

## Bullying Essay

# Bullying Impact on Academic Achievement

### Literature review

Block (2014) in his research look for the academic effects that bullying has on the students in special and mainstream classrooms (Block, 2014 Pg. 2). The aim of the research paper is to unearth on the bullying impact on the capability of the children to succeed in education for educators to devise ways to challenge the problem (Block, 2014 Pg. 7). It is a research paper that covers the components to qualify for the same. The journal uses the qualitative research methodology in the gathering of the information from the participants. Interview methods are used in the collection of information from the students from the special and mainstream classrooms (Block, 2014 Pg. 21).

From the findings, there are three themes that emerge from the investigation namely, academic cost, bullying prevention on understanding curriculum and bullying on extracurricular activities. Bullying is detrimental to the well-being of the child and bullied kids fear to come to school due to the unsafe feelings where the students with exceptionalities face an uphill task than their mainstream students in their academics. The social and emotional deprivation with such students makes them fail in their comprehension and coordination while in the classroom (Block, 2014 Pg. 30). The consistency in bullying brings a fear factor that is a mental disorder and the participation in class decrease with the desire to be part of the school fraternity which has to fail as the end result. The insecurity and lack of safety among the interviewed children

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revealed that majority cannot make the appropriate decisions due to their distorted minds. In the discussion, it is clear that children in mainstream and special classes have different experiences and outcomes as a result of bullying but the bottom-line is that bullying affects their concentration and sense of security thereby failing (Block, 2014 Pg. 41). The face-to-face interviews, using formal and open-minded questioning for both mainstream and special classroom allow for diversity in the conclusion on the impact.

Ahmed, Hussain, Ahmed, Ahmed & Tabassum (2012), have their study on the impact of bullying on primary school learners in Sindh. The purpose of the study is to educate the education educators on the impact of bullying on the academic performance of the primary schools with an intention of helping the administrators with best and suitable plan for minimizing the vice (Ahmed, Hussain, Ahmed, Ahmed & Tabassum, 2012. Pg. 17). It was a research paper employing quantitative research methodology in the collection of data. There is the use of two questionnaires for head teachers and teachers to collect information from the learners. A sampling of the 120 participants is carried out to get a sample population (Ahmed, Hussain, Ahmed, Ahmed & Tabassum, 2012. Pg. 20). It

The information from Hyderabad district questionnaires had the following findings and inferences. Over 90 percent of the head teachers were aware of the bad behavior and majority of the participant agreed that they are aware of the tendencies to bully each other in school. The teachers and students agreed that the social problem is affecting the educational achievements

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of the district and it should be shunned through preventive measures and punishments for such behavior (Ahmed, Hussain, Ahmed, Ahmed & Tabassum, 2012 Pg. 20). There is diversity in the discussions as the heads, teachers, and learners took part in the research to understand the problem and its consequence on performance. The male teachers are considered in the gathering of information thereby giving an opportunity to the male learners at the expense of female learners and in that way, there is no diversity in examining the consequence on all learners.

According to Kibriya, Xu & Zhang (2015), bullying is a global problem that affects pupils in and out of the school setting. The purpose of the study is to dismiss the myths that say that bullying is harmless to the academic progress of a child. It is a research paper that pegs its investigation on the data from International Mathematics and Science from Ghana and their negative implications on academics. The author applies descriptive statistics, parametric as well as non-parametric strategies in the collection of data making it a quantitative part of the research (Kibriya, Xu & Zhang, 2015 Pg. 7). Matching methods and data analysis are used for the collection and locating of the statistics and figures from the field and documented sources (Kibriya, Xu & Zhang, 2015 Pg. 13).

According to the propensity score matching (PSM) and OLS quasi-experimental analysis reveal that weekly bullying mostly happens on the eighth graders (Kibriya, Xu & Zhang, 2015 Pg. 18). From the analysis, the teen males perform better in such conditions compared to teen



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females but the performance could not match that of kids learning in the favorable school environment. For instance, if a girl is bullied, the score is less than 22 points in math but the non-bullied score over 22 points in the same subject. The acts affect the psychological and healthy development of students resulting in victimization that bring a sense of fear and double disadvantage affect those weak socially (Kibriya, Xu & Zhang, 2015 Pg. 24). The paper blends well in its coverage of the girls and boys in mathematics and science subjects. The diversity of research makes it possible to have both parametric and non-parametric strategies for comparison in the end.

According to Al-Raqqad, Al-Bourini, Al Talahin & Aranki (2017), bullying has been in our schools since the time immemorial. The aim of the study is to examine the bullying on student academic performance that is from tutor's perspective in Jordan. It is a research paper including descriptive methodology, sampling, questionnaire and SPSS analysis of the data collected from the field (Al-Raqqad, Al-Bourini, Al Talahin & Aranki, 2017 Pg. 47).

The findings indicate that there is a lot of bullying in governmental and private schools. Teacher's ineffective methods of curbing the problem encourage the vice among the learners. In the self-administered questionnaire, almost all ranked it first as a lot of bullying cases are a norm in Jordanian schools (Al-Raqqad, Al-Bourini, Al Talahin & Aranki, 2017 Pg. 47). There is a negative connotation and thinking about bullied teens and the peers are the perpetrators of the behaviors. Those suffering from bullying face challenges in concentrating in class and feel afraid

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of attending school so negatively affect their academics. The reduced interest in school and education demotivates their minds from trying and attempting exams and assignments (Al-Raqqad, Al-Bourini, Al Talahin & Aranki, 2017 Pg. 48). According to the null and alternative hypothesis, it is clear that bullying affects both private and public schools in Jordan. In their inference, bullying affects the victim's mental capability to grasp and hold on information. There is a good blend of research findings with findings trying to prove the hypotheses on both private and private schools. All the genders are considered in the investigation with SPSS analysis and deviations summarizing the impact.

Helena S, Marianne, Tine Louise, Eriksen & Helena, N (2012), have their discussion paper underlining that bullying is widespread and that teenagers suffer long-term consequences in their education. It covers children in Denmark with causal evidence and quasi-experimental analysis including SPSS and deviation utilized for a quantitative data. Sampling, estimation, and questionnaire serve as the methods of data collection in their discussion paper (Helena S, Marianne, Tine Louise, Eriksen & Helena, N, 2012. Pg. 17).

Bullies and bully-victims experience the adverse outcomes than those teenagers not involved in the violence. There is reduced health and educational achievements that come with violence due to the increase criminal conviction. According to the IQ tests, the bullies have tendencies of withdrawal symptoms and weaknesses in grasping concepts (Helena S, Marianne, Tine Louise, Eriksen & Helena, N, 2012. Pg. 22). The unobservable characteristics

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are the lasting effect of bullying and conditioning that happens have a school fixed impacts that have poor performers among the bullies and bully-victims. The mother fixed, school fixed, and classroom fixed effects allow for comprehensive coverage of the violence creating diversity and a holistic analysis of the impact on mental and cognitive skills development. In their conclusion, Marianne and Helena argue that bullying in the elementary school is a risky and health risk despite the prevention measures that teachers and parents are taking into account.

#### **CRITICAL REVIEW OF LITERATURE**

Block (2014) research paper focuses on the research topic and underline the required findings systematically. There are appropriate measures on the sample size and recording on the participant response that give it strength in the methodology part. However, there are limitations with only two sample size due to time and with more interviews; there would be varied options for analysis. Restricted time is a challenge for completing the research and specific impacts on the bullying could have enriched the discussions and findings of the article (Block, 2014). The findings are well and clearly presented and the victimization, double disadvantage and fear factors emerge as the hindrance to academic excellence with bullied special and mainstream pupils. The interviews gave the students and teachers a forum to indicate whether bullying is present and its effect on their studies.

Ahmed, Hussain, Ahmed, Ahmed & Tabassum 2012 article covers the problem and its impact on the performance of student holistically. There are well-summarized findings and

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conclusions on bullying. The questionnaires are validated by experts and reliability of research instruments are the strengths. There is less time for tabulating and representing the data in tabular form. Two questionnaires are minimal for getting findings for generalization. The article questions the male head and teachers that rules out the female teachers yet the whole district has female tutors that might have contributed greatly towards the completion of the thesis paper (Ahmed, Hussain, Ahmed, Ahmed & Tabassum, 2012) According to my understanding and synthesis of the article, it is precise on the cognitive deficiencies that bullying has on both the bullies and bully-victims. What stands out is the descriptive analysis that gives one a green light on the situation of schools in Pakistan.

The graphical and matching methods give a good visual impression of the situation. It is plausible on the impact of bullying on academic performance among the adolescent studying mathematics and science in Ghana. Those suffering from violence are always below the average while the rest pass in their core subjects (Kibriya, Xu & Zhang, 2015). The explicit method of testing in plotting the distributions is descriptive of the effect on bullied and non-bullied students. Nonetheless, the overlapping assumptions ensure that the propensity score has both treated and untreated probability. It is with SPSS and other quantitative methods that I believe that their work is comprehensive and detail in examining the violence impact on education. Science and mathematics require a lot of concentration and in the event of distortions in the process of encoding formulas and facts, then the memory become corrupted



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and little information is stored in the long-term memory for retrieval. So, the adolescent is affected by bullying that interferes with storing of information and in the end, dismay results are recorded by the learner (Kibriya, Xu & Zhang, 2015).

Al-Raqqad, Al-Bourini, Al Talahin & Aranki (2017), in their article hit on the impact of bullying on performance validating the findings with case studies, questionnaire, sampling and content analysis. There are validation and reliability with a questionnaire from university instructors. Nevertheless, there is no statistically exposed impact of school bullying on bullies in private and public schools in Jordan. The distributed questionnaire and SPSS allow for a descriptive analytical method that presents the data in a simple way for comprehension. The male and female grader 6 and 7 allow for diversity among the two classes to know which side of the gender is affected adversely by the violence (Al-Raqqad, Al-Bourini, Al Talahin & Aranki, 2017). In my view, covering the governmental and private school is necessary to educate the educators on the necessary precaution and measures to take into consideration for challenging such practices.

In their paper, Helena S, Marianne, Tine Louise, Eriksen & Helena, N (2012), descriptive statistics highlight that bullying has devastating future outcomes. The common variance, SPSS, and IQ tests give the much-needed results. The parent fixed, class fixed and student fixed effects are well summarized to help the reader understand the impact on education. There is conditioning with the bully victim that enhance victimization and a sense of fear interfering with

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the learning process. It is clear and worth noting that IQ tests may reveal more particularly the psychometric tests on teenagers (Helena S, Marianne, Tine Louise, Eriksen & Helena, N 2012). Those suffering from bullying record dismal outcomes while those learning in a humane environment post superior grades. The study on 9th grade is good for understanding the adolescent at their prime.

#### **SUGGESTION FOR FUTURE RESEARCH**

From the findings on research questions and hypothesis as well as literature reviews in the five articles, there are gaps and limitations prompting rooms for further study. The expose of bullying problem offers a lot of opportunities and loopholes in the preventing of such conduct among pupils. It allows potential scholars and investigators to investigate the intervention programs, advocacy for anti-bullying curriculum in the syllabuses, and the effectiveness of anti-bullying programs in school (Block, 2014). Restricted time in the study remains a limitation in most of the articles and it means that the next generation of scholars requires more time for the same. Additionally, using a large sample size is necessary to generate the much-needed findings and sample the comments and feedback for validation and relevance to the study.

The way to address the gaps is to dedicate more resources to research touching on this global social issue that is destroying the future of our teenagers. The more the resources, the more research, and interventions will be conducted for the same problem. Anti-bullying strategies and curriculum are seen as not effective in most schools resulting in bullying in its



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presence. Advocacy programs and devising teaching/learning materials for bullying should involve both parties and in the end, there will be a success (Block, 2014). The validation of the questionnaire and other interviewing questions by the instructors and tutors is necessary to generate the important info without harming the victims psychologically.

The addressing of such gaps will encourage more people to conduct research. From the articles, little resource makes them restrict their time and sample size, so, more resources will encourage gurus in the field to try it out. There will be more topic validation for investigation and the necessary messages and feedback obtained as well. Anti-bullying and other strategies will prevent the increase of the acts in the schools. From my point of view, bullying is a challenge that needs a complex strategy to contain among learners. Most of the cases occur from peers and the victim fear revealing of the incidences thereby affecting their cognitive and mental capabilities to hold information. Bullying is here to stay with the technological and communication tools on the hands of the adolescent and sophisticated ways of diminishing others on the rise.

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