Investigating the Relationship between Elementary Level Student's Academic Performance and the Level of Bullying They Face

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Abstract
In academic settings bullying is a serious problem in all over the world. The present study aimed to identify the impact of different forms of bulling on students' ability to perform better academically. The sample of the present research was comprised on 300 elementary school students. Two self-developed questionnaires were used for data collection. Bullying scale was used to determine the most prevailing form of bullying among elementary students. Whereas to assess the academic performance of students with regard to their level of motivation, study and communication skills, positive attitude, and accumulative grades "Academic Performance Questionnaire" was used. Both questionnaires were developed on five-point Likert scale. Descriptive and inferential statistic was applied for data analysis. Findings showed that the verbal bullying is the most prevalent form of bullying in school. Findings also exposed those students bullying have negative effects on students' academic performance. Victims found to be less motivated academically and exposed poor communication and study skills. It was concluded that bullying has become a major issue in school setting. There are many ways to stop bullying that can help. But the best way to stop bullying is to address bullying before it starts.

1.   INTRODUCTION

Bullying is presently perceived as a worry in schools around the world. It is a moderately innovative review field in aggression classification. The bullying has been an emerging issue in worldwide (Olweus, 2011; Andreou, Didaskalou & Vlachou, 2015; Tanaka, 2001) and recent research suggest that bullying can occur in any institute, but degrees of severity differ (Smith & Brain, 2000; Veenstra, et al., 2005). Bullying is a type of aggressive behavior which predominantly occurs in school between children according to the different researchers (Roland, Midthassl & Vaaland, 2010; Rigby, 2007; Tofi, Farrington & Baldry, 2008; Olweus, 2003; Sharp & Smith, 2002; Hazler,1996). It is obvious that bullying can cause physical or mental harm and can be communicated individually or within a group. Generally, it is persistent and repeated and last for a long period of time.

Bullying behaviour desires to dominate others and derives from a need to abuse power over them. Between bullies and victims, there is an inequality (imbalance) of power. A man is being bullied when he or she is uncovered more than once and after some time to contrary activities with respect to at least one people.

School bullying is usually repeated over a period, and it can be in verbal, physical, or emotional form (Tambawal, 2015). In schools, tormenting occurs in all domains. It can occur in practically any part in or

around the school building, thought it even more regularly occurs in break, lobbies, bathrooms, on school transports and holding on for transports, classes that require assemble work or after school exercises. Harassing in school on occasion contain a social event of students taking advantage of or segregating one student explicitly and getting the commitment of observers, who, in some cases need to go without transforming into the accompanying loss. School tormenting is an in all cases issue that impacts elementary school students in three fundamental pieces of their lives: intellectually, instructively and inwardly. According to Omoteso (2010) studies have shown that those people experience wide scope of psychological wellness, scholastic and social issues who engaged with drawn out and serious harassing.

Previous literature (Glew, et al., 2005) bolsters the supposition that in victims bullying specifically disables focus and ensuing academic achievement.

Bullied victims may detract in learning and lose in academic grades/achievements and lose their interest in studies. In a peer circle a male student with bullying experience secure lower grades. Nine victims of bullying come across a decrease in academic grades out of ten victims (Ma, Stewin, & Mah, 2001). According to Olweus the victims are depicts as socially frail, modest, and anxious (Brank, Hoetger & Hazen, 2012) as they are socially excluded and more distressed emotionally than their non-victims' peer. In school victims are also perform poorly and maintain a strategic distance from school with a specific end goal to keep away from victimization. Encountering victimization can prompt poor scholarly performance, absence of learning inspiration, poor correspondence and study expertise and poor connection to school, prompting truancy and awful test scores. The students left schools due to escaping from victimization (Brank, Hoetger & Hazen, 2012; Mishna, 2003). Depression, self-destructive endeavors and ideation, and poor confidence are creating danger mental reactions among victim of bullying. The Skapinakis, et al. (2013) found that suicidal thoughts were more likely to report in victim than were bullies. These negative psychological effects were found to persist in adulthood (Brank, Hoetger & Hazen, 2012).

Victims of bullied can't concentrate in schools, so their lower-class grades may be a warning sign. Students' grade may likewise endure on the off chance that he or she misses a ton of school because of bullying. Some victimizers start to search the other helpless and weak students for bullying and harassing at school. So, these issues having heartbreaking impact of bullying on youngsters. The bullied students start to harass helpless students on the request of their own harasser turn into a domineering jerk to another students.

This study will be highly significant help all school stakeholders (students, instructors, guardians, and concerned bodies) to completely comprehend the antagonistic impacts of bullying and take initiatives to empower the victims know why they are bullied and how to abstain from being bullied.

Objectives

1. To explore the prevalence of different forms of bullying among elementary grades students.

2. To identify the relationship of physical, emotional and verbal bullying on students' academic performance.

Hypothesis

Ho1.   There is no significant relationship of physical, emotional and verbal bullying on students' academic performance.

2.   **METHOD**

The descriptive analytical technique for research was utilized for current study. Descriptive analytical research approach (Calderon & Gonzales, 2018) as ensure to prevalent conditions influencing a given group hence, this review requires this technique. It is a review part to fill in as a heading in achieving an objective.

Simple random sampling techniques (Tan, 2013) is the determination on arbitrary premise of components from inspecting outline, wherein every component has an equivalent chance or likelihood of being picked as subject of the study. Government elementary school was the target population of the study. Three hundred students of elementary schools were selected through simple random sampling technique.

Two questionnaires were developed after reviewing the literature according to the study nature and further used for data collection. In a Likert point scale both instruments were structured. Both scales based on the distinctive qualities and attributes of bullying: verbal, physical and emotional, bullying over the time of the most recent 6 months. Due to the negative essences, the verbal bullying is operationalized as proclamations which seen as undermining (e.g: I was "teased", "threatened" and called names in dreadful ways, mean things were said to me). Harming a person's body or belonging comes under the heading of physical bullying (e.g: " I was purposely harmed physically, hit, kicked, pushed, slapped, spat on by somebody or potentially by a gathering joining forces against me".

Emotional bullying is any act including detention, verbal assault, loneliness, embarrassment, extortion etc, by which sense of identity, self-worth and dignity may diminish (Jones, 2017) such as " to hurt me, my secrets were told to others, I was teased, offended and embarrassed in terrible ways".

Initially, the questionnaire was distributed to school stakeholders for their opinions regarding bullying in schools. After extended discourse 15 things were the most appropriate significant for researching bullying in school at elementary level. A self-created scholastic performance scale was utilized to gauge students' scholarly performance which was utilized to quantify number of indicators, for example motivation, study and communication skills, positive attitude and accumulative grades. Both questionnaires were utilized as a part of study and developed on Likert sort scales, ranging between strongly agree to strongly disagree.

Pilot testing was likewise led in two schools with 50 students aged 9-12 years. The reliability test was likewise directed to decide the Cronbach's Alpha reliability coefficient. The spearman correlation was used to check the concurrent validity. So, the aggregate bullying frequencies $r = 0.83$, $p < 0.01$ showing strong relationship which supporting convergent validity.

Kappa Coefficient method was used as a parameter to check the questions' interrater reliability with bullying recurrence and qualities which showing high reliability according to the observed value 0.82. The Cronbach's Alpha reliability coefficient was noted at .945. Cronbach's coefficient alpha for the inward consistency of the different subscales of academic performance scale was ranges between of .52 and .93, demonstrating quite satisfactory and reliable. The feedback obtained from the experts was valuable for expanding the validity of the instrument. The researcher distributed the instruments to the respondents for the purpose of final data collection. The whole data was collected in a week.

3.   RESULTS AND DISCUSSION

After data collection, the responses were evaluated, and data was organized by using SPSS. Descriptive statistics and Pearson Product-Moment Correlation (r) was used to identify the relationship between different forms of bullying and academic performance and to test hypothesis; there is no significant relationship of physical, emotional and verbal bullying on students' academic performance.

Results & Findings

Table 1. Internal consistency reliability of biology test

Characteristics	Frequency	Percentage
Gender		
Female	150	54%
Male	130	46%
Age (years)		
9	45	16%
10	104	37%
11	75	27%
12	56	20%
Grade		
5th	95	34%
6th	103	37%
7th	82	29%

The table 1 exposes the demographic characteristics of respondents. Table shows that there were 54% of the respondents were females and 46% were males. Whereas the age of majority of students was 10 years. Further 37% of respondents were selected from grades 6, while 34% were selected from grade 5 and 29% from grade 7th respectively.

Table 2. Prevalence of different forms of bullying

Gender	Category	Frequency	Percentage	Rank
	Physical	44	34%	2
Male (N=130)	Verbal	53	41%	1
	Emotional	33	25%	3
	Physical	33	22%	3
Female	Verbal	61	41%	1
(N=150)	Emotional	56	37%	2

Table 2 expose the most prevailing form of bullying in school is verbal bullying (41%) among male and

female students at elementary level. Physical bullying was ranked 2 (34%) among male students whereas among female students emotional bullying ranked 2 with 37%. The last ranked belong Emotional bullying (25%) among boys and physical bullying (22%) among females students.

Table 3. Descriptive Statistics (N=280)

Scale	Mean	Std. Deviation	Skewness	Kurtosis
Motivation	2.73	0.79	-0.21	0.86
Study skill	2.60	0.71	-0.94	1.41
Communication skills	3.17	0.85	-1.47	0.71
Positive attitude	4.47	1.99	-0.90	0.73
Accumulative grades	3.99	0.98	-0.19	0.94

The descriptive statistics show the academic performance of bullying victimization in elementary classes under each indicator in table 3. The total number of respondents was 280. Victims are less motivated academically, and exposed poor communication and study skills as the mean score of motivation, study and communication skill is less than positive attitude and accumulative grades. From the table of descriptive statistics the values of skewness and to find out the normality of data kurtosis are used. Table indicates that for all the variables the value of skewness lies between the ideal ranges -1 to +1.

Table 4: Correlation between bullying and students' academic performance (N=280)

Scale	Physical	Verbal	Emotional
Motivation	-.323	-.452	.224
Study skill	-.451	-.465	-.243
Communication skills	-.349	-.375	.213
Positive attitude	-.298	-.324	-.278
Accumulative grades	-.287	-.558	-.210

Table 4 shows a negative relationship between bullying and academic performance of students. Physical

and verbal bullying has a strong negative relationship with academic performance and its sub-scales. However, a moderate negative correlation is found between emotional bullying and the indicators of academic performance, except two indicators i.e., communication skills and motivation, however the correlation is significant. The correlation co-efficient range varies from .210 to .558.

Discussion

At elementary level, the verbal bullying is a most prevailing type in schools along with both physical and emotional bullying among both male and female students. In literature, the bullied have been appeared reliably due to the gender differences. The nonphysical type of bullying is an ordinarily detailed example which inclined in females (Duncan, 2012; Craig, Pepler, Connolly & Henderson, 2001). On the other hand, physical bullying gives off an impression of being more prevailing among males. Investigations of conventional social orders show that the role of endorsed gender as an individual is going to encounter probably which have an immediate bearing on the type of bullying (Al-Adawi & Al-Bahlani, 2007).

Most of the studies suggested that mostly females are victimizing of verbal abuse, while on the other hand the males are influencing due to the physical abuse. So, this is concordant with the view that the boys are fighting, and females are manipulating (Bjorkgyist, Lagerspetz & Kaukiainen, 1992). In spite of the fact that (Kwan & Skoric, 2013; Remboldet & Carpenter, 1994) have found that the most commonly reported form of bullying is verbal bullying, their discoveries also showed that more young boys reported to be involved in verbal bullying than girls.

Additionally result uncovered a noteworthy negative relationship of various types of bullying with academic performance of students. Researchers have discovered a significant relationship amongst bullying, attendance and accomplishment (Bradshaw, et al., 2013; Paul & Cillessesn, 2013; Karell, Peguero, 2011; Varjas, Henrich & Meyers, 2009).

Victims observed to be less persuaded academically, and exposed poor correspondence and study aptitudes. Students (Juvonen, Wang & Espinoza, 2011) who are more bullied probably take part in less academic tasks and get lower grades than other students. A current review described that in school setting, students who displayed poor academic performance had a tendency to emerge as continuous focuses of bullying (Woods & Wolke, 2004). Furthermore, the effects of bullying on academic outcomes including academic competencies, class participation, absenteeism and academic achievements of the students (Ma, Phelps, Lerner, & Lerner, 2009; Buhs, Ladd & Herald-Brown, 2009; Paul & Cillessen, 2013).

Academic performance is the principal aspect which is being influenced by at school bullying. Due to the bullying, the victims facing self-blame along with fear. Their personality damaging due to the bullying in the sense of personality traits, self-confidence and they are feeling powerless. These types of students hating with studies and schools due to these circumstances. They are losing social contacts, opportunities, both academic and non-academic activities, best grades. They can't participate in activities and academically they are going weak to learn more. Anxiety and discouragement increasing more school negativity among both bullied and victims.

In Pakistan, the suicide being regular among students and organizational systematic failures in this regard is a disaster edge (Jabeen, Hussain & Butt, 2019). Confidence issues, sentiments of loneliness, losing concentration in achieving their goals and lower personal satisfaction has long term mental effects on students' lives due to school bullying (Swearer, Grills, Haye & Cary, 2004; Schafer, et al., 2004) and these kinds of impacts having long effects and grownups with the time span of adults due to the bullying. The long term (Schäfer, Korn, Smith, Hunter, Mora-Merchán, Singer & Van der Meulen, 2004) impacts of bullying in school in adulthood since with others it makes low confidence and trust issues.

There are many long-term problems arising e.g., depression, nervousness, and fear. Suicide is arising uncommon indicator among bullied students due to the harassment. Zero-resistance strategy towards bullying following by many schools. Sometimes schools face difficulty to recognize the victims and abusers due to the reluctant behavior of students in approaching.

4.   CONCLUSION

Results indicated negative influence of bullying on students' academic performance. It was inferred that bullying has turned into a noteworthy issue in school setting. Bullying can debilitate students' physical and emotional safety at school and can adversely affect their ability to learn. Prevention of bullying through training and awareness is conceivable and that every one of us can play a role. We have to comprehend the issue of bullying all the more profoundly. We have to find out about what the world's best research is letting us know. We should know about down to earth approaches, policies, projects and assets that are effective.

There are numerous ways or things to do to quit bullying, many projects help to address the same defensive and risk factors that bullying projects do. The most ideal approach to address bullying is to stop it before it begins. Idea of bullying ought to be taught to the educators with the goal that they ought to instruct and give mindfulness about bullying. It was seen that there was normal routine with regards to bullying into the school so it was prescribed that there ought to be a few lessons into the educational modules with the goal that one ought to know about the flaws of this bad trend. It was prescribed that administration should keep some minor punishments for conferring a few mistakes like fine and additional obligations at classroom so that this negative behavior pattern ought to be expelled from the educational institutions. Being bullied is not a fun encounter for anybody. By adapting a portion of the actualities encompassing bullying, ideally instructors need to prepare students to be better arranged to deal with a circumstance that they may be confronted with.

5. RECOMMENDATIONS

Prevention of bullying through training and awareness is conceivable and that every one of us can play a role.

Administration should keep some minor punishments for conferring a few mistakes like fine and additional obligations at classroom so that this negative behavior pattern ought to be expelled from the educational institutions

6. ACKNOWLEDGEMENTS

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