



CASE RESEARCH ON "ACTS OF BULLYING AS A TOXIC LEARNING ENVIRONMENT IN THE CLASSROOM" AND IT IS A RESULT OF ITS EFFECT ON THE ACADEMIC QUALITY OF STUDENTS

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ABSTRACT

Modern youth continue to face the persistent issue of bullying in the classroom. Everyone at the school is affected by this issue, whether they are bullies, bullied, or just bystanders. Physical aggression, threats, taunts, mocking, demeaning remarks or deeds, and even facial expressions are all forms of bullying. A youngster may be more vulnerable to bullying if any of these variables are present, either alone or in combination. Because bullying is so common and successful, it is quite difficult to eliminate it from schools. The consequences of bullying among kids are something that teachers, as specialists in the subject, are obligated to address. Harassment caused by prejudice may have terrible consequences. The problem of bullying must be addressed by all people. To begin, researchers must establish what bullying is; second, researchers must determine what elements lead to cyberbullying; and finally, researchers must examine the effects of bullying on kids. This paper's research was guided by these three main objectives. Forty students and 10 professors were a part of the study. A simple random sampling approach was used to pick the participants. To determine the frequency of prejudice-based bullying in schools, researchers administered a restricted-choice questionnaire. Using SPSS, researchers calculated frequencies, averages, standard deviations, and percentages from the collected data. Due to the multifaceted character of bullying and its several root causes, the study's results may inspire novel approaches to the problem.

Keywords: *Bullying, Group Abuses, and Education, Teasing, Toxic learning environments.*

1. INTRODUCTION

Negative reinforcement and an imbalance of power are hallmarks of bullying in the classroom. Some examples of bullying behavior include making threats, using foul language, physically harming another person, or spreading false information. The National Association of School Psychologists found that online text messaging and networking sites are the main sources of (Øen & Krumsvik, 2022). Bullies are more likely to engage in aggressive or disruptive behavior, or even skip class, compared to students who do not engage in bullying. Consequently, bullying is an issue that impacts both kids and teachers when it occurs in the classroom. When appropriate, students



may display aggressive behavior or use profanity. Children who are bullied not only have their academic performance diminished, but they may also suffer from bodily harm and psychological distress. "Being picked against" by others is one perspective on bullying. Victimization, abuse, maltreatment, harassment, and threats that happen often are all part of this group. Maybe "getting selected on" isn't only something that happens to school-aged children all the time. Bullying in this social setting happens when one or more classmates bully or victimize another, according to (Gaffney et al., 2019). The social status of an individual may therefore shift from bully to kid in an instant based on their demonstrated degree of power. Persistent harassment, worry, and despair may be experienced by victims who choose not to speak out. Schools have the option to implement anti-bullying rules to provide a safe learning environment and promote good attitudes among students. There is an ethical and legal obligation on the part of schools to make sure their kids are free from physical and verbal abuse while they learn (Donker et al., 2021).

2. BACKGROUND OF THE STUDY

- **Background and Implications of Bullying**

According to the research by (Dietrich et al., 2021), various individuals displayed varying patterns of behavior. There are a lot of potential outcomes to the dynamics at play here, including bullies, bullied-victims, victims, and spectators. The victim and the bully take turns acting out the victim-bully cycle, that bullying may take several forms and can occur in various settings, such as homes, workplaces, and schools. People who are bullied often were identified by the researchers. Haynie and colleagues (2001) found that bullied people often played the role of the bully. There are a few people who really shine as group leaders. The number of bullies in a school is proportionate to the



number of students. In secondary schools, academic expectations from instructors and classmates are a major factor in bullying. However, in elementary schools, parental engagement plays a more substantial part in victim-bully cycles (Benatov, 2019).

- **Bullying in school**

Bystanders are naturally curious in how bullying incidents affect others around them. Among the many potential influences on a student's likelihood to participate in bullying or victimization behavior is the school environment. Bullying has far-reaching consequences, say (Chu et al., 2019). They gave examples of bullying that occurs often in the classroom. Students at these schools describe experiencing behaviours such as intimidation, distrust, excessive harassment, and subjecting themselves to gang formation pressure, both officially and informally. All of these measures have one common objective: to either normalize bullying or make it less widespread. People who live in the area and parents who are concerned about their children's education are fighting against these schools. In addition, there is no correlation between bullying and either large class sizes or academic pressure. No matter how well-intentioned or how biased one's thoughts or actions are, they may always lead to violent actions. This is true whether one's motivations are rooted in tolerance, friendship, collaboration, love, or any other positive emotion. Simply said, bullying of any kind is a normal part of the educational environment that today's kids grow up in. According to (Jurkowski et al., 2020), bullies may have a major effect on the lives of those they victimize. The success of the educational system as a whole and the effectiveness of its constituent parts are impacted by these elements. School bullying should be a major issue due to its prevalence, intensity, and influence on students' social, emotional, and cognitive development; examining the



school environment and interdependence is essential for children's growth and education (Luyten et al., 2020).

3. LITERATURE REVIEW:

From a group dynamics perspective, (Weiss et al., 2021) saw bullying as a beneficial thing since it promoted group cohesion and integrity. In a group, achieving these goals is everyone's first priority. Children who are seen as a burden or who are believed to be unable to accomplish these goals often find themselves the objects of bullying and social marginalization. These children are stereotyped as anxious and, in the long run, as social misfits since they can't seem to adapt to new situations or meet their classmates' expectations. When these youths threaten the group's or the environment's stability, whether intentionally or not, society often rejects and turns its back on them (Varela et al., 2020).

4. RESEARCH QUESTIONS

- In what ways can depression impact a student's experience at school due to bullying?

5. RESEARCH METHODOLOGY:

- **Population and sample:**

The sample for the study included all students enrolled in secondary educational institutions in Palu province. Students from Palu's two high schools, together with the district's private primary



schools, participated in the research (N=234). Stratified clustering, a two-stage methodology, was used to choose pupils from four categories: secondary schools for boys, secondary schools for girls, private schools for males, and private schools for girls. Two secondary schools, one public and one private, were randomly picked from a pool in Palu. The last phase included randomly selecting eighth graders from a cluster of schools to constitute 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.

6. RESULTS:

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

Because each survey was hand-delivered, researchers 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

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

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 mean score 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.

- *H0₁: There is no significant relationship between Depression and Academic quality of students.*
- *H₁: There is a significant relationship between Depression and Academic quality of students.*

7. CONCLUSION:

The above conclusion makes it quite evident that several factors contribute to bullying in secondary schools (Shaw & Starr, 2019). Bullying is more common in schools attended by boys than by girls, according to a review of the causes of bullying. On the other hand, this research just looks at the reasons why bullying occurs from the perspectives of male and female students. No one questioned the study's participants' guardians or parents about their children's bullying interests or the reasons for their aggressive, helpless, or jealous conduct at home. Therefore, schools must establish anti-bullying policies to help find victims and develop ways to give victims the confidence to seek help when they need it. These findings may help to explain the topic and eventually provide a plan for fixing this huge problem by boosting awareness among teachers and students about the different causes of bullying (Wendelborg, 2020).



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