

Analysis of bullying at school and its impacts on teaching, learning and students' psychological development: A theoretical perspective

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Abstract: An interesting and serious discussion within the schools had been carried on for many years in terms of bullying at school and its impacts on the performance of teachers and students. Present study has discussed and addressed the questions (1) what is bullying? (2) How bullying impacts on teachers' performance at school? (3) How bullying impacts on students' performance at school? (4) How bullying impacts on the overall management of school? (5) How bullying impacts on the psychological development of children? (6) How to deal with bullying at school? The questions were reviewed in the available literature. After theoretical perspective major impacts of bullying have been found on teaching, learning and students cognitive development. Studies showed that teachers felt very difficult in delivering their lesson plans. Students learning severely disturb. Studies pointed out direct relation of bullying and academic performance of the students. Researchers considered bullying as psychological violence which directly affected children's psychological development and it continued long lasting. Existing literature supported the argument that bullying badly disturbed the school management. Literature also suggested some solutions. Workshops for teachers training regarding dealing with bullying may be organized by the administrative authorities. Management of schools should organize the curricular and co-curricular activities at their schools in order to busy students and their energies might be utilized in positive things. Anti-bullying policies should be formulated in order to curb the bullying at schools.

Key words: *Bullying; Teaching; Development*

1. Introduction

Bullying history started with the Peter Paul Heinemann, a Swedish doctor who observed some children at play ground while crossing a school. Bullying at schools was considered once as a normal growing process of a child and the best solution was to retaliate with fighting (Furlong, 2005). Lot of researches were conducted in this area to investigate the ground realities of this serious matter but still a major gap was not filled that sorted out the solution of that matter. Might this problem not be addressed properly as it needed or might it not be taken as a serious issue? Teaching, learning and management process goes on in a school cycle and if one of them is disturbed the whole process gets disturbed. Bullying factor made lot of hindrances at school and it did not only disturb individually to any process but it disturbed the whole cycle of school. Because of keeping that matter intact, it strengthened its roots and different new ways were taken birth that led to the serious criminal activities. Lot of the empirical studies showed that bullying remained an international issue. It might be the reason that bullying students are inherited from their parents but Munthe (2017) found no any link between the parents' and their child's involvement in bullying.

A survey conducted by Nause et al., (2001) as cited in Goldberg (2015) reported that out of 15000 students from sixth grade to tenth; 16% student were victims of bullying in USA. Another research by Craig et al. (2009) internationally conducted on n=202,056 reported bullying students varied from country to country, from gender to gender but on average almost 30% were involved in bully. Students who were bullied keep more absenteeism. This study intends to research the impacts of bullying on teaching, learning and students psychological development through available literature including research articles, daily newspapers, and reports published in different magazines and electronic media discussions.

2. Objectives of research

1. To identify the impacts of bullying on teaching process.
2. To study the impacts of bullying on learning process.
3. To study the impacts of bullying on students psychological development.
4. To study the overall impacts of bullying on schools' administration.
5. To analyze the main reasons of bullying at school.
6. To evaluate the strategies dealing with bullying.

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3. Research questions

1. What is bullying?
2. What are the impacts of bullying on teaching process?
3. What are the impacts of bullying on learning process?
4. What are the impacts of bullying on students' psychological development?
5. What are the overall impacts of bullying on schools' management?
6. What are the main reasons of bullying at school?
7. How to deal with bullying?

3. Methodology

The aim of this paper is to analyze the impacts of bullying on teaching, learning, students' psychological development and overall management of schools from the perspective of available literature in the shape of published articles, dissertations, daily newspapers, magazines, electronic media and narratives of teachers, so the descriptive method is used to identify the impacts of bullying from the available literature.

3.1. Definitional terms of bullying

Goldberg, S.G (2015) defined bullying as it is the intended aggressive attitude in order to harm another child in a repeated times. Furlong (2005) also explained bullying "aggression between the peers that has three essential elements; it is intentional, it is repeated overtime, and there is imbalance of power between the bully and the victim". Furlong, J.M.(2005) further categorized bullying in two way; direct bullying in which bully directly hits or teases to victim and indirect bullying in which bully expresses aggression through secondary source like social media, general gossips etc.

Impacts of Bullying on Teaching Process

As the child is the center of teaching process so the bullying directly impacts on the teaching process. Konishi et al. (2010) found a major connection between the teaching process and bullying. Empirical studies witnessed that teaching process severely disturbed with bullying because it disturbs the classroom teaching environment and concentration of lecture or class room activities. A teacher felt very difficult in delivering the lesson and his lesson planning severely disturbed. In a talk show Capital talk at Geo news anchor person Hamid Mir asked a question with teacher regarding bullying; he replied that bullying not only disturbed the whole class room management but also inculcated the bad habits in other students who were regular and better in their studies. An interesting situation in Pakistani rural areas schools which are facing a shortage of teachers. In those schools teachers manage students in multigrade teaching method. With the practice of multigrade teaching the

different classes collectively merge in one class; resulting the bullying factor increases in those classes and it badly impacts on the performance of a teacher and teaching process. This happens especially at primary schools of rural areas in Sindh. Memon (2010) as cited in Yousuf (2018) argued that bullying also happens at elementary, secondary and higher secondary schools where the ratio of over all students in class is more that average and it is difficult for the teachers to manage all the students. An interesting situations highlighted by the Twemlow and Fonagy (2005) was that students also bullied by the teachers through different means like "teacher uses his or her power to punish, manipulate, or disparage a student beyond what would be a reasonable disciplinary procedure". Holt and Keyes (2004) noted that students recognized more bullying in class that teachers, it means that teachers don't have capacity and skill to recognize the bullying attitude among the learners and that the reason that students reported more complains than teachers.

3.2. Impacts of bullying on learning process

Learning process is connected with the students. If the students are not fully satisfied in class room; the learning process would continuously disturb. Bullying students not only disturb themselves but their victims severely disturb. Dr Muhammad Ilyas in his article published in dawn with the title "Dealing with bullies" pointed out that bullies mostly occurred in the later teens of children. Dr Muhammad Ilyas further argued that a deep consideration would reveal that bullying occurred in adolescent period; for example we observe bullying less at primary schools than secondary and higher secondary schools.

Bullies almost found in those students who are academically weak in their studies and that is why they mostly absent but their presence disturbs those students who are intelligent or those who are regular. According to Al-Raqqad et al. (2017) bullying impacts on the academic performance of the students either victims or bullies. Shahria et al. (2015) also reported that bullying is dangerous for academic achievement of students and it not is not limited to class room performance of the students but the powerful students harassed the victims out of class. Shafqat (2015) explained that academic achievement affected by bullying at school as bullied students felt fear and anxiety and it also impacts on learner's personality and confidence; therefore bullied students cannot pay their due attention to their study. Furthermore they cannot participate well in curricular and co-curricular and extracurricular activities in school.

Mundbjerg et al. (2014) found strong relation between learners' academic performance and bullying. Roman and Murillo as cited in Al-Raqqad et al. (2017) concluded that aggression behavior at elementary schools had negative impacts on the academic learning of students and those students

who were bullied perform less in classroom activities.

3.3. Impacts of bullying on students' psychological development

Psychologist as cited in Tambawal (2014) defined bullying as a psychological violence. Since decades psychologists collectively agreed on the environment impacted on the psychological development of a child and for psychological development of a child; healthy environment needed. In addition to above the bullying has been reported as a serious concern for researchers, policymakers, educationists and management of schools. It has become an international issue to be researched. Just on search at Google scholar 35,600 researches were found related with bullying. Laneaux (2010) concluded that impacts of bullying directly affect self-esteem even it continued for a long time and its victims might go under the stress and depression. According to Omoteso (2010) bullying causes of serious mental disorder and it became difficult for children to adjust with society. According to Afroz (2015) Bullying not only lessened the academic achievement but also impacted on psychological development of children. She further stated that such bad psychological impacts pushed the children to commit suicide or involved them in criminal activities. Skrzypiec (2008) examined in a survey said that bullying almost impacts on the intellectual learners because they concentrate on their studies and show fear attitude so this behavior attracts bullying towards them.

3.4. Impacts of bullying on overall management of schools

Langford et al., (2015) argued that school management is considered a main conduit to learners achievement by facilitating them a safe and healthy atmosphere for all learners. School provides a platform to create social relations among the learners and bullying effects such relationship. Bullying not only effects teaching, learning and cognitive development of children but also affects the management of schools. According to Foody, M., et.al. (2018) the role of the head of school is important in creating a healthy and conducive environment of school. If a student is punished by the management of school regarding bullying; his parents made disturbance in the management through different means. Almost the bullying students belong to elite families who keep influence in society and this influence severely disturbs the management of school. When management become lenient with those children belong to elite families and implement the rules on poor and middle class families; it makes a contradiction in the society. That situation severely impacts on the management of schools and leads to disturbance of whole academic process.

3.5. Main reasons of bullying

According to Dr Muhammad Ilyas Khan the first and most important reason of bullying is illiterate parents who fight at home in front their children, father abuses children and his mother. According to him these parents are almost illiterate and don't know how to deal with their children at home. These parents are responsible to bully their children. These are the children who tease other children at school through different means. Second responsibility is the parents of victims of bullying. They don't pay due attention to their children's activities at school and society due to their busy schedule or any other reason. Due to such communication gap a child suffers a lot at school and society. Another main reason is teachers dealing with bully students. They don't know how to deal with bullying; resulting bullying rather than decreasing, it increases. This can happen due to lack of training or personal interest. In last the role of school management is important in this regard. School management doesn't consider this matter on serious basis. They discriminate the children. Those children whose parents are socially valued have more preference in school. Their mistakes are ignored by the management and such ignorance becomes the base to bully students at school.

3.6. Dealing with bullying

Bullying has become an international issue to be dealt on prior basis. In order to create a conducive, safe and sound environment of school, anti-bullying policies should be formulated to deal any kind of bullying. Moral and lawful school leadership requires a supportive and peaceful environment by curbing the impacts of bullying. Afroz (2015) suggested that practical anti-bullying experiences that are practiced in school setting are; " circle time, checkpoints, Conflict resolution/mediation, the method of shared Concern, Drama or role play, Group work, Cooperative group work, Befriending, Peer support, Education peer counseling, and Peer support initiatives". Dealing with bullying is not confounded to one individual but it can be dealt collectively including parents, teachers, school management and society. Civil society should organize such gathering with the parents or communicate the hazards of bullying publically. A student is directly linked with the teachers and teachers can become antinode of bullying at schools. Teachers training regarding dealing with bullying should be included in the teachers training manual. The management can deal bullying by two ways. First it should take action against those learners who are involved in bullying and other it should organize curricular, co-curricular and extracurricular activities at school so that the energies of the students may be utilized in positive manner. If students remain busy he doesn't find time for bullying etc as a great scholar quoted these words, "An idle mind is the devils workshop".

4. Conclusion

Existing literature diverted educationists' mind towards bullying and its impacts on teaching, learning, psychological development and management of school. Findings from literature confirmed bad impacts of bullying on the performance of learners. Peaceful environment of school increases the achievement level of students. Students class room activities disturbed. Teachers felt difficulty while delivering lesson plans. Available literature found direct link of bullying with academic performance and students psychological development. Its impacts are long lasting. Main reasons are parents' teachers' and management incapability to deal with bullying. Literature suggested the ways to deal with bullying by organizing curricular, co-curricular and extracurricular activities at schools.

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