National Trauma Centre, Kathmandu Nepal.

E-mail Id:

gaireshobha@yahoo.com

How to cite this article:

Regmi S, Gaihre S, Sharma A. Bullying Status on Secondary School Student. *J Adv Res Eng & Edu* 2019; 4(1): 3-13.

Date of Submission: 2019-05-06

Date of Acceptance: 2019-05-29

A B S T R A C T

Background: Bullying in school aged children is a universal problem, which continues to be a serious threat to the physical and emotional health of children and adolescents. The main objective of the study is to find out the status of bullying among secondary level school students in Kathmandu Nepal.

Methods: A cross-sectional research design was carried in the public and private level secondary school of Kathmandu in 2018. The cross sectional descriptive analytical study design along with the case study method was used among 222 respondents who were selected by purposive sampling. A semi structured questionnaire for socio-demographic and a structured Olweus Bully Questionnaire (OBQ) was used for data collection. The data analysis was done using SPSS version 21.

Result: Among 222, total 146 (65.8%) of the students got bullied physically, verbally and sexually. Only (14.4%) of the students bullied by electronic devices or cyberbullying. However, the number of students involved in bullying others is 100 (45%) only. The number of boys who got bullied is 176 (79.28%) which is higher than that of girls 144 (64.85%). Majority 45.63% of the bullying occurred in the classroom when the teacher was not present and bullying occurred least on the way to home, school bus stop, and gym class. Mostly 50% report their problem to the friends followed by brother or sister, class teacher, parents, another adult at school, somebody else 7.89%, 18.42%, 10%, 53%, 6.58 %, 6.58% respectively. The findings show that there is no association between the socio-demographic variables and bullying among the secondary level student's in Kathmandu Nepal.

Conclusion: The study found that the status of bullying highly prevails in the schools of Kathmandu, Nepal. Hence, all stakeholders in secondary education should work collaboratively for interventions to reduce the bullying practice and its adverse effects on student health.

Keywords: Bullying, Olweus Bullying Questionnaire

Introduction

Bullying in school-aged children is a universal problem, which continues to be a serious threat to physical and emotional health of children and adolescents (Tsitsika, et al., 2014). More than one out of every five (20.8%) students report being bullied 33% of students who reported being bullied at school indicated that they were bullied at least once or twice a month during the school year (National Center for Educational Statistics, 2016). More than one third of adolescents reporting bullying report bias-based school bullying (Russell, Sinclair, Poteat, & Koenig, 2012).

Physical appearance is the most frequent reason reported by students for being bullied. Globally, 15.3% of students who have been bullied report being made fun of because of how their face or body looks, and this was one of the top two most frequent forms of bullying in all regions except for the Middle East, North Africa and the Pacific. Race, nationality or colour are the second most frequently reported reasons by students for being bullied. Rates above 11% are reported in all regions except for Asia, and Central and South America, with the highest rates in the Pacific and sub-Saharan Africa (UNESCO, 2018). Students who experience bullying are at increased risk for poor school adjustment, sleep difficulties, anxiety, and depression (Center for Disease Control, 2017).

A meta-analysis of 80 studies analyzing bullying involvement rates (for both bullying others and being bullied) for 12-18 year old students reported a mean prevalence rate of 35% for traditional bullying involvement and 15% for cyber bullying involvement (Modecki, Minchin, Harbaugh, Guerra, & Runions, 2014).

Social discrimination and stigma is high in Nepal. Nepal being the multi-cultural country the inter-cultural bullying is supposed to be high. Very few researches have been carried out in the context of Nepal. Those conducted research found that bullying is one of the most prevailed problem in school. Hence, this study aimed to assess the status of bullying among secondary level school students of Kathmandu, Nepal.

Methods

A descriptive study was conducted in the public and private secondary level school of Kathmandu. Target population of this study was students studying secondary level meeting the Criteria. Students with complain of mental and physical illness, students with chronic illness and uninterested students were excluded from the study.

The sample size was 222. A semi structured questionnaire was used for socio demographic data collection and the Olweus Bully Questionnaire (OBQ) is a psychometrically sound instrument that measures two separate aspects of bullying, and whose use is supported for international

studies of bullying in different countries (Kyriakides, L., Kaloyirou, C Lindsay, G. 2006). Since all the students were knowledgeable in English language no translation in Nepali language was made. Researcher administered the questionnaire to students in the classroom setting. Students were given enough time to fill in the questionnaire. Informed written consent was taken from each participant after explanation on the purpose of the study.

To ensure validity and reliability of questionnaire, it was pretested in 10% of the subjects with similar characteristics. Ethical clearance was taken from the psychology department, Tri-Chandra Multiple College. Verbal as well as written informed consent was taken from each participant before data collection. Privacy was maintained and participants were assured of confidentiality. SPSS version 21 software was used to manage and analyze the data.

Table I. Socio-demographic Characteristics

(n=222)

Variables	Categories	Frequency (n)	Percentage (%)
Grade	Class 9	130	58.6
	Class 10	92	41.4
Sex	Male	102	45.9
	Female	120	54.1
Age	13	19	8.6
	14	77	34.7
	15	76	34.2
	16	32	14.4
	17	14	6.3
	18	3	1.4
	19	1	0.5
Caste	Brahmin	68	30.6
	Chhetri	53	23.9
	Newar	41	18.5
	Janajati other than Newar	60	27
Economic Status of the family	Lower	6	2.7
	Middle	203	91.4
	Higher	13	5.9

Survey 2018

Result

Table 1, shows that 130 (58.6%) respondents were reading in grade 9 and remaining 92 (41.4%) were at grade 10, majority were female 120 (54.1%) and 77 (34.7%) respondents were of 14 years of age. Mean age of the respondents were 14.81 and SD 1.117 with 13 as minimum and 19 as maximum value. Majority of respondents 68 (30.6%) were from Brahmin family. Majority of them were from the middle class family 203 (91.4%) and the least is from lower class family 6 (2.7%).

Table 2.The Prevalence of Bullying Victims

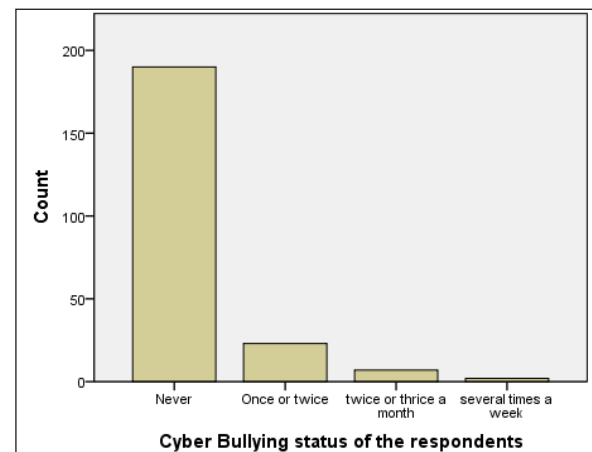
Distribution of respondents about bullying experience at school (n=222)

Characteristics		Categories	Frequency (n)	Percentage (%)	
How often have you been bullied at school at past couple of months?		Never	124	55.9	
		Once or twice	23	23	
			5.9	5.9	
			3.6	3.6	
Characteristics/ Categories		How often have you been bullied at school for past couple of months?			
		Once or twice	twice or thrice a month	about once a week	several times a week
Sex	Boy	46 (20.72%)	26 (11.71%)	2(0.90%)	21(9.45%)
	Girl	78 (35.15%)	25(11.26%)	6(2.70%)	5(2.25%)

Survey 2018

Table 2, shows that majority 124 (55.9%) of the students did not experience bullying at school for past couple of month. Among those 98 (44.1%) who experienced bullying at school 51 (23%) experienced bullying once or twice, 13 (5.9%) twice or thrice, 8 (3.6%) about once a week and 26 (11.7%) several times a week. With regards to sex and bullying 46 (20.72%) boy never experienced bullying while were the number of girls 78 (35.15%), which is comparatively higher than that of boys. Similarly on counting the number of victim boy 56(25.21%) is comparatively higher that victim girl 42 (18.91%).

Approximately slightly more than half of the respondents answered that they were not bullied for last couple of month. Among those who got bullied only 46.8% were bullied verbally in the past couple of month (table 3).

**Figure 4.Cyber Bullying****Table 3.Distribution on different types of bullying experienced by the respondents**

(n=222)

Characteristics	It has not happened to me in the past couple of months	It has only happened once or twice	2 or 3 times a month	About once a week	Several times a week
Verbal n(%)	118 (53.2%)	54 (24.2%)	13 (5.9%)	9 (4.1%)	28 (12.6%)
Exclusion n(%)	160 (72.5%)	44 (19.8%)	6 (2.7%)	3 (1.4%)	8 (3.6%)
Physical n(%)	117 (79.7%)	31 (14%)	6 (2.7%)	2 (0.9%)	6 (2.7%)
Rumors n(%)	145 (65.3%)	44 (19.8%)	17 (7.7%)	3 (1.4%)	13 (5.9%)
Damage n(%)	157 (70.7%)	56 (25.2%)	6 (2.7%)	1 (0.5%)	2 (0.9%)
Threat n(%)	177 (79.7%)	32 (14.4%)	6 (2.7%)	5 (2.3%)	2 (0.9%)
Racial n(%)	167 (75.2%)	26 (11.7%)	16 (7.2%)	3 (1.4%)	10 (4.5%)
Sexual n(%)	176 (79.3%)	23 (10.4%)	10 (4.5%)	7 (3.2%)	6 (2.7%)

Survey 2018

Bar diagram shows that majority 190 (85.6%) never got bullied through the usage of electronic devices. On remaining 32 (14.4%) majority 23 (10.4%) got bullied once, whereas those who bullied twice or thrice a month was 7 (3.2%) and those several times a week was 2(0.9%)

(Figure 4).

Above Pie Chart illustrates that on total 32 (14.4%) of the bullied students by electronic devices, majority 63.89% got bullied over internet and 22.22% got bullied by both means

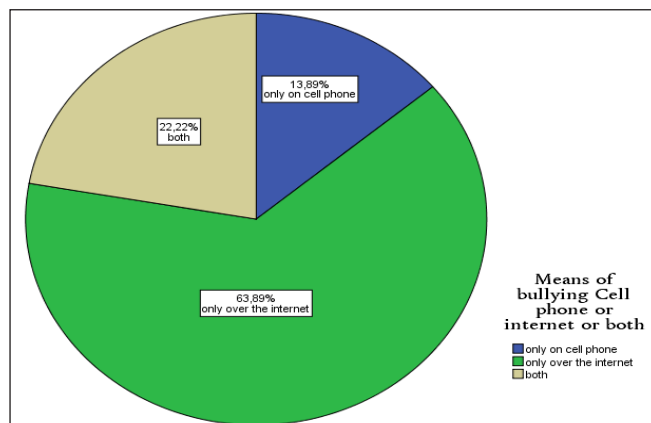


Figure 5. Bullied students by Electronic Devices

Table 6. Distribution of classroom where the respondents got bullied

Characteristics	Categories	Frequency (n)	Percent (%)
In which class(es) is the student or students who bully you ?	Never got bullied in past couple of month	136	61.3
	In my class	58	26.1
	In a different class but the same grade (year)	12	5.4
	In a higher grade(s)	3	1.4
	In a lower grade(s)	6	2.7
	Both higher and lower grade	7	3.2

Survey 2018

internet and cell phones whereas those who got bullied by cell phones only was 13.89% only (Figure 5).

Table 6, shows the grades where the students got bullied where most 136 (61.3%) of the students never got bullied in past couple of month. Remaining 86 (48.7%) those who got bullied most 58 (26.1%) got bullied in his/her own class, 12 (5.4%) got bullied in a different but the same grade. Similarly 3(1.4%), 6(2.7%) and 7(3.2%) got bullied in higher, lower and higher and lower grade respectively (Table 6).

On accounting the number of bullied gender 123(55.4%) of the respondents were never got bullied where majority 21 (9.5%) got bullied mainly by 1 girl and least 12 (6.3%) by

Table 7. Distribution of the bullied gender

(n=222)

Characteristics	Categories	Frequency (n)	Percent (%)
Have you been bullied by boys or girls?	I have not been bullied at school in the past couple of months	123	55.4
	Mainly by 1 girl	21	9.5
	By several girls	12	6.3
	Mainly by 1 boy	24	10.8
	By several boys	24	10.8
	By both boys and girls	16	7.2

Survey 2018

Table 8. Distribution of the number of students involved in bullying

(n=222)

Characteristics	Categories	Frequency (n)	Percent (%)
By how many students have you usually been bullied?	I have not been bullied at school in the past couple of months	120	54.1
	Mainly by 1 student	11	5
	By a group of 2-3 students	38	17.1
	By a group of 4-9 students	9	4.1
	By a group of 10 or more students	34	15.3
	By several different students or group of students	10	4.5

Survey 2018

several girls. Those who got bullied by 1 boy and by several boys is same 24 (10.8%) and by both boys and girls was 16 (7.2%)(Table 7).

Above table 8 displays the number of students involved in

bullying the bully victim where 120 (54.1%) respondents that they were never bullied. The number of victims who got bullied by a group of 2-3 students was 38 (17.1%), by group of 10 or more students, by a group of 4-9 students, by several different students or group of students and mainly by 1 student was 34 (15.3%), 9 (4.1%), 10 (4.5%) and 11 (5%) respectively. From the above data it is clear that the involvement on bullying act was more in group

Table 9. Distribution of duration of bullying act

(n=222)

Characteristics	Categories	Frequency (n)	Percent (%)
How long has the bullying lasted?	I have not been bullied at school in the past couple of months	127	57.2
	It lasted 1 or 2 weeks	40	18
	It lasted about a month	19	8.6
	It lasted about 6 months	9	4.1
	It lasted about a year	12	5.4
	It lasted several years	15	6.8

Survey 2018

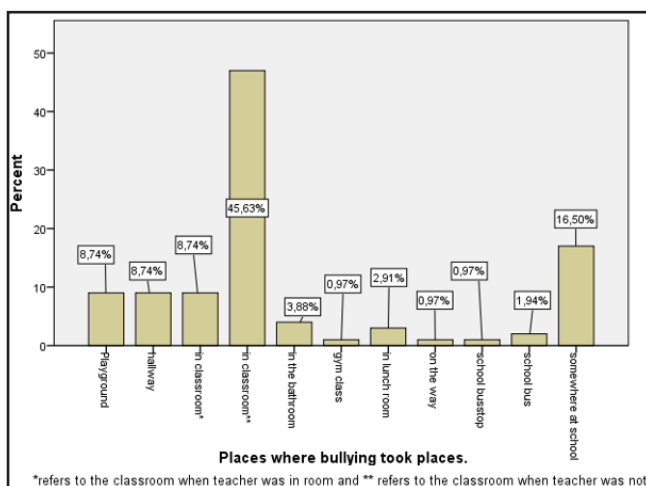


Figure 10. Location where bullying occurred

than individually (Table 8).

From the table no 9, it can be concluded that bullying lasted mostly for short duration and prevailed least for long duration.

From the above diagram 45.63% of the bullying occurred in

classroom when the teacher was not present and bullying occurred least on the way to home, school busstop and gym class (Figure 10).

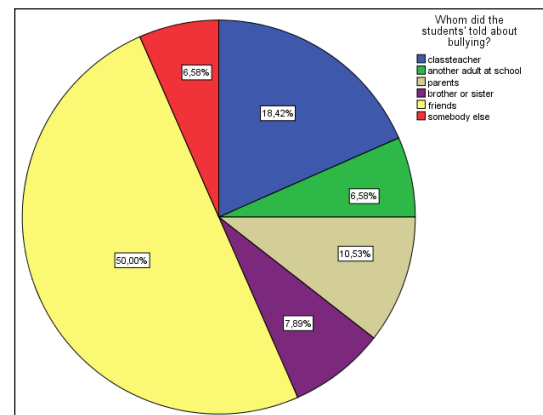


Figure 11. Whom did the student told about bullying

From the above pie chart it is clear that respondent's mostly (50%) told their problem to the friends. In case of brother or sister, classteacher, parents, another adult at school and somebody else the percentage is 7.89, 18.42, 10.53, 6.58 and 6.58 respectively (Figure 11).

Support on Bullying Prevention

The study revealed that majority 71(32%) of the teachers or other adults never tried to stop bullying. Statistically it was found that 21(9.5%), 44(19.8%), 29(13.1%) and 57(25.7%)

Table 12. Distribution of Adults, Teachers and Peer Support to Prevent Bullying

(n=222)

Categories	How often do the teachers or other adults at school try to put a stop to it when a student is being bullied at school? n(%)	How often do other students try to put a stop to it when a student is being bullied at school? n(%)
Almost Never	71(32)	66(29.7)
Once in a while	21(9.5)	40(18)
Sometimes	44(19.8)	64(28.8)
Often	29(13.1)	44(19.8)
Almost always	57(25.7)	8(3.6)

Survey 2018

tried once in a while, sometimes, often and almost always.

Similarly the peer support on bullying prevention was 66(29.7%), 40(18%), 64(28.8%), 44(19.8%) and 8(3.6%)

under the categories almost never, once in a while, sometimes, often and almost always respectively (Table 12).

Parent's support on preventing bullying by contacting

Table 13. Guardian's Support on Bullying Prevention

(n=222)			
Characteristics	Categories	Frequency (n)	Percent (%)
Has any adult at home contacted the school to try to stop being bullied at school in the past couple of months?	I have not been bullied at school in the past couple month	142	64.0
	No, they have not contacted the school	55	24.8
	Yes, they have contacted the school once	22	9.9
	Yes, they have contacted the school several times	3	1.4

Survey 2018

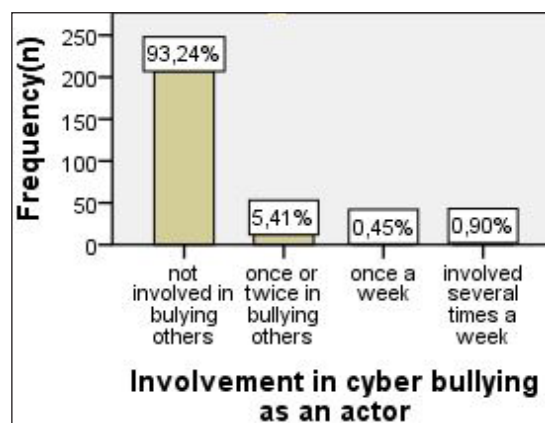


Figure 15. Involvement on cyber bullying by the respondents

to the respondents. Involvement in other bullying acts was least below 11.7% on each category.

The bar diagram illustrates the involvement of the respondents on cyber bullying where 93.24% respondents did not get involved in any form of cyber bullying. Remaining 6.26% got involved in that act where very least, 0.90% and most, 5.41% got involved once or twice in bullying others (Figure 15).

Table 14. Distribution on involvement on different bullying act as a bullier

Characteristics	It has not happened to me in the past couple of months	It has only happened once or twice	2 or 3 times a month	About once a week	Several times a week
Verbal n(%)	163 (73.4%)	44 (19.8%)	6 (2.7%)	4 (1.8%)	5 (2.3%)
Exclusion n(%)	196 (88.3%)	21 (9.5%)	2 (0.9%)	1 (0.5%)	2 (0.9%)
Physical n(%)	203 (91.4%)	14 (6.3%)	2 (0.9%)	2 (0.9%)	1 (0.5%)
Rumors n(%)	206 (92.8%)	14 (6.3%)	0 (0%)	1 (0.5%)	1 (0.5%)
Damage n(%)	205 (92.3%)	15 (6.8%)	0 (0%)	2 (0.9%)	0 (0%)
Threat n(%)	206 (92.8%)	13 (5.9%)	3 (1.4%)	0 (0%)	0 (0%)
Racial n(%)	198 (89.2%)	16 (7.2%)	3 (1.4%)	2 (0.9%)	3 (1.4%)
Sexual n(%)	205 (92.3%)	10 (4.5%)	1 (0.5%)	2 (0.9%)	4 (1.8%)

school was found as 142(64%), 55(24.8%), 22(9.9%) and 3(1.4%) as never bullied, not contacted, contacted once and contacted several times respectively. Student's when see other friend's bullying feel and think as well deserved, do not feel too much, feel bit sorry for the victim, feel sorry and want help as 21(9.5%), 17(7.7%), 42(18.9%) and 142(64%) respectively (Table 13).

Table no. 14, represents the involvement of respondents on different bullying act. The involvement in verbal bullying was highest 59 (26.6%) amongst eight bullying acts asked

From the above table no. 16, it was revealed that teacher 42(18.9%) and guardian 47(21.2%) did not speak regarding the bullying act of the student. In contrast only in very little cases (6.4% and 5.9%) teacher and guardian spoke about their bullying action.

On the questions on involving with other friends on bullying a student whom the respondent did not like, majority 95(42.8%) of respondents responded definitely no and least 11(5%) responded yes (Table 17).

Table 16. Distribution on teachers' and guardians' response over their bullying act

Categories	(n=222)	
	Has your class or homeroom teacher or any other teacher talked with you about your bullying another student(s) at school in the past couple of months? n(%)	Has any adult at home talked with you about your bullying another student(s) at school in the past couple of months? n(%)
Never bullied another student in past couple of months	166(74.8)	162(73)
No they have not talked with me about it	42(18.9)	47(21.2)
Yes they have not talked with me about it once	11(5.0)	8(3.6)
Yes they have not talked with me about it several times	3(1.4)	5(2.3)

Survey 2018

Table 17. Distribution on respondents thought on involving with friends on bullying

Characteristics	Categories	Frequency	Percentage
Do you think you could join in bullying a student whom you do not like?	Yes	11	5.0
	Yes, may be	21	9.5
	I do not know	23	10.4
	No, I do not think so	29	13.1
	No	43	19.4
	Definitely No	95	42.8

Survey 2018

Table no. 18, shows the reaction of the respondents on seeing that the student of same age of the respondent 54(24.3%) did not noticed that students of his/her age was bullied. Remaining other respondents who reacted on different ways, majority 100(45%) of the responded tried to help the bullied student in one way or another and 50(22.5%) of them answered that they do not do anything but think to help the bullied student. Very few 2(0.9%) responded took part, the same number 2(0.9%) did nothing and thought that was okay and 14(6.3%) just watched.

Table no. 19, illustrates that whether the respondents were afraid of being bullied or not where 101(45.5%) of responded never, 24(10.8%), 63(28.4%), 12(5.4%), 9(4.1%) and 13(5.9%) answered seldom, sometimes, fairly often,

Table 18. Distribution on reaction of the respondents while he/she saw that someone involved in bullying

Characteristics	(n=222)		
	Categories	Frequency (n)	Percentage (%)
How do you usually react if you see or learn that a student your age is being bullied by another student(s)?	I have never noticed that students my age have been bullied	54	24.3
	2	0.9	
	2	0.9	
	14	6.3	
	50	22.5	
I take part in the bullying			
I do not do anything, but I think the bullying is okay			
I just watch what goes on			
I do not do anything, but I think I ought to help the bullied student			
I try to help the bullied student in one way or another		100	45.0

Table 19. Distribution on whether the respondents were afraid of being bullied or not

(n=222)

Characteristics	Categories	Frequency (n)	Percent (%)
How often are you afraid of being bullied by other students in your school?	Never	101	45.5
	Seldom	24	10.8
	Sometimes	63	28.4
	Fairly Often	12	5.4
	Often	9	4.1
	Very Often	13	5.9

Survey 2018

Table 20. Distribution on teachers effort to cut down bullying in classroom

Characteristics	Categories	Frequency (n)	Percent (%)
Overall, how much do you think your class or homeroom teacher has done to cut down on bullying in your classroom in the past couple of months?	Little or nothing	55	24.8
	Fairly little	30	13.5
	Somewhat	31	14.0
	A good deal	39	17.6
	Much	67	30.2

Survey 2018

Table 21. Distribution of bully victim and bully involvement of the respondents

(n=222)

Categories	Frequency (n)	Percent (%)
Bullying victim	146	65.8
Bullying involvement	100	45

Survey 2018

Table 22. Bullying victim and bullying involvement with school type and grade

(n=222)

Characteristics	Categories	Total respondents	Frequency/ Percentage
Bullying Victim	Government School	86	53/61.62%
	Private School	136	93/68.38%
	Grade 9	130	85/65.38%
	Grade 10	92	61/66.30%

Survey 2018

Table 23. Association between Different Socio-demographic Variables and Bullying

(n=222)

Variable	Bullying status n(%)		χ^2	P value
	Yes	No		
Educational status				
class 9	85(65.38%)	45(34.61%)	17.21	0.700
class 10	61 (66.30%)	31(33.70%)		
Age group				
12-15	117(68.02%)	55(31.98%)	52.32	0.377
16-19	29(58%)	21(42%)		

Gender				
Male	66(64.70%)	36(35.30%)		
Female	80(66.66%)	40(33.33%)		
Caste				
Brahmin	45(66.17%)	23(33.83%)	36.056	0.206
Chhetri	36(67.92%)	17(32.08%)		
Newar	39(65%)	21(35%)		
Janajati other than Newars	26(63.41%)	15(36.59%)		
Economic Status				
Lower	3(50%)	3(50%)	13.10	0.873
Middle	133(65.51%)	80(34.49%)		
Higher	10(76.92%)	3(23.08%)		
Supervised	128(64.64%)	70(35.36%)	16.46	0.087
School Environment				
Not caring	18(75%)	6(25%)		
Like school				
I dislike school	6(75%)	2(25%)	21.70	0.357
I neither dislike nor like	46(67.64%)	22(32.36%)		
I like school	94(67.64%)	22(32.36%)		
Good Friends				
None	9(69.23%)	4(30.78%)	26.230	0.158
< 5	35(66.03%)	18(33.97%)		
5 and more	102(65.38%)	54(34.62%)		
Failed in exam				
Yes	34(64.15%)	19(35.85%)	13.301	0.207
No	112(66.27%)	57(33.73%)		

*significance $p < 0.05$

often and very often respectively.

Table no 20, shows the teacher's effort to cut down bullying where majority 67(30.2%) put the effort very much and 55(24.8%) did little or nothing. Those teachers who acted fairly little, somewhat and a good deal were 30(13.5%), 31(14%) and 39(17.6%) respectively.

Above table 21, shows the overall frequency and percentage of the bully victim and bully involvement among the respondents where 146(65.8%) were bully victim and 100 (45%) were involved in bullying.

Table 22, shows the frequency and percentage of bullying victim in government and private school where in government school 53(61.62%) and in private school 93(68.38%) were involved in any kind of bullying. On assessing the result on grade the student of grade 10 61(66.30%) slightly higher 85(65.38%) were involve in bullying.

Table no 23, shows the inferential statistics which revealed the association of bullying and different socio-demographic characters. No association was found between the grade on which the students were reading and bullying with p value 0.700. The p value of 0.377 and 0.206 on gender and caste respectively also had no association with bullying. 0.873, 0.087, 0.357, 0.158 and 0.207 thus generated p value on economic status, school environment, school preferences, number of good friends and failed in examination respectively below 0.05 also had no association with bullying. Hence, it can be concluded from the findings that there is no association between the socio-demographic characters and bullying among the secondary level student's of Kathmandu Nepal.

Discussion

The study was carried out with an objective to find out the prevalence of bullying among the secondary level students of Kathmandu, Nepal. Our study concluded with the result

of 65.8% experiencing bullying. However, higher prevalence was reported by (Mishra, Thapa, Marahatta, & Mahotra, 2018) was 69.14%. But comparatively low prevalence was reported in India (31.4%) (Kshirsagar, Agrawal, & Bardekar, 2007), Pakistan (41.3%) (Kubwalo, et al., 2013) and China (26.1%) (Han, Zhang, & Zhang, 2017). These comparisons indicate that the prevalence of bullying in Kathmandu is high. The probable reason could be peer pressure, prejudices, showing power and stigma which might be closely link with bullying in our society.

A study done on bullying in Korea shows that more boys than girls experienced bullying. (Kim, Koh, & Leventhal, 2004) which is similar to our study were more boys 25.21% were victim of bullying in comparison with that girl 18.91%.

A survey done in the United States among 5,700 middle and high school students between the ages of 12 and 17 approximately 34% experienced cyberbullying in their lifetimes (Patchin W J, 2016) which is lower in comparison to our result shows that only 14.4% had experienced cyber bullying. The reason might be technology such as mobile phones, internet which are not easily accessible to all individuals in our context.

In our study 45.63% of the bullying occurred in classroom in the absence of teacher and bullying occurred least on the way to home, school bus stop and gym class which is almost similar to study done on 2766 children from 32 Dutch elementary schools shows that most children were bullied in the classroom 40.5% (M. Fekkes et al 2004).

The study shows that boys were more victim of bullying than girls. Self-reported involvement of bullying others is higher than being bullying victim, indicating that bullying behavior is perceived as "wrong" by most of the youth, and this could provide implications for prevention, especially from the education perspective (Han, Zhang, & Zhang, 2017).

Our study shows that there is no association between the bullying and socio demographic variables. The caste was also not associated with bullying, being a influential factor only for the victims, associated with discrimination and prejudice on the basis of caste and ethnicity (Caravita, Blasio & Salmivalli, 2009).

The study contributed the significant differences in the age and gender of the bully victim. Similarly there was weak correlation between the age and victim of bullying. Moreover, there was no significant gender difference among adolescents with or without bullying experienced (Limawan, Wiguna, Ismail & Sekartini, 2016).

Conclusion

Suggestions on various literatures have described bullying as one of the most prominent issues in schools worldwide. And, with regards to Nepal, studies show that more than half the total schools have been affected by some form of

bullying (both public and private). With such a widespread prevalence, it is far from difficult to imagine often severe effects of these abuses on the mental health of the receiver. The causes of bullying in Nepal is impossible to attribute to a standalone reason, as social and cultural aspects quite deeply affects behavior, similarly economic aspects makes as equal if not a stronger influence on how behavior is shaped. Therefore, it is reasonable to argue that the stake holders in secondary education should work in collaboration, in their entirety and intervene to discourage and reduce bullying practices.

Schools are seen reluctant to employ a member of staff as student support or in other words a school counselor. Negligible number schools have seen such a move as important; however, as far as preventing deleterious effects of bullying goes, it is essential that the problem is diagnosed as early as possible. Therefore, to realize reduction of bullying practice and to indeed prevent mental health issues led by bullying having a school counselor could prove to be crucial.

References

1. Bullying Statistics. (n.d.) Retrieved from <https://www.pacer.org/bullying/resources/stats.asp>.
2. Caravita SC, Blasio PD, Salmivalli C. Early Adolescent's Participation in Bullying: Is ToM Involved? *The Journal of Early Adolescence* 2009; 30(1): 138-170. doi:10.1177/0272431609342983.
3. Fekkes M. Bullying: Who does what, when and where? Involvement of children, teachers and parents in bullying behavior. *Health Education Research* 2004; 20(1): 81-91. doi:10.1093/her/cyg100.
4. Han Z, Zhang G, Zhang H. School Bullying in Urban China: Prevalence and Correlation with School Climate. *International Journal of Environmental Research and Public Health* 2017; 14(10): 11-16. doi:10.3390/ijerph14101116.
5. Kim YS, Koh Y, Leventhal BL. Prevalence of School Bullying in Korean Middle School Students. *Archives of Pediatrics & Adolescent Medicine* 2004; 158(8): 737. doi:10.1001/archpedi.158.8.737.
6. Kshirsagar VY, Agrawal R, Bardekar SB. Bullying in schools: prevalence and short-term impact. *Indian Pediatr* 2007; 44 (1): 25-28.
7. Kubwalo HW, Muula AS, Siziya S et al. Prevalence and correlates of being bullied among in-school adolescents in Malawi: results from the 2009 Global School-Based Health Survey. *Malawi medical journal : the journal of Medical Association of Malawi* 2013; 25(1): 12-14.
8. Kyriakides L, Kaloyirou C, Lindsay G et al. An analysis of the Revised Olweus Bully/Victim Questionnaire using the Rasch measurement model. *British Journal of Educational Psychology* 2010; 76(4):781-801.

Retrieved from <http://onlinelibrary.wiley.com/doi/10.1348/000709905X53499/full> Latest news on unesco-report-reveals-high-levels-violence-and-bullying-schools. (n.d.). Retrieved from <https://en.unesco.org/news/unesco-report-reveals-high-levels-violence-and-bullying-schools>.

9. Limawan A, Wiguna T, Ismail RI et al. 2.55 The Association Between Age, Gender, And Bullying Experience Among Secondary High School Students In Jakarta, Indonesia. *Journal of the American Academy of Child & Adolescent Psychiatry* 2016; 55(10): 138. doi:10.1016/j.jaac.2016.09.121.
10. Mishra D, Thapa T, Marahatta S et al. Bullying Behavior and Psychosocial Health-A Cross-sectional Study among School Students of Pyuthan Municipality. *Journal of Nepal Health Research Council* 2018; 16(1): 73-78. <https://doi.org/10.3126/jnhrc.v16i1.19370>.
11. Modecki KL, Minchin J, Harbaugh AG et al. Bullying Prevalence Across Contexts: A Meta-analysis Measuring Cyber and Traditional Bullying. *Journal of Adolescent Health* 2014; 55(5): 602-611. doi:10.1016/j.jadohealth.2014.06.007.
12. Prevent Bullying | Features | CDC. (n.d.). Retrieved from <https://www.cdc.gov/features/prevent-bullying/index.html>.
13. Russell ST, Sinclair KO, Poteat VP et al. Adolescent Health and Harassment Based on Discriminatory Bias. *American Journal of Public Health* 2012; 102(3): 493-495. doi:10.2105/ajph.2011.300430.
14. The NCES Fast Facts Tool provides quick answers to many education questions (National Center for Education Statistics). (n.d.). Retrieved from <https://nces.ed.gov/fastfacts/display.asp?id=719>.
15. Tsitsika AK, Barlow E, Andrieu E et al. Bullying Behaviors in Children and Adolescents: "An Ongoing Story". *Frontiers in Public Health* 2014; 2(7). doi:10.3389/fpubh.2014.00007.
16. Cyberbullying Data. 2016 (2019, January 07). Retrieved from <https://cyberbullying.org/2016-cyberbullying-data>.