

Comparison of Bullying Control Strategies in Rural and Urban High Schools of Punjab

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Abstract

The present paper explains the strategies implemented by the headmasters and educators to prevent bullying amongst schoolboys in urban & rural high schools. This study was delimited to headmasters and educators for male students in urban & rural high schools in Gujrat, Punjab. In this study, 48 headmasters & 141 educators were selected by a stratified random sampling technique from urban & rural area high schools. The quantitative method was adopted in the study and to collect the data from headmasters & educators, a questionnaire was administrated. Mean and standard deviation were applied for descriptive analysis whereas the t-test was applied to examine inferential differences, for the hypothesis is selected to relate the supervision strategies adopted by the headmasters and educators in urban & rural high schools. The assessment of supervision strategies adopted by headmasters and educators to prevent bullying amongst schoolboys revealed that there is no significant difference in urban & rural area high schools. Ethical values can be taught to schoolboys through group work, social activities, consistent individual counseling, and ethical programs conducted by educators alongside regular addresses by headmasters during school assemblies.

Keywords: Bullying behaviour, Ethical morals, Rural & Urban areas, and Comparative study

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Introduction

Though widespread investigation have been carried out on issue, bullying remains a worldwide issue that may have lasting, unwanted individual, public, sensitive, educational and financial consequences (Deborah et al., 2023). Intimidation remains the most dominant issue in Educational institutions. The bullying term includes corporal & oral violence, perceptions & discernment. Blood relation, household memberships, and educators have become gradually more worried about this badly behaved (Barros, 2024).

The action may be corporeal, oral, communal, or by electronic means. Corporal bullying amongst the children is striking, aggressive, smacking, jerking and spitting at. Oral bullying in children is name-calling, mocking, hurtful, abusive, shameful and intimidating. Communal intimidation is aimed at an individual, making to seem dumb by other students, chattering almost, gossip dispersion & theft of belongings. electronic bullying by using mechanical ways, sending intimidating and aggressive electronic messages and secrets almost individually via electronic messages or telephone, writing letters, spreading through the internet of belligerent pictures, belligerent videos, O'Moore & Astrid Mona (2010) School educators are frequently, the initially to respond when a learner is struggling with a mental health matter in the school. Consequently, arrange for educators with preparation on identifying symbols of pressure, nervousness & sadness in students. Train them with the ability to arrange for suitable provision or recommendations toward expert support (Gunawardena et al., 2024).

In the school, the head teacher is an important individual for the whole school's complaint & bullying issue is the central block to retain trained staff in the school. Subsequently, the head master must adopt an active role to control bullying. "A headmaster can encourage the educators' boldness and performance by situating intimidation prevention during the school's trustworthy plan, preliminary regular get-togethers with faculty and parents, & applying strong polices about the connection related to controlling agenda: At school morning time, in recess time and at school ending time. Significantly, the headmasters assign time & economic means to such actions" (Olweus, 2004, p. 32). "An essential requirement for the actual application of bullying prevention strategies is the declaration of the school headmasters & most of the educators to prevent issues associated with bullying. Management responsibility to the classroom get-together idea showed particularly important in high schools, as the headmasters needed to support ups and downs

to the learners' timetables & innovatively inspire educators to arrange such get-togethers" (Limber 2004, p. 69).

The practice of mindfulness in educational institutions has significantly extended over the last ten years. Investigation had been unproven, encouraging emotional sound effects of mindfulness for learners as well as educators. Educators ought to integrate mindfulness practice and discussion on psychological well-being in the educational institution daily and repeatedly. It may encourage the learners be able to manage anxiety and feelings is more important to encourage school training (Garro et al., 2023).

For the successful running of the schools, to enhance the quality of teaching & to minimize the rate of leaving the school, headmasters of Government & Private high schools are compulsory to implement various supervision policies to prevent bullying. So the goal of the present research was to explore the supervision strategies implemented by headmasters to prevent bullying in urban and rural area high schools

Thompson & Smith (2012) sensitive strategies are a reaction to bullying occurrences when they have occurred. Reactive bullying prevention strategies range from sanction-based methods, through restorative rehearses, to more incidental and non-corporal punishment methods. Direct consents range from unwritten notices from the headmasters' meetings including. Parents/guardians, provisional struck off from class, removal of rights and privileges, punitive actions such as detentions, penalties such as litter-picking or school cleanliness, through to provisional or perpetual prohibiting. Restorative methods are intended to establish good relations rather than impose consequences.

Applying broad bullying prevention actions that train the learners around the sound effects of bullying, inspire constructive act, & organize strong strategies to control bullying occasions. Making a harmless atmosphere where learners realize that sustained efforts can minimize the incidents of intimidation (Gaffney et al., 2021)

Several students from poor families, with little income and societal position, leave education due to the abusive attitude of intimidation. It is very necessary to provide a safe and respectful atmosphere for every learner to retain students from all areas of society in school. Headmasters accept a great responsibility to prevent this issue if it is upsetting their learners. For this goal, headmasters implement various supervision policies to prevent victimization. It is clear that bullying is a severe issue in institutions, but if the head masters implement

strategies to prevent bullying and dynamically work with students, educators, & their parents to efficiently prevent intimidation matters, this issue may be controlled.

Bullying has serious consequences; therefore, it is essential to identify effective methods for preventing and addressing it (Nurman et al., 2022b). Educational institutions have a key responsibility in reducing bullying by encouraging an atmosphere of respect, inclusiveness, and cooperation among students. The development of well-defined anti-bullying policies, professional training for teachers, active parental involvement in preventive initiatives, and the promotion of social-emotional learning can significantly contribute to a safer and more supportive school environment. In addition, timely recognition of bullying behaviors and prompt intervention are vital to prevent situations from escalating into more severe problems.

Institutional conditions also strongly influence the occurrence of bullying. When schools do not establish clear anti-bullying policies, fail to enforce consistent disciplinary actions, or provide inadequate supervision, the likelihood of bullying increases (Cahaya et al., 2022). Similarly, when teachers do not intervene or respond slowly to reported incidents, students may believe that reporting bullying is ineffective or that their concerns will not be taken seriously. This perspective is supported by organizational climate theory, which suggests that institutional structures, leadership styles, and management practices shape behavioral norms within organizations, including educational institutions (Kasim et al., 2022).

Objective of the study

The main objective of this study was to compare the management strategies adopted by headmasters and educators in urban & rural area high schools for boys to prevent bullying.

Method and Procedure

Research design

The quantitative method was used in this study. For data collection, a questionnaire was administered to the headmasters and educators separately for the urban & rural area high schools. Mean and standard deviation were applied for descriptive analysis whereas the t-

test was applied to examine inferential differences, for the hypothesis is selected to relate the supervision strategies adopted by the headmasters and educators in urban & rural high schools.

The questionnaire consisted of the following.

- 1 Comparison of the Management Strategies used by the Headmasters of High Schools in Urban & Rural areas to Prevent Bullying
2. Comparison of the management strategies adopted by the Educators of High Schools in urban and rural areas to prevent bullying.

Population

Table1.

Population detail for Head Masters and Educators in District Gujrat

Headmasters (Urban)	Headmasters (Rural)	Educators (Urban)	Educators (Rural)
78	160	624	786
Total 238		Total 1410	

Table 1 shows that there were 78 head masters, 160 head masters in the rural area and thus a total of **238** headmasters were found in district Gujrat, 624 educators in the urban area, 754 educators in the rural area and thus a total of **1410** educators were found in district Gujrat.

Table 2

Sampling Framework

Sample detail for Headmasters and Educators

No. of Headmasters		No. of Educators	
Urban 20%	Rural 20%	Urban 10%	Rural 10%
16	32	63	78
48		141	

Table 2 shows that in the sample from the urban & rural areas, **48** headmasters were selected and in the sample in the urban & rural areas, **141** educators were selected from the District Gujrat. Through the questionnaire data from headmasters & educators were collected and analyzed.

Results and Findings

For data analysis, five point Likert Scale: Always (5), Most of the Time (4), Sometimes (3), Rarely (2), Never (1), was used. Results and findings are as:

Table 3 Assessment of Supervision Policies implemented by Headmasters/Principals of High Schools of Urban & Rural areas to prevent Bullying

Sr. No	Strategic Questions	School Type	Mean Value	Standard Deviation	t-value	df.	p-value
1	I organized an educators' committee to prevent bullying occurrences in school.	Rural	3.7407	1.0598	1.303	46	.199
		Urban	4.1429	1.0624			
2	I ensure to supervise students by educators while they at working outside the classrooms.	Rural	4.2222	.69798	.309	46	.759
		Urban	4.2857	.71714			
3	I make sure to display the School rules & regulations for the prevention of bullying in the prominent places inside the school.	Rural	4.0000	1.20894	.939	46	.353
		Urban	4.2857	.78376			
4	I arranged training for educators to prevent bullying in the school.	Rural	3.7778	1.25064	.307	46	.760
		Urban	3.6667	1.23828			
5	My teaching staff and I address the students in the assembly to make them conscious of discipline	Rural	4.0370	1.15962	1.913	46	.062
		Urban	3.3810	1.20317			
6	I organize counseling services for bullied students in the school	Rural	3.8148	1.11068	1.975	46	.056
		Urban	3.1905	1.07792			

Table 3 shows that there is not much difference between rural & urban schools about the strategy of the constituted educators committee in schools to prevent bullying. The mean value of rural institutions (Mean 3.7407, Standard Deviation 1.05948) is lower than that of urban schools (Mean 4.1429, Standard Deviation 1.06234). In two types of schools, Headmasters/Principals established a team to prevent intimidation and t-value (46) 1.303, p .199 showed not much difference between the two sets on this statement. The mean value of rural institutions (Mean 4.2222, Standard Deviation .69798) was lower than urban schools (Mean 4.2857, Standard Deviation .71714). In two categories of institutions, Headmasters ensured proper supervision of students during activities conducted beyond the classroom, and t-value (46) .309, p.759 showed not much difference between the two sets in the given statement The mean value of rural schools (Mean 4.0000, Standard Deviation 1.20894) is lower than urban schools (Mean 4.2857, Standard Deviation .78376). In two types of schools Headmasters/Principals make sure to communicate school policies and code of conduct to prevent bullying in institutions and t-value t (46) .939, p.353 showed not too much variance between both groups on this statement The mean value of rural schools (Mean 3.7778, Standard Deviation 1.25064) is higher than urban schools (Mean =3.6667,

Standard Deviation 1.23828). In two types of schools, Headmasters/Principals prearranged training for educators to prevent intimidation in educational institutions and t-value (46) .307, p .760 showed not much difference between the two groups on this statement

The mean value of rural institutions (Mean 4.0370, Standard Deviation 1.15962) is lower than urban institutions (Mean 3.3810, Standard Deviation 1.20317). In two categories of institutions, Headmasters/Principals addressed in the assembly to make sure that the learners should be aware of rules and regulations and t- value t (46) 1.913, p.062 showed not too much difference among two groups on this statement The mean value of rural institutions (Mean 3.8148, Standard Deviation 1.11068) is greater than that of urban educational institutions (Mean 3.1905, Standard Deviation 1.07792). In two types of schools, Principals/ Headmasters arranged counseling provision for learners who had been intimidated and t-value (46) .1.975, p .056 showed not too much difference between the two groups of headmasters on this statement

Table 4 Assessment of Supervision Policies implemented by educators of High Schools of Urban & Rural areas to prevent Bullying

Sr. No	Strategic Questions	School Type	Mean value	Standard Deviation	t-value	df.	p-value
1	The school Headmaster forms a committee of educators to prevent bullying events in the school.	Rural	3.7938	1.24112	.480	139	.632
		Urban	3.6818	1.37710			
2	The school Headmaster ensures active control of students while working outside the classroom.	Rural	4.0206	1.03057	.363	139	.717
		Urban	4.0909	1.13748			
3	The school Headmaster makes sure to display the School rules and regulations to prevent bullying in the school.	Rural	3.8660	1.16930	.403	139	.688
		Urban	3.9545	1.29318			
4	The school Headmaster arranges training for educators to prevent bullying in school.	Rural	3.4845	1.29995	.688	139	.492
		Urban	3.3182	1.39389			
5	The school Headmaster addresses the assembly to communicate to students of rules and code of conduct.	Rural	3.5155	1.18245	.132	139	.895
		Urban	3.5455	1.38857			
6	The school Headmaster provides counseling services for students who were bullied.	Rural	3.515533	1.27568	.649	139	.518
		Urban	.6361	1.31345			

Table 4 shows that there was not too much difference in rural & urban schools relating to the strategy of constituting educators' committees in schools to prevent bullying. The mean value of rural institutions (Mean 3.7938, Standard Deviation 1.24112) was greater than urban institutions (Mean 3.6818, Standard Deviation 1.37710). In the two types of schools,

educators opined that their headmasters constituted an educators committee to prevent bullying, and t-value (139) .480, p.632 showed not too much difference between the two sets on this statement.

The rural institutions mean value (Mean 4.0206, Standard Deviation 1.03057) is nearly equal to urban schools (Mean 4.0909, Standard Deviation 1.13748). In two types of institutions, educators opined that their headmasters make sure the active supervision of learners while working beyond the classroom and t-value t (139) .363, p .717 showed not too much difference between the two sets on this statement.

The mean value of rural schools (Mean 3.8690, Standard Deviation 1.16930) is lower than urban schools (Mean 3.9545, Standard Deviation 1.29318). In two sets of institutions, educators opined that their headmasters make sure to communicate school rules and regulations to prevent bullying in institutions, and t-value (139) .403, p .688 showed not too much difference between the two sets on this statement. The mean value of rural institutions (Mean 3.4845, Standard Deviation 1.29995) is higher than urban institutions (Mean 3.3182, Standard Deviation 1.39389). In two sets of schools, educators opined that their headmasters planned preparation for educators to prevent intimidation in institutions and t-value (139) .688, p .492 showed no much difference between the two sets of institutions on this statement

The mean value of the rural educational institutions (Mean 3.5155, Standard Deviation 1.18245) is nearly equal to urban schools (Mean 3.5455, Standard Deviation 1.38857). In two types of schools, educators opined that their headmasters addressed the school assembly to make students conscious of policies and regulations, and t-value t (139) .132, p .895 showed not too much difference between the two sets on this statement. The mean value of rural educational institutions (M 3.5155, Standard Deviation 1.27568) is greater than that of urban educational institutions (Mean 3.636, Standard Deviation 1.31345). In two types of schools, educators opined that their headmasters arranged a treatment facility for learners who had been victimized & t-value t (139) .649, p .518 showed not too much difference between the two sets on this statement

Conclusion

Based on findings, it can be concluded that the urban and rural high school headmasters take actions to prevent bullying among students and the comparison of supervision

strategies used to prevent bullying among students in schools shows that there was no significant difference in urban & rural high schools.

Discussion

The present research was conducted to narrate supervision strategies adopted by the headmasters to prevent victimization among learners in urban & rural areas of educational institutions for male students. The study aim was to compare the supervision strategies used by head masters and educators in urban & rural area educational institutions for male students to prevent bullying.

The majority of the headmasters gave their opinions that to prevent bullying; they made a committee of educators and planned training for educators. This appeared that the formation of a committee & the preparation of educators are very much essential & it would be an operative policy to prevent intimidation. According to Limber (2012), the intimidation prevention policy needs rigorous practices for the intimidation prevention policy forming Committee, which comprises a group of educational community members who are then responsible for implementing the policy properly and guaranteeing that all units & educators have appropriate skills from their side in the policy.

The Headmaster addressed in assembly to inform learners about the communication of policies and rules and organized counseling facilities for learners who had been intimidated. Further, it is found that addressing issues in School assemblies and counseling facilities is essential and it must be an appropriate policy for the prevention of bullying. A fruitful school-based intervention for bullying depends on headmasters and educators to create an environment that discourage bullying. Educators must point out intimidating activities, not the person. Recognize the badly behaved as bullying activities and evade tagging teenagers and adolescents as “intimidators and sufferers.” Such types of tags assured how they consider themselves and how others consider them. (Pepler, Smith, & Rigby, K. (2004)

Headmasters ensure active administration of learners while working outside the classroom. It is also felt that active supervision is essential and it should be a genuine policy to prevent intimidation. When bullying occurs in areas that have been identified through research feedback or an analysis of punitive histories, administration may be improved where it is commonly necessary. Barone diverts attention to that giving better management

is not actually exclusive. For example, the headmaster can direct educators to watch the entrances of their classrooms during recess time so that the passageways are very much focused (Walker Ruth 2001).

This study also revealed that headmasters make sure to display rules & regulations to prevent bullying in the educational institutions. It is realized that displaying institutional policies and rules is very much necessary and it should be an actual strategy to prevent bullying. Though several school behavior codes indirectly prohibit bullying, several codes do not use the term or make explicit our expectations for learners' attitudes. It is essential to make it clear that the school realizes them to be responsible citizens, not passive eyewitnesses, if they are cognizant of bullying or learners who seem to be in problem, maybe from bullying. Forming simple, clear rules related to bullying can help to make it clear to learners are conscious of parents and educators expectations that they to abstain from bullying and assist learners who have been intimidated. Institutional rules and code of conduct would be shared with learners and their parents. Suitable penalties should be established for not following the institutional rules and code of conduct. Olweus,(2005).The association of supervision policies adopted to prevent bullying in the educational institutions indicated that there was no significant difference among learners in urban & rural areas educational institutions because the p-value is larger than the table value, i.e.05 in each statement.

Recommendations

- 1: Educators may remain in contact with students, parents or guardians through parent-teacher meetings. They may form students' societies to avoid such issues.
- 2: It is recommended that the same study be conducted, including female schools and on larger grounds, at least at the provincial level.

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