



A Correlational Study To Assess The Relationship Between Bullying And Psychological Distress Among The School Going Adolescents In Selected City Of Uttar Pradesh.

Mrs. Shivani Malik, Master in Mental Health Nursing, R.N., R.M., M.N., Holy Family College of Nursing, New Delhi.

Ms. Sherly Thomas, R.N., R.M., M.N., Associate Professor, Holy Family College of Nursing, New Delhi

Ms. Josna Jesmon, R.N., R.M., M.N., Senior Nursing Tutor, Holy Family College of Nursing, New Delhi

ABSTRACT

Background: An estimated 1.1 million adolescents die each year. The leading causes are road traffic injuries, depression, bullying, suicide and interpersonal violence. An estimated 10-20% of adolescents globally experience mental health conditions due to faulty school environment, yet these are mainly under diagnosed and undertreated. Certain traumatic life experiences such as: bereavement, bullying, stress, lack of sleep, use of drugs or alcohol, assault, abuse can affect our mental health and induce mental distress. This may be something which resolves without further medical intervention, though people who endure such symptoms longer term are more likely to be diagnosed with mental illness.

Aim: The Correlational study aimed to assess the relationship between Bullying and Psychological Distress among the school going adolescents.

Method: The study was conducted among the 300 school going adolescents belonging to age group of 13-18 years from different schools of Uttar Pradesh after obtaining the Ethical Permission from the due Authorities. Purposive sampling technique was used to select the 300 school going adolescents. A standardized Multidimensional Peer victimization Scale and Depression Stress Anxiety Scale-42 (DASS-42) were used to assess the psychological distress and bullying.

Result: Data was analyzed using Pearson Correlation and Chi-square test to find out the correlation and association among the bullying and psychological distress. The results revealed that there is a high incidence of bullying 272(90.66%) among the school going adolescents. It is found out that moderate bullying had positive correlation with stress ($r=.217, p<0.05$) & frequent bullying also had moderate correlation with anxiety ($r =.49, p <0.05$) among school going adolescents. The study also showed the significant association of bullying with class, parent's marital status, and type of family, occupation of parents, monthly income and any history of life event. There is also significant association of the stress with parents' marital status, type of family. The findings of the study found to be significant with the findings of the similar research studies.

Keywords: Bullying, Psychological Distress, Adolescent

Objectives :

- To identify the incidence of bullying among the school going adolescents.
- To assess the Psychological distress (Depression, Anxiety and Stress) among the school going adolescents.
- To explore the relationship between bullying and psychological distress (Depression, Anxiety and Stress) among the school going adolescents.
- To find out the association of bullying with selected socio-demographic variables in school going adolescents.
- To find out the association of psychological distress (Depression, Anxiety and Stress) with selected socio-demographic variables in school going adolescents.

Introduction

Adolescence is the phase of life between childhood and adulthood, from ages 10 to 19. These include adopting healthy sleep patterns, taking regular exercise; developing coping strategies, problem-solving, and interpersonal skills; and learning to manage emotions. An estimated 1.1 million adolescents die each year. The leading causes are road traffic injuries, depression, bullying, suicide and interpersonal violence. An estimated 10-20% of adolescents globally experience mental health conditions due to faulty school environment, yet these are mainly underdiagnosed and undertreated.¹

The environment of the school can also influence how effective a student can learn because it affects the intellectual, emotional and social health of the students and ability to handle stress, to acquire skills and to maintain relationships, all of which form resources for independent living and this will lead to a direct impact on the mental health of the students, including the prevalence of bullying.²

Certain traumatic life experiences such as: bereavement, bullying, stress, lack of sleep, use of drugs or alcohol, assault, abuse can affect our mental health and induce mental distress. This may be something which resolves without further medical intervention, though people who endure such symptoms longer term are more likely to be diagnosed with mental illness.⁴

Bullying is a topic discussed frequently among students, parents, teachers, school administrators, public safety officials, and the media. The bullying behavior can be 'physical' (e.g., hitting, pushing, kicking), 'verbal' (e.g., calling names, provoking, making threats, spreading slander), or can include other behavior such as making faces or social exclusion.⁵

According to "National Center for Educational Statistics", 2019 Out of those students who reported being bullied, 13% were made fun of, called names, or insulted; 13% were the subject of rumors; 5% were pushed, shoved, tripped, or spit on; and 5% were excluded from activities on purpose.⁶

Bullying victimization in schools has predominantly received attention in high income countries. For example, the pooled prevalence of bullying victimization was 30.5% (95% CI: 30.2–31.0%) in LMICs-HICs. The highest pooled prevalence was observed in the Eastern Mediterranean Region (45.1%, 44.3–46.0%) and the lowest was in the European region with 8.4% (8.0–9.0%). (Shown in Fig 1). The findings of the study confirm that nearly one-third of the world's adolescents had experienced bullying victimization over the previous 30 days.⁷

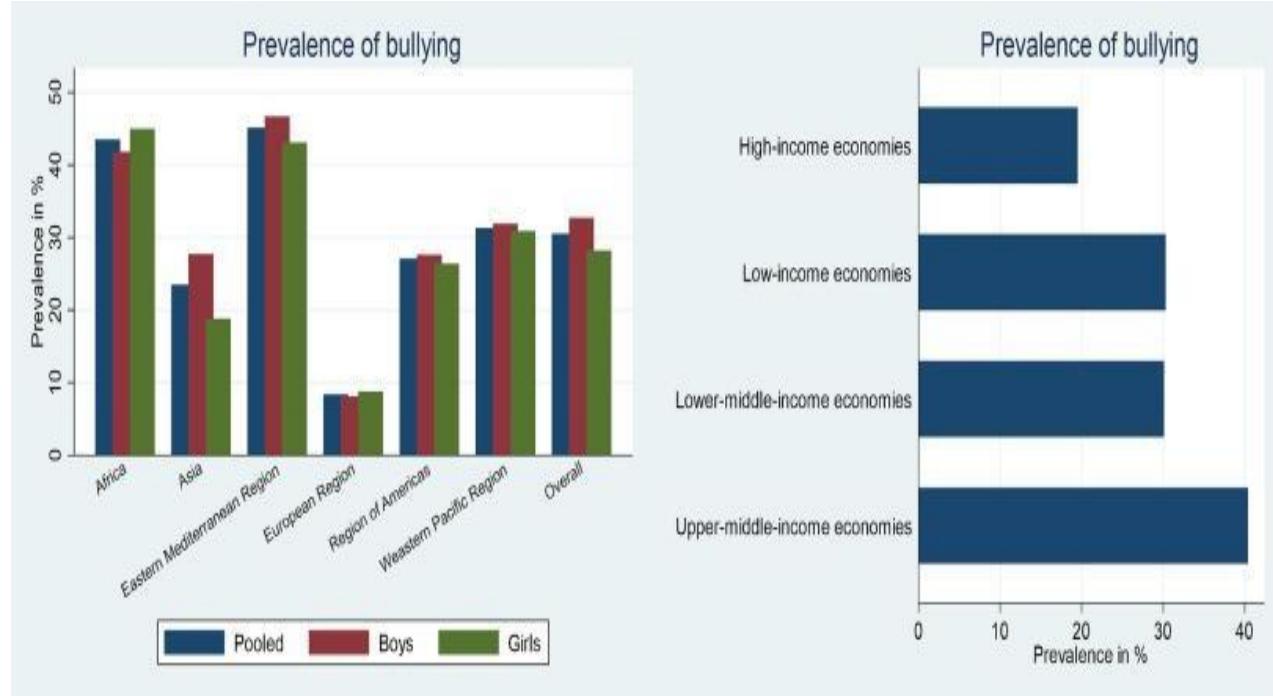


Fig 1: A bar graph showing overall burden of bullying by global, regions, gender and economic positions.

Bullying, particularly among school-age children, is a major public health problem both domestically and internationally (Nansel, Craig, Overpeck, Saluja, & Ruan, 2004). Current estimates according to Nansel (2001) suggest that nearly 30% of American adolescents reported at least moderate bullying experiences as the bully, the victim, or both. Specifically, of a nationally representative sample of adolescents, 13% reported being a bully, 11% reported being a victim of bullying, and 6% reported being both a bully and a victim.⁸

Literature (2019) has shown that victims of bullying experience poorer social, emotional, and physical health outcomes including signs of depression, suicidal ideation and loneliness. It has also been shown that social isolation and loneliness are associated with bullying victimization.¹⁰

According to "Centers for Disease Control", 2019 students who experience bullying are at increased risk for depression, anxiety, sleep difficulties, lower academic achievement, and dropping out of school.¹¹

Psychological distress is a general term used to describe unpleasant feelings or emotions that impact your level of functioning. In other words, it is psychological discomfort that interferes with your activities of daily living. Psychological distress can result in negative views of the environment, others, and the self. Depression, stress, anxiety, are the symptoms of mental illness are manifestations of psychological distress.

The Depression can dysphoria, hopelessness, devaluation of life, self-deprecation, lack of interest /involvement,

anhedonia and inertia. The Anxiety can include autonomic arousal, skeletal muscle effects, situational anxiety, and subjective experience of anxious affect. The Stress can highlight levels of non-chronic arousal through difficulty relaxing, nervous arousal and being easily upset/agitated, irritable/over-reactive, and impotent.¹²

Psychological distress can potentially lead to a change of behavior, affect a person's emotions in a negative way, and affect the irrelationships with the people around them

Recent systematic reviews (2015) have established a strong causal association between bullying victimization and mental health problems such as depression, anxiety, poor general health and suicidal ideation and behaviours. It has also been established that bullying victimization is independently associated with significantly higher levels of psychological distress and reduced levels of emotional wellbeing.¹³

Materials and Methods

Setting and Participants

Quantitative Research Approach was used and the research design selected for the study was Descriptive Survey Design. A total sample of 300 school going adolescents were selected from two private schools of city Baraut, Uttar Pardesh through Purposive Sampling technique from the class 9th and 11th class. After obtaining the formal administrative permissions from the concerned authorities and parents of the students, final study was conducted from 10 January 2021 to 30th January 2021. Anonymity and Confidentiality of the subject was maintained while carrying out the study.

A questionnaire of Socio demographic data, Multidimensional Bullying victimization scale and DASS-42 (Depression, Anxiety and Stress Scale) was incorporated into the Google survey forms and a shareable link was generated and disseminated through the WhatsApp to the class teachers of 9th and 11th class and then they have shared in the class group of the students. The researcher was available online to give instructions and clarify the doubts of the students.

Tools

Multidimensional Peer Victimization Scale

It is a 16-item questionnaire that is used to identify the bullying among school going adolescents .It captures peer victimization across four dimensions i.e. physical victimization, verbal victimization, social manipulation and attacks on property. The scale consists of questions related to physical victimization, verbal victimization, social manipulation and attacks on property. Scores on the total scale have a possible range of 0 to 32; scores on each of the four subscales have a possible range of 0 to 8. Higher scores reflect more victimization.

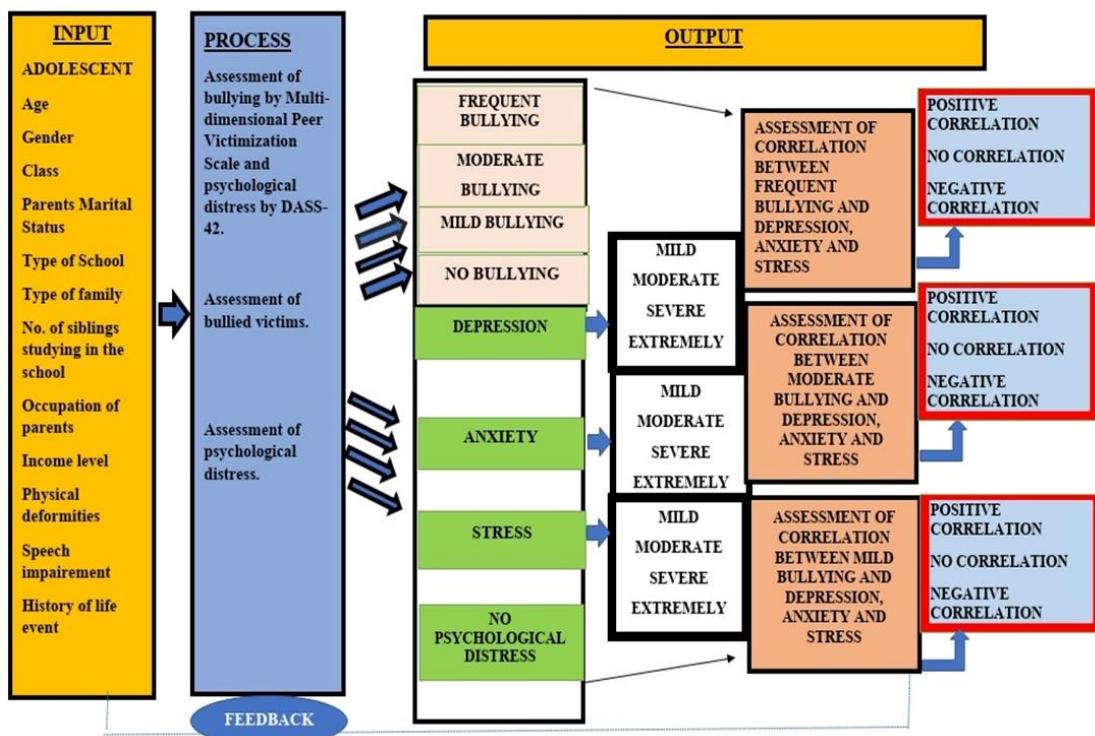


FIGURE 2: CONCEPTUAL MODEL BASED ON LUDWIG BERTALANFFY GENERAL SYSTEM MODEL, 1968

Depression Anxiety Stress Scale-42 (DASS-42)

DASS-42 tool is used to measure the psychological distress among the school going adolescents. It is a 42-itemself-report instrument designed to measure the three related negative emotional states of depression, anxiety and tension/stress. Adolescents responds to 42 statements related to psychological distress (Depression, Anxiety and Stress). Out of these 14 statements are related to "Depression", 14 statements are related to "Anxiety" and 14 related to "Stress".

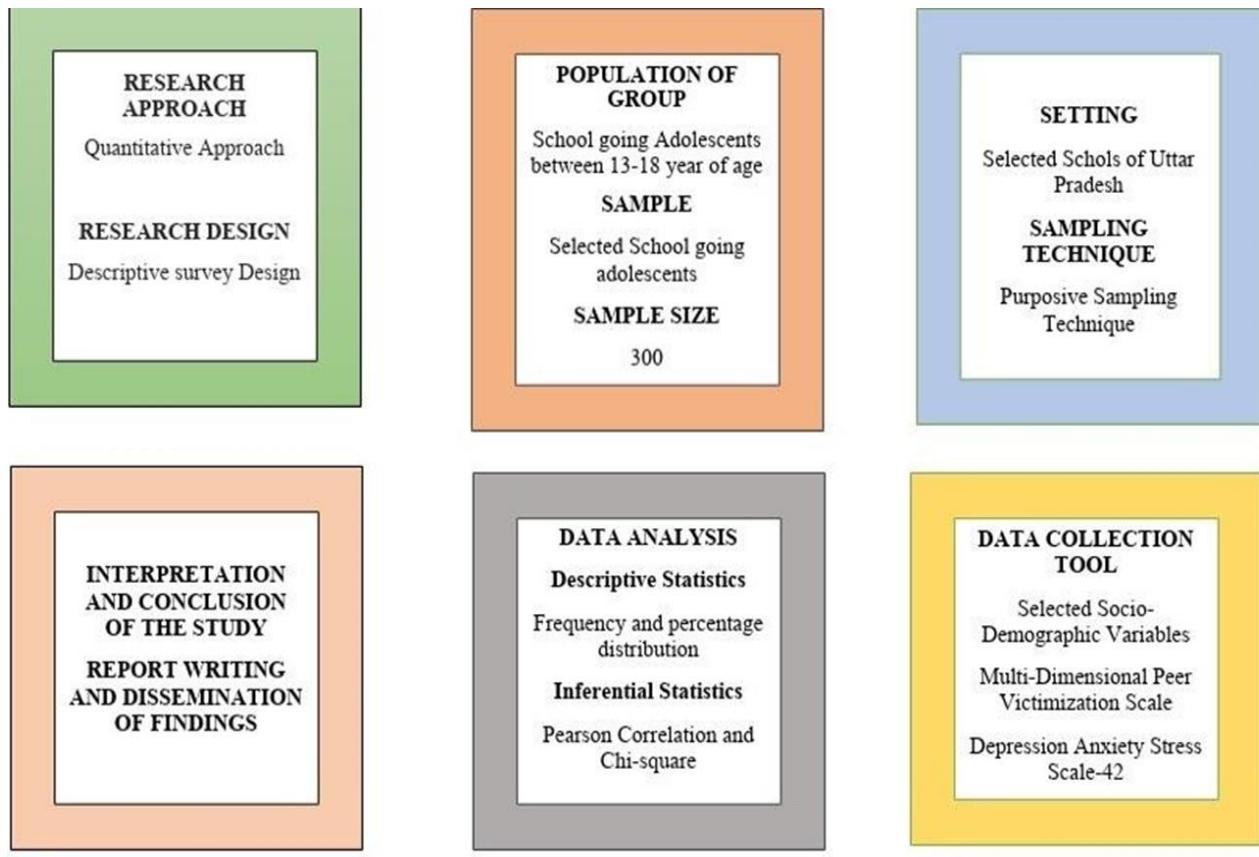


FIGURE 2: SCHEMATIC REPRESENTATION OF RESEARCH METHODOLOGY

DATA COLLECTION

- After obtaining the formal administrative permissions from the principal of school, final study was conducted from 10 January to 30th January 2021.
- The final study was done on 300 school going adolescents of Vidya Sagar School and Kehar Singh school, Uttar Pradesh studying in 9th and 11th class.
- Formal consent was obtained from the parents of the students who meet the inclusion criteria.
- Self-Introduction and purpose of the study was explained to the students and confidentiality of their response was assured.
- A standardized questionnaire was incorporated into the Google survey forms and a shareable link was generated and disseminated through the WhatsApp to the class teachers of 9th and 11th class and then they have shared in the class group of the students.
- From 12 January 2021 to 13 January 2021 Google survey link of tool was shared with 9th A&B and from 15 January 2021 to 16 January 2021 link was shared with 11th class students of Vidya Sagar School.
- Then from 18 January to 20 January Google survey link of tool was shared along with the 9th A&B and from 22 January 2021 to 24 January 2021 link was shared with 11th A&B class students of Kehar Singh School.

RESULTS AND DISCUSSION

SECTION -1 (Table: 1)

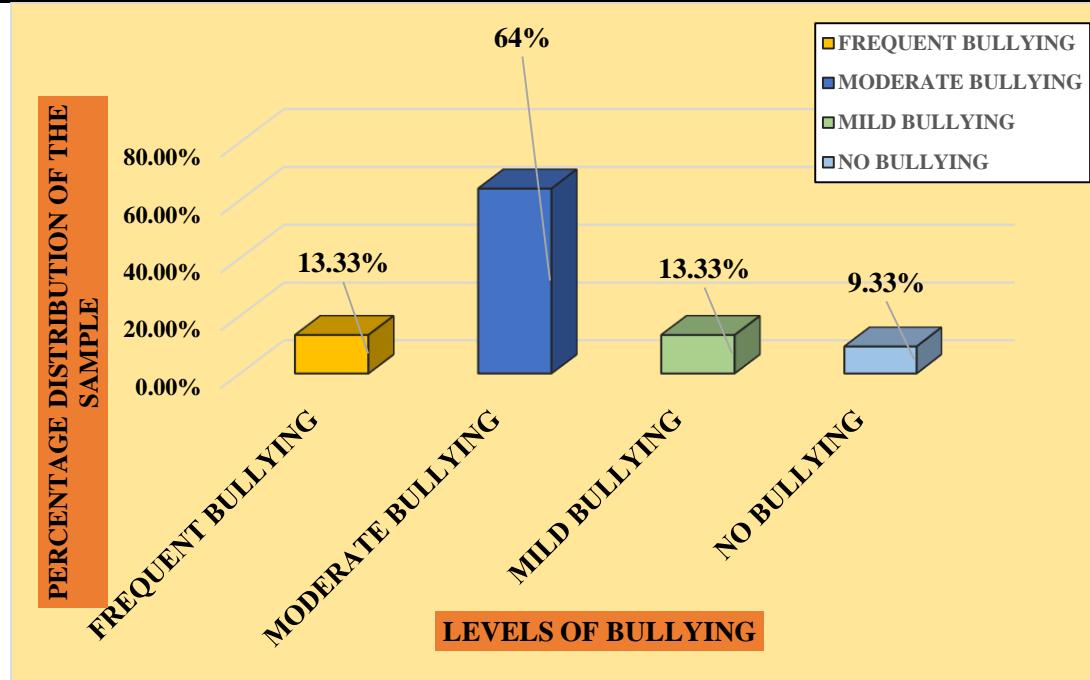
This section describes the findings related to the description of the sample characteristics of the school going adolescents.

Frequency and percentage distribution of socio demographic variables of school going adolescents: n =300

SAMPLE CHARACTERISTICS	FREQUENCY	PERCENTAGE
1.Gender		
a) Male	147	49%
b) Female	153	51%
2.Age (in years)		
a) 13-14	99	33%
b) 15-16	107	35.6%
c) 17-18	94	31.3%
d) More than 19		0%

	0		
3.Class			
a) 9 th	99	33%	
b) 11 th	201	67%	
4.Parents Marital status:			
a) Single (married, living apart due to job, conflict)	33	11%	
b) Married (Staying together)	193	64.3 %	
c) Divorced	42	14%	
d) Widow/Widower	32	10.6%	
5.Type of school:			100%
a) Private			
b) Semi -Government /Govt-aided	300		
c) Government			
6.Type of family			32%
a) Nuclear family	96	46.3%	
b) Joint Family	139	15.6	
c) Single Parent Family	47		6%
d) Extended Family	18		
SAMPLE CHARACTERISTICS	FREQUENCY	PERCENTAGE	

8. No of siblings studying the school:			
a) 1	73	24.3%	
b) 2	71	23.6%	
c) 3 and above	48	16%	
d) Nil	108	36%	
9. Occupation of Parents:	96	32%	
a) Private job	98	32.6%	
b) Government job	29	9.6%	
c) Business	77	25.6%	
d) Farmer			
10. Monthly Income (in Rs):	30	10%	
a) Below 10,000/m	55	18.33%	
b) 11,000-20,000/m	68	22.6%	
c) 21,000-30,000/m	76	25.3%	
d) 31,000-40,000/m	71	23.6%	
e) More than 40,000/m			
11. Physical Disabilities:	1	0.3%	
a) Present (specify)	299	99.6%	
b) Absent			
12. Speech impairments:	300	100%	
a) Present (Specify)			
b) Absent			
13. Any history of life event			
a) Death of any family member or any close friend	34	11.3%	
b) Parental divorce or separation	42	14 %	
c) Break up from a significant relationship	35	11.66%	
d) Any major illness	25	8.33%	
e) No history of life event	164	54.66%	



SECTION -2 (Table: 2.1)

Frequency and percentage distribution of bullying among the school going adolescents

n = 300

The data presented in the **Table. 2.1** shows that out of the 300 school going adolescents 272 (90.66%) of the school going adolescents were bullied .

Figure 2: A Bar diagram showing the Percentage distribution of the Levels of Bullying among the School Going Adolescents.

S.NO.	ITEMS	FREQUENCY	PERCENTAGE
1.	Physical Victimization	80	29.4%
2.	Verbal Victimization	116	42.6%
3.	Social Manipulation	46	16.9%
4.	Attacks on property	30	11%

Table: 2.2

Frequency and percentage distribution based on items of bullying among the school going adolescents.

The data presented in the **Table. 2.2** shows that out of 272 bullied school going adolescents , 80 (29.4%) experienced physical bullying,116 (42.6%) experienced verbal bullying ,46 (16.9%) were socially manipulated and 30 (11%) had attacks on their property.

SECTION -3 (Table: 3.1)

Table: 3.1

LEVELS OF DEPRESSION	FREQUENCY	PERCENTAGE
No (0-9)	206	68.6%
Mild (10-13)	94	31.33%
Moderate (14-20)	0	0%
Severe (21-27)	0	0%
Extremely Severe (28+)	0	0%

Frequency and percentage distribution of psychological distress (Depression) Among the adolescents.
n =300

The data presented in the **Table. 3.1** shows that 94(31.33%) were having mild depression and none of them (0%) had moderate, severe and extremely severe depression.

Table 3.2

Frequency and percentage distribution of Psychological Distress (Anxiety) among the adolescents.
n = 300

LEVELS OF ANXIETY	FREQUENCY	PERCENTAGE
Normal (0-7)	131	43.66%
Mild (8-9)	98	32.66%
Moderate (10-14)	55	18.33%
Severe (15-19)	23	7.66%
Extremely Severe (20+)	0	0%

The data presented in the **Table. 3.2** shows that there 98 (32.66%) had mild anxiety, 55(18.33%) had moderate anxiety, 23(7.66%)with severe anxiety .

Table 3.3

Frequency and percentage distribution of Psychological Distress (Stress) among the adolescents.
n =300

LEVELS OF STRESS	FREQUENCY	PERCENTAGE
Normal (0-14)	219	73%
Mild (15-18)	34	11.33%
Moderate (19-25)	45	15%
Severe (26-33)	2	0.66%
Extremely Severe (34+)	0	0%

The data presented in the **Table. 3.3** shows that 34 (11.33%) had mild stress, 45(15%) with moderate stress, 2(0.66%) had severe stress .

SECTION 4**1. Findings related to relationship between the Bullying and Psychological Distress (Depression, Anxiety and Stress).**

A. Pearson correlation between Mild bullying and the Psychological Distress (depression, anxiety and stress) among the school going adolescents.

Table 4.1

n = 40

S.NO	VARIABLES	MEAN	S.D	r	P value
1.	MILD BULLYING	4.25	2.29		
2.	DEPRESSION	5.68	4.20	-.045	.785
3.	ANXIETY	8.68	4.16	.062	.702
4.	STRESS	7.55	5.85	.180	.266

‘p’< 0.05, * Significant, ** Non- Significance

B. Pearson correlation between Moderate bullying and the Psychological Distress (depression, anxiety and stress) among the school going adolescents.

Table 4.2

n = 192

S.NO	VARIABLES	MEAN	S.D	r	P value
1.	MODERATE BULLYING	12.09	1.86		
2.	DEPRESSION	6.08	4.29	-.054	.458
3.	ANXIETY	7.97	3.92	-.147	.042
4.	STRESS	10.27	7.02	.217	.000

‘p’< 0.05, * Significant, ** Non- Significance

C. Pearson correlation between Frequent bullying and the Psychological Distress (depression, anxiety and stress) among the school going adolescents.

Table 4.3

n = 40

S.NO	VARIABLES	MEAN	S.D	r	P value
1.	FREQUENT BULLYING	22.65	5.09		
2.	DEPRESSION	7.10	4.31	-.004	.980
3.	ANXIETY	7.78	1.87	.491	.001
4.	STRESS	14.93	8.36	-.162	.317

‘p’< 0.05, * Significant, ** Non- Significance

2. Findings related to the correlation between the Depression, Anxiety and Stress.

S. No	VARIABLES	FREQUENT BULLYING	MODERATE BULLYING	MILD BULLYING	χ^2 VALUE	P VALUE
1.	Gender					
	Male	19	97	16	41.487**	.475
2.	Female	21	95	24		
	Age (in years)					
3.	13-14	13	46	17	7.071**	.314
	15-16	16	75	11		
4.	17-18	21	61	12	10.333*	0.006
	More than 18	0	0	0		
5.	Class					
	9th	7	57	20		
6.	Parents Marital status:					
	Single	33	135	20	22.927*	.001
7.	Married	3	20	5		
	Divorced	17	124	33		
8.	Widow/Widower	10	29	2		
	Type of family:	10	19	0		
9.	Nuclear family	12	27	5		
	Joint Family	6	4	4		
10.	Single Parent Family	6	43	9	22.341*	.004
	Extended Family	16	117	22		
11.	No of siblings studying the school:					
	1	12	27	5		
12.	2	6	4	4		
	3 and above					
13.	Not available					
	Occupation of Parents:					
14.	Private job	4	44	8	10.309**	.112
	Government job	17	86	20		
15.	Business	15	43	5		
	Farmer	4	19	7		
16.	Monthly Income (in Rs):					
	Below 10,000/m	22	87	14	9.055**	.170
17.	11,000-20,000/m	8	26	4		
	21,000-30,000/m	4	26	5		
18.	31,000-40,000/m					
	More than 40,000/m	2	11	9	22.749*	.004
19.	Any history of life event					
	Death of any family member or any close friend	12	27	9		
20.	Parental divorce or separation	9	47	9		
	Break up from a significant relationship	10	60	5	26.478*	0.00
21.	Any major illness	1	2	21		
	1. Family					
22.	2. You	0	2	34		
	3. Significant others	1	0	33		
23.	No history of life event					
		25	28	85		

The table 4.4 shows that

- There is no correlation of depression with stress and anxiety.
- There is no correlation of anxiety and depression, weak negative correlation with stress.
- There is no correlation of stress and depression, weak negative correlation between with anxiety

TABLE 4.4

n =300

S.NO	VARIABLES		DEPRESSION	ANXIETY	STRESS
1.	DEPRESSION	r	1	.044	.097
		P value		.445	.094
2.	ANXIETY	r	.044	1	-.248
		P value	.445		.000
3.	STRESS	r	.097	-.248	1
		P value	.094	.000	

‘p’< 0.05, * Significant, ** Non- Significance

SECTION 5

Table : 5.1

Findings related to the association between bullying and selected socio demographic variables among the school going adolescents.

Data presented in **the table 5.1** shows that there was a significant association of the bullying with class, parent's marital status, type of family, occupation of parents, monthly income and any history of life event.

Hence the null hypothesis (H0) is rejected and the research hypothesis can be accepted .Therefore, there exist significant association between bullying and the selected socio-demographic variables.

Chi square values and P values showing association between the bullying and the selected socio demographic variables of the school going adolescents. (Table – 5.1)

SECTION 6 (Table – 6.1)

Findings related to the association between Psychological Distress (Depression) and selected socio demographic variables among the school going adolescents.

n -272

VARIABLE	DEPRESSION					χ^2 VALUE	P VALUE
	NORMAL	MILD	MODERATE	SEVERE	EXTREME		
1.Gender							
Male	105	45				.140**	.708
Female	102	48					
2.Age(in years)							
13-14	67	32				3.438**	.329
15-16	80	26					
17-18	60	35					
More than 19	0	0					
3.Class							
9 th	72	27				.960**	.327
11th	135	66					
4.Parents Marital status:							
Single	20	14				1.949**	.583
Married	136	56					
Divorced	29	13					
Widow/Widower	22	10					
5.Type of family:							
Nuclear family	55	20				3.594**	.464
Joint Family	112	50					
Single Parent Family	32	16					
Extended Family	7	7					
6.No of siblings studying the school:							
1	50	19				26.520*	.000
2	96	32					
3 and above	49	17					
Not available	12	25					
7.Occupation of Parents:							
Private job	66	26				.676**	.879
Government job	86	42					
Business	29	12					
Farmer	26	13					
8.Monthly Income(in Rs):							
Below10,000/m	20	10				4.154**	.386
11,000-20,000/m	32	23					
21,000-30,000/m	50	18					
31,000-40,000/m	54	22					
Morethan40,000/m	51	93					
9.Any history of life event							
Death of any family member or any close friend	23	11				4.673**	.322
Parental divorce or separation	27	15					
Breakup from significant relationship	27	8					
Any major illness	21	4					
1 Family							
2.You							
3.Significant others							
No history of life events	109	55					

Data presented in the **table 6.1** shows that there was a significant association between the depression with no. of siblings studying in the school. Hence the research hypothesis (H_0) is partially rejected and the null hypothesis can be partially accepted. Therefore, there exists significant association between depression and the selected socio-demographic variables.

Table: 6.2

Chi square values and P values showing association between the Anxiety and the selected socio demographic variables of the school going adolescents.

Data presented in the **table 6.2** shows that there was a significant association between the anxiety and parents' marital status, no. of siblings studying in the school, monthly income and any history of the life events. Hence the research hypothesis (H_0) is partially accepted and the null hypothesis can be partially rejected. $n=300$

ANXIETY							
VARIABLE	NORMAL	MILD	MODERATE	SEVERE	EXTREME	χ^2 VALUE	P VALUE
1. Gender							
Male	56	50	32	12		.321**	.956
Female	54	53	33	10			
2. Age (in years)							
13-14	0	0	0	0		14.932**	.093
15-16	33	37	18	11			
17-18	41	42	20	3			
More than 19	36	24	27	7			
3. Class							
9 th	40	29	18	12		7.103**	.069
11th	70	74	47	10			
4. Parents Marital status:							
Single	18	6	8	2		19.028*	.025
Married	69	59	49	15			
Divorced	14	20	5	3			
Widow / Widower	9	18	3	22			
5. Type of family:							
Nuclear family	20	26	24	5		16.468**	.171
Joint Family	69	49	30	14			
Single Parent Family	14	22	10	2			
Extended Family	7	5	1	1			
6. No of siblings studying the school:							
1	21	25	19	4		23.024*	.006
2	58	38	20	12			
3 and above	17	33	12	4			
Not available	14	7	14	2			
7. Occupation of Parents:							
Private job	34	29	22	7		4.898**	.843
Government job	51	46	24	7			
Business	13	15	8	5			
Farmer	12	13	11	3			
8. Monthly Income (in Rs):							
6	12	10	2			25.772*	.012

Below 10,000/m	12	23	16	4			
11,000-20,000/m	28	23	12	5			
21,000-30,000/m	40	24	6	6			
31,000-40,000/m	24	21	21	5			
More than 40,000/m							
9. Any history of life event	9	9	13	4	30.062*	.003	
Death of any family member or any close friend	21	13	5	3			
Parental divorce or separation	16	5	7	7			
Break up from a significant relationship	9	10	4	2			
Any major illness							
1.Family							
2.You							
3.Significant others	55	67	36	6			
No history of life event							

Table -6.3

STRESS							
VARIABLE	NORMAL	MILD	MODERATE	SEVERE	EXTREM E	χ^2 VALUE	P VALUE
1.Gender							
Male	105	18	26	1		.785**	.853
Female	112	16	21	1			
2.Age (in years)							
13-14	80	5	13	1			
15-16	72	17	17	1		9.984**	.352
17-18	65	11	18	0			.
More than 19	0	0	0	0			
3.Class							
9 th	80	8	12	0		5.543**	.136
11th	137	25	36	0			
4.Parents Marital status:							
Single	26	1	6	0		18.759*	.027
Married	149	17	25	1			
Divorced	26	7	8	1			
Widow/Widower	16	8	9	0			
5.Type of family:						24.083*	.020
a) Nuclear family	64	7	5	0			
b) Joint Family	113	19	27	2			
c) Single Parent Family	34	4	10	0			
d) Extended Family	6	3	5	0			
6. No of siblings studying the school:	54	6	9	0		10.405**	.319
1	90	18	17	2			
2	43	7	16	0			
3 and above	30	2	5	0			
Not available							
7.Occpation of Parents:	66	11	15	0		6.984**	.639
Private job	96	12	17	2			
Government job	28	7	6	0			
Business	27	3	9	0			
Farmer							
8.Monthly Income (in Rs):						11.410**	.494
Below 10,000/m	22	5	3	0			
11,000-20,000/m	44	5	5	0			
21,000-30,000/m	50	6	11	1			
31,000-40,000/m	55	5	15	1			
More than 40,000/m	46	12	13	0			

9. Any history of life event	32	0	10	0				
Death of any family member or any close friend	28	6	1	0				
Parental divorce or separation	16	4	5	0				
Break up from a significant relationship								
Any major illness								
1. Family								
2. You								
3. Significant others	112	22	28	2				
No history of life event								

Data presented in the table 6.3 shows that there was a significant association between the stress and parents marital status, type of family. Hence the research hypothesis (H_0) is rejected and the null hypothesis can be accepted.

DISCUSSION

In the present study the findings of the study showed that moderate bullying had weakly negative correlation with anxiety ($r = -.14$, $p < 0.05$), and weakly positive correlation with stress ($r = .217$, $p < 0.05$). Frequent bullying also had moderately positive correlation with the anxiety ($r = .49$, $p < 0.05$).

The present study revealed that there was a significant association between the bullied victims with class, parent's marital status, type of family, occupation of parents, monthly income and any history of life event.

The Findings of the present study revealed that:

- Significant association between the depression with no. of siblings studying in the school.
- Significant association between the anxiety and parents marital status, no. of siblings studying in the school, monthly income and any history of the life event.
- Significant association between the stress and parents' marital status, type of family.

CONCLUSION

On the basis of the findings of the study, it can be concluded that there is a high incidence of bullying among the school going adolescents and that moderate bullying had positive correlation with stress ($r = .217$, $p < 0.05$) & frequent bullying is moderately correlated with the anxiety ($r = .49$, $p < 0.05$).

Acknowledgement

I am delighted to express my sincere thanks of gratitude to all those who have directly or indirectly contributed to the success completion of this endeavour. I would like to thank Prof. (Dr.) Raminder kalra, Principal, Holy Family College of Nursing, New Delhi for providing me opportunity and granting me permission without which the study would not have been possible.

I am extremely grateful to my advisor to Ms. Sherly Thomas, Associate professor, Holy Family College of Nursing, New Delhi and Miss. Josna Jose, Senior Nursing Tutor, Holy Family College of Nursing, New Delhi under whose excellence guidance and supervision the present study has been completed.

I owe my gratitude to Rev. Fr. George P.A, Director of Holy Family Hospital, New Delhi and Dr. Sumbul Warsi, Medical Superintendent, Holy Family Hospital, New Delhi for granting me permission to conduct the present study.

References

1. Anderson, C. (1982). The search for school climate: A review of the research. *Review of Educational Research*, 52, 368–420. doi:10.3102/00346543052003368
2. Basu, Gandhari & Biswas, Sujata. (2017). Mental health and depression among school going adolescents: excerpts from a school based study of Nadia district, West Bengal. *Asian Journal of Medical Sciences*. 8. 64. 10.3126/ajms. v8i5.17499.
3. Malik, Aakriti & Mehta, Meenakshi. (2016). Bullying Among Adolescents in an Indian School. *Psychological Studies*. 61. 10.1007/s12646-016-0368-4.

4. M. Fekkes, F. I. M. Pijpers, S. P. Verloove-Vanhorick, bullying: who does what, when and where? Involvement of children, teachers and parents in bullying behavior, *Health Education Research*, Volume 20, Issue 1, February 2005, Pages 81–91,

5. Maria S., Dieter W., Resilience to bullying victimization: The role of individual, family and peer characteristics, *Child Abuse & Neglect*, Volume 37, Issue 11, 2013, Pages 997-1006,

6. Hamburger M., Basile KC., Vivolo AM. Measuring Bullying Victimization, Perpetration, and Bystander Experiences: A Compendium of Assessment Tools. Atlanta, GA: Centers for Disease Control and Prevention, National Center for Injury Prevention and Control, 2011

8. Zhou X. Managing psychological distress in children and adolescents: A cooperative approach. *Psychological Trauma*. 2020 Aug;12(S1):S76-S78. doi: 10.1037/tra0000754. Epub 2020 Jun 18. PMID: 32551769.

9. Arhin, D.K., Oppong A., Kugbey, N. *et al.* The relationship between psychological distress and bullying victimisation among school-going adolescents in Ghana: a cross-sectional study. *BMC Res Notes* 12, 264 (2019). <https://doi.org/10.1186/s13104-019-4300-6>

10. Arhin, D.K., Oppong Asante, K., Kugbey, N. *et al.* The relationship between psychological distress and bullying victimisation among school-going adolescents in Ghana: a cross-sectional study. *BMC Res Notes* 12, 264 (2019). <https://doi.org/10.1186/s13104-019-4300-6>

11. Fisher, K. (2000), "Building Better Outcomes. The Impact of School Infrastructure on Student Outcomes and Behaviour", Schools Issues Digest, Department of Education, Training and Youth Affairs, Australian Government.

12. Arhin, D.K., Oppong Asante, K., Kugbey, N. *et al.* The relationship between psychological distress and bullying victimisation among school-going adolescents in Ghana: a cross-sectional study. *BMC Res Notes* 12, 264 (2019). <https://doi.org/10.1186/s13104-019-4300-6>

13. Liang H, Flisher AJ, Lombard CJ. Bullying, violence and risk behavior in South African school students. *Child Abuse Negligence*. 2007;31:161–171.

14. Sethi, S., Setiya, R., & Kumar, A. (2019). Prevalence of school bullying among school children in urban Rohtak, State Haryana, India. *Journal of Indian Association for Child & Adolescent Mental Health*, 15(4).

15. Bhat, C.S., Ragan, M.A., Selvaraj, P.R. *et al.* Online Bullying among High-School Students in India. *Int J Adv Counselling* 39, 112–124 (2017). <https://doi.org/10.1007/s10447-017-9286-y>

16. Smith, Peter & Shu, S. & Madsen, K. (2001). Characteristics of victims of school bullying developmental changes in coping strategies. In J. Juvonen & S. Graham (Eds.), Peer harassment in schools. 332-351.

17. Cresswell, L., Cage, E. 'Who Am I?': An Exploratory Study of the Relationships Between Identity, Acculturation and Mental Health in Autistic Adolescents. *J Autism Dev Disord* 49, 2901–2912 (2019). <https://doi.org/10.1007/s10803-019-04016-x>

18. Arhin, D. K., Asante, K. O., Kugbey, N., & Oti-Boadi, M. (2019). The relationship between psychological distress and bullying victimisation among school-going adolescents in Ghana: a cross-sectional study.

19. Block, N. (2014). The Impact of Bullying on Academic Success for Students with and without Exceptionalities (Master of Teaching thesis. University of Toronto, Canada).

20. Iwanaga M, Imamura K, Shimazu A, Kawakami N (2018) The impact of being bullied at school on psychological distress and work engagement in a community sample of adult workers in Japan. *PLOS ONE* 13(5):.

<https://doi.org/10.1371/journal.pone.0197168>

21. Ludwig Von Bertalanffy, General System Theory and Ludwig Von Bertalanffy, 2012, 22 March

22. O'Connell, P., Sedighdeilami, F., Connolly, J., Atlas, R., ... & Charach, A. (1997). Prevalence of Bullying and Victimization among Canadian Elementary and Middle School Children.

23. Han, Z., Zhang, G., & Zhang, H. (2017). School bullying in urban China: Prevalence and correlation with school climate. *International journal of environmental research and public health*, 14(10), 1116.

24. Solomon, S., Minaie, M. G., Toumbourou, J. W., & Catalano, R. F. (2012). How are adolescents faring in the rapidly modernising city of Mumbai? A cross-national comparison of adolescents in Mumbai, India; Washington State in the USA and Victoria in Australia. *Unpublished Report by the India International Youth Development Study 2012*.

25. Kljakovic, M., Hunt, C., & Jose, P. (2015). Incidence of bullying and victimisation among adolescents in New Zealand. *New Zealand Journal of Psychology*, 44(2).