MEMBER 2:

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Assessment of Question 3 - Exploring Different Bullying Encounters

Statistical Analysis:

- "We wanted to understand if people have different experiences with verbal and physical bullying. So, we used a method called Hypothesis Test for Proportion."

Details:

- "We looked at the percentage of people who experience verbal bullying (P1) and compared it with the percentage of people experiencing physical bullying (P2). Our question was: Is there a significant difference between the two?"

Hypotheses:

- "We guessed that the difference between verbal and physical bullying is 0.50. Our alternative guess (H1) was that the difference is less than 0.50. This makes it a 'one-tail test.'"

Test Results:

- "After asking 110 people about verbal bullying and 90 people about physical bullying, we found a critical number called 'Z' (1.645) and our Z-Statistic (4.06). This helped us figure out if our guess was correct."

Conclusion:

- "Our conclusion is that we failed to accept the idea that the difference between verbal and physical bullying encounters is 0.50. Our analysis suggests that the difference is less than 0.50, as shown by the Confidence Interval of 0.15067 to 0.41499."

Final Thoughts:

- "In simpler terms, our study indicates that the experiences of people facing verbal and physical bullying are significantly different. The difference is less than what we initially thought (0.50). This gives us valuable insights into the various encounters people have with bullying."

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Assessment of Question 4 - Witnessing Bullying and Providing Support**

Statistical Analysis:

- "Our next question was about people witnessing bullying and whether they stepped in to help. We used a method called Hypothesis Test for Proportion to understand this."

Details:

- "We set our confidence level at 95% and asked 82 people who witnessed bullying and 70 people who didn't, about their actions. Our goal was to figure out if the percentage of people helping is greater than those who didn't."

Test Results:

- "After doing our math, we found a critical number called 'z' (1.96) and our Test Statistic 'z' (3.16983). This helped us decide if our idea was right."

Conclusion:

- "Our conclusion is that we failed to reject the idea that the percentage of people who helped the bullied person is equal to those who didn't. Our analysis suggests that the percentage of people helping is greater than those who didn't help."

Final Thoughts:

- "In simpler terms, our study shows that when people witness bullying, a significant number of them step in to help. This is important because it indicates a positive trend where people are more likely to provide support in bullying situations."

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Assessment of Question 5 - Effects on Mental Health**

Statistical Analysis:

- "Our next question focused on understanding the impact of bullying on mental health. To figure this out, we used a math method called Hypothesis Test for Mean for one sample."

Details:

- "We set an average or mean level at 3, which represents the expected impact on mental health. Our question was whether the actual impact is greater than this. We used a confidence level of 90% and surveyed 152 people."

Hypotheses:

- "Our null hypothesis (H0) was that the impact on mental health is equal to 3. The alternative hypothesis (H1) suggested that the impact is greater than 3, making it a 'one-tail test.'"

Test Results:

- "After doing the math, we found a critical number called 't' (1.28) and our Test Statistic 't' (2.46577). This helped us decide if the impact is significant."

Conclusion:

- "Our conclusion is that we failed to accept the idea that the impact of bullying on mental health is equal to 3. Our analysis suggests that the actual effect is greater than 3."

Final Thoughts:

- "In simpler terms, our study indicates that bullying has a notable impact on mental health. The actual effect is greater than what we initially expected, emphasizing the serious consequences of bullying on individuals' mental well-being."
