CASE STUDY ON "BULLYING IS A TOXIC LEARNING ENVIRONMENT IN THE CLASSROOM" AND IT'S A CONSEQUENCE OF ITS IMPACT ON THE EDUCATIONAL QUALITY OF STUDENTS

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ABSTRACT

For today's kids, bullying at school is an ongoing problem. This problem impacts all members of the school community, whether they are bullies, victims, or onlookers. There are many different kinds of bullying, including physical violence, threats, insults, taunting, degrading comments or actions, and even facial expressions. Each of these factors, whether considered alone or in combination, may heighten a child's susceptibility to bullying. Bullying is difficult to eradicate in schools due to the frequency and effectiveness of its usage. As experts in the field, teachers must deal with the fallout of bullying amongst students. The repercussions of bias-motivated bullying may be devastating. It is crucial that individuals pay attention to the issue of bullying. First, to define bullying; second, to identify the factors that cause cyberbullying; and third, to analyse the repercussions of bullying among students. These three major aims led the study for this paper. There were a total of forty students and ten teachers included in the research. The participants were selected using a basic random sampling procedure. Researchers used a restricted-choice questionnaire to look at how often bullying based on prejudice is in schools. In order to determine the percentages, averages, standard deviations, and frequencies of the data that was obtained, SPSS was used. New ideas for combating bullying may be generated from the study's findings, which illuminate the complex nature of the issue and its many causes.

Keywords: Bullying, Bullying among students, and Learning.

INTRODUCTION

Student bullying is characterised by destructive repetition and an imbalance of power. The use of derogatory language, threats, physical violence, and the spread of misinformation are all manifestations of bullying. Networking sites online text

messaging are considered the primary forms of cyberbullying, pursuant the findings of the National Association and School Psychologists (2012). People who bully others are more prone to act abusively or disruptively, or even skip class, than those who do not. Consequently, bullying is a problem in the classroom that affects students and teachers alike. Students could act aggressively or use foul language when the situation calls for it. Bullying may cause mental anguish and physical injury to children, in addition to lowering their academic performance. One way of looking at bullying is as "being picked against" by other people. Consistently occurring forms of victimisation, abuse, ill-treatment, harassment, and threats fall under this category.

Perhaps "getting selected on" isn't exclusive to the kids who experience it on a daily basis at school. According to Hoover et al. (1992), bullying in this social context occurs when one or more peers harass or victimise another. Consequently, depending on the level of strength shown, one's social position might change from bully to child in an instant. Victims who choose to remain silent may face intense harassment, anxiety, and depression. In order to maintain a secure learning environment and encourage positive attitudes among students, schools may choose to enact anti-bullying policies. Schools have a moral and legal responsibility to ensure their students are safe from harassment, threats, and violence while they are studying.

BACKGROUND OF THE STUDY

- **Causes and Consequences of Bullying**

Different participants exhibited different patterns of conduct, according to the study of Glover and colleagues (2000). The dynamics at play here may lead to a variety of outcomes, including bullies, bullied-victims, victims, and onlookers. In the victim-bully cycle, first described by Haynie and associates (2001), both parties alternate positions; sometimes, the victim will be the one to initiate the bullying behaviour. The bullying cycle, according to Ma (2001), may manifest in many places, including households, workplaces, and schools. Researchers were able to identify individuals who often experience bullying. It was discovered by Haynie and colleagues (2001) that bullied individuals often assumed the position of the bully. Within the group, these individuals stand out as leaders. A school's bullying rate is directly proportional to the student body size. Although academic pressures from peers and teachers were identified as a significant cause of bullying in secondary schools, the involvement of parents was shown to have a bigger role in victim-bully cycles in primary school.

- **Bullying in school**

The impact of bullying occurrences on others in the vicinity piques the curiosity of bystanders. The school setting is one of several factors that could impact a student's

propensity to engage in bullying or victimisation behaviour. The effects of bullying extend well beyond the school, according to Hoover & Olson (2000). They described classroom settings where bullying is common. There is official and informal pressure to establish gangs, and students at these schools report feeling intimidated, mistrusted, overly harassed, and subjected to behaviour. The goal of all of these actions is to create an environment where bullying is more common or to discourage it altogether. Opposition to these schools is met with resistance from residents and parents who want to improve their children's educational opportunities. Furthermore, neither class size nor academic pressure are associated with bullying. Every person's thought and deed provide the groundwork for violent behaviors', whether they are based on love, respect, contentment, friendship, cooperation, or tolerance, or on hatred, discrimination, partiality, omission, or intolerance. To put it simply, bullying in all its forms is an inevitable component of the school climate in which today's youth grow up. Hoover, Oliver's, and Hazler (1992) state that bullies may significantly impact their victims' lives. Both the overall well-being of the educational system and the efficiency and efficiency of its individual members are affected by these factors. Examining school environment and interdependence is crucial for kids' growth and education, and school bullying should be a top concern because to its pervasiveness, severity, and impact on students' social, emotional, and cognitive development.

LITERATURE REVIEW

Bullying was regarded by Murkowski et al. (2001) via the lens of group dynamics, whereby attributes like group integrity and homogeneity were considered positive outcomes. Every member of a group places the highest priority on achieving these objectives. Children who are seen as a detriment or who are thought to be incapable of reaching these objectives often become the targets of bullying and exclusion from their peer group. Due to their failure to adjust to new environments and fulfil the social expectations of their peers, these kids are often seen to be nervous and eventually become social outcasts. Because of the danger they pose, whether intentional or not, to the stability of the group and the environment, society often turns its back on and rejects these youngsters.

To build a feeling of community, advance socially, and sustain bullying, students, as individuals in a social group, take on different levels of oversight for one another. According to this view, bullying occurs in groups, with each member performing a certain task depending on the outcome. As the bully sees it, some of these things provide the groundwork for when the bullying really starts. If you want to be a ringleader bully, a helper, a rein force, a defender, a victim, or a spectator, you may play all of these roles. People in the group who pay attention to the bully and tell them when they're being harmful are called rein forcers. It is the responsibility of the ringleaders to instigate the aggressive behavior against the individual being attacked,

while the helpers are seen as subordinates who support the bully in attacking their friends. Although there are two distinct but linked responsibilities involving the sufferer and their well-being: (a) the victims of peer aggression and (b) the people who help them feel better. Ties are likely to form as a result of interactions between bullies, onlookers, reinforcers, and sometimes victims and their guardians. The bully's bullying tendencies will certainly worsen if they get positive feedback from their peers and instructors in such a setting. Subsequently, other members of the group can step up to the plate. Thus, the foundation of this system is not violence.

RESEARCH OBJECTIVES

The goals of the research are as follows:

Reflect on the documentary examination of bullying's existence and causes.

Second, check how pupils feel about the causes of bullying.

The aforementioned goals were attained by formulating three research questions with five null hypotheses. To investigate whether or not there is a major gender gap in students' perceptions of the reasons of bullying in schools, we conducted a literature analysis and employed research questions and the null hypothesis to draw conclusions.

NULL HYPOTHESIS

Ho1: Male and female pupils' opinions of the powerlessness that leads to bullying behavior do not vary much.

Ho2: The attitudes of male and female pupils regarding hostility as the root cause of bullying behavior do not vary significantly.

METHODOLOGY

- **Population and sample**

All of the students enrolled in Palu province's secondary educational institutions made up the research's sample. Students at Palu's two high schools including the district's private elementary schools participated in the study (N=234). Stratified clustering, which is a two-stage process, was used to choose students among four groups: secondary schools for boys and girls, private schools for boys and girls, and public schools for both sexes. From a pool of public and private secondary schools in Palu, two were selected

at random. The second step was to choose eighth graders at random from a cluster of schools to serve as a representative sample.

- **Instrumentation**

The study's self-developed questionnaire was produced following an in-depth literature analysis to ensure an efficient and economical data collection strategy. At the beginning of 2014, a pilot research and consultation with industry professionals confirmed the validity of the questionnaire. Twenty students from Iskander Abad took the test after it had been revised to improve its language, style, structure, and substance. During the field testing, each item was examined separately. Anything that wasn't crystal obvious was clarified or removed. The questionnaire's consistency and reliability were also evaluated using Cronbach's Alpha. With a reliability of 0.747, the questionnaire was deemed sufficiently reliable to begin recruiting participants for a large-scale investigation (Gay, 2000). The respondents were given a five-point scale on which to judge how much they agreed with each statement. Never = 1, Occasionally = 2, Often = 3, Almost Always = 4, and Always = 5 on a Likert scale. The study's instrument included 30 questions, six of which requested biographical information and twenty-four of which used a 5-point scale. Items were created based on research on the following factors that contribute to bullying in schools: aggressiveness, jealousy, physical weakness, and a lack of self-control.

- **Data Collection and Analysis**

Researchers disseminated surveys with the help of four study assistants and made in-person visits. A one-hour intensive training on data collection & questionnaire administration was provided to all research assistants. The research assistants all have master's degrees in philology. The data was then run through SPSS 25.0 for analysis. Simple percentage and frequency analysis was used to examine the demographics profile of the student sample, while percentage and mean scores were used to examine the students' perceptions of the factors that contribute to bullying. Furthermore, a random sample t-test was utilised to compare male and female students' perspectives on bullying's root causes.

RESULTS

- **Rate of response and biographical data analysis**

Because each survey was hand-delivered, we were able to get a flawless response percentage of 100%. Information about the applicant was requested in the first part of the form. Table 1 shows the experiences of bullied students ranging in age from twelve to fifteen, hailing from both urban and rural schools.

Table 1: Demography profile of Students

Variable	Category	Frequency	Percentage
Gender	Male	153	65
	Female	81	35
Age	12 -15 years	234	100
Residence	Rural	138	59
	Urban	96	41
Total		234	100

Table 2: Causes of bullying as seen by pupils, broken down item-wise

Statements	Mean	S. D
Powerful		
Instead of relying on others, I believe rely on myself.	3.24	1.91
My reliance on other people is really limited.	2.45	1.54
I prefer to reign on my school mates.	1.65	1.31
I call them offensive names and make crude gestures towards my classmates.	1.43	0.90

I tried to calm the pupils down who were arguing with one another.	2.33	1.65
In school bullying gives me a sick sense of joy.	1.53	1.16
Revenge Seeking		
If I am attacked, I am going to defend myself.	1.50	1.021
When older students make fun of me, I get back with them by making fun of their younger classmates.	2.50	1.65
Aggression		
I get even with my young schoolmates if they tease me.	1.90	1.38
There are plenty of crucial issues that may be resolved via conflict rather than compromise.	2.16	1.42
Jealousy		
My school companions making fun of me owing to my accomplishment.	2.17	1.26

According to an item-by-item examination of students' views of bullying, there is little variation in students' bullying behaviour when it comes to various assertions in each of the four categories—powerfulness, aggression, physical frailty, and jealousy—as shown in Table 2. But in the bullying category of "Power fullness," the statement "I rely on myself rather than others" shows a maximum The statement "If They tease other people, then anyone will keep a watchful eye on me" falls under the bullying topic of "Physiological weakness," and it reveals a Mean Value (3.38) and SD (1.73). The meanscore is 3.24, and the standard deviation is 1.91. The four things listed in Table 2 as causes of bullying—aggression, physical weakness, powerlessness, and jealousy—are all related to one another. In contrast to the research results of the author and Shu (2000), which showed that students would prefer encourage others to stop (26%) than punish younger students, these outcomes bring attention to themselves. The children

who were victims of bullying in this study reported seeking revenge on their younger classmates.

My classmates disregarded me while we were playing.	1.74	1.11
Physical weakness		
My classmates kicked, punched, and shoved me.	1.82	1.72
My classmates have been known to steal money and damage what was mine.	1.57	1.23

CONCLUSION

It is clear from the previous conclusion that there are many elements contributing to bullying in secondary schools. An analysis of the root causes of bullying found that it occurs more often in schools attended by males than by females. However, the causes for bullying as seen by male and female students are the only ones examined in this study. No one asked the parents or guardians of the study participants to elaborate on their children's aggressive, helpless, or jealous at-home behavior or why their children were interested in bullying. Thus, it is essential that schools create anti-bullying rules in order to identify and devise strategies for empowering students to ask for the assistance they need. By raising awareness among students and teachers about the many reasons for bullying, these results may assist to clarify the matter and ultimately provide a strategy for resolving this significant problem.

LIMITATION

There are many restrictions on this research. Initially, the result was drawn from a study of cross-sectional data, which characterizes "association" as opposed to "causality." Despite our best efforts to account for a variety of confounding factors (such as ESCS, grade, and school location) that might create a false relationship, it is still possible that students with lower academic ability will be more frequently targeted for bullying because the PISA database does not contain information on their prior academic ability. Longitudinal data should be used in future research to investigate the causal association between academic achievement and various forms of school bullying. Secondly, as the study's sample consisted of kids who were 15 years old, the research results were limited to this particular student population. Third, the four developed provinces of two secondary schools located in the city of Palu—were the study's location. Further

research is necessary to provide light on the connection between bullying at schools and academic achievement in the city of Palu comparatively impoverished areas.

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