

**Effects of Bullying on Self-esteem and Achievement Motivation among Early
Adolescents**

Submitted by

Pradheepa. S

(21PCP013)

Under the Guidance of

Ms. M. Benadict Savitha

A Thesis submitted to



Avinashilingam Institute for Home Science and Higher Education for Women

In Partial Fulfillment of the Requirements for the Degree of

Master of Science in Clinical Psychology

(2021-2023)

May 2023

**Effects of Bullying on Self-esteem and Achievement Motivation among Early
Adolescents**

Submitted by

Pradheepa. S

(21PCP013)

Under the Guidance of

Ms. M. Benadict Savitha

A Thesis submitted to



Avinashilingam Institute for Home Science and Higher Education for Women

In Partial Fulfillment of the Requirements for the Degree of

Master of Science in Clinical Psychology

(2021-2023)

May 2023

Signature of the Head of the Department

Signature of the Guide

CERTIFICATE

CERTIFICATE

This is to certify that the project work entitled “**Effects of Bullying on Self-esteem and Achievement Motivation among Early Adolescents**”, submitted to Department of Clinical psychology, Avinashilingam Institute for Home Science and Higher Education for Woman, Coimbatore, in partial fulfilment of Master of Clinical Psychology, is the record of the original project work done by **Pradheepa.S (21PCP013)** during the period of her study, under my supervision and guidance.

Signature of the Guide

Signature of the Head of the Department

Submitted for the viva voice examination held on _____

Internal Examiner

External Examiner

DECLARATION

DECLARATION

I hereby declare that this project work entitled “**Effects of Bullying on Self-esteem and Achievement Motivation among Early Adolescents**” submitted to Department of Clinical psychology, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore, in partial fulfilment of the requirement for the award of the **Degree of Master of Clinical Psychology** is the bonafide record of original project work done by **Pradheepa.S (21pcp013)** during the period of her study under the supervision and guidance of Ms M. Benadict Savitha., Department of Clinical psychology.

Place: Coimbatore

Signature of the candidate

Date:

Pradheepa.S

ACKNOWLEDGEMENT

Acknowledgement

Presentation, inspiration and motivation have always played a key role in the success of any venture. I take this opportunity to thank **God** almighty for showering his blessing towards the successful completion of my research.

I owe my heartfelt gratitude to **Dr. S. P. Thyagarajan** (Chancellor), **Dr. V. Bharathi Harishankar** (Vice Chancellor), **Dr. S. Kowsalya** (Registrar), Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore for providing the comfortable conducive infrastructure for the conduct of the research study.

I am privileged to express my sincere gratitude to **Dr. G. Victoria Naomi** (Dean), School of Allied and Healthcare Sciences and **Dr. K. Narendiran** (Director) School of Allied and Healthcare Sciences, for rendering an opportunity to conduct research during my academic progress.

I wish to express my deep sense of gratitude to respectable **Dr. S. Srividya**, Assistant Professor and Head, Department of Clinical Psychology, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore for encouraging and supporting me throughout our academics.

I would feel immense pleasure to extend my gratitude towards my guide and mentor , **Ms. M. Benadict Savitha, M.Sc.(CLINICAL PSYCHOLOGY), ADMP, CCGC** (Assistant Professor) Department of Clinical Psychology, for her invaluable support and guidance throughout my journey. Her expertise, patience, and unwavering dedication have been instrumental in shaping my understanding and helping me achieve my goals.

I extend my thankfulness to the **faculty members of the Department of Clinical Psychology**, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore, for their valuable support.

I would also like to express my sincere thanks to all the **participants** who spare their valuable time and took part in my study.

Family is one of god's greatest gifts to all of us and one of nature's masterpieces; it is the superpower that inspires me to keep trying, learning, loving and living. I like to express my gratitude to my **Bloodline** for their constant support and encouragement.

Every achievement requires the endeavour of many people and this work is not an exception. I wish to thank my **Bosom Buddies** for supporting, encouraging, understanding and also for providing their timely help, which made this work possible. I owe my deepest gratitude to all those who have directly or indirectly helped me in successfully accomplishing this study.

CONTENTS

Contents

Chapter No.	Title	Page No.
	List of Tables	
	List of Figures	
	List of Appendices	
	Abstract	
1	Introduction	1
2	Review of Literature	17
3	Method <ul style="list-style-type: none">• Objectives• Hypothesis• Sampling Technique• Area• Sample• Variables• Research Design• Data Collection• Tools• Procedure• Analysis of Data	27
4	Results and Discussion	33
5	Summary and Conclusion	53
	References	
	Annexure	

LIST OF TABLES

List of Tables

Table No.	Title	Page No.
1	Demographic Data	33
2	Level of Victimization	34
3	Level of Bullying	36
4	Level of Fighting	38
5	Level of Self-esteem	40
6	Level of Achievement Motivation	42
7	Correlation between Victimization, Self-esteem and Achievement Motivation among Early Adolescents	44
8	Correlation between Bullying, Self-esteem and Achievement Motivation among Early Adolescents	46
9	Correlation between Fighting, Self-esteem and Achievement Motivation among Early Adolescents	48
10	Correlation between Domains of Bullying (Victimization, Bullying and Fighting), Self-esteem and Achievement Motivation among Early Adolescents	49
11	Independent Sample t test for Gender Differences among Variables	51

LIST OF FIGURES

List of Figures

Figure No.	Title	Page No.
1	Level of Victimization	35
2	Level of Bullying	37
3	Level of Fighting	39
4	Level of Self-esteem	41
5	Level of Achievement Motivation	43

LIST OF APPENDICES

List of Appendices

Annexure No.	Title
1	Consent Form
2	Socio-demographic Status Profile
3	Confidentiality Statement
4	Illinois Bully Scale (IBS) ((Espelage & Holt 2001)
5	State Self-esteem Scale (Heatherton & Polivy 1991)
6	Rao Achievement Motivation Test (Dr. D. Gopal Rao,1974)

ABSTRACT

Abstract

Bullying can have negative effects on self-esteem of the victim. When an adolescent is subjected to bullying, they may begin to doubt their own worth, leading to lower self-esteem. This can then affect their motivation to achieve, as they may feel that they are not capable of reaching their goals. Individuals who have low self-esteem and low achievement motivation may be more likely to engage in bullying behaviors as a way to feel more powerful and in control. The present study examines the effects of bullying on self-esteem and achievement motivation among early adolescents. The sample of 140 participants (70 girls and 70 boys) between the ages of 10 to 14 were selected from different schools in Tamil Nadu. The tools used were the Illinois Bully Scale (IBS), State Self-Esteem Scale and Rao Achievement Motivation Test. The data were analyzed using SPSS software. Results showed that there is a significant correlation between bullying, self-esteem and achievement motivation among early adolescents. These findings suggest that bullying can have significant negative effects on the psychological well-being and achievement motivation of early adolescents.

Keywords: Early adolescents, bullying, self-esteem, achievement motivation

INTRODUCTION

Chapter 1

Introduction

Bullying

Definition

“Bullying is a subtype of aggressive behavior in which the perpetrator exerts power over a weaker victim through various means including physical size or strength, age or psychological advantage and which is repeated over time.” (Vaillancourt, Hymel & McDougall,2003)

“Bullying is a form of aggressive behavior in which someone intentionally and repeatedly causes another person injury or discomfort. Bullying can take the form of physical contact, words, or more subtle actions”. (APA)

Bullying is a form of aggressive behavior where people abuse or try to dominate the other person may it be physically, verbally, or emotionally which in turn may cause fear, distress, or any kind of harm to the victims.

Types of Bullying

Researchers who study bullying have discovered that there are different types of bullying; some of them are as follows:

i) Physical bullying. It is the most obvious form of bullying. It occurs when people use their physical actions to gain power and control over their targets. Physical bullies tend to be bigger, stronger, and more aggressive than their peers. Examples of physical bullying include kicking, hitting, punching, slapping, shoving, and other physical attacks (Sherri Gordon,2022). Of all the forms of bullying, physical bullying presents the most immediate threat of serious injury or even death for the victim (Michael Pollick, 2023).

ii) Verbal bullying. It is when someone, who is a bully, uses insulting or demeaning language to mock, embarrass or insult another person. People who do verbal bullying have low self-esteem and they want to bully other people to make themselves feel good (Barry Robichaud,2017). Perpetrators of verbal bullying use words, statements, and name calling to gain power and control over a target. Verbal bullies often use relentless insults to belittle, demean, and hurt another person. They choose their targets based on the way they look, act, or behave (Sherri Gordon, 2022).

iii) Relational aggression. It is an insidious type of bullying that often goes unnoticed by parents and teachers. Sometimes referred to as emotional bullying or social bullying, relational aggression is a type of social manipulation where tweens and teens try to hurt their peers or destroy their social standing. Generally, girls tend to use relational aggression more than boys. Examples of Relational bullying include spreading rumors, manipulating situations, excluding others, telling others not to be friends with someone, embarrassing someone in public, breaking confidence, etc.... Relational aggression is most seen in middle school (Sherri Gordon,2022). It usually involves hurting someone's relationships or reputation. Relational aggression can be done on its own or in combination with physical, verbal, or cyberbullying (Rebecca Michelsen).

iv) Cyberbullying. It is a type of bullying in which one or more individuals use digital technologies to intentionally and repeatedly cause harm to another person (Robert Sheldon,2022). When a tween or an adolescent uses the internet, a smartphone, or other technology to harass, threaten, embarrass, or target another person, it is called Cyberbullying. If an adult is involved in the harassment, it is called cyber-harassment or cyberstalking. Examples of cyberbullying include posting hurtful images, making online threats, and sending hurtful emails or texts. (Sherri Gordon,2022).

iv) Sexual bullying. “Bullying behavior, whether physical or non-physical, that is based on a person’s sexuality or gender. It is when sexuality or gender is used by boys or girls as a weapon towards other boys or girls- although commonly it is directed at girls. It can be carried out to a person’s face, behind their back, or through the use of technology.” (Womankind Worldwide). Sexual bullying consists of repeated, harmful, and humiliating actions that target a person sexually. In extreme cases, sexual bullying opens the door to sexual assault. Girls are often the targets of sexual bullying both by boys and by other girls. Sexting also can lead to sexual bullying. Examples include sexual name-calling, crude comments, vulgar gestures, uninvited touching, sexual propositioning, and pornographic materials. (Sherri Gordon,2022).

v) Prejudicial bullying. It is based on the prejudices people have towards people of different races, religions, or sexual orientations. (FABA Foundation)

Roles in Bullying

There are different roles in bullying. They are as follows:

- **Victim.** The target of the bullying
- **Bully.** The ringleader who directs the bullying
- **Reinforcers.** People who smile or laugh during the bullying
- **Defenders.** People who intervene to stop it or comfort the victim
- **Bystanders.** People who watch silently or walk by. They don’t know what to do and/or just want to stay out of it

Theories of Bullying

Some of the theories that help to identify the root causes of bullying includes:

Social learning theory. Albert Bandura is the most prominent proponent of social learning theory. According to Bandura (1977), individuals learn aggressive behaviours from observing others, particularly parents, peers, and media. Children who are exposed to violence and aggression in their environment are more likely to adopt these behaviours themselves.

Social dominance theory. Jim Sidanius and Felicia Pratto (1999) developed the social dominance theory, which suggests that bullying is a way for individuals to establish and maintain their social dominance over others. People who feel a need to be in a control and assert their power may engage in bullying behaviours to achieve this.

Cognitive theory. Dan Olweus and Ronald Slaby are among the proponents of cognitive theory, which proposes that bullying is related to the way individuals think and perceive the world around them. Bullies may have a distorted view of social norms and may misinterpret others' behaviors as hostile or threatening.

Ecological theory. Urie Bronfenbrenner (1979) developed the ecological theory, which takes a broader view of bullying, considering the larger social and cultural factors that contribute to its occurrence. Factors such as poverty, social inequality, and lack of social support can create an environment in which bullying is more likely to occur.

Attachment theory. John Bowlby (1969) is the founder of attachment theory, which suggests that early attachment experiences between a child and their caregiver can influence the child's behavior and relationships later in life. Children who experience insecure attachment may be more likely to engage in bullying behaviors as a way of compensating for their own feelings of insecurity.

Effects of Bullying

Psychological effects. The psychological effects of bullying include depression, anxiety, low self-esteem, self-harming behaviour (especially for girls), alcohol and drug use and dependence, aggression, and involvement in violence or crime (especially for boys). Children who were cyberbullied reported higher levels of depression and thoughts of suicide, as well as greater emotional distress, hostility, and delinquency.

Physical effects. A child who is bullied could develop sleep disorders - such as difficulty falling asleep or staying asleep – stomach aches, headaches, heart palpitations, dizziness, bedwetting, and chronic pain and somatization. Being bullied also increases cortisol levels – a stress hormone – in the body, which typically happens after a stressful event. Stress from bullying can impact the immune system and hormones.

Academic effects. Research has consistently shown that bullying can have a negative impact on how well children and adolescents do in school. It has a negative impact on both grades and standardized test scores starting as early as kindergarten and continuing through*high school.

Causes of Bullying

Some of the causes of bullying includes:

- Wanting to dominate others and improve their social status
- Having low self-esteem and wanting to feel better about themselves
- Having a lack of remorse or failing to recognize their behaviour as a problem
- Feeling angry, frustrated, or jealous
- Struggling socially
- Being the victim of bullying themselves
- Seeking attention

- Lack of empathy or understanding
- Doesn't know how to regulate their emotions
- As a way of getting along with others
- People see it as a way of being cool or popular

Bullying Prevention

- **Report It.** Prevention is best addressed by communicating and teaching the expected pro-social behaviours. Clearly communicate policy and protocols for bullying behaviours to all staff, students, and parents. Empower bystanders to promote and take responsibility for creating a safe and welcoming environment. Be sure to tell exactly what happened ... who was bullied, who the bully was, and where and when it happened.
- **Be a Friend to Someone Who Is Being Bullied.** Be there for the person who is being bullied. Being an understanding and supportive friend means so much.
- **Stand Up to The Bully.** If one feels safe and comfortable, tell the bully that what they are doing is mean and wrong and they should stop. If one is not comfortable standing up to the bully, tell an adult.

Self-esteem

Definition

“Self-esteem is one's positive or negative attitude toward oneself and one's evaluation of one's own thoughts and feelings overall in relation to oneself”. (Rosenberg,1965)

Self-esteem is how a person evaluates and perceives himself/herself. It is based on the opinions and beliefs about the self. It is the faith and belief in one's own abilities and worth.

Key of Health Characteristics High Self-esteem

- A firm understanding of one's skills
- The ability to maintain healthy. relationships with others as a result of having a healthy relationship with oneself
- Realistic and appropriate personal expectations
- An understanding of one's needs and the ability to express those needs. (Kendra Cherry,2022)

Components of Self-esteem

Self-esteem is made up of four attitudes that one has about themselves. They are:

- **Self-confidence.** Self-confidence is all about the sense of security people have in themselves and in their lives. One can only out and grow if they feel secure that their needs are being met. branch
- **Identity.** The sense of identity is important to people's self-esteem because it is the knowledge that they have about themselves. This can include confidence in the body, gender, sexuality, job, beliefs, culture, or anything else about oneself. Being confident in these things can help people understand what they need and what they want in life.

- **Feeling like you belong.** Belonging is all about feeling welcome and an active part of where one actually is in life, whether that's in their school, workplace, family, or the other groups that they are part of.
- **Confident in your abilities.** It's important to feel confident in one's abilities so that they can control what happens to them in their life. If one is confident in what they can do, they can handle big challenges and make the changes they need to make to respond to them.

Importance of Self-esteem

Some of the factors as to why it is important to cultivate a strong sense of self-esteem are as follows:

- Having healthy self-esteem sets the tone for the relationships that one has with other people
- Some studies suggest that when self-esteem is higher, emotional wounds such as rejection and failure feel less painful
- Self-esteem helps one to be assertive. One tends to be more confident in their decision-making
- Self-esteem allows one to set boundaries
- Studies suggest that a healthy sense of self-esteem may act as a buffer to anxiety
- Self-esteem helps one to stand up for themselves
- A healthy sense of self-esteem allows one to recognize their strengths and learn from their mistakes and it helps them to achieve their goals

Types of Self-esteem

There are three types of self-esteem. They are:

- i. **Inflated Self-esteem.** People with inflated self-esteem are unable to listen to others and critique themselves. Their competitiveness is always present, and they always want to

come out on top. It is very difficult for them to establish healthy relationships with others as they always see everyone else as competition.

- ii. **High self-esteem.** People with high self-esteem accept and value themselves. The confidence in oneself and the courage to face any problems that may arise make everything much easier. Believing in oneself and trusting in who they are is what characterizes people who possess this type of self-esteem. People with high self-esteem have the security necessary to avoid letting negative circumstances and events throw them off balance.
- iii. **Low self-esteem.** People with low self-esteem do not value themselves, they do not trust in their possibilities, and insecurity that they may be feeling is carried over into almost every situation. Fear of failure is something that torments them and holds people with low self-esteem back. Low self-esteem people have very little trust in themselves, they undervalue themselves, and they have such a great fear of messing up anything that they do.

Factors Influencing Self-esteem

Some of the factors influencing the self-esteem are as follows:

- Family environment
- Achievement
- Physical appearance
- Self-belief
- Task proficiency
- Feedback from friends and others
- Media
- Childhood experiences

Ways to Boost Self-esteem

Some of the ways through which one can enhance their self-esteem are as follows:

- Become more aware of negative thoughts. One needs to learn to identify the distorted thoughts that are impacting the self-worth.
- Challenge negative thinking patterns
- Use positive self-talk. Practice reciting positive affirmations to oneself.
- Practice forgiving oneself for past mistakes and moving forward by accepting all parts of the self
- Be kind to the self
- Don't compare the self to others
- Exercise regularly to release endorphins and 'happiness hormones' like dopamine and serotonin
- Set realistic goals for oneself and check in with the progress regularly
- It is very common to make mistakes, so don't beat up when mistakes are done
- Focus on what is within our control
- Make time for the hobbies and the things that one enjoys
- Celebrate the victories, no matter how big or small
- Be a good friend and make time to spend with loved ones
- Surround oneself with supportive people

Achievement Motivation

Definition

“Achievement motivation is defined as an individual’s desire for significant accomplishment, for mastering skills or ideas, for control over things or people, and for rapidly attaining high standards of excellence. It is intense, prolonged and repeated efforts to accomplish something difficult” (Henry Murray,1938).

Achievement motivation refers to a person's desire to achieve something difficult. It is human ability to work to achieve the highest level of performance. It is an action aimed at developing and demonstrating outstanding abilities.

Features of Achievement Motivation

Some of the salient features of achievement motivation are as follows:

- Achievement motivation is a lateral personal disposition to strive for a particular goal
- It is a person’s deep and driving desire to do something important to attain the feelings of personal accomplishment
- It is a personal disposition to achieve something difficult and bigger

Personality Factors

High achievement motivation tends to lead to certain personality traits. These include persistence, ability to delay gratification, and competitiveness.

Persistence. High achievers tend to be very persistent and work hard to achieve the goals they set for themselves.

The ability to delay gratification. High achievers can delay fulfilling short-term impulses in favor of long-term goals.

Competitiveness. High achievers tend to choose careers where they can compete with others.

Situational Factors

Some situational factors also influence achievement motivation. This includes expectations, incentives, controls and opportunities for success.

Expectation of success. When people are confident in their ability to solve problems effectively, they have high expectations of success. People can gain confidence by overcoming challenges and learning from mistakes. Having good role models and receiving constructive feedback and encouragement also helps with self-efficacy.

Incentives. Incentives reward people for their skills and encourage them to perform. However, incentives can reduce people's intrinsic motivation when they focus on incentives rather than completing tasks on their own.

Control. People are motivated to achieve when they feel in control of some aspect of their work.

Opportunity. People are motivated to achieve something only when they have the opportunity to achieve it.

High Achievers Prefer Moderately Difficult Tasks

People with a high need for success tend to prefer medium difficulty tasks. Tasks like these allow people to succeed and think of themselves as competent as long as they are successful. Very difficult tasks tend to prevent one from succeeding, and very easy tasks prevent them from feeling competent when they succeed.

The Power Goals

If the goals are specific, challenging yet achievable, and positive, one is more likely to be motivated to reach them.

Goals should be specific. The more specific the goals are, the more effective the motivation will be.

Goals should be challenging yet achievable. Goals should be hard enough challenging yet achievable easy enough.

Goals should be positive. It is better to formulate goals in terms of what one will do rather than what one will not do.

Types of Achievement Motivation

There are two common types of achievement motivation. They are:

- i. **Intrinsic achievement motivation.** People are often influenced by intrinsic motivation which comes from within based on the desire and drive to perform well. These incentives include the sense of self-fulfilment that comes from doing a job well, the excitement of completing a task, and the sense of mastery.
- ii. **Extrinsic achievement motivation.** External achievement motivation is driven by external rewards. These can be tangible, such as money or grades, or intangible, such as praise or fame. People who are extrinsically motivated will continue to do a task even if the task itself is meaningless.

Achievement Motivation Theory

The motivation achievement theory was developed by David McClelland. It states that human beings are motivated by three main factors that include achievement, power, and affiliation. The need for achievement is the strongest and has greater significance in the

achievement of success. People who are driven by achievement pursue excellence for the sake of succeeding. The theory suggests that achievement motivation is an innate human need that drives people to pursue excellence in their activities.

Characteristics of Achievement- Motivated People

- One of the key characteristics of strong achievement motivated people is their tendency to set goals. Achievement-motivated people set achievable goals. These people take on projects that match their strengths and abilities.
- They value achievement over material or monetary rewards for achieving goals. Because of this, they derive more satisfaction from achieving their goals than from being recognized for their achievement.
- Achievement-motivated people see financial reward as a means of measuring success rather than a goal to pursue. As such, they are not motivated by the security of making money or economic conditions.
- They value feedback because it measures progress and facilitates the implementation of change.
- Achievement-oriented people choose jobs and responsibilities that will enable them to succeed.

Factors Influencing Achievement Motivation

J.W. Atkinson's developed formula for achievement motivation entails three factors; namely-

i) Motive of an individual. Achievement motivation includes the desire for success and the fear of failure. These are the dominant motives that drive our actions to positive and negative outcomes. Performance goals are seen as stronger cognitive representations that guide people toward specific goals.

ii) Probability of success of a given task. Achievement motivation also depends on the probability of successfully completing a given task.

iii) Incentives or reward given for that task. Good grades are a form of incentive that motivates people to study well and learn well. Receiving appreciation and praise from teachers and parents can be motivating. Money is also a great example of an extrinsic reward that motivates action.

Enhancing Achievement Motivation

Some of the ways to develop achievement motivation are as follows:

- **Set goals.** It is recommended to choose specific, measurable goals that lead to goals that are influenced by factors that cannot be controlled. Setting both daily goals and bigger goals will help one to feel like they are accomplishing something at work, which in turn increases motivation. Choose goals that are based on short-term and long-term aspirations.
- **Get feedback and improve.** Feedback helps provide the level of challenge and learning needed to do the work well and feel good.
- **Start each day, week, and month with a plan.** Start each day by asking the self what one needs to do for the day to be successful. Create a journal or planner to record one's goals. At the end of a day, week, or month, delete the tasks one has completed and add new ones.

Need for the study

In accordance with some studies, individuals who were bullied by their peers during their early adolescent period had an increased risk for poor mental health later in their adolescent or adulthood period. Early adolescence is a critical period that can shape individual's trajectories into adulthood. Early adolescents who were bullied may experience low self-esteem and confidence, as they may internalize negative messages about themselves and their abilities. This can lead to feelings of shame, insecurity, and inadequacy, which can impact their overall well-being and mental health. Bullying can also have a negative impact on achievement motivation, leading to decreased motivation, engagement, and performance in school. Early adolescents who were bullied may feel demotivated or disengaged from academic activities, leading to lower academic achievement and decreased future aspirations. It is important to address bullying and provide support to those who are affected to promote positive self-perceptions and achievement motivation.

REVIEW OF LITERATURE

Chapter 2

Review of Literature

Bullying

Marin et al. (2022) conducted a study to find out the association between school bullying and the socio-emotional and behavioral adjustment of adolescents involved in bullying situations as victims or as aggressors. *European Bullying Intervention Project Questionnaire (EBIP-Q)* was administered. A sample selected by stratified random cluster sampling was made. The findings showed that the victims have low *self-esteem* and higher scores in *depression* and *emotional and behavioral difficulties* and the bullies have more *behavior problems* than the non-bullies and a less prosocial behavior than the bullied students. There is a negative implication in the socio-emotional and behavioral adjustment of bullying in adolescent victims and aggressors.

Hensums et al. (2022) conducted a study on social goals and gains of adolescent bullying and aggression. Meta-analyzed data of 164,143 adolescents (age range: 8–20 years), from 148 independent samples, with Meta-Analytic Structural Equation Modeling (MASEM). The results showed that adolescents' agentic goals (i.e., getting ahead of others), were associated with higher levels of bullying and aggression. Bullying and aggression, in turn, were associated with higher popularity but lower likeability.

Mohamed and Abdellal (2021) constructed a study to find the relationship between bullying as perceived by university students and their self-esteem and academic achievement motivation and the research followed the descriptive and analytical approach. Results showed that there is no correlation between bullying as a whole and total self-

esteem, while a positive correlation was found between self-esteem as a whole and the total academic achievement motivation.

Halliday et al. (2021) constructed a study to analyze the impact of bullying victimization in early adolescence on subsequent psychosocial and academic outcomes across the adolescent period. Five databases were examined, yielding 28 relevant studies. Results showed that victimized individuals were found to experience negative psychosocial and academic outcomes, including increased depression and anxiety, increased peer rejection, poorer school performance and school connectedness. Victimized females suffered worse outcomes than victimized males, specifically for symptoms of depression, anxiety and suicidal ideation.

Fujikawa et al. (2020) conducted a study to estimate the prevalence and patterns of being a victim of bullying across late childhood and early adolescence period including changes with the transition from primary to secondary school. Bullying frequency and form were assessed annually between Grades three and eight, and categorized into five groups: physical, verbal, spreading rumors, social exclusion, and cyber, together with multiform bullying. The results showed that for boys, there were marked falls in bullying with increasing age whereas for girls, bullying persisted at high levels into secondary school, with relational bullying the dominant pattern and cyberbullying increasing sharply in the early teens and also transition to secondary education brought lower risks for all forms of bullying.

Rana et al. (2020) conducted a cross-sectional study to examine the prevalence and correlates of bullying among Indian adolescents. The prevalence of self-reported involvement in any kind of bullying was assessed among sixth to tenth class students across government ($N= 359$) and private ($N= 308$) schools using Olweus Bully-Victim Questionnaire in Chandigarh, a North Indian union territory. Self-esteem and emotional

and behavioral difficulties of the participants were measured by using standard Rosenberg Self Esteem Scale and Strengths and Difficulties Questionnaire, respectively. Results showed that verbal bullying was the most common followed by physical and relational bullying. Significant predictors of bullying were being male studying in government school having abnormal emotions and poor peer relations.

Chhabria et al. (2020) conducted a study to find out the prevalence of bullying perpetration/ victimization, forms of bullying/victimization in Indian high school students. A cross sectional study was conducted in 2 urban schools in Bangalore. A cohort of 435 adolescents (13-18yrs) were administered a pre validated 8 item questionnaire, part of the Student School Survey to assess bullying perpetration/ victimization. Results indicated that verbal bullying was the most prevalent with physical bullying and cyber bullying being less frequently reported. Similarly verbal victimization was most prevalent followed by physical victimization and cyber victimization.

Mulatu (2020) attempted to examine forms of bullying behavior and the relationship among personality patterns, achievement motivation and bullying behavior. A correlation design was conducted on 204 students. Data were collected using close ended questionnaires on the personality, motivation for the achievement and level of bullying of the respondents. Multiple linear regressions were conducted to assess the combined, the independent, and the interactive effect of achievement and personality on bullying. The findings showed that both personality and motivation for achievement are important determinants of bullying and males showed more physical bullying behavior than females.

James et al. (2019) conducted a study to find the prevalence of bullying, victimization, and its association with mental health among adolescents. The study included 419 boys and girls from Class VIII to X grade in English medium, private schools in Bengaluru through stratified sampling. Adolescent peer relation instrument and strengths

and difficulties questionnaire were administered in small groups. Results indicated that majority of the participants bullied others at some point of time, with verbal bullying being the most common form and majority of the participants also reported that they were victims of bullying at some point of time and were mainly subjected to verbal victimization. Boys indulged more in physical bullying. Both victimization and bullying may indicate the presence of emotional and behavioral problems.

Totan, Ozer and Ozmen (2017) conducted a study to investigate the role of hope, life satisfaction, and motivation in bullying among adolescents. Participants were 317 secondary school students from the province of Van. Of 317 students, 168 were female and 149 males. The Bully/Victim Questionnaire, The Satisfaction with Life Scale, The Children's Hope Scale, The Academic Motivation Scale and a demographic information form were used to collect data. Data were analyzed via multiple logistic regression. The results revealed that the increase in life satisfaction and motivation decreased the likelihood of being categorized as bully or victim.

Malik and Mehta (2016) conducted research to understand the Bullying among adolescents in an Indian school. Random sample of 137 students at a coed school aged 12–14 years was assessed using Peer Relations Questionnaire, resulting in a target sample of 45 (25 boys, 20 girls) students who were “highly inclined to be bully.” The student's anger levels, and self-esteem were assessed using Adolescent Anger Rating Scale and Rosenberg Self-Esteem Scale. Results were indicative of gender differences in bullying behavior with boys expressing anger more explicitly than girls. The self-esteem of the bullies did not differ with regard to gender.

Malhi, Bharti and Sidhu (2013) conducted a study to examine the prevalence of school bullying and to investigate the behavioral, emotional, socio-economic and demographic correlates of bullying behaviors among Indian school going adolescents. Self-

reports on bullying involvement were collected from 9th to 10th class students (N=209) from government and private schools of a north Indian city. The self-concept of the child was measured by the Indian adaptation of the Piers Harris Children's Self Concept Scale (CSCS) and emotional and behavioral difficulties by the Youth self-report measure of the Strengths and Difficulties Questionnaire. Results indicated that victimized adolescents reported the lowest self-concept scores and boys were more likely to be bully-victims and girls were more likely to be victims. Bullies had relatively better school grades and high self-esteem but had higher risk for hyperactivity and conduct problems as compared to controls.

Lereya et al. (2013) constructed research to study whether bullying during childhood and the prospective pathways to self-harm in late adolescence. A total of 4,810 children and adolescents in the Avon Longitudinal Study of Parents and Children (ALSPAC) cohort were assessed to ascertain bullying exposure (between 7 and 10 years of age) and self-harm at 16 to 17 years. Results indicated that being bullied was associated with an increased risk of self-harm directly, and indirectly via depression symptoms in early adolescence.

Gower and Borowsky (2013) conducted a study on the associations between frequency of bullying involvement and adjustment in adolescence. The analytic sample included 128,681 6th, 9th, and 12th graders who completed the 2010 Minnesota Student Survey. Logistic regression and general linear models examined the association between bullying frequency and adjustment correlates including emotional distress, self-harm, physical fighting, and substance use while controlling for demographic characteristics. Results indicated that infrequent bullying perpetration and victimization were associated with increased levels of all adjustment problems. Grade moderated many of these findings. For 6th graders, bullying was more strongly related to substance use, self-harm, and

suicidal ideation than for 12th grade students., whereas victimization frequency was associated with self-harm more strongly for 12th graders than 6th graders.

Suresh and Tipandjan (2012) conducted a study to examine the relation between victimization during school-age and the adjustment during college-age. Data were collected from 95 college students male (N=62) and female (N=33). The self-report instruments Retrospective Bullying Questionnaire and the subscales of College Adjustment Scale were used. Results revealed that Victims of primary school had academic, interpersonal and self-esteem problems. Victims of secondary school had interpersonal, self-esteem and family problems. The study concluded that there was an obvious relationship between victimization in school-age and the adjustment during college-age.

Self-esteem

Palermi et al. (2022) conducted a study on self-esteem and adolescent bullying/cyberbullying and victimization/cybervictimization behavior's, a person-oriented approach. Participants included 936 students aged 13-16 years. Different domains of self-esteem and bullying/cyberbullying and victimization/cybervictimization behavior during the previous 2-3 months were assessed through a self-administered questionnaire. Results indicated that students in the consistently high self-esteem profile seemed to be more protected against bullying/cyberbullying and victimization/cybervictimization behaviors compared to those in the self-derogation profile.

Choi and Park (2021) conducted a study to analyze the longitudinal reciprocal relationship between adolescent bullying perpetration, victimization, and low self-esteem. An autoregressive cross-lagged model was analyzed with data collected from 3658 Korean secondary students (47.2% were females) from 7th to 9th grades. Results showed that victims of bullying feel unlovable or incompetent, and their increased low self-esteem is linked to subsequent victimization.

Choi and Park (2018) conducted a study to find out the moderating effects of self-esteem in the relationship between prior bullying victimization and subsequent bullying perpetration. The data was gathered from 3,660 Korean secondary students (7th to 8th grades). The results from structural equation modeling showed that the students with higher self-esteem were the most likely to engage in future bullying perpetration in response to bullying victimization, while the students with lower self-esteem were the least likely to engage in future bullying perpetration.

Wang et al. (2018) constructed a study to find out the mediating effect of regulatory emotional self-efficacy on the association between self-esteem and school bullying in middle school students. A cross-sectional study of 995 adolescents was conducted in two middle schools of Xi'an. All the participants completed the Chinese version of the School Bullying Experience Questionnaire (C-SBEQ), Self-Esteem Scale (SES), and Regulatory Emotional Self-Efficacy Scale (RESE). The results showed that 418 students reported that they were involved in school bullying in the past year. Self-esteem was negatively associated with school bullying and RESE mediated the association between self-esteem and school bullying.

Ang et al. (2018) conducted a study on self-esteem and tendency of bullying among primary school children. In this exploratory research, a mixed method research design was used to understand how primary school children perceive bullying behavior and to uncover the extent of self-esteem on their bullying experiences. Two hundred and eighty participants took part in a survey of their bullying behavior and self-esteem. Additionally, semi-structured interviews were conducted with 6 children. Survey findings indicated that higher self-esteem could lead to bullying behaviors among children's samples and males were found to be more likely to use physical and verbal bullying whereas females more likely to use relational bullying.

Ahmed and El-slamoni (2018) conducted a study to find the impact of school bullying on student's self-esteem in preparatory school. Sample of 192 children exposed to bullying were recruited for this study. Socio demographic data sheet, bullying victim scale, and self-esteem Scale was used. The study finding showed a negative correlation between studied student's total bullying score and self- esteem score. The prevalence of bullying among study sample lived with married parents and in low socioeconomic status conditioning and more in males than female students.

Palermiti et al. (2017) conducted a study on cyberbullying risk related to self-esteem, social, and personal variables. A considerable sample of Italian young people was interviewed using standardized questionnaires. The results showed that relationship exists between lower levels of self-esteem and cyberbullying risks.

Tsaousis (2016) conducted a study to investigate the relationship between self-esteem and bullying behavior using meta-analytic procedures. In the analyses, using a random-effects model, it was found that peer victimization is negatively associated with self-esteem. A negative but trivial association was also found between bullying behavior and self-esteem.

Fanti and Henrich (2015) conducted a study on the effects of self-esteem and narcissism on bullying and victimization during early adolescence. The sample consisted of 1,416 Greek Cypriot early adolescents who completed a battery of self-report measures. The small correlation found between self-esteem and narcissism suggests that the two constructs are distinct from one another. Results indicated that low self-esteem is more strongly associated with bullying for narcissistic youth.

Jamir et al. (2014) conducted a study to examine the relationship between bullying victimization, self-esteem and depression among school going adolescents. The sample consisted of 165 school going adolescents between the ages of 12 to 17 years from 1

Government Hindi medium and 1 Private English medium Co-Ed school in Imphal, Manipur. A two-stage sampling method was adopted; in the first stage convenient sampling was used to select the two schools, in the second stage simple random sampling was used to collect the sample. A semi-structured proforma scale, Adolescent Peer Relations Instrument-Victim Scale (APRI), Rosenberg Self Esteem scale (RSES) and Children Depression Inventory (CDI) was used to collect the relevant information. Results showed a significant negative correlation between being bullied and self-esteem level. Also, significant positive correlation is found between being bullied and depression.

Tilindiene et al. (2012) conducted a study to disclose the relationship between the level of adolescent athletes' self-esteem, self-confidence and the occurrence of bullying. The study applied I. Shostrom's modified self-esteem scale questionnaire and the adapted Bullying Scale for Schoolchildren. Research findings suggest that adolescents who tend to initiate bullying demonstrated moderate and low levels of self-esteem. It was found that adolescents with high and moderate self-confidence levels experienced bullying occasionally or not at all. Some athletes with low self-confidence levels professed that they suffered from bullying more often, and they also admitted that they often initiated bullying themselves.

Achievement Motivation

Khudhair (2022) conducted a study to identify the level of bullying behavior and its relationship to achievement motivation among young football players under 19 years old. A descriptive survey method was used to suit the nature of the research problem. The research sample was chosen by the intentional method from the young players of the first-class clubs for the season (2021-2022) in football. Results indicated that the level of bullying behavior is inversely related to the level of achievement motivation for the sample and the sample had a low level of bullying, offset by a good rise in achievement motivation.

Karaman (2021) conducted a study to analyze the bullying, achievement motivation, and resilience levels of both Syrian refugee students and Turkish students at an Islamic religion-based high school for boys. The sample included 289 students. One hundred and forty-three of the participants were Syrian and 146 were Turkish students. The mean age of the participants was 16 years. The results indicated that bullying, resilience, and the demographic information of nationality (Syrian and Turkish) were significant predictors of achievement motivation.

Mensah (2019) conducted a study to find out the effect of self-esteem on achievement motivation among university students. Descriptive study design was used. Out of a total population of 549 students, 226 students were sampled using stratified sampling technique. Rosenberg self-esteem scale and Achievement motivation questionnaire were the instruments used. Results revealed that the respondents showed positive self-esteem and self-esteem significantly predicted achievement motivation.

Gupta, Devi and Pasrija (2012) conducted a study to find the effect of achievement motivation on the academic achievement of adolescents in relation to some demographic variables. Descriptive method was used. The sample consisted of 320 adolescent students by random sampling method. Academic achievement of the students was determined on the basis of marks obtained in 10th class of Board Examination. To measure the Achievement Motivation of the subjects, the Achievement Motive Test by Dr. Bhargava was used. Results showed that male and female adolescents with high achievement motivation showed better academic achievement than their counterparts. Further, results also showed that high achievement motivation adolescents of rural area and urban area as well as private and govt. schools were found to be better on academic achievement than their corresponding parts.

METHOD

Chapter 3

Method

Method is known as the systematic and hypothetical study of the methods applied in a specific field of study. It is composed of the body of approaches and certain values that are associated with a specific branch of data. It naturally includes impression such a theoretical episode of the existing study has transformed the following points.

The procedure pertaining to the study on “Effect of Bullying on Self-esteem and Achievement Motivation among Early Adolescents” involved the following steps.

- Objectives
- Hypothesis
- Sampling Technique
- Area
- Sample
- Variables
- Research design
- Date collection
- Tools
- Procedure
- Analysis of data

Objectives

- To assess the level of domains of bullying among early adolescents
- To assess the level of self-esteem among early adolescents
- To assess the level of achievement motivation among early adolescents
- To find the relationship between domains of bullying, self-esteem and achievement motivation among early adolescents

- To identify the gender differences in domains of bullying, self-esteem and achievement motivation among early adolescents

Hypothesis

The hypothesis is stated as Alternative Hypothesis, so that they can be either accepted or rejected, based on the results.

- There will be a significant relationship between victimization, self-esteem and achievement motivation among early adolescents
- There will be a significant relationship between bullying, self-esteem and achievement motivation among early adolescents
- There will be a significant relationship between fighting, self-esteem and achievement motivation among early adolescents
- There will be a significant relationship between domains of bullying, self-esteem and achievement motivation among early adolescents
- There will be a gender differences in self-esteem, achievement motivation and domains of bullying among early adolescents

Sampling Technique

Simple random sampling technique was chosen.

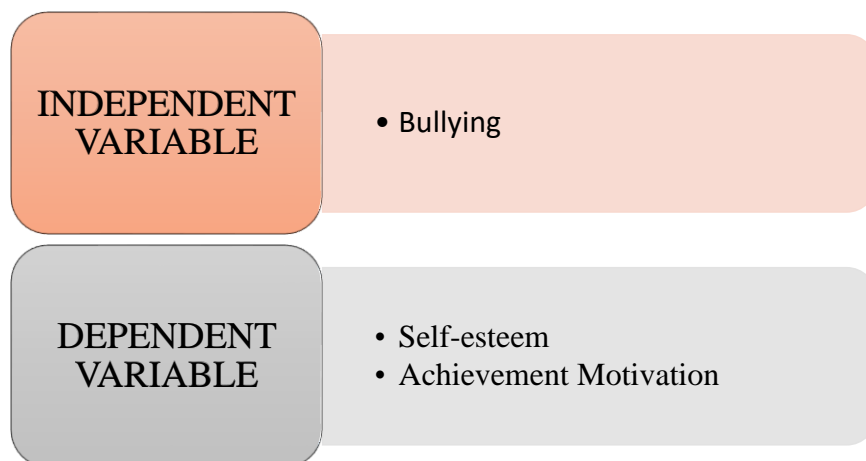
Area

- Students from different schools in Tamil Nadu who are willing to participate were approached
- A sample of early adolescents age group comprising of boys and girls were selected

Sample

The sample for the current study included students from different schools in Tamil Nadu. A total of one hundred and forty participants (N= 140), 70 boys and 70 girls of early adolescents age group were selected.

Variables



Research Design

The study will utilize a correlational design.

Data Collection

Inclusion Criteria

- Early adolescents
- Both boys and girls participants
- Samples from school students are included

Exclusion Criteria

- The participants other than early adolescents
- Participants who are not school students

- The participants who are unwilling to participate

Tools

- Illinois Bully Scale (IBS) by Espelage and Holt (2001)
- State Self-esteem Scale by Heatherton and Polivy (1991)
- Rao Achievement Motivation Test by Dr. D. Gopal Rao (1974)

Illinois Bully Scale

Espelage and Holt (2001) developed Illinois Bully Scale (IBS). This scale is used to assess the level of bullying, victimization and fighting. It consists of 18 items that is further broken down into three sub-scales that assess the occurrence of victimization, bullying and fighting. It is a 5- point rating scale (Never=0, 1 or 2 times=1, 3 or 4 times=2, 5 or 6 times=3 and 7 or more times=4). The victim sub-scale has a minimum score of 0 and a maximum score of 16, the bully sub-scale a minimum score of 0 and a maximum score of 36, while the fighting sub-scale has a minimum score of 0 and a maximum of 20. The higher the score, higher the occurrence of victimization, bullying or fighting. The validity of Alpha coefficient and retest were 0.83 and 0.88 respectively. Cronbach's Alpha coefficient for each of the sub-scales includes bullying sub-scale 0.87, fight sub-scale 0.83 and victim sub-scale 0.88.

State Self-Esteem Scale

Heatherton and Polivy (1991) developed the State Self – Esteem Scale modified from the widely used Janis-Field Feelings of Inadequacy Scale consisting of 20-item scale that measures a participant's self-esteem at a given point in time. The 20 items are subdivided into 3 components of self-esteem: performance self-esteem, social self-esteem, and appearance self-esteem. All items are answered using a 5-point scale (1= not at all, 2= a little bit, 3= somewhat, 4= very much, 5= extremely). Cronbach alphas for the State Self-Esteem Scale subscales ranged from 0.73– 0.81.

Rao Achievement Motivation Test

Rao Achievement Motivation test is constructed and standardized by Dr. D. Gopal Rao in the year of 1974. This scale is used to measure the participant's achievement motivation (General achievement related and High achievement related). The test contains 20 incomplete sentences, each of which is followed by two possible alternatives, A and B, out of which one is an achievement-related item. Though both the alternatives are achievement oriented and socially acceptable, yet one of them imply a higher sense of achievement and excellence. The student has to indicate the alternative, he generally prefers. Generally, a student will take 8-10 minutes to complete the test. The reliability of the test was found to be 0.79 and validity of the test was 0.25.

Procedure

The research topic was proposed, the hypotheses and objectives were framed. Early adolescents were contacted and sought consent for collecting data. They were debriefed about the research- Illinois Bully Scale, State Self-esteem Scale and Rao Achievement Motivation Test were given to the participants and they were instructed to read each item very carefully and choose from the options that suits them the best. They were informed that the data collected will be confidential. The scoring was done according to the scoring and the results were interpreted according to the norms provided by the author.

Analysis of data

The data was analyzed using Statistical Packages for Social Sciences (SPSS) and the results were interpreted. The statistical methods used in the study includes Pearson Correlation of Co-efficient and Independent Sample t-test.

Ethical Consideration

Accomplishment of any study depends upon cooperation and willingness of the subjects. If the subject is not willing or interested to take active contribution in this study and they might end up providing messy responses or false responses which could misled the overall finding of the study. In order to confirm the quality data and also for ethical purposes the following steps should be adopted.

- Objectives of the study should be informed to all the subjects
- Permission from the participant should be taken
- Confidentially and anonymity of the participants will be assured and maintained

Institutional Human Ethics Committee

As the study involves human subjects, all procedures described in the study was reviewed and approved by the Institutional Human Ethics Committee, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore. The approval number for the research purpose is **AUW/IHEC/CP-22-23/XMT-13**.

RESULTS AND DISCUSSION

Chapter 4

Results and Discussion

The results of the study titled “Effects of Bullying on Self-esteem and Achievement Motivation among Early Adolescents” are given below. The sample consists of 140 early adolescents (70 girls and 70 boys). All the participants were assessed using the Illinois Bully Scale, State Self-esteem Scale and Rao Achievement Motivation Test. The data of the study are analyzed, tabulated, and discussed below.

Table 1

Demographic Data

S. No	Demographic Data		N	Percentage (%)
1.	Age	11-12	59	42
		13-14	81	58
2.	Gender	Girls	70	50
		Boys	70	50

Table 1 shows the demographic data about early adolescents. In this study there are a total of 140 individuals (70 girls and 70 boys). In terms of age, between 11-12 years old, there are 59 individuals, accounting for 42% and between 13-14 years old, there are 81 individuals, accounting for 58%. In terms of gender, 70 individuals with 50% are girls, while the other 70 individuals with 50% are boys.

Table 2*Level of Victimization*

Domains of bullying Victimization	N	Percentage (%)
Low	61	44
Moderate	66	47
High	13	9

Table 2 shows the level of bullying victimization among early adolescents. The table clearly shows that 44% of the participants fall into the category of low victimization with 61 individuals experiencing low levels of bullying. Individuals with low levels of bullying victimization may possess effective communication skills that allow them to express their boundaries and needs assertively. As a result, they may be able to identify and avoid situations that could lead to bullying. 47% of the participants fall into the category of moderate victimization with 66 individuals experiencing moderate levels of bullying. Individuals with moderate levels of bullying victimization are those who have experienced bullying to a certain degree, but not to the extent that it severely impacts their daily life. They may experience heightened levels of stress and anxiety due to their experiences with bullying, which can impact their mental and physical health. They may require validation and support from others to help them process their experiences and cope with their emotions.

9% of the participants fall into the category of high victimization with 13 individuals experiencing high levels of bullying. Individuals with high levels of bullying victimization may have experienced frequent and severe bullying, which can have a significant impact on their well-being and daily life. They may have limited or ineffective coping strategies to deal with the stress and trauma of their experiences. They may turn to substance use, self-harm, or

other risky behaviors to cope. They may require specialized support and interventions to help them heal from their experiences.

Figure 1

Level of Victimization

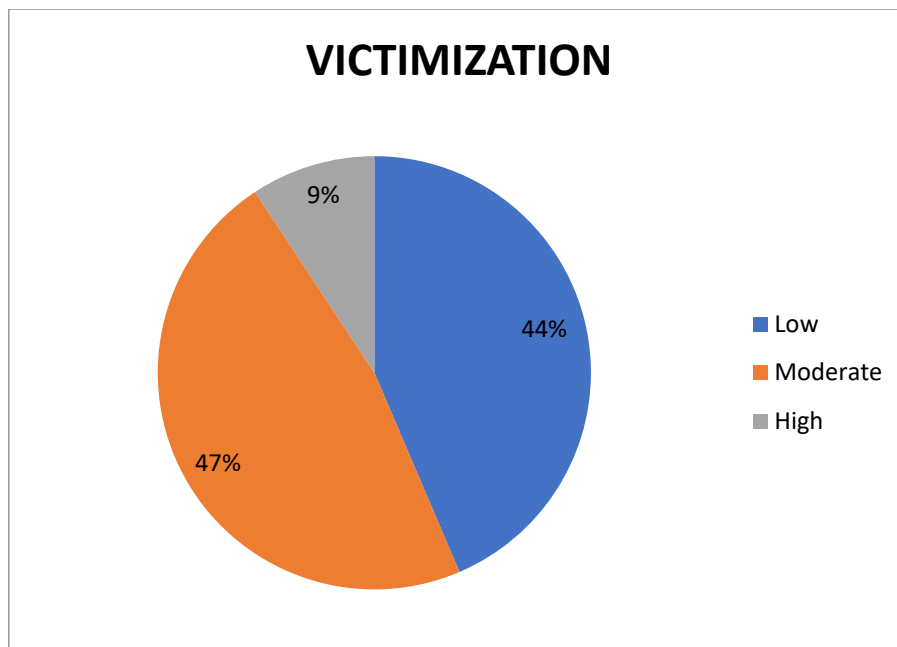


Table 3*Level of Bullying*

Domains of bullying	N	Percentage (%)
Bullying		
Low	83	59
Moderate	52	37
High	5	4

Table 3 shows the level of bullying perpetration among early adolescents. The table clearly shows that 59% of the participants fall into the category of low perpetration with 83 individuals engaging in low levels of bullying. Individuals with low levels of bullying perpetration may have a strong sense of empathy and compassion for others, which can help them to understand the negative impact of bullying on others and avoid engaging in these behaviors. 37% of the participants fall into the category of moderate perpetration with 52 individuals engaging in moderate levels of bullying. Individuals with moderate levels of bullying perpetration are those who engage in bullying behaviors to a certain degree, but not to the extent that it severely impacts others. They may feel pressure from peers to engage in bullying behaviors, even if they don't personally agree with them. They may feel a need to fit in or be accepted by their peers. They may have a limited understanding of the negative impact of bullying on others, or they may minimize or justify their behavior to avoid feeling guilty or responsible. 4% of the participants fall into the category of high perpetration with 5 individuals engaging in high levels of bullying. Individuals with high levels of bullying perpetration are those who engage in bullying behaviors frequently and/or with significant severity, causing harm and distress to others. They may have a limited sense of empathy and compassion for others, which can make it difficult for them to understand the negative impact

of their behavior. They may engage in aggressive or hostile behaviors, such as physical violence, verbal abuse, or intimidation, as a way to gain power or control over others.

Figure 2

Level of Bullying

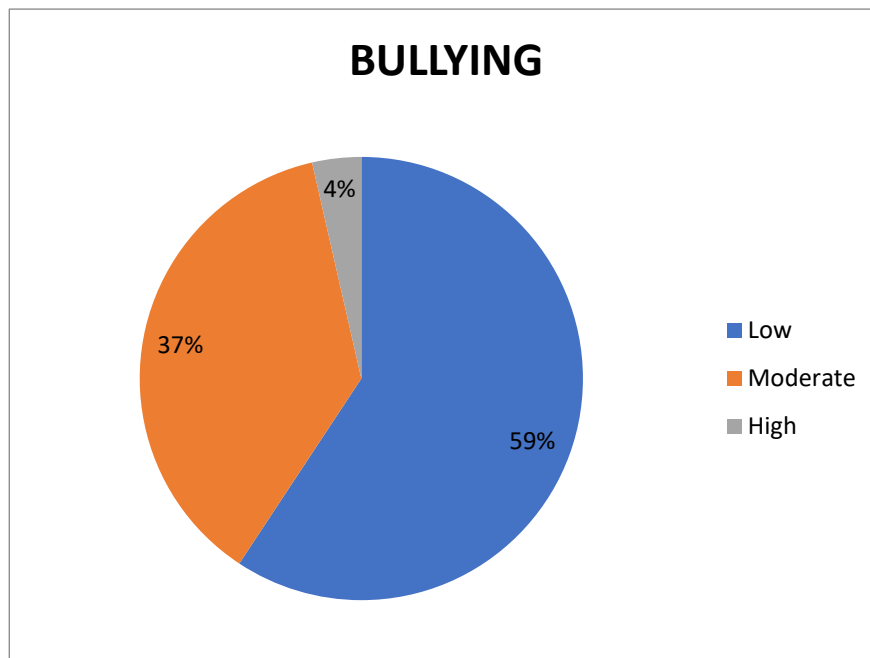


Table 4*Level of Fighting*

Domains of bullying	N	Percentage (%)
Fighting		
Low	74	53
Moderate	49	35
High	17	12

Table 4 shows the level of fighting among early adolescents. The table clearly shows that 53% of the participants fall into the category of low level of fighting with 74 individuals engaging in low levels of involvement in physical fights related to bullying. Individuals with low involvement in physical fights related to bullying may use verbal aggression, cyber bullying, or social exclusion as a means of exerting power over others. They may lack assertiveness skills or have low self-esteem, which can contribute to their harmful behavior. 35% of the participants fall into the category of moderate level of fighting with 49 individuals engaging in moderate levels of involvement in physical fights related to bullying. Individuals with moderate involvement in physical fights related to bullying may experience mixed emotions about their behavior, feeling guilty or remorseful for their actions but also struggling to resist the urge to engage in physical fights in certain situations. 12% of the participants fall into the category of high levels of fighting with 17 individuals engaging in high levels of involvement in physical fights related to bullying. Individuals with high levels of involvement in physical fights related to bullying may frequently exhibit aggressive behaviors, such as physical fights, hitting, or pushing others, to establish their dominance or assert their power over others.

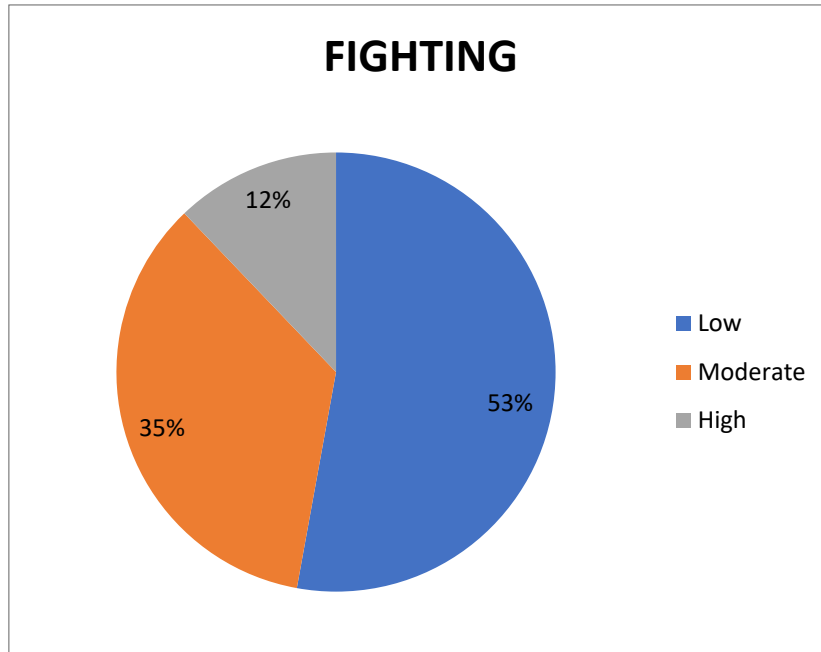
Figure 3*Level of Fighting*

Table 5*Level of Self-esteem*

Self-esteem	N	Percentage (%)
Low	1	1
Moderate	70	50
High	69	49

Table 5 shows the level of self-esteem among early adolescents. The table clearly shows that 1% of the participants fall into the category of low level of self-esteem with only 1 individual having low self-esteem. Individuals with low self-esteem may lack confidence in their abilities and may struggle to take risks or try new things. They may withdraw from social situations or avoid participating in activities that they perceive as challenging or risky. 50% of the participants fall into the category of moderate self-esteem with 70 individuals having moderate levels of self-esteem. Individuals with moderate self-esteem tend to be more flexible and open to new experiences and are less likely to be overly critical of themselves or others. They tend to have a more balanced perception of their strengths and weaknesses and are able to accept themselves for who they are. 49% of the participants fall into the category of high self-esteem with 69 individuals having high levels of self-esteem. Individuals with high self-esteem tend to have a positive self-image and a strong sense of self-worth, which can lead to increased confidence and resilience.

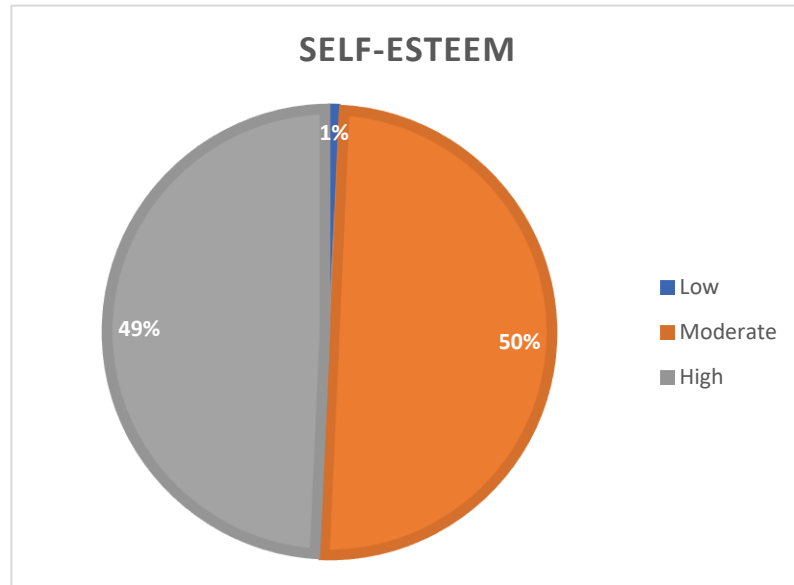
Figure 4*Level of Self-esteem*

Table 6*Level of Achievement Motivation*

Achievement motivation	N	Percentage (%)
Low	10	7
Moderate	86	62
High	44	31

Table 6 shows the level of achievement motivation among early adolescents. The table clearly shows that 7% of the participants have low levels of achievement motivation, with 10 individuals falling into this category. Individuals with low levels of achievement motivation may exhibit a lack of interest in setting and achieving goals. They may also experience feelings of inadequacy or fear of failure, which can prevent them from taking risks or pursuing their goals. 62% of the participants have moderate levels of achievement motivation, with 86 individuals having moderate levels of achievement motivation. Individuals with moderate levels of achievement motivation may have a reasonable level of interest in setting and achieving goals. They may be willing to put in some effort to accomplish tasks but may struggle with tasks that require a high level of sustained effort or persistence. They may have a balanced approach towards goal setting and achievement. Finally, 31% of the participants have high levels of achievement motivation with 44 individuals having high levels of achievement motivation. Individuals with high levels of achievement motivation are typically highly interested in setting and achieving goals. They are willing to put in a high level of effort to achieve their goals. They tend to have a strong belief in their ability to succeed, and they are not deterred by occasional setbacks or failures.

Figure 5

Level of Achievement Motivation

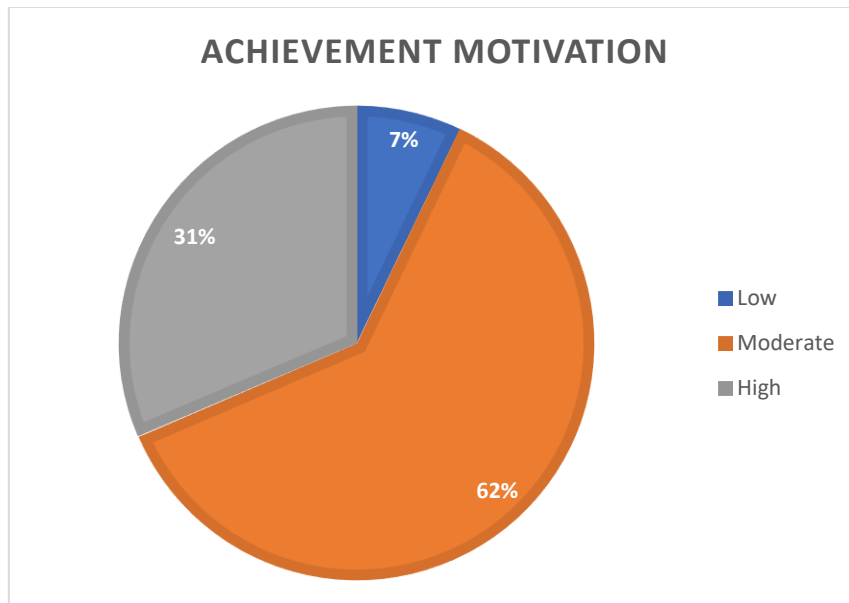


Table 7

Correlation between Victimization, Self-esteem and Achievement Motivation among Early Adolescents

	N	Victimization	Self-esteem	Achievement Motivation
Victimization	140	-	-0.248**	-0.074
Self-esteem	140	-0.248**	-	0.172*
Achievement Motivation	140	-0.074	0.172*	-

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Table 7 shows the correlation between victimization, self-esteem and achievement motivation among early adolescents. There is a significant negative correlation between victimization and self-esteem which means that higher levels of victimization are associated with lower levels of self-esteem, and it is significant at 0.01 level. Victims often feel powerless and helpless in their situation, which can lead to low self-esteem. They may feel like they have no control over their life or the events that happen to them. They may blame themselves for being victimized or feel they are not doing enough to prevent it. Victims may withdraw from social interaction and become socially isolated, which may also contribute to lower self-esteem. They may feel that others are evaluating them negatively. There is also a significant positive correlation between self-esteem and achievement motivation which means that higher levels of self-esteem are associated with higher levels of achievement motivation, and it is significant at 0.05 level. Early adolescents with high self-esteem typically have competence and confidence in their abilities. This sense of competence can motivate them to strive for higher levels of performance. They set more challenging goals and work harder to achieve them. This goal-oriented behaviour is an important aspect of achievement motivation. They are more resistant to failure and weight. This resilience helps

motivate them to overcome setbacks and failures and achieve their goals. However, there is no significant correlation between victimization and achievement motivation. Victimization may be influenced by factors such as peer relationships, family dynamics, and school environment, while achievement motivation may be influenced by factors such as self-esteem, parental expectations, and personal goals. As such, it is possible that these factors may have differential effects on victimization and achievement motivation, leading to little or no correlation between the two. Early adolescence is a period of rapid physical, emotional, and cognitive development, and individuals in this age group may be undergoing significant changes in their self-concept, values, and goals. As such, the relationship between victimization and achievement motivation may be complex and may vary depending on developmental factors.

Hence the hypothesis “*There will be a significant correlation between victimization, self-esteem and achievement motivation among early adolescents*” **has been partially accepted.**

Table 8

Correlation between Bullying, Self-esteem and Achievement Motivation among Early Adolescents

	N	Bullying	Self-esteem	Achievement Motivation
Bullying	140	-	-0.190*	-0.187*
Self-esteem	140	-0.190*	-	0.172*
Achievement Motivation	140	-0.187*	0.172*	-

*. Correlation is significant at the 0.05 level (2-tailed).

Table 8 shows the correlation between bullying, self-esteem and achievement motivation among early adolescents. There is a negative correlation between bullying and self-esteem and between bullying and achievement motivation. They are significant at the 0.05 level. This means that as bullying scores increase, self-esteem and achievement motivation scores tend to decrease. Individuals with low self-esteem often try to compensate for their shortcomings by suppressing others. Bullying others can temporarily boost the self-esteem. Being a bully can lead to social isolation and rejection from peers. A person who engages in bullying behaviour may be bullied by peers and may have difficulty forming meaningful relationships. This social isolation can further affect their self-esteem as they may feel rejected or unappreciated by others. Early adolescents who engage in bullying become obsessed with their negative behaviour and neglect their schoolwork, which decreases their motivation to achieve. They may become isolated from their peers. This social isolation can lead to a lack of positive social support and reduced motivation to achieve. They may have a distorted view of success. Instead of focusing on academic achievement, they may think that being popular is a sign of success. This perception can lead to a decrease in achievement motivation because social status is more important than academic achievement.

There is a positive correlation between self-esteem and achievement motivation (.172*). This means that as self-esteem scores increase, achievement motivation scores also tend to increase. The correlation between self-esteem and achievement motivation is significant at the 0.05 level. Individuals with higher self-esteem may be more likely to set challenging goals for themselves and feel confident that they can achieve them. This can drive their motivation to succeed and achieve.

Hence the hypothesis “ *There will be a significant correlation between bullying, self-esteem and achievement motivation among early adolescents*” **has been accepted.**

Table 9

Correlation between Fighting, Self-esteem and Achievement Motivation among Early Adolescents

	N	Fighting	Self-esteem	Achievement Motivation
Fighting	140	-	-0.083	-0.043
Self-esteem	140	-0.083	-	0.172*
Achievement Motivation	140	-0.043	0.172*	-

*. Correlation is significant at the 0.05 level (2-tailed).

Table 9 shows the correlation between fighting, self-esteem and achievement motivation among early adolescents. There is no statistically significant correlation between fighting and either self-esteem or achievement motivation. This suggests that there is no linear relationship between these variables. Adolescents may engage in fighting behavior for a variety of reasons, such as peer pressure, frustration, or a desire to exert power or dominance over others. This behavior may not necessarily be linked to their level of self-esteem. Other factors such as impulsivity, emotional regulation, and aggressive tendencies may be more important predictors of fighting behavior than self-esteem. However, there is a statistically significant positive correlation between self-esteem and achievement motivation. It is significant at 0.05 level. It suggests that as self-esteem increases, achievement motivation also tends to increase. Adolescents with higher levels of self-esteem are more likely to be motivated to achieve their goals, while success in achieving those goals can further boost their self-esteem.

Hence the hypothesis “ *There will be a significant correlation between fighting, self-esteem and achievement motivation among early adolescents*” **has been partially accepted.**

Table 10

Correlation between Domains of Bullying (Victimization, Bullying and Fighting), Self-esteem and Achievement Motivation among Early Adolescents

	N	Victimiza tion	Bullying	Fighting	Self- esteem	Achieve ment Motivatio n
Victimiza tion	140	-	0.388**	0.262**	-0.248**	-0.074
Bullying	140	0.388**	-	0.671**	-0.190*	-0.187*
Fighting	140	0.262**	0.671**	-	-0.083	-0.043
Self- esteem	140	-0.248**	-0.190*	-0.083	-	0.172*
Achieve ment Motivatio n	140	-0.074	-0.187*	-0.043	0.172*	-

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Table 10 shows the correlation between domains of bullying (victimization, bullying and fighting), self-esteem and achievement motivation among early adolescents. There is a significant positive correlation between victimization and bullying, indicating that as victimization increases, so does bullying, and vice versa. It is significant at 0.01 level. Some early adolescents who are victimized may also become bullies as a way to cope with their victimization or to gain social status. There is also a significant positive correlation between bullying and fighting, suggesting that individuals who engage in more bullying behaviour are also more likely to get into physical fights. It is significant at 0.01 level. Individuals who

frequently engage in bullying tend to fight physically to establish or maintain social dominance. Those who have friends who engage in these behaviors may be more likely to participate in order to fit in with their social group. There is no significant correlation between victimization and fighting, indicating that victimization is not necessarily associated with increased physical aggression. Some individuals who are victimized by bullying may actively avoid engaging in physical fighting as a way to reduce the risk of further victimization or to avoid escalating the situation. Self-esteem is negatively correlated with victimization, meaning that as victimization increases, self-esteem tends to decrease, and vice versa. It is significant at 0.01 level. Being a victim of bullying can lead to feelings of helplessness and shame. These feelings can affect a person's self-esteem. Repeated bullying can also lead to chronic stress that further lowers self-esteem. Early adolescence is also a time of significant changes and challenges, when social comparisons intensify and sensitivity to peer opinions increases. Bullying at this developmental stage can lower self-esteem by increasing insecurity and feelings of inferiority. There is a positive correlation between self-esteem and achievement motivation, suggesting that individuals with higher self-esteem tend to have higher achievement motivation. It is significant at 0.05 level. People with high self-esteem often believe that they are competent and capable of achieving their goals, which leads to a strong motivation to strive for success. This achievement motivation may be particularly important during early adolescence, a time when individuals are developing their identity and seeking autonomy. They have self-esteem and feel competent in their abilities. This sense of self-esteem can lead to a sense of autonomy, competence, and belonging, all of which are important for motivation and engagement in achievement-related activities.

Hence the hypothesis “ *There will be a significant correlation between domains of bullying (victimization, bullying and fighting), self-esteem and achievement motivation among early adolescents*” **has been partially accepted.**

Table 11*Independent Sample t Test for Gender Differences among Variables*

	Gender		Mean	Std. Deviation	t	Sig. (2-tailed)
		N				
Victimization	Girls	70	5.31	2.657	-3.239	0.002
	Boys	70	6.99	3.403		
Bullying	Girls	70	8.86	5.709	-5.069	0.000
	Boys	70	14.37	7.090		
Fighting	Girls	70	4.23	3.231	-7.306	0.000
	Boys	70	9.90	5.634		
Self-esteem	Girls	70	71.20	9.147	2.283	0.024
	Boys	70	67.31	10.913		
Achievement Motivation	Girls	70	44.06	7.303	0.474	0.636
	Boys	70	43.53	5.813		

Table 11 shows the gender differences in domains of bullying (Victimization, Bullying and fighting), self-esteem and achievement motivation among early adolescents calculated by independent sample t-test. The mean scores of victimization among girls and boys are 5.31 and 6.99 which is significant at 0.01 level. It shows that there is a significant gender differences in victimization with boys experiencing more victimization than girls. Boys may be more likely to experience bullying victimization due to social pressures to conform to certain norms of masculinity, such as being tough, aggressive or dominant. The mean scores of bullies among girls and boys are 8.86 and 14.37 which is significant at 0.01 level. It shows that there is a significant gender differences in bullying with boys engaging in more bullying than girls. Boys may be socialized to be more aggressive and competitive than

girls, which can lead to a greater propensity to engage in bullying behavior. Boys are often physically larger and stronger than girls, which can make them more likely to engage in physical bullying. The mean scores of fights among girls and boys are 4.23 and 9.90 which is significant at 0.01 level. It shows that there is a significant gender differences in fighting with boys engaging in more fighting than girls. In some cultures, boys may be socialized to believe that being tough, aggressive, and dominant is a key component of masculinity, which can contribute to the prevalence of fighting behavior. Boys may be more likely than girls to engage in fighting as a means of defending themselves or protecting their status or reputation. The mean scores of self-esteem among girls and boys are 71.20 and 67.31 which is significant at 0.05 level. It shows that there is a significant gender differences in self-esteem with girls having more self-esteem than boys. Girls may be socialized to value traits such as empathy, cooperation, and interpersonal skills, which can promote a positive sense of self-worth and contribute to higher self-esteem. The mean scores of achievement motivation among girls and boys are 44.06 and 43.53 and there is no significant gender differences among them. Cultural and societal factors can influence the degree to which boys and girls are encouraged or discouraged from pursuing certain goals or engaging in certain activities. However, in some cultures and contexts, boys and girls may be equally encouraged to pursue their goals and achieve success.

Hence the hypothesis “ *There will be a gender differences in self-esteem, achievement motivation and domains of bullying among early adolescents*” **has been partially accepted.**

SUMMARY AND CONCLUSION

Chapter 5

Summary and Conclusion

Early adolescence is a time of increased vulnerability to bullying because it is a period of rapid physical, emotional, and social changes. This vulnerability can make early adolescents more susceptible to the negative effects of bullying on their self-esteem and achievement motivation. It is also a time when individuals begin to develop their sense of identity, self-worth, and motivation. Experiences of bullying during this time can have a significant impact on these developmental processes and affect the individual's long-term self-esteem and achievement motivation. Understanding the effects of bullying on self-esteem and achievement motivation during this period can help develop effective prevention and intervention strategies. The study “Effects of Bullying on Self-esteem and Achievement Motivation among Early Adolescents” was under the following objectives.

- To assess the level of domains of bullying among early adolescents
- To assess the level of self-esteem among early adolescents
- To assess the level of achievement motivation among early adolescents
- To find the relationship between domains of bullying, self-esteem and achievement motivation among early adolescents
- To identify the gender differences in domains of bullying, self-esteem and achievement motivation among early adolescents

The hypothesis formulated for the research were,

- There will be a significant relationship between victimization, self-esteem and achievement motivation among early adolescents
- There will be a significant relationship between bullying, self-esteem and achievement motivation among early adolescents

- There will be a significant relationship between fighting, self-esteem and achievement motivation among early adolescents
- There will be a significant relationship between domains of bullying, self-esteem and achievement motivation among early adolescents
- There will be a gender differences in self-esteem, achievement motivation and domains of bullying among early adolescents

“Effects of Bullying on Self-esteem and Achievement Motivation among Early Adolescents” is a study carried out among early adolescent boys and girls from different schools in Tamil Nādu. 140 participants answered the scale of Illinois Bully Scale, State Self-esteem Scale and Rao Achievement Motivation Scale was done and interpreted according to the norms. The results were tabulated and analyzed using the SPSS software package 29. Pearson Correlation and Independent Sample t-test were used to verify the hypothesis.

- There will be a significant correlation between victimization, self-esteem and achievement motivation among early adolescents. Hence the formulated hypothesis 1 has been partially accepted
- There will be a significant correlation between bullying, self-esteem and achievement motivation among early adolescents. Hence the formulated hypothesis 2 has been accepted
- There will be a significant correlation between fighting, self-esteem and achievement motivation among early adolescents. Hence the formulated hypothesis 3 has been partially accepted
- There will be a significant correlation between domains of bullying (victimization, bullying and fighting), self-esteem and achievement motivation among early adolescents. Hence the formulated hypothesis 4 has been partially accepted

- There will be a gender differences in self-esteem, achievement motivation and domains of bullying among early adolescents. Hence the hypothesis 5 has been partially accepted

Conclusion

Effects of bullying on self-esteem and achievement motivation among early adolescents can have serious and long-lasting consequences. Early adolescence is a critical period for the development of self-esteem, identity, and motivation, and experiences of bullying can disrupt these processes, leading to negative outcomes for the individual. The present study has pointed out that there is a significant relationship between bullying, self-esteem and achievement motivation among early adolescents. Bullying can have a significant impact on an individual's self-esteem, leading to feelings of worthlessness, shame, and social isolation. These negative emotions can persist into adulthood, leading to mental health problems, relationship difficulties, and decreased life satisfaction. Bullying can also negatively impact achievement motivation, leading to decreased academic performance and disengagement from school. This can have long-term consequences for the individual's future success and opportunities. Therefore, it is important to address the effects of bullying on self-esteem and achievement motivation among early adolescents through a multi-faceted approach that includes prevention, early intervention, counselling and support and parental involvement.

Limitations of the study

The study had the following limitations:

- The data was collected through questionnaires hence; the honesty of the responses depends on each participant.
- The sample size is limited to early adolescents.
- Sample belongs to limited geographical area.
- Misunderstandings of the questions/ statements might influence the results.

Recommendations for further research

There are greater possibilities and necessities for further research on Effects of Bullying on Self-esteem and Achievement Motivation among Early Adolescents. The scope of these areas would heighten in upcoming years.

- This study would serve as a background data for further research
- A broad sample size with a longitudinal design would lead to a wide scope of generalized results
- There is a possibility to conduct this study among wider range of age groups belonging to a different area
- A wide range of socio-demographic data could be included to study the variables
- An interventional study could be conducted to reduce bullying and to enhance self-esteem and achievement motivation

Implications

The present study suggests that bullying has negative effects on self-esteem and achievement motivation among early adolescents. Bullying can lead to long-term negative outcomes such as depression, anxiety, and even suicide. Therefore, it is necessary to take steps to identify bullying early and take action to stop it. Early intervention is critical in addressing the effects of bullying. When bullying is allowed to continue unchecked, it can have lasting effects on the self-esteem and achievement motivation of early adolescents. Programs that focus on building self-esteem, resilience, and positive coping skills can help students who have been bullied to recover and thrive. Screening and assessing for bullying behavior and its impact on self-esteem and achievement motivation can help identify individuals who may be at risk of negative outcomes. The research highlights the importance of targeted interventions for individuals who have experienced bullying. Interventions should focus on building self-esteem

and resilience, promoting positive coping skills, and addressing the impact of bullying on self-esteem and achievement motivation. As our understanding of the effects of bullying grows, it is essential that we continue to develop effective strategies for preventing and addressing this harmful behavior. Continued research and attention on bullying prevention and intervention are crucial to ensuring the well-being of early adolescents.

REFERENCE

References

- Ahmed, M. G. A. E., & El-Slamoni, M. A. E. A. (2018). The impact of school bullying on students' self-esteem in preparatory school. *American Journal of Nursing Research*, 6(6), 679–688. <http://www.scinursingresearch.com/articles/6/6/39>
- Ang, C. S., Chong, C. P., Cheong, S. W., Lee, C. Y., Tang, Z., & Liew, C. Y. (2018). Self-esteem and tendency of bullying among primary school children. *Romanian Journal of Applied Psychology*, 20(1), 11–17.
<https://pdfs.semanticscholar.org/d1e9/f02b2165cfef49e063bad2edc86e174f3b58.pdf>
<https://doi.org/10.24913/rjap.20.1.03>
- Bradley, K. (2017). Types of achievement motivation. <https://bizfluent.com/list-7613458-types-achievement-motivation.html>
- Cherry, K. (2022). What is self-esteem? <https://www.verywellmind.com/what-is-self-esteem-2795868>
- Cherry, K. (2022). What is extrinsic motivation? <https://www.verywellmind.com/what-is-extrinsic-motivation-2795164>
- Chhabria, M. S., Rao, A., Rao, C., & Somashekar AR, S.Rao. (2020). Prevalence and Forms of Bullying Perpetration and Victimization in Indian Adolescents. *International Journal of Medicine and Public Health*, 10(4), 213–216.
<https://ijmedph.org/article/722>. <https://doi.org/10.5530/ijmedph.2020.4.45>
- Choi, B., & Park, S. (2021). Bullying perpetration, victimization, and low self-esteem: Examining their relationship over time. *Journal of Youth and Adolescence*, 50(4), 739–752.
https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=bullying+and+self+este

em+from+2012&oq=#d=gs_qabs&t=1679203228256&u=%23p%3D6qQkrXvEB4UJ
. <https://doi.org/10.1007/s10964-020-01379-8>

Choi, B., & Park, S. (2018). Who becomes a bullying perpetrator after the experience of bullying victimization? The moderating role of self-esteem. *Journal of Youth and Adolescence*, 47(11).
https://www.researchgate.net/publication/326979116_Who_Becomes_a_Bullying_Perpetrator_After_the_Experience_of_Bullying_Victimization_The_Moderating_Role_of_Self-esteem, 2414–2423. <https://doi.org/10.1007/s10964-018-0913-7>

Fanti, K. A., & Henrich, C. C. (2015). Effects of self-esteem and narcissism on bullying and victimization during early adolescence. *Journal of Early Adolescence*, 35(1), 5–29.
https://scholar.google.com/scholar?start=10&q=bullying+among+early+adolescence+from+2013&hl=en&as_sdt=0,5#d=gs_qabs&t=1680933655507&u=%23p%3DAymZGt2kKP8J. <https://doi.org/10.1177/0272431613519498>

Fujikawa, S., Mundy, L. K., Canterford, L., Moreno-Betancur, M., & Patton, G. C. (2021). Bullying across late childhood and early adolescence: A prospective cohort of students assessed annually from Grades 3 to 8. *Academic Pediatrics*, 21(2), 344–351.
<https://www.sciencedirect.com/science/article/abs/pii/S1876285920305684>.
<https://doi.org/10.1016/j.acap.2020.10.011>

Gordon, S. (2022). The different types of bullying parents should watch for.
<https://www.verywellfamily.com/types-of-bullying-parents-should-know-about-4153882>

Gower, A. L., & Borowsky, I. W. (2013). Associations between frequency of bullying involvement and adjustment in adolescence. *Academic Pediatrics*, 13(3), 214–221.

https://www.researchgate.net/publication/236914863_Associations_Between_Frequency_of_Bullying_Involvement_and_Adjustment_in_Adolescence.

<https://doi.org/10.1016/j.acap.2013.02.004>

Gupta, M., Devi, M., & Pasrija, P. (2012). Achievement motivation: A major factor in determining academic achievement. *Asian Journal of Multidimensional Research (AJMR)*, 1(3), 131–145.

<https://www.indianjournals.com/ijor.aspx?target=ijor:ajmr&volume=1&issue=3&article=011>

Halliday, S., Gregory, T., Taylor, A., Digenis, C., & Turnbull, D. (2021). The impact of bullying victimization in early adolescence on subsequent psychosocial and academic outcomes across the adolescent period: A systematic review. *Journal of School Violence*, 20(3), 351–373.

https://scholar.google.com/scholar?start=10&q=bullying+among+early+adolescence+from+2013&hl=en&as_sdt=0,5#d=gs_qabs&t=1680933747967&u=%23p%3DqLXZRDNKgX8J. <https://doi.org/10.1080/15388220.2021.1913598>

Hensums, M., Brummelman, E., Larsen, H., van den Bos, W., & Overbeek, G. (2023) Social goals and gains of adolescent bullying and aggression: A meta-analysis.

Developmental Review, 68. <https://doi.org/10.1016/j.dr.2023.101073>

Ranjith, P., Jayakumar, C., Kishore, M., Binukumar, B., & Bhaskar, A. (2019). Association between bullying, peer victimization and mental health problems among adolescents in Bengaluru, India. *Indian Journal of Social Psychiatry*, 35(3), 207–212.

https://journals.lww.com/indianjpsychiatry/Fulltext/2020/62050/Prevalence_and_correlates_of_bullying_perpetration.12.aspx. https://doi.org/10.4103/ijsp.ijsp_6_19

- Jamir, T., Devi, N. P., Lenin, R. K., Roshan, L., & Sameeta, N. G. (2014). The relationship between bullying victimization, self-esteem and depression among school going adolescents. *International Journal of Management and Social Science*, 2(12), 477–489.
<https://www.indianjournals.com/ijor.aspx?target=ijor:ijmss&volume=2&issue=12&article=042>
- Karaman, M. A. (2021). Comparison of levels of bullying, achievement motivation, and resilience among Syrian refugee students and Turkish students. *Journal of Psychologists and Counsellors in Schools*, 1–16.
https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=bullying+and+achievement+motivation+&oq=bullying+and+achievement+&d=gs_qabs&t=1679204861896&u=%23p%3DW2fcn4Eg0OEJ
- Khudhair, M. O. (2022). Bullying behavior and its relationship to achievement motivation for young football players under (19) years old. *Beroamericana de psicología del ejercicio Y el deporte*, 17, 6, 405–407.
- Lereya, S. T., Winsper, C., Heron, J., Lewis, G., Gunnell, D., Fisher, H. L., & Wolke, D. (2013). Being bullied during childhood and the prospective pathways to self-harm in late adolescence. *Journal of the American Academy of Child and Adolescent Psychiatry*, 52(6), 608–18.e2.
<https://www.sciencedirect.com/science/article/pii/S0890856713001834>
<https://doi.org/10.1016/j.jaac.2013.03.012>
- Malhi, P., Bharti, B., & Sidhu, M. (2014). Aggression in schools: Psychosocial outcomes of bullying among Indian adolescents. *Indian Journal of Pediatrics*, 81(11), 1171–1176.

<https://www.sciencedirect.com/science/article/pii/S0890856713001834>.

<https://doi.org/10.1007/s12098-014-1378-7>

Malik, A., & Mehta, M. (2016). Bullying among adolescents in an Indian school.

Psychological Studies, 61(3), 220–232. <https://doi.org/10.1007/s12646-016-0368-4>

Marín, I. Á., Pérez-Albéniz, A., Lucas-Molina, B., Valderrey, V. M., & Fonseca-Pedrero, E.

(2022). Bullying in adolescence: Impact on socioemotional and behavioral adjustment. *Revista de Psicodidáctica* (English ed), 27(2), 141–148.

<https://www.sciencedirect.com/science/article/abs/pii/S253038052200003X>

Odame-Mensah, S. (2019). Effect of self-esteem on achievement motivation among

university students. *International Journal of Research and Scientific Innovation (IJRSI)*, 6, 211–214.

Michelson, R. (2017). What is relational bullying? <https://penfieldbuildingblocks.org/home-and-family/what-is-relational-bullying/>

Mohamed, O., & Abdelall, B. (2021). Bullying and its relationship to self-esteem and

academic achievement motivation in a sample of university students. *Journal of Research in the Fields of Specific Education*, 7(35), 901–988.

https://jedu.journals.ekb.eg/article_161382.html?lang=en

Mulatu, K. K. (2020). Personality patterns and achievement motivation as predictors of

bullying in second cycle primary schools students of Woldia town, North Wollo, Amhara National Regional State. *Journal of Social Sciences*, 48(3).

https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=bullying+and+achievement+motivation+&oq=bullying+and+achievement+&d=gs_qabs&t=1679205028389&u=%23p%3Dto80qW_cbtMJ.

Palermi, A. L., Bartolo, M. G., Musso, P., Servidio, R., & Costabile, A. (2022). Self-esteem and adolescent bullying/cyberbullying and victimization/cybervictimization behaviors: A person-oriented approach. *Europe's Journal of Psychology, 18*(3), 249–261.

https://scholar.google.com/scholar?start=60&q=bullying+and+self+esteem+from+2012+&hl=en&as_sdt=0,5#d=gs_qabs&t=1679204828576&u=%23p%3DcYZn1WCZ-dEJ.

Palermi, A. L., Servidio, R., Bartolo, M. G., & Costabile, A. (2017). Cyberbullying and self-esteem: An Italian study. *Computers in Human Behavior, 69*, 136–141.

https://scholar.google.com/scholar?start=20&q=bullying+and+self+esteem+from+2012+&hl=en&as_sdt=0,5#d=gs_qabs&t=1680933810415&u=%23p%3DApfgz6Ayv9QJ
. <https://doi.org/10.1016/j.chb.2016.12.026>

Pollick, M. (2023). What is physical bullying? <https://www.wisegeek.com/what-is-physical-bullying.htm>

Robichaud, B. (2017). Verbal bullying definition.

<https://www.myenglishteacher.eu/blog/verbal-bullying-definition/>

Sheldon, R. *cyberbullying*. <https://www.techtargt.com/whatis/definition/cyberbullying>

Suresh, S., & Tipandjan, A. (2012). School bullying victimization and college adjustment.

Journal of the Indian Academy of Applied Psychology, 38(1), 68–73.

https://scholar.google.com/scholar?start=20&q=bullying+and+self+esteem+from+2012+&hl=en&as_sdt=0,5#d=gs_qabs&t=1679204411226&u=%23p%3DVpfsXFaiQVYJ

Tilindienė, I., Rastauskienė, G. J., Gaižauskienė, A., & Stupuris, T. (2012). Relationship between 12–16-year-old athletes' self-esteem, self-confidence and bullying. *Baltic Journal of Sport and Health Sciences, 2*(85). <https://doi.org/10.33607/bjshs.v2i85.288>

Totan, T., Özer, A., & Özmen, O. (2017). The role of hope, life satisfaction, and motivation in bullying among adolescents. *International Online Journal of Educational Sciences*, 9(2).

https://scholar.google.com/scholar?start=40&q=bullying+and+achievement+motivation+&hl=en&as_sdt=0,5#d=gs_qabs&t=1680933230506&u=%23p%3DRKDBOxqQI p4J. <https://doi.org/10.15345/iojes.2017.02.008>

Tsaousis, I. (2016). The relationship of self-esteem to bullying perpetration and peer victimization among schoolchildren and adolescents: A meta-analytic review. *Aggression and Violent Behavior*, 31, 186–199.

<https://www.sciencedirect.com/science/article/abs/pii/S1359178916301355>.

<https://doi.org/10.1016/j.avb.2016.09.005>

Wang, X., Zhang, Y., Hui, Z., Bai, W., Terry, P. D., Ma, M., Li, Y., Cheng, L., Gu, W., & Wang, M. (2018). The mediating effect of regulatory emotional self-efficacy on the association between self-esteem and school bullying in middle school students: A cross-sectional study. *International Journal of Environmental Research and Public Health*, 15(5), 991.

https://scholar.google.com/scholar?start=30&q=bullying+and+self+esteem+from+2012+&hl=en&as_sdt=0,5#d=gs_qabs&t=1679204606886&u=%23p%3DqtYoGTsb8lkJ.

ANNEXURE

Appendices

Annexure 1

Consent Form

I (Pradheepa.S) am pursuing my Master's degree in Clinical Psychology and I would like to have your participation in this academic research. I assure confidentiality with the details provided by you and it will be used only for the academic purpose. Thank you for the same.

Study Procedure

You will be given three tests in form type along with socio demographic profile. You need to respond to all items in the tests. There is no risk in undertaking the study. There will be no direct benefits to you for your participation in this study. Your response to the question will be anonymous and kept confidential. Your participation in this study is voluntary. It is up to you to decide whether or not to take part in this study. If you decide to take part in this study, you will be asked to sign this form. You are free to withdraw at any time and without giving a reason. There is no cost to you for your participation in this study.

Consent

“By signing this consent form, I confirm that I have and understood the information and have the opportunity to ask questions. I understand that my participation is voluntary, and I am free to withdraw at any time, without giving a reason and without cost. I voluntarily agree to take part in this study.”

Name of the participant:

Signature:

Place:

Date:

Annexure 2

Socio-Demographic Status Profile

NAME :

AGE :

GENDER : M/F

CLASS PURSUING :

MEDIUM OF LEARNING :

AREA : Rural/ Semi Urban/ Urban

E-MAIL ID :

CONTACT NUMBER :

I assure that the data collected will be used only for the study and will not be used for any other purposes and confidentiality will be maintained throughout and even after the study.

Annexure 3

Avinashilingam Institute for Home Science and Higher Education for Women

Coimbatore – 641043, India

CONFIDENTIALITY STATEMENT

I **Pradheepa, S.** pursuing my **II M.Sc. Clinical Psychology** from the department of Clinical Psychology in Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore-43, is assigned to do a thesis as a part of the curriculum to complete my course. In this connection, I'm going to collect the information from early adolescents as my topic is **“Effects of Bullying on Self-esteem and Achievement Motivation among Early Adolescents”**. I assure that the data collected will be used only for the study and will not be used for any other purposes and confidentiality will be maintained throughout and even after the study.

Place:

Date:

Signature of the researcher

Annexure 4

Illinois Bully Scale

Espelage & Holt , 2001

For each of the following questions, choose how many times you did this activity or how many times these things happened to you in last 30 days.

1. I upset other students for the fun of it.
2. In a group I teased other students.
3. I fought students I could easily beat.
4. Other students picked on me.
5. Other students made fun of me.
6. Other students called me names.
7. I got hit and pushed by other students.
8. I helped harass other students.
9. I teased other students.
10. I got in a physical fight.
11. I threatened to hurt or hit another student.
12. I got into a physical fight because I was angry.
13. I hit back when someone hit me first.
14. I was mean to someone when I was angry.
15. I spread rumors about other students.
16. I started (instigated) arguments or conflicts.
17. I encouraged people to fight.
18. I excluded other students from my clique of friends

S.NO	Never	1 or 2 times	3 or 4 times	5 or 6 times	7 or more times
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					

Annexure 5

State Self-Esteem Scale

Heatherton, T.F. & Polivy, J. (1991)

This is a questionnaire designed to measure what you are thinking at this moment. There is of course, no right answer for any statement. The best answer is what you feel is true of yourself at the moment. Be sure to answer all of the items, even if you are not certain of the best answer.

Again, answer these questions as they are true for you RIGHT NOW.

1. I feel confident about my abilities.
1 2 3 4 5
Not at all A little bit Somewhat Very Much Extremely
2. I am worried about whether I am regarded as a success or failure.
1 2 3 4 5
Not at all A little bit Somewhat Very Much Extremely
3. I feel satisfied with the way my body looks right now.
1 2 3 4 5
Not at all A little bit Somewhat Very Much Extremely
4. I feel frustrated or rattled about my performance.
1 2 3 4 5
Not at all A little bit Somewhat Very Much Extremely
5. I feel that I am having trouble understanding things that I read.
1 2 3 4 5
Not at all A little bit Somewhat Very Much Extremely
6. I feel that others respect and admire me.
1 2 3 4 5
Not at all A little bit Somewhat Very Much Extremely
7. I am dissatisfied with my weight.
1 2 3 4 5
Not at all A little bit Somewhat Very Much Extremely
8. I feel self-conscious.
1 2 3 4 5
Not at all A little bit Somewhat Very Much Extremely
9. I feel as smart as others.
1 2 3 4 5
Not at all A little bit Somewhat Very Much Extremely
10. I feel displeased with myself.
1 2 3 4 5
Not at all A little bit Somewhat Very Much Extremely

11. I feel good about myself.				
1	2	3	4	5
Not at all	A little bit	Somewhat	Very Much	Extremely
12. I am pleased with my appearance right now.				
1	2	3	4	5
Not at all	A little bit	Somewhat	Very Much	Extremely
13. I am worried about what other people think of me.				
1	2	3	4	5
Not at all	A little bit	Somewhat	Very Much	Extremely
14. I feel confident that I understand things.				
1	2	3	4	5
Not at all	A little bit	Somewhat	Very Much	Extremely
15. I feel inferior to others at this moment.				
1	2	3	4	5
Not at all	A little bit	Somewhat	Very Much	Extremely
16. I feel unattractive.				
1	2	3	4	5
Not at all	A little bit	Somewhat	Very Much	Extremely
17. I feel concerned about the impression I am making.				
1	2	3	4	5
Not at all	A little bit	Somewhat	Very Much	Extremely
18. I feel that I have less scholastic ability right now than others.				
1	2	3	4	5
Not at all	A little bit	Somewhat	Very Much	Extremely
19. I feel like I'm not doing well.				
1	2	3	4	5
Not at all	A little bit	Somewhat	Very Much	Extremely
20. I am worried about looking foolish.				
1	2	3	4	5
Not at all	A little bit	Somewhat	Very Much	Extremely

Annexure 6

Rao Achievement Motivation Test

Dr. D. Gopal Rao, 1974

This test contains 20 incomplete sentences each of which is followed by two possible alternatives, A and B. You have to indicate the alternative which is preferable to you. Do not omit any questions.

S.NO	QUESTIONS	ALTERNATIVES
1	I enjoy reading	a) A comic book b) A book of adventure
2	As a student, I like to be called	a) A well-dressed student in my class b) An intelligent student in my class
3	When I grow up, I want	a) To do something which others have not done b) To lead a comfortable life
4	As a doctor, I want	a) To be well known surgeon b) To make a lot of money
5	During the holiday, I want	a) To visit my friends and relatives b) To paint or write a story or a poem
6	While answering in the examination, I aim	a) At finishing before time b) At answering better than my classmates
7	I want to become rich	a) By earning money by hardwork b) By winning a prize in the lottery
8	I take pride	a) In standing first in my class b) In helping poor students
9	It is my nature	a) To take life easily b) To undertake difficult tasks
10	I have a tendency	a) To work on a task till it is completed b) To change the task if it get bored

11	I want to study well	a) To avoid blame from my parents b) To excel others in my class
12	As an engineer, I would like	a) To construct a method in building in my town b) To grow rich and buy a car
13	After 10 years, I will be	a) Earning a lot of money b) A well-known person in my job
14	As a student, I would like	a) To study for my future career b) To visit different places in the world
15	I feel very unhappy	a) When someone knocks away my purse b) When I fail to do my best in the examination
16	I want to do something	a) Which will make me wealthy b) Which others can hardly do
17	Generally, I make friends	a) With those who are intelligent b) With those who are clean and neat
18	I feel upset	a) When I am blamed b) When I fail to succeed
19	I feel my success depends	a) Upon my hardwork b) Upon my parents and relatives
20	I want to practice hockey everyday	a) So that I may be selected for the Olympic game b) So that I may keep myself fit and healthy

INSTITUTIONAL HUMAN ETHICS COMMITTEE



Avinashilingam

Institute for Home Science and Higher Education for Women
(Deemed to be university under Category 'A' by MHRD, Estd. u/s 3
of UGC Act 1956) Re-accredited with 'A⁺⁺' Grade by NAAC.
Recognised by UGC Under Section 12 B
Coimbatore- 641043, Tamil Nadu, India

06.01.2023

Chairman

Dr. Sudha Ramalingam
Director – Research and Innovation
Professor- Community Medicine,
PSG Institute of Medical Sciences
& Research, Coimbatore

Member Secretary

Dr. A Thirumani Devi
Professor
Department of Food Science and
Nutrition

Members

Mr. K. Arulmoli (Legal Expert)
Dr. Subashini K.Sripathi
Dr. A Saraswathy (Medical Officer)
Ms. D. Kavitha
Dr. A R Sudamani Ramasamy
Dr. G. Victoria Naomi
Dr. Judith Justin
Dr. Anitha Subash
Dr. K. Sampath Rani

To
Ms. Pradheepa, S.
Department of Clinical Psychology
Avinashilingam Institute for Home Science and
Higher Education for Women
Coimbatore- 641043

Dear Pradheepa,

Ref: Your proposal No. IHEC/22-23/CP-13 entitled
“Effects of Bullying on Self-Esteem and Achievement Motivation
among Early Adolescents” submitted for approval of IHEC on
19.11.2022.

The Institutional Human Ethics Committee of our
University hereby grants approval to your research proposal
No. IHEC/22-23/CP-13 entitled “Effects of Bullying on Self-Esteem
and Achievement Motivation among Early Adolescents” submitted
by you. The Approval number for the same is AUW/IHEC/CP-22-
23/XMT-13.

We wish you all the best in your research endeavours.

Regards

Dr. A Thirumani Devi
Member Secretary

