

A CASE STUDY ON "THE HARMFUL EFFECTS OF BULLYING ON CLASSROOM LEARNING" IT
HAS THIS EFFECT ON STUDENTS' QUALITY OF LEARNING AS A CONSEQUENCE

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ABSTRACT

For today's youngsters, bullying at schools is a chronic problem. This problem affects all members of the school community, particularly bullies, victims, and onlookers. Bullying includes actions such as assaults, threats, "jokes," remarks, ridicule, criticism, humiliating behaviour, and facial expressions. Any one of these factors, working alone or in concert with others, may make a youngster more susceptible to bullying. Bullying in schools is difficult to eradicate due to its frequent and effective usage. Teachers must deal with the impacts of bullying amongst students as professionals. Bias-driven bullying may have detrimental effects. Bullying is a serious issue that requires public awareness. The study for this paper was driven by three primary objectives: (i) defining bullying; (ii) determining the underlying causes of bullying; and (iii) evaluating the effects of bullying on pupils. There were forty students and ten teachers in the study's sample. It was chosen to choose the participants using a straightforward method based on random sampling. Using a restricted-choice questionnaire, the incidence of bullying in schools motivated by bias was investigated. The averages, medians, percentages, mean deviations from normal of the gathered data were computed using SPSS. The study's findings provide light on the complexities of bullying along with the many variables that influence it, inspiring fresh ideas for addressing the issue.

Keywords: Bullying, Bullying among Students, Bullying amongst Students, and Learning.

INTRODUCTION

Bullying is a harmful, recurring, and power-driven student conduct. Name-calling, physical abuse, threats, and spreading misleading information are just a few of the many ways that bullying manifests itself. The National Association for Psychologists in Education (2012) states that texting and social media are the two primary forms of bullying. Bullying victims are more prone to act abusively or disruptively, skip class, or participate in other negative behaviors. Bullying impedes education and has far-reaching effects on children and schools as a result. Students may use foul language or act aggressively, depending on the situation. Bullying not only has a detrimental effect on children's academic performance but may also cause emotional suffering and physical injury. Bullying may also be interpreted as "getting attacked on" by others. This covers a broad spectrum of frequent threats, harassments, abuses, maltreatments, and victimisations.

It's probable because "getting picked on" refers to more than just a select set of pupils who are often singled out at school. According to Hoover et al. (1992), bullying in this social context is characterised as peer victimisation or harassment. Because of this, a person's social standing might quickly go from bully to victim, depending on the extent that power is shown. Witnesses could experience extreme stress, depression, and bullying. Anti-bullying policies may be put in place to stop bullying in any form, safeguard student safety, and encourage positive behavior in the classroom. Schools have a moral and legal duty to provide a safe, positive atmosphere for learning free from bullying and aggression.

BACKGROUND OF THE STUDY

- **The Reasons Behind and Effects of Bullying**

The study conducted by Glover and colleagues (2000) revealed that individuals exhibited diverse patterns of behavior. These interactions may result in bullies, bullied, persecuted-victims, victims, and onlookers. Haynie and the other researchers (2001) created the victim-bully cycle, in which the victim and bully alternate roles, with the subject sometimes adopting the personality of the bully. According to Ma (2001), the victimisation cycle might be noticed in a number of contexts, such as the school, work setting, and the family. The people who are often bullied have been found by researchers. According to research by Haynie and colleagues (2001), victims often adopted the bully's persona. These individuals stand out within the group as leaders. The occurrence of bullying is closely correlated with a school's student population. At the elementary school level, parental involvement was shown to have a greater role in victim-bully cycles; however, academic pressure from peers and teachers was identified as a significant contributing factor in bullying at the secondary school level.

- **Mistreatment at school**

The impact of bullying acts on others around them piques the curiosity of bystanders. Many factors, such as the person's educational environment, might impact someone's bullying or victimisation behavior. Bullying, according to Hoover and Olson (2000), has an impact both within and outside of the classroom. They provided descriptions of bullying-thriving conditions seen in schools. These schools' student bodies report feeling a) intimidated; b) exposed to overt behavior; c) distrusted; and d) under pressure to establish both official and informal gangs. These actions are all taken to either promote bullying outside the group or to stop bullying inside it. To provide their kids a better learning environment, parents and community people protest against these institutions. Furthermore, there is no connection found between bullying and educational stress nor between bullying and class size. Violent acts are carried out because of the beliefs and behaviors of each person, whether those beliefs and behaviors are ones of love, respect, fulfilment, friendship, cooperation, or tolerance, or they are ones of hatred, discrimination, favouritism, omission, or intolerance. The educational environment, the milieu in which children live and breathe, and bullying in all of its forms are inextricably linked. Hoover, Olivier, and Hazler (1992) claim that bullying victims' lives may be significantly impacted. They affect the efficacy and efficiency of the system's members as well as the overall health of the educational system. Examining school environment and mutual dependence, which are crucial to children's learning and development, should give emphasis to school bullying due to its pervasiveness, severity, and most importantly, consequences on children's social, emotional, and cognitive development.

LITERATURE REVIEW

Murkowski et al. in 2001 saw bullying through the prism of group dynamics, seeing characteristics such as homogeneity and group integrity as desirable results. Reaching these goals is the top priority for each individual in the organisation. Youngsters who are regarded as a liability or who are believed to be unable to accomplish these goals are often the objects of bullying and social rejection. These children are often seen as anxious and ultimately turn into social misfits as a result of their inability to fit in with their classmates' social standards and adapt to new situations. Society often rejects and casts its back on these young people because of the threat they represent, whether or not they are intentional, to the environment and the group's stability.

As members of a social network, students take on varied levels of responsibility for each other in an effort to strengthen their bonds, advance socially, and continue bullying. Bullying is recognised as a collective process whereby each participant is assigned a certain role based on their performance. A few of them are from the bully's point of view and provide the conditions that the bullying to start. One may take on the roles of a) bully in the ring, b) helper, c) reinforcing, d) protector, e) victim, or f) spectator

from the sidelines. Reinforcers are group members who pay attention to the bully and provide criticism for the bully's harmful actions. The helpers are seen as followers who support the bully in carrying out attacks on friends, whilst the ringleaders are responsible for inciting aggressiveness against the victim. Although both positions are associated with the suffering in two distinct ways: a) People who are the target of peer aggression are often referred to as victims; and b) People who assist victims in feeling better. As a result of their encounters, bullies, onlookers, reinforcers, as well as victims and their guardians, are all prone to form bonds. Bullying behaviors are likely to worsen if the victim in this scenario gets encouragement from instructors and other pupils. That gap can subsequently be filled by other members of the group. Violence is thus not the foundation of this system.

RESEARCH OBJECTIVES

The following are the research's objectives:

Consider the documentary's analysis of the prevalence and causes of bullying.

Next, find out what the students think about the reasons for bullying.

Three research questions and five null hypotheses were developed in order to achieve the above specified objectives. In order to find out whether there is a significant gender difference in the reasons why students believe bullying occurs in schools, we performed a literature review, using research questions, then the null hypothesis in order to analyse our findings.

NULL HYPOTHESIS

Ho1: Male and female students' views on envy as a contributing factor to bullying are similar.

Ho2: The belief that bullying behavior stems from physical weakness is not significantly different across male and female pupils.

METHODOLOGY

- **Population and sample**

All of the students enrolled in the province of Palu's secondary schools made up the study's sample. It was conducted using a randomly selected sample of 234 boys and girls who were students in grade 8 at two Palu secondary schools and a private district. Using a two-phase stratified cluster selection process, the sample was selected from four

stratified clusters: boys' secondary schooling, girls' secondary education systems, boys' private institutions of learning, and girls' private schools. Out of all the secondary educational institutions in the Palu, including public and private, two were selected at random. During the second stage, a sample of students' representative of the whole school cluster—in this instance, eighth graders only—was selected.

- **Instrumentation**

To guarantee an effective and affordable data collecting technique, a thorough literature investigation preceded the production of the study's self-developed questionnaire. The scientific reliability of the questionnaire was established in early 2014 via a pilot study and industry engagement. After the exam was changed to enhance its language, style, organisation, and content, twenty pupils of Iskander Abad took it. In the field testing, every item was looked at independently. Anything that wasn't immediately clear was explained or eliminated. Using Cronbach's Alpha, the consistency and reliability of the questionnaire were also assessed. The questionnaire's reliability score of 0.747 indicated that it was reliable enough to start recruiting people for a large-scale study (Gay, 2000). Each statement was rated on a five-point scale by the respondents to indicate their level of agreement. On a Likert scale, "Never = 1, Occasionally = 2, Often = 3, Almost Always = 4, and Always = 5". Thirty questions comprised the study's instrument; six asked for personal details, and twenty-four employed a 5-point rating system. The following characteristics of bullying in schools—aggression, envy, physical frailty, and a deficiency of self-control—were researched and used to design the items.

- **Data Collection and Analysis**

Questionnaires were delivered with the help of four assistants for research and visits in person from the researchers. An intensive one-hour training course on administering questionnaires and gathering data was provided for all research assistants. The philology master's degree holders are all research assistants. After that, the data was analysed using SPSS 25.0. The demographic profile of the student sample was examined using a straightforward percentage and frequency analysis, and the kids' judgements of the elements that lead to bullying were examined using a percentage and mean score analysis. Additionally, the opinions that male and female students about the underlying causes of bullying were compared using a random sample t-test.

RESULTS

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

All surveys were distributed personally; hence the analysis showed a perfect response rate of 100%. The first section of the form asked for personal details. Students from

both rural and urban schools, aged 12 to 15 years old, are represented in Table 1 as they offer their perspectives on the effects that bullying has had on them.

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: Perceptions of Bullying's Causes by “Male and Female Students”

	Male		Female	
	Mean	S.D	Mean	<u>S.D</u>
Powerful				
My reliance is on you, not on other people.	3.69	1.34	2.38	1.44
Enforcing my will on my classmates is something I like doing.	1.75	1.39	1.46	1.09
Physical weakness				
I was physically assaulted by my classmates.	1.96	1.97	1.58	1.11
My classmates have been known to steal from me and ruin my belongings on occasion.	1.72	1.38	1.28	0.77

There is not much variance in the bullying behaviour of girls and boys, according to an item-wise examination of students' attitudes regarding bullying. On almost every measure, however, the estimated bullying rate for males is higher than that for females. According to Table 2, students who identify as female tend to have higher mean and standard deviation scores on practically all items related to power fulfilment, revenge seeking, aggression, jealousy, and physical weakness.

The purpose of the group-wise item analysis was to determine whether or not "male and female students" had different views about what constitutes bullying. One possible explanation is that "male and female students" do not vary much in their views on what constitutes bullying. Table 2 shows the results of an independent samples t-test that looked for statistically significant differences in how male and female students perceived certain bullying factors.

CONCLUSION

It is evident from the preceding conclusion that a number of variables contribute to bullying in secondary schools. According to research on the seriousness of its causes, bullying occurs more often in schools for guys than for girls. However, the present study only examines whether male and female students see the causes of bullying. The parents of the study participants were not questioned about the actions their wards do at home or the reasons behind their interest in bullying, which is a result of jealousy, aggression, and helplessness. Therefore, for educators to identify and develop techniques for enabling children to seek the help they need, schools must establish anti-bullying policies. These findings may help to understand the situation and eventually provide a plan for fixing this serious issue by educating teachers and students about the many causes of bullying.

LIMITATION

This study is subject to several constraints. The outcome was first derived from an analysis of longitudinal data, which is more indicative of "association" than "causality." It is possible that learners with lower academic skills will be frequently aimed for bullying in spite of every effort to control for a variety of complicating variables (such as ESCS, assess, along with school the spot) that might create an incorrect connection because the PISA records do not contain data about their prior ability to learn. Future studies should examine the causal relationship between academic success and different types of bullying at school using longitudinal data. Second, the research findings were restricted to this specific student group since the study's sample comprised of children who were 15 years old. Third, the research was conducted in the four developing

provinces that housed the two secondary schools in the city of Palu. To shed insight on the relationship between school bullying and academic success in the more disadvantaged districts of Palu, further study is required.

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