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**THE DEVASTATING IMPACT OF BULLING ON ACADEMIC ACHIEVEMENT OF UNIVERSITY STUDENTS**

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**ABSTRACT**

*The study used quantitative method. The population in this study included 13 faculties of social sciences of the University of Peshawar. These departments have 1965 students enrolled for the academic year 2020-21. The survey sample size was 322 students, 161 male and 161 female, obtained using Rao Soft. The students were randomly chosen during the stage of data collection to answer the questionnaires. After the data was collected, it was converted into computer software and statistical measures were applied to calculate the results of the study. This study shows that bullying has a negative effect on students' academic performance. Most of the findings confirmed that in Peshawar University bullying was indeed widespread yet controllable by management if they take resolute actions against it. The bullying person does not obtain any advantage from bullying, but instead those who were bullied suffered both physical and mental pains and stress. It is recommended that universities may take action against bullies so that other students will not join them in the future trouble.*

**Keywords : Physical Bullying, Social Bulling, Students Achievement.**

**INTRODUCTION**

Bullying in schools is a global problem that can have a detrimental effect on the school climate as well as children's rights to learn in a safe environment free from fear (Banks, 1997). When a pupil experiences bullying behavior on the part of one or more other students on a regular basis

over an extended period of time, according to Olweus (1996).The bully and the victim have an unequal power dynamic that is based on the victim's age, strength, physical attributes, or social status. According to Braun, Hoetger, and Hazen (2012), bullying is the deliberate, persistent damaging or injury committed by one's peers; these are incidents in which the victim is powerless to stop or prevent the victimization. In our classrooms, bullying and victimization have become recurring issues (Rose &Monda-Amaya, 2012).

According to Macklem's (2003) research, bullying has a detrimental impact on students, particularly since it causes tension and strain on their nerves. In the end, though, bullying has a negative impact on parents, who are the ones who worry about their kids the most. Typically, bullying takes several forms, including physical, insulting, inflicting, and abusing abuse on youngsters.

Parents have the primary responsibility of teaching their children how to regulate their own emotions as well as how to respect the feelings of others. Teachers in schools are in charge of handling bullying incidents involving students (Barnes, 2008). It has been suggested that the victim of bullying always feels guilty about telling others about himself. It is the duty of the many school stakeholders to prevent student bullying. Sharia et al. (2015) recognized bullying as the most crucial issue around the world by highlighting its destructive effects on college students' academic performance. The concluded that that girls are greater substantially impacted via bullying than men. Bullying offers an impressive venture in students' school lives, negatively affecting no longer most effective victims and bullies however also the ones worried in interpersonal violence.

According to Alison (2016), bullying is a worldwide problem that affects students' mental, emotional, and physical health. Bullying in schools is a worldwide problem that has an impact on students' lives on many levels, including academically, mentally, and professionally.

As to Chaux et al. (2009), research findings indicate that 10 to 15 percent of bullied individuals attempt to hurt someone else within a month. Caraig and Harel's (2004) came to the conclusion that bullying is a global harmful behavior, with a very high incidence rate (2–32%) among adolescents reporting having experienced bullying twice or three times per month. This comment demonstrated that the situation is widespread and that the education sector has particularly

suffered. As a result, the assertions provide a framework for analyzing how bullying relates to various aspects of students' lives everywhere.

The association between bullying in Danish elementary schools was investigated by Mundbjerg et al. (2014). They found that bullying has more detrimental impacts when it takes place in more extreme situations and that pupils who are harassed do worse academically in the ninth grade.

According to Placidius (2013), actual tormenting was considered a common aspect of bullying. More than women, young guys enjoy becoming threats. Bullying had the consequence of scholastic execution that was helpless.

For millions of youngsters who experience bullying on a daily basis, the repercussions of the behavior have grown to be a serious problem. A study conducted in 2001 by Nansel et al. found that 1,681,030 pupils were involved in frequent bullying, compared to about 2,027,254 students who engaged in moderate bullying. According to Olweus (2003), one in seven students have experienced victimization or bullying. Several investigations have been carried out to comprehend the reasons behind student bullying as well as the traits of the bullies. According to additional studies, bullying can take many different forms on campuses (Nansel et al., 2001).

Vega and Comer (2005) found that while physical violence primarily harms the body, verbal bullying has much deeper effects, damaging the spirit of its victims. Physical bullying is often given more attention and recognized as a prevalent issue, but social and verbal bullying is equally, if not more, harmful as they subtly destroy a person emotionally and spiritually. Many students participate in bullying for amusement, largely due to a lack of awareness about its consequences.

Sometimes, teachers unintentionally engage in bullying, not realizing the potential impact on students. A single sentence or mocking expression can be very harmful. The effects of verbal bullying, while not as immediately visible as those of physical bullying, can severely affect a person's emotional and mental health. Though it may not seem damaging at first, verbal bullying has a lasting effect on the victims (Caraig & Harel, 2004).

This separates the victim of bullying from peer gatherings and isolates, degrades, and ignores them socially. The same abuser, whom the victim does not like, continually tortures him or her physically and psychologically during the persecution (Trashis, 2010). Workplace bullying is

defined as any behavior that degrades harms, discredits, terrifies, or threatens dignity at work. In the professional sphere, the aggressor frequently uses this conduct to target a specific individual (Nansel et al., 2001).

### **What is Bullying?**

According to Mishna (2003), bullying is a type of aggressiveness characterized by a power imbalance between the bully and the victim, which mostly takes place inside the peer group. One of the most common issues that children in the school system deal with, is bullying, which also poses a serious health risk (Raskauskas& Modell, 2011). According to Mishna (2003), peer victimization is a common, acceptable, and frequently silently painful aspect of childhood and a significant global issue.

Dan Olweus, a researcher from Norway, has made substantial study contributions about bullying. By many accounts, Olweus's focus in the late 1970s was the catalyst for the beginning, or at the very least the growth, of empirical study on youth-on-youth victimization or bullying. Early study on overt bullying was mostly done outside of the US, but it has since broadened to include considerably more ground (Brank, Hoetger& Hazen, 2012). According to Banks (1997), 15% of college students enjoy bullying on a regular basis. It has been demonstrated that bullying is erratic, occurs in all kinds of educational settings, is more prevalent in the early stages of infancy, and may have long-term effects (Monda-Amaya & Rose, 2012).

### **Different Types of Bullying**

#### **Physical Bullying**

The most common types of bullying include physical assault, abuse, harassment, and violence (Art, 2009,).This not only has a great deal of impact on the victim of bullying, but also on other students who see it. Parents and teachers in the schools should be aware of these issues and work to resolve them. The following symptoms can be used to easily identify cases of physical aggressiveness: he/ she has returned to the school from which he/ her left for home yesterday ;books may be spoiled; she has torn his / her uniform and ruined their supplies; people often forget things on their way to work in the morning; just blame any inconvenience due to having to go to class as students' health is important; refuse participation in certain school activities; refuse reports being published; refuse to lend out text books; references to human rights abuse, study

reports being published; refuse to lend out textbooks; references to human rights abuse, study related topics and other liberal arts studies are avoided (Sullivan et al., 2004).

### **Verbal Bullying**

Verbal bullying can be directly linked to 70% of cases that are reported (Coloroso, 2008). Name-calling, mocking, and verbal threats are some names for verbal bullying, according to Olweus (1993). While the effects of verbal bullying are more subtle and gradually undermine a child's sense of self and worth, the effects of physical bullying may be more obvious at first. This could lead to depression, anxiety, and other problems. Severe circumstances have been linked to some well-known incidents of adolescent suicide where a peer or classmate verbally abused the victim repeatedly (Lee, 2004).

When verbal bullying reaches a victim's breaking point, it can cause them to become so hopeless and desperate that they turn to drug usage or, in the worst situations, commit suicide. Even though the bully never physically harms someone, the reality of verbal abuse might touch the victim with a finger (Coloroso, 2008).

### **Social Bullying**

Lee (2004) states that intimidation and purposeful removal from a social group is included in social bullying. Direct victimization, such as the victim being ostracized, ignored, excluded, or isolated, or situations where the perpetrator could backbite, spread rumors, or exclude the victim from their peer group, are examples of how social bullying manifests it.

The intention of social bullying is to cause hurt and denigration to another person or group. For instance, bullying in senior high school could manifest as making fun of kids who are not popular. A bully may act in ways such as making fun of a child's appearance, making fun of their speech patterns, making fun of their academic accomplishments, or making fun of their race or culture in order to exert control over a younger person (O'Moore& Minton, 2004). There are many detrimental effects of social bullying. Victims frequently experience low self-esteem, social isolation, anxiety, and sadness. Because of intense psychological and societal pressures, some victims resort to suicide or carry out murderous crime.

### **Cyber bullying**

When a young person is harassed through text messages, emails, or posts on websites like Facebook, Twitter, blogs, or other online forums, it is known as cyber bullying. These messages can occasionally be abusive, threatening, or intentionally deceptive (for example, by seeming to be from someone else) (Juvonen & Gross, 2008).

### **Psychological Bullying**

According to studies, psychological bullying can be any deliberate, pre-meditated mental assault. The majority of the time, someone may believe that they have been mistreated if anything happens to them that upsets them or causes them mental distress, but when an act is done on purpose, it may be deemed bullying. Individuals who have experienced psychological bullying may have emotional issues with everything, making them vulnerable to bullying (Antiri, 2016).

### **Impact of Bullying on Academic Performance**

Mundbjerg et al. (2014) has mapped one of the largest studies in primary schools in Denmark, and there is a clear association between being bullied up to ninth grade which will affect academic performance in later years. Moreover, they learned from their data that such negative effects are even greater where bullying is more severe. Placidius (2013) saw physical harassment as being the leading element in bullying. Bullies were more prevalent among boys than girls. Bullying brought about low achievement at school.

Mehta et al. (2013) discovered that students feel less inviting and accepted in the school community overall when they perceive bullying is occurring there. Therefore, they have no motivation left for education and do not get involved at all with extracurricular activities. According to Ammermueller's (2012) research, bullying significantly lowers a student's performance.

Brank et al. (2012) stated that the victims are weak, fearful, and timorous and avoid going to school. They make a poor performance at school; their exploitation for many as when you find out against them can be killing, their then grades will not hold up and non-attendance is common. Here, Juvonen et al. (2011) claim that bullying affects victim academic performances

by two routes. He/she becomes nervous over the possibility of someone whispering in his ear, or worse, happening to him; this causes him to participate less in class or to sit outside of lessons because he is afraid something bad might happen if he remains inside.

Even during schooling years the research shows that pupils frequently teased by their peers grow dreary and miserable. While Roman and Murillo (2011) found that violence within schools directly affects academic achievement across Latin America, they speculate that it is physical and spoken bullying. (They noted that students mistreated either physically or verbally scored less).Marcela and Javier (2011) discovered that school violence is most serious problem especially in western countries. They find that students who are mistreated by their peers do worse in reading and math than students who do not experience any bullying in the classroom.

### **Statement of the Problem**

Bullying is a problem that has been linked to all types of pupils, including witnesses, bullies, and victims, according to literature. Bullying can take many forms, such as physical abuse, verbal abuse, threats, jokes, linguistic criticism, mocking facial expressions, and demeaning behavior. These elements have an impact on people both individually and collectively, and they also increase the risk of bullying. According to several researches, bullying in schools cannot be eradicated since pupils continue to engage in it. The body of research demonstrates that bullying both in schools and at universities affects students' academic performance. In light of this, the study's challenge is to determine how bullying affects students' academic performance.

### **Objectives of the Study**

- To examine the effect of social, physical and verbal bullying on academic performance.
- To examine the relationship between bullying and academic performance of university students.
- To investigate the difference among the responses of Male and Female students' regarding the impact of bullying and academic performance.

### **Hypotheses of the Study**

- H<sub>1</sub>: Verbal, social and physical bullying has no significant effect on academic performance of students.

- H<sub>2</sub>: Bullying has no significant relationship between with academic performance of university students.
- H<sub>3</sub>: There is no significant difference among the responses of male and female regarding the impact of bullying and academic performance.

### **Significance of the Study**

Administrators, counselors, and educators can learn a lot from this study regarding the detrimental impact bullying has on students' academic performance. The relevant authorities may work to improve the current atmosphere so that pupils can learn, as well as devise plans for reducing the impact of bullying in educational settings.

### **Delimitation of the Study**

Only male and female students enrolled in the (2019–20) academic year in social science departments were included in the study. Because bullying comes in a variety of forms, it is not feasible for researchers to investigate them all because of time constraints, and financial burden. The present study encompassed solely three forms of bullying, namely verbal, physical, and social bullying.

### **Research Methodology**

The study was descriptive and quantitative. All 13 social science faculties' combined male and female student population comprised the study's population (www.uop.edu.pk, 2019). There were 1965 students enrolled in social science departments, according to their statistics. Since the sample size could not contain every university student, non-probability sampling was employed. The 322 sample size for the data collection has been established using the Rao soft formula. There was 16% of the population in the sample. For the purpose of gathering data, 161 male and 161 female students were included. The dissemination of the questionnaire involved a random selection of the students. A self- structured questionnaire was designed for the collection of data.

### **Data Analysis**

Collected data was entered into SPSS. Regression statistical model and T-test was used to test the hypotheses.

### **Hypotheses Testing**



**H<sub>01</sub>: Verbal, Social and Physical bullying has no significant effect on academic performance of students.**

R	R <sup>2</sup>	Adj R-square	P-value
0.929	0.864	0.862	.000

The above table indicated that the R value is .929 which means that the social bullying, physical bullying and verbal bullying are having 92 percent relationship with the academic achievement of the students in the selected departments of University of Peshawar. The 92 percent relationship means that these variables are having most significant role in the students’ academic achievement. Moreover, p-value is 0.000 which is less than the significant value i.e 0.05. Therefore, Null hypothesis is rejected and alternative hypothesis is rejected.

**H<sub>02</sub>: Bullying has no significant relationship with academic performance.**

		PB	VB	S	AA
Physical bullying	Pearson Correlation	1			
	Sig. (2-tailed)				
Verbal bullying	Pearson Correlation	-.895**	1		
	Sig. (2-tailed)	.000			
Social bullying	Pearson Correlation	-.627**	.665**	1	
	Sig. (2-tailed)	.000	.000		
Academic achievement	Pearson Correlation	-.857**	.766**	.270**	1
	Sig. (2-tailed)	.000	.000	.000	

The table shown above is one of many tables where a correlation model was used to measure the Pearson Correlation estimating connection between variables numbers. From the table reports we see that physical bullying is inversely related to verbal bullying. Correlation results pointed out that this relationship was significant as the p-value has been found significant. The result of further analysis was that social bullying and physical bullying are negatively significant while academic achievement has a negative significance with social bullying vice versa if your level of

hatred towards publicly teasing people is higher so too are your chances--an improper attitude for any modern people (modern or scholarly exchange) embraced here as well.

**H<sub>03</sub>: There is no significant difference among the responses of male and female regarding the impact of bullying on academic performance.**

**Table T-test (Comparison of Male Vs Female)**

		T-test (Male Vs Female)		T-test		
		F	Sig.	t	df	Sig.
Physical bullying	Male	4.295	.587	5.222	320	.000
	Female			3.220	299.451	.000
Verbal bullying	Male	.283	.595	.894	320	.372
	Female			.897	311.535	.370
Social bullying	Male	6.286	.000	4.308	320	.000
	Female			2.305	293.259	.001
Academic achievement	Male	5.480	.000	-3.401	320	.000
	Female			-4.399	301.671	.000

The findings of a t-test of means for males versus females in physical bullying is recorded in this table. For the t-value of physical bullying, it is higher than 4. Both indices have significant t values, meaning that (male /female students) are significantly different from each other in terms of Physical Bullying. The t-value for social bullying was found to be 6.2 and for academic achievement 5.4. This represents a constant mean model (Constant). The difference between social bullying and academic achievement: Both t-values have confirmed that this is a significant difference, (male / female students) has a significant difference of Social Bullying and its effect on academic achievement.

**Conclusion**

The study concluded that bullying exist in all the sampled departments of the University of Peshawar and having significant effects on the academic performance of students. Bullying

affect victims and bullies in different ways. It also affects other students who witness the victims and, on occasion, the bullies themselves.

### Recommendations

- It has been suggested that department heads launch awareness campaigns, particularly for incoming students, to encourage them to get in touch with administration if they experience bullying.
- The management may create extremely rigorous regulations to address this issue, ensuring that the victimized party receives help and the bullied one receives the proper punishment.
- At the time of admission, the management may request an agreement from the parents and students to abide by the university's rules regarding behavior.
- In order to protect the students who are hesitant to report to the management from this form of torture, the management may install CCTV cameras at the suspected locations.
- The administration of Peshawar University may assign staff proctors the duty of enforcing physical bullying policies on campus.
- Teachers might be granted complete control so they can protect the victims and discipline the kids who are being bullied.

### Directions for Future Research

- The current study was carried out in the public sector; however, in the future, it may be carried out in the private sector, or the researcher may compare the social science and biological science departments in the public and private sectors.
- The research problem in the study was approached using a quantitative strategy; however, a qualitative or mixed approach may be applied in the future.

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