



Bullying's Effect On Students' Academic Achievements

Dr. Kanchan Yadav (Assistant Professor) Graphic Era Deemed to be University Dehradun, Uttarakhand (248002)

Ms. Anam Shafat Graphic Era Deemed to be University Dehradun, Uttarakhand (248002)

Dr. Yash Deep Singh, Dept. of English, Graphic Era Hill University, Dehradun, India.

E-mail: ydsingh@gehu.ac.in

Abstract

This paper gives a brief overview of bullying's impact on academic achievement. Bullying is the form of aggressive behavior which mostly occurs among school-aged students and involves a real or perceived power of imbalance. Since bullying has been quite prevalent among teenagers across the world and it has been observed that its after-effects lead to low self-confidence and extremely poor self-esteem. To draw an inference from this we used the spearman correlation method to determine the results and the outcome of this study depicted a negative correlation between the two variables. Owing to this fact this study states that healthy parenting and schooling need to be taken care of more sincerely as the results of this study highlight the outcome that there is a negative correlation between bullying and academic performance.

Keywords: bullying, schooling, parenting, performance, self-esteem.

Introduction

Bullying is the formation of hostile behavior in which a person can harm, injury, or discomfort another person intentionally or repeatedly, it can also address and form the shape of tactile sense, words, or more indirect actions. However, bullying can be talked about bullying takes the form of verbal, interpersonal, and physical abuse.

Bullying is generally acknowledged as a frequent form of violence in educational settings. Bullying, according to multiple stories, puts students at risk in schools, and the idea that kids aren't even safe there is still prevalent. (2009, Maliki et al). Shahria and others (2015) highlight Bullying is viewed as a significant academic distraction and has a negative impact on school achievement around the world. Women are more prone than men to become victims of bullying. Shafqat (2015, p. 45) suggested that bullying can happen anywhere in a

school, including the restrooms, buses, areas where students wait for buses, and during or after class. Forms of bullying-

1-Physical bullying: included kicking, punching, slapping, hitting damaging property

2-Verbal bullying: includes; calling out names, insults, teasing taunting, threatening to cause harm, making fun, and inappropriate sexual comments

3-Cyber bullying: this form of bully threatens by the source of the internet and technology, in the form of threatening e-mails, and texts, by posting abusive and hurtful images.

4-Sexual bullying: sexually targeting a person is sexual bullying. It includes sexual names, crude, vulgar actions, unwanted touching, and pornographic material.

5-Extortion bullying: it occurs when the bully threatens or hurts the victim if he disagrees to do the thing which is told by the bully.

Significance of the study-

This research enables us to understand the relationship between problems related to bullying and its aftermath on students. It will also highlight the self-awareness among people to know if they have been bullied to steer clear of being bullied by using various strategies and schemes.

Review of literature

Al-Raqqa et al; (2017) assessed a study that sought to examine the effect of school bullying on students' academic progress from the viewpoint of instructors. The results of a study on students in Jordanian schools showed that bullies and their victims both had an impact on kids' academic performance.

Michela Ponza (2013) undertakes a study discusses the reasons why bullying happens in school and how it affects academic performance. The study involved Italian students in grades 4 and 8, and the empirical results point to the fact that being bullied at school significantly lowers a student's academic performance in both grade levels.

Robin M. et al; (2013) conducted research and examines the relationship bullying incidents involving children and teenagers. The study's findings indicated that bullying victims have the most detrimental scores in almost all areas of life psychological health, physical health, and academic performance.

Maqsood Ahmad et al; (2012) conducted a study on the students of primary schools in Sindh. The objective of the study was to determine how bullying affected children' academic

performance. The finding suggests that the rate of bullying is comparatively higher in primary school than in other districts of Sindh.

Desarro (2014) examines a study on the immediate and long-term consequences of bullying on studies. According to the research, there is no gender difference in bullying, and young kids are more likely to experience bullying's short-term effects. In the long run, nevertheless, the disparities that exist now vanish.

Oliveira et al; (2017) investigated a study on the students of public schools in the city of Recife, Pernambuco which seeks to measure the math score of students. The findings suggested that bullying harms mathematics and that the victim can deal with bullying with the help of social and emotional skills.

Nadine block (2014) investigated a study that aims to understand how bullying impacts a student's ability to succeed academically so that the teachers can better help and support the students who are being bully-victims. The study shows that the students who are being bullied are afraid of coming to school, therefore, absenteeism will increase, in this way they are unable to concentrate on their academics and their success is hindered.

Skrzypiec (2008) Studies on the repercussions of bullying on individuals' academic performance and on their mental health status also focused on their social and emotional well-being. The result analyses show that the victims report very serious difficulty in paying attention and concentrating in class because of fear associated with bullying.

Methodology

The concept of the research is to identify and assess the bullying's effect on a student's ability to function academically as well as to identify its root causes and suggest remedies. Two standardised questionnaires served as the study's direction. the first one was "Child Adolescent Bullying Scale (CABS)" and the other one was the "Achievement Motivation scale". Following the administration of these tools, the study was conducted quantitatively. The sample data was gathered from the local private school of Dehradun (Uttarakhand).

Objectives

- To find out how bullying can negatively impact student academic performance.
- To find out the recommendation and strategies on how to prevent and stop bullying.
- To find out how, why, and when the students are being bullied.

Hypothesis

H01: Bullying among pupils has no discernible impact on their academic achievement.

H02: Bullying among students has a substantial impact on their academic achievement.

Research Design

The study is novel and fertile. The two existing instruments were used in this study and analyzed the data which were collected from the Local school based in Dehradun (Uttarakhand). In the present study, the data was collected from a sample size of 120 students from "Times world School" (Dehradun). The sample covered the students from Grade 7 to grade 12 aged between 10 years to 18 years comprised of both genders.

Results

The analysis of the result is done by using SPSS version 12.

	Achievement Motivation	Bullying
Achievement Motivation	1.00	
Bullying	-2.23	1.00

Table No. 1

The finding obtained from the Table no. 1 indicates that there is a significant correlation between Bullying and academic achievement at 0.05 levels. From this, it is clear that bullying harms student academic achievement which is needed to be taken care of.

Discussion

The current study emphasizes the significance of examining the connection between bullying and academic kids' academic achievement. The project's goal was to assess and look into how bullying affects students' academic performance. The study commenced by collecting the data from grade 6-grade 11 students including both genders (male & female). The sample included 120 students from Times Word School (Dehradun, Uttrakhand). We tested 2 hypotheses that state that (i) bullying among pupils has no discernible impact on their academic achievement. (ii) bullying among students has a substantial impact on their academic achievement.

Since the first hypothesis was not supported, our analysis's findings showed that bullying had a detrimental impact on children' academic success. The results of this study indicate that school bullying has a negative impact on students' academic achievement. The analysis of the study is significant at the level of 0.05, which indicated the negative correlation between bullying and academic performance. Our findings of the study stipulate that students who experience bullying score significantly lower than non-victim students in school. Academic achievement is the first aspect that impacts school performance. In the present finding, the male and female students are equally bullied by their same genders. The personal interaction with students finds out that mostly they were bullied in playgrounds

and washrooms; these are the two least noticeable places. Olweous (1993a) suggests that the frequency of bullying decreases in the presence of teachers and other staff that is during recess and lunch breaks. Effective measures can be taken such as ameliorating the school ground and training the lunchtime supervisor to keep eye on the students and maintain discipline. A maximum of the bullied victim do not discuss their bullying events with their teachers and even their parents. Therefore teachers should design a domain in which students can be open to discussing their bullying experiences (Smith and Whitney, 1993; Smith and Rivers, 1994).

Conclusion

Our study's findings indicate that bullying has a negative impact on academic success. The ambition of a pupil to learn can suffer as a result of bullying, which can result in a variety of psychological problems, such as despair, anxiety, and trauma. Schools must use a variety of preventative initiatives, including the Olweus bullying prevention programme, to stop similar occurrences from happening. To stop and reduce bullying incidents in school settings, groups associated to the school community and all stakeholders, including parents and school employees, should work cooperatively. Every time a bullying incidence involving one of their children occurs at school, parents should step up and volunteer to inform the anti-bullying policy.

According to the results of our study, bullying has a detrimental effect on academic achievement. Bullying can have a negative impact on a student's determination to learn, that can result in a variety of psychological problems, such as despair, anxiety, and trauma. To avoid such incidents schools need to adopt various prevention programs such as the Olweus bullying prevention program. Organizations connected to the school community and all the parties such as school staff, and parents should cooperate collectively to prevent and shrink bullying episodes in school settings. Parents should also volunteer and take charge in informing the anti-bullying policy whenever a bullying incident occurs with their children in school. Teachers should be trained to learn effective ways to solve bullying incidents that take place in school. Schools should cooperate with relevant anti-bullying organizations to effectively deal with these occurrences. In order to prevent further traumatic situations, schools should organise a variety of counselling sessions for the bullied student.

References

Types of bullying. (n.d.). Retrieved from <https://bullyingnoway.gov.au/WhatIsBullying/Pages/Types-of-bullying.aspx>

Journals. (n.d.). Retrieved from <http://www.ccsenet.org/journal/index.php/es>

Konishi, C., Hymel, S., Zumbo, B. D., & Li, Z. (2010). Do School Bullying and Student-Teacher Relationships Matter for Academic Achievement? A Multilevel Analysis. *Canadian Journal of School Psychology*, 25(1), 19–39. Doi: 10.1177/0829573509357550

Ponzo, M. (2013). Does bullying reduce educational achievement? An evaluation using matching estimators. *Journal of Policy Modeling*, 35(6), 1057–1078. DOI: 10.1016/j.jpolmod.2013.06.002

Luiselli, J., Putnam, R., Handler, M., & Feinberg, A. (2005). Whole-school positive behavior support: Effects on student discipline problems and academic performance. *Educational Psychology*, 25, 183-198.

Espelage, D., & Swearer, S. (2003). Research on school bullying and victimization: What have we learned and where do we go from here? *School Psychology Review*, 32, 365-383.

Kaltiala-Heino, R., Rimpelä, M., Marttunen, M., Rimpelä, A., & Rantanen, P. (1999). Bullying, depression, and suicidal ideation in Finish adolescents: School survey. *British Medical Journal*, 319, 348-351. Kaltiala-

Heino, R., Rimpelä, M., Rantanen, P., & Rimpelä, A. (2000). Bullying at school: An indicator of adolescents at risk for mental disorders. *Journal of Adolescence*, 23, 661-674.

Boivin, M., Hymel, S., & Hodges, E. (2001). Toward a process view of peer rejection and harassment. In J. Juvonen & S. Graham (Eds.), *Peer harassment in school: The plight of the vulnerable and victimized* (pp. 265-309). New York: Guilford

Due, P., Holstein, B., Lynch, J., Diderichsen, F., Gabhain, S., Scheidt, P., Currie, C., 2005. The health behavior in school-Aged children bullying working group (2005): bullying and symptoms among school-aged children: international comparative cross sectional study in 28 countries. *Eur. J. Public Health* 15, 128– 132.

Maliki, A. E., Asogwara, C. C., & Ibu, J. E. (2009). Bullying and its Effects on the Academic Performance of Secondary School Students in Nigeria. *J Hum Ecol*, 25(3), 209-213.

Husain, S., & Jan, A. (2015). Bullying in Elementary Schools: Its Causes and Effects on Students. *Journal of Education and Practice*, 6(19), 43-56.

Quiroz, H. C., Arnette, J. L., & Stephens, R. D. (2006). Bullying in schools: Discussion activities for school communities. Retrieved from <http://www.schoolsafety.us>

Barboza, G. E., Schiamberg, L. B., Oehmke, J., Korzeniewski, S. J., Post, L. A., & Heraux, C. G. (2009). Individual characteristics and the multiple contexts of adolescent bullying: An ecological perspective. *Journal of Youth and Adolescence*, 38(1), 101-121

Boulton, M. J., & Underwood, K. (1992). Bully/victim problems among middle school children. *British Journal of Educational Psychology*, 62(1), 73-87.

Kumpulainen, K., Räsänen, E., & Puura, K. (2001). Psychiatric disorders and the use of mental health services among children involved in bullying. *Aggressive Behavior*, 27(2), 102-110.

Hemphill, S. A., Kotevski, A., Herrenkohl, T. I., Bond, L., Kim, M. J., Toumbourou, J. W., & Catalano, R. F. (2011). Longitudinal consequences of adolescent bullying perpetration and victimisation: A study of students in Victoria, Australia. *Criminal Behaviour and Mental Health*, 21(2), 107-116.

Barrett, K. L., Jennings, W. G., & Lynch, M. J. (2012). The relation between youth fear and avoidance of crime in school and academic experiences. *Journal of School Violence*, 11(1), 1-20.

Ammermueller, A. (2012). Violence in European schools: A widespread phenomenon that matters for educational production. *Labour Economics*, 19(6), 908-922.

Brown, S., & Taylor, K. (2008). Bullying, education and earnings: evidence from the National Child Development Study. *Economics of Education Review*, 27(4), 387-401

Eriksen, T. L. M., Nielsen, H. S., & Simonsen, M. (2012). The Effects of Bullying in Elementary School (No. 6718). The Institute for the Study of Labor.

Ponzo, M. (2013). Does bullying reduce educational achievement? An evaluation using matching estimators. *Journal of Policy Modeling*, 35(6), 1057-1078.

Hazel, C. (2010). Interactions between bullying and high-stakes testing at the elementary school level. *Journal of School Violence*, 9(4), 339-356.

Hemphill, S. A., Kotevski, A., Herrenkohl, T. I., Bond, L., Kim, M. J., Toumbourou, J. W., & Catalano, R. F. (2011). Longitudinal consequences of adolescent bullying perpetration and victimisation: A study of students in Victoria, Australia. *Criminal Behaviour and Mental Health*, 21(2), 107-116.

Kosciw, J. G., Palmer, N. A., Kull, R. M., & Greytak, E. A. (2013). The effect of negative school climate on academic outcomes for LGBT youth and the role of in-school supports. *Journal of School Violence*, 12(1), 45-63

Ouellet-Morin, I., Odgers, C. L., Danese, A., Bowes, L., Shakoor, S., Papadopoulos, A. S., & Arseneault, L. (2011). Blunted cortisol responses to stress signal social and behavioral problems among maltreated/bullied 12-year-old children. *Biological psychiatry*, 70(11), 1016-1023.

Ripski, M. B., & Gregory, A. (2009). Unfair, Unsafe, and Unwelcome: Do High School Students' Perceptions of Unfairness, Hostility, and Victimization in School Predict Engagement and Achievement?. *Journal of School Violence*, 8(4), 355-375.

Ortega, R. (2005), *La convivencia escolar: qué es y cómo abordarla*, Sevilla, Consejería de Educación y Ciencia

Al-Raqquad, H. K., Al-Bourini, E. S., Talahin, F. M. A., & Aranki, M. E. (1970, January 1). The Impact of School Bullying On Students' Academic Achievement from Teachers Point of View. Retrieved from <https://www.mendeley.com/catalogue/impact-school-bullying-students-academic-achievement-teachers-point-view/>

Kowalski, R. M., & Limber, S. P. (2013, June 19). Psychological, Physical, and Academic Correlates of Cyber bullying and Traditional Bullying. Retrieved from <https://www.sciencedirect.com/science/article/pii/S1054139X12004132>

Michaelis, D. B., Cundiff, A., Virginia Department of Criminal Justice Services, & Virginia Department of Education. (n.d.). The Impact of Teasing and Bullying on Schoolwide Academic Performance. Retrieved from <https://www.tandfonline.com/doi/abs/10.1080/15377903.2013.806883>

(2019). *International Journal of Educational Policy Research and Review*, 5(8). Doi: 10.15739/ijeprr.18.017

Werf, van der, & Cynthia. (n.d.). The Effects of Bullying on Academic Achievement. Retrieved from http://www.scielo.org.co/scielo.php?script=sci_arttext&pid=S0120-35842014000200007

(n.d.). Retrieved from <http://dx.doi.org/10.1016/j.econ.2017.10.001>

Román, M., & Murillo, F. J. (2011). Latin America: School bullying and academic achievement. *CEPAL Review*, 2011(104), 37–53. Doi: 10.18356/b5132944-en

Al-Raqquad, H. K., Al-Bourini, E. S., Talahin, F. M. A., & Aranki, M. E. (1970, January 1). [PDF] The Impact of School Bullying On Students' Academic Achievement from Teachers Point of View: Semantic Scholar. Retrieved from <https://www.semanticscholar.org/paper/The-Impact-of-School-Bullying-On-Students'-Academic-Al-Raqquad-Al-Bourini/fc98c06900922f345e44603e243f307c268f59d9>

Kibriya, S., Xu, Z. P., & Zhang, Y. (2016). The negative consequences of school bullying on academic performance and mitigation through female teacher participation: evidence from Ghana. *Applied Economics*, 49(25), 2480–2490. Doi: 10.1080/00036846.2016.1240350

Bullying and Children's Academic Performance. (n.d.). Retrieved from <https://doi.org/10.1016/j.acap.2017.08.011>

Kse, alisa firsova. (n.d.). THE EFFECT OF BEING A VICTIM AND THE PRESENCE OF A BULLY IN CLASS ON STUDENTS' PERFORMANCE AT SCHOOL: EVIDENCE FROM UKRAINE. Retrieved from <http://www.kse.org.ua/>

School Bullying Hurts: Evidence of Psychological and Academic Challenges

among Students with Bullying Histories. (n.d.). Retrieved from <https://www.kon.org/urc/v11/bullying/brandt.html>

Figure 2f from: Oliveira A, Bove C (2016) Checklist of aquatic and marshy Monocotyledons from the Araguaia River basin, Brazilian Cerrado. Biodiversity Data Journal 4: e7085. <https://doi.org/10.3897/BDJ.4.e7085>. (n.d.). BULLYING EFFECT ON SCHOOL PERFORMANCE 1. Doi: 10.3897/bdj.4.e7085.figure2f

Antiri, K. O. (n.d.). Impacts of bullying on senior high school students in Ghana. Retrieved from <https://www.ajol.info/index.php/njgc/article/view/151994>

Taylor, Karen lewis. (2017). School Bullying Linked to Lower Academic Achievement, Research Finds. PsycEXTRA Dataset. Doi: 10.1037/e500452017-001

Clemmensen, L., Jepsen, J. R. M., Os, J. van, Blijd-Hoogewys, E. M. A., Rimvall, M. K., Olsen, E. M., ... Jeppesen, P. (2018, December 27). Are theory of mind and bullying separately associated with later academic performance among preadolescents? Retrieved from <https://onlinelibrary.wiley.com/doi/abs/10.1111/bjep.12263>

Shaheen, abeer m. (n.d.). Factors Affecting Jordanian School Adolescents' Experience of Being Bullied. Retrieved from <https://doi.org/10.1016/j.pedn.2017.09.003>

Tiauzon, B. A., & Malquisto, P. R. (n.d.). INCIDENCE OF BULLYING AND ACADEMIC PERFORMANCE OF GRADE 7 LEARNERS. Retrieved from <https://oapub.org/edu/index.php/ejes/article/view/2370>

Walter, tevera. (1970, January 1). An investigation on the forms and effects of bullying on students' academic performance in rural secondary schools: a case study of Mukoma Secondary School in Mt Darwin District. Retrieved from <http://ir.buse.ac.zw/xmlui/handle/11196/1842>

Fekkes, M. (2004). Bullying: Who does what, when and where? Involvement of children, teachers and parents in bullying behavior. *Health Education Research*, 20(1), 81-91. doi:10.1093/her/cyg100

Olweus, D. (1993a) *Bullying at School: What We Know and What We Can Do*. Blackwell, Oxford

Whitney, I. and Smith, P.K. (1993) A survey of the nature and extent of bullying in junior/middle and secondary schools. *Educational Research* 35, 3-25.

WHO (1992) *Consultation on Strategies for Implementing Comprehensive School Health Educational Promotion Programs: Suggested Guidelines for Action*. WHO, Geneva.

Successful anti-bullying strategies. (2017, May 10). Retrieved June 09, 2020, from <https://my.optimus-education.com/successful-anti-bullying-strategies>

Answers Ltd. (2019, March 18). *The Background and History of Bullying Psychology Essay*. Retrieved June 09, 2020, from <https://www.ukessays.com/essays/psychology/the-background-and-history-of-bullying-psychology-essay.php>