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978-1-107-18939-3 — Bullying, Cyberbullying and Student Well-Being in Schools

Edited by Peter K. Smith, Suresh Sundaram, Barbara A. Spears, Catherine Blaya, Mechthild

Schäfer, Damanjit Sandhu

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Bullying, Cyberbullying and Student Well-Being in Schools

Comparing European, Australian and Indian Perspectives

School bullying and cyberbullying are widely recognized as an international problem, but publications have focused on the western tradition of research. In India, recognition of these issues and research on the topics have been emerging in recent years. Beginning with cross-cultural differences across Indian, European and Australian contexts, this volume provides direct empirical comparisons between western and Indian situations. It then discusses innovative ways of hearing the views of students, pre-service teachers and teachers, featuring a range of qualitative and quantitative methodologies. The concluding commentaries from North American investigators provide a further international perspective from another region where much progress in researching these areas has been made. Together this ground-breaking collection comprises contributions from four continents on the prevalent issues of bullying, cyberbullying and student well-being.

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*Comparing European, Australian and Indian
Perspectives*

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Peter K. Smith

Goldsmiths, University of London

Suresh Sundaram

Annamalai University

Barbara A. Spears

University of South Australia

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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

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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.

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