

Millennials' Mentality on School Bullying Through R Programming

Hannah Revathy F., Mani N.

Abstract: *This study focusses on the millennials' mentality on school bullying, projecting the influence of bullying on their behavior thereby creating awareness and avenues for controlling this in the campuses. The statistical tools and the methods of Data Collection are used effectively to enable the researcher to arrive at valid conclusions*

(Key words: *School Bullying, R-Programming)*

I. INTRODUCTION

Though the new definitions and guidelines point to this generation as the post millennials, for this study on College students in Tamil Nadu, India, in the age group of 18-20 years at present, they are referred as millennials as per the earlier definition. Their attitude towards school bullying is studied here and found to be very different from the other generations. Bullying in any educational institution is School Bullying, which includes deliberate intent to hurt or repetitive overpowering of one by the other. The violence that is seen in the world around us has also taken a toll on the younger minds which is seen clearly in their attitude. The undue pressure on the academics by teachers and parents also leads to an unpleasant school life according to them. Technological explosions in addition to the enormous information has pushed them into isolation and loneliness. This study has enabled us to create awareness and avenues to control School Bullying in the campuses thus making learning enjoyable.

Statistical Tools

Statistics is a branch of Mathematics that deals with Data. Some of the tools of Statistics that are used extensively in research can be listed as correlation, Regression, Chi Square Distribution, Analysis of Variance etc. In these days of Big Data and Data analytics, researchers seek the help of Statistical Soft wares like R-Programming, SPSS, SAS and others. The ease with which the data are classified, grouped and analyzed with these soft wares is remarkable and they are indeed a boon to the researchers. The use of R-Programming in diagrammatic representation and the Chi Square analysis for testing the relationships are highlighted in this paper.

R-Programming

R is a programming language specifically designed for the purpose of Data Analysis. It is a flexible language and can be

customized according to the needs. This also has a number of built-in packages, functions and operators. Tools available in this enable us to do the calculations and manipulations with the collected Data and can be stored with diagrammatic representations. The advantage of R is that the reports generated can be used directly without any formatting. [2] The most recent soft wares with advanced features prove their efficiency in handling the unlimited generation of data called Big Data.

II. RESEARCH METHODOLOGY

- Primary Data is collected from the College students who have done their schooling in various parts of Tamil Nadu with the help of a structured questionnaire using Convenience sampling.[2]
- Relevant Statistical tools are used to analyse the data collected regarding the various forms of bullying experienced, the reasons and their effect on their physical, psychological and social life. [2]

III. ANALYSIS & INTREPRETATION

From the responses collected and the percentages calculated the pie diagrams and the bar diagrams were drawn using R Programming for different family types, the reasons for not enjoying School Life, experiencing Bullying at various levels of School Life and about those bullying them and how they were bullied. In addition to this R Programming is used to show diagrammatically whether the help for such problems are available in the campus and from whom they got help and the reasons for not availing such help.

It tries to establish a relationship between the family type whether it is a nuclear family, joint family or a single parent and the reasons for not enjoying school life using Chi Square test. It further tests the association of the different categories of bullies and the gender of bullies.

Whether there is any association between the hurt experienced and whether it harms the life of the students bullied was also studied

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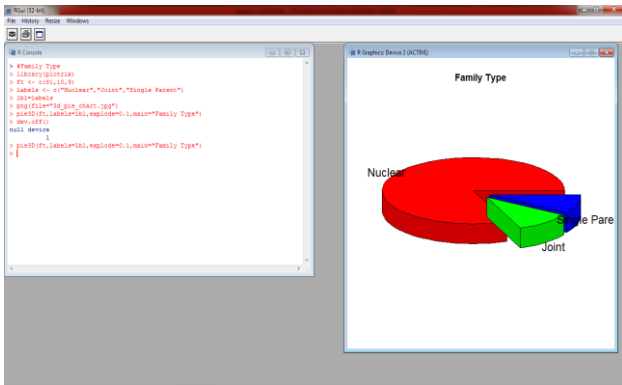


Diagram (1.1) shows the family types of the respondents. Respondents were found to be 81% from nuclear family, 10% from joint family and 9% from single parent.

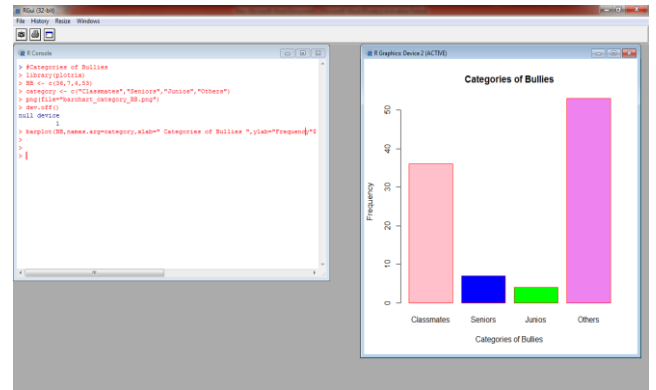


Diagram (1.4) shows the Categories of Bullies. The Bullies were found to be from Classmates (36%), Seniors (7%), Juniors (4%) and Others (53%). Most of them have specified 'Teachers' in the others' category.



Diagram (1.2) shows the reasons for not enjoying school life.

Reasons for not enjoying school life as given by the respondents were 7% due to Bullying, 9% long travel, 56% study pressure and 28% others.

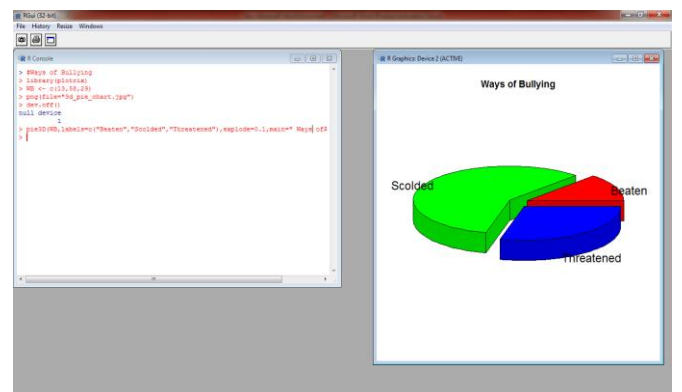


Diagram (1.5) shows the different ways in which they were bullied.

From the above diagram, the different ways in which the respondents were bullied is found to be 13% beaten, 58% scolded, 29% threatened.

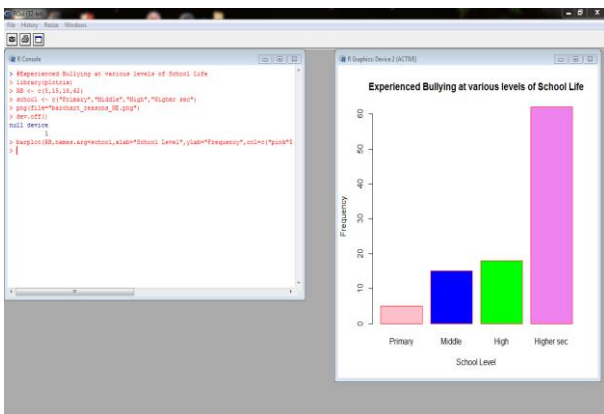


Diagram (1.3) shows the bullying experienced at various levels of school life.

According to the respondents, the levels of school life in which they experienced bullying was given as 5% in primary school, 15% in middle school and 18% in high school and 62% in higher secondary school.

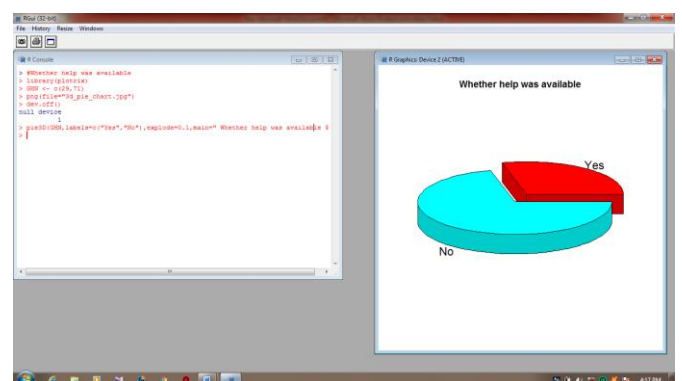


Diagram (1.6) shows whether help was available to the respondents.

It is saddening to note that only 29% said Yes and 71% said No.

Whether help was available? if yes, from whom?

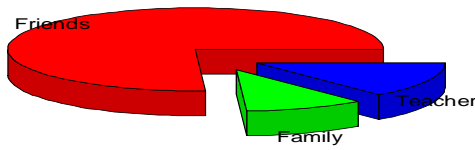


Diagram (1.6.1) shows the various sources of help that were available to them

Out of the 29, who have responded as Yes, 22 of them refer Friends, 3 refer Family and 4 refer Teachers as their sources of help.

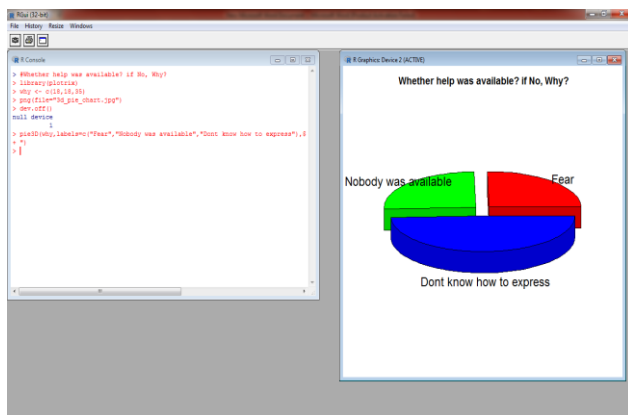
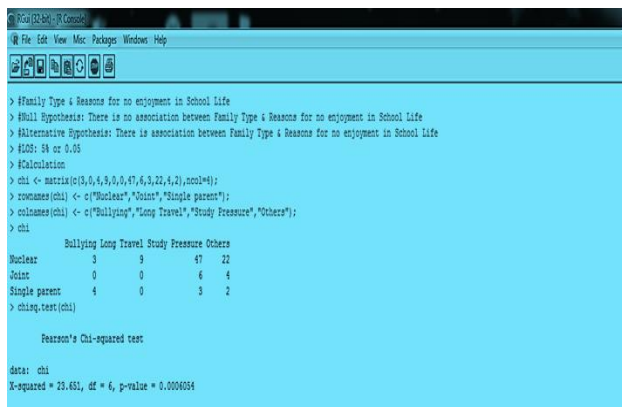


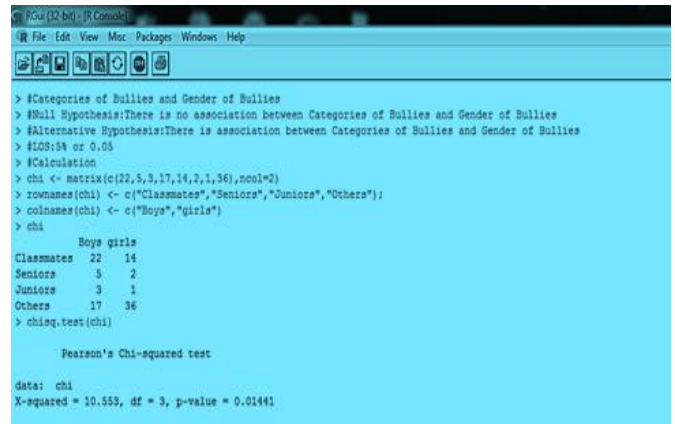
Diagram (1.6.2) shows the reasons for not availing help

Out of the 71 who have responded as No, they cite the reasons for the same as nobody was available (18), fear (18), and don't know how to express (35).

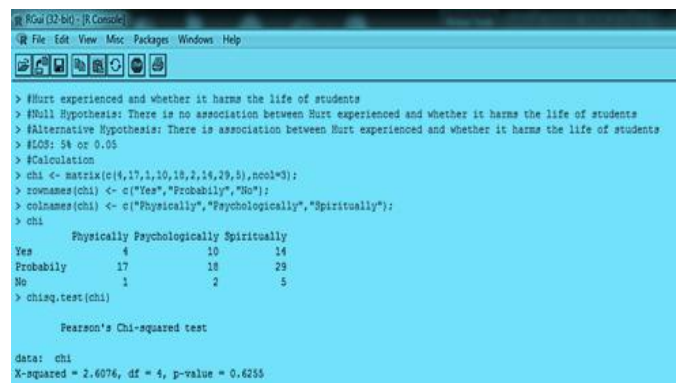
CHI – SQUARE ANALYSIS



Since the Calculated value (23.65) is greater than the Table value(12.59), the null hypothesis is rejected which implies that there is association between the Family type and the reasons for no enjoyment in school life.



Here also the null hypothesis is rejected as the calculated value (10.553) is greater than the Table value (7.81). Therefore there is association between the categories of Bullies and Gender of bullies



Contrary to our expectations, even those who have experienced bullying in School and those who have responded that these bullying have led to physical or psychological or spiritual hurt when they experienced it, are not very sure whether it harms them for life. Thus, from the Chi square test it is concluded that the hurt experienced and whether it harms their life are independent. This could be because many would have referred to the bullying experienced by their teachers regarding academics.

IV. FINDINGS

- Most of the respondents were from Nuclear family rather than joint family and families with single parent which characterizes this millennium.
- Though the bullying also plays a part in not enjoying School Life, the millennials feel the study pressure is the reason that tops the list.
- It is observed that even though they experience bullying at all levels of school life, higher secondary level is the hardest.
- Bullies were found to be more among the classmates and teachers.
- It is to be noted that not much of help is available in the schools for the victims.
- They look up to friends only for help.
- Family type has a role in students not enjoying school life

- Categories of Bullies and gender of bullies are not independent

V. CONCLUSIONS

From the data collected and the analysis made, it is observed that the students undergo bullying at different levels of School life but comparatively much higher in Higher Secondary level. It is to be noted that there is association between the categories of bullies and the gender of bullies.

It is seen that there is association between the Family type and reasons for not enjoying School life. The nuclear family and single parent family adds more pressure on the children in terms of studies thus reducing the joy of learning. It is interesting to note that majority feel that the bullying was from the teachers rather than students which is a clear indication of the academic pressure experienced by the Millennials.

Since the findings show that there was not much of professional help available within the campus, except for a few teachers, they had to look up to their friends and families. The impact of this kind of bullying is to be addressed in the schools by way of providing professional help both for their academic and psychological needs.

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