

Bullying, Cyberbullying and Student Well-Being in Schools

*Comparing European, Australian and Indian
Perspectives*

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University Printing House, Cambridge CB2 8BS, United Kingdom
One Liberty Plaza, 20th Floor, New York, NY 10006, USA
477 Williamstown Road, Port Melbourne, VIC 3207, Australia
314-321, 3rd Floor, Plot 3, Splendor Forum, Jasola District Centre,
New Delhi - 110025, India
79 Anson Road, #06-04/06, Singapore 079906

Cambridge University Press is part of the University of Cambridge.

It furthers the University's mission by disseminating knowledge in the pursuit of education, learning, and research at the highest international levels of excellence.

www.cambridge.org

Information on this title: www.cambridge.org/9781107189393

DOI: 10.1017/9781316987384

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First published 2018

Printed in the United Kingdom by Clays, St Ives plc

A catalogue record for this publication is available from the British Library.

Library of Congress Cataloging-in-Publication Data

Names: Smith, Peter K., editor.

Title: Bullying, cyberbullying and student well-being in schools : comparing European, Australian and Indian perspectives / edited by Peter K. Smith and Goldsmiths College, University of London, Suresh Sundaram, Annamalai University, Barbara A. Spears, University of South Australia, Catherine Blaya, Universite de Nice, Sophia Antipolis, Mechthild Schafer, Ludwig-Maximilians-Universitat Munchen, Damanjit Sandhu, Punjabi University, Patiala.

Description: Cambridge, United Kingdom : University Printing House, 2018. | Includes bibliographical references and index.

Identifiers: LCCN 2017055414 | ISBN 9781107189393 (hardback)

Subjects: LCSH: Bullying in schools - Cross-cultural studies. | Cyberbullying - Cross-cultural studies.

Classification: LCC LB3013.3 .B8135 2018 | DDC 371.5/8-dc23

LC record available at <https://lccn.loc.gov/2017055414>

ISBN 978-1-107-18939-3 Hardback

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Preface

After China, India is the other major population centre in Asia and indeed the world, with more than 1.2 billion people, about 17.5 per cent of the world population. This book has a focus on pupil well-being in schools in India. While the chapters presented here are mainly centred on bullying and cyberbullying, consideration is also given in this volume to other risk-taking behaviours, and to school safety and school climate. This book focuses especially on adolescent pupils, where the problem is arguably most acute.

The research reported in this book stems in part from a project entitled 'Bullying, Cyberbullying and Pupil Safety and Well-Being', funded by the Indian-European Research Networking Programme in the Social Sciences from 2012 to 2015. This brought together two Indian teams (from Annamalai in Tamil Nadu and from Patiala in the Punjab) and four European teams (from London, the United Kingdom; Nice, France; Munich, Germany; and Amsterdam, the Netherlands).

In addition the project collaborated with researchers from Australia (South Australia and Queensland) who were separately funded by the Australian Academy of Science (Eminent Speakers, 2014), the University of South Australia Division of Education, Arts and Social Sciences Research Performance Fund and the Flinders University Creative Research Fund.

The European, Indian and Australian teams worked closely together over a three-year period from 2012 to 2015. The programme of work involved literature reviews, developing new research tools (cartoon task, questionnaires), trying out innovative techniques (PhotoStory, documentary interviews) and conducting careful comparative studies. Close attention was paid to the nature of cultural differences and developing culturally sensitive instruments, issues that are discussed in most of the chapters.

This book brings together much of the work and findings of this combined network. After an introductory chapter setting the scene for the topic and describing the relevant school systems, there follow twelve

quite diverse chapters arising directly from the network activities. We then have two commentaries from North America (Canada and the United States). A final editorial chapter draws together some conclusions and provides suggestions for how further research and collaboration in this area may continue.

The editors are grateful for funding from the Indian Council of Social Science Research (ICSSR, India) in association with the Economic and Social Research Council (ESRC, UK), the Agence Nationale de la Recherche (ANR, France), the Deutsche Forschungsgemeinschaft (DFG, Germany) and the Netherlands Organisation for Scientific Research (NWO, the Netherlands). F.No.ICSSR/IND-EUR/RNP-030/2012/IC.

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Part I
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