Impact of Bullying On the Performance of the Students at Primary Level in Sindh

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Abstract

The study was designed to find out the impact of bullying on the performance of the students at primary level of the students in Sindh. All Heads and Teachers working at government primary schools of Sindh were constituted population of the study. The study was delimited to the government primary schools of district Hyderabad. The study was significant in this sense that administrators of the schools can plan their best schedule for minimizing the bad practice of bullying into the government primary schools of Sindh. Government can also plan best curriculum to engage the students into different activities so that rate of bullying can be decreased. Twenty male Heads and one hundred male teachers were taken randomly through simple random sampling technique for the collection of the data. Two questionnaires were prepared for Heads and the Teachers respectively for collection of the information. After getting information from the heads and teachers, data was tabulated and analyzed by applying suitable statistical tools. It was concluded from the results that rate of bullying at primary schools is higher as compared to the schools of others districts of Sindh. It was suggested that different seminars should be arranged for imparting new techniques to deal with the students at primary level and to increase their knowledge rather rate of bullying into the schools.

Keywords: Bullying, Curriculum, Techniques, Knowledge

1. Introduction

The word "bully" was first used in the 1530s meaning "sweetheart," applied to either sex, from the Dutch Boel "lover, brother," probably diminutive of Middle High German Boel "brother," of uncertain origin (compare with the German Boel "lover"). The meaning deteriorated through the 17th century through "fine fellow," "blusterer," to "harasser of the weak". This may have been as a connecting sense between "lover" and "ruffian" as in "protector of a prostitute," which was one sense of bully (though not specifically attested until 1706). The verb "to bully" is first attested in 1710. High-level forms of violence such as assault and murder usually receive most media attention, but lower-level forms of violence such as bullying has only in recent years started to be addressed by researchers, parents and guardians and authority figures.

Bullies regularly engage in hurtful teasing, name calling, or intimidation, particularly against those who are smaller or less able to defend themselves. They believe they are superior to other students, or blame others for being weak or different. Bullies frequently fight with others as a way to assert dominance and may also enlist friends to bully for them (Northwest Regional Educational Laboratory, 2001).

Bullies exhibit aggressive behavior toward their peers and often toward adults. They tend to have positive attitudes toward violence, are impulsive, like to dominate others, have little empathy with their victims, and unusually low levels of anxiety or insecurity. They may desire power and control and get satisfaction from inflicting suffering. Despite common perceptions of bullies, they generally have average to high levels of self-esteem, may be popular with both teachers and classmates, and may also do well in school (Shellard, 2002; Northwest Regional Educational Laboratory, 2001; Olweus, 1993).

Bullying tends to increase through the elementary grades, peak in middle school, and drop off by grades 11 and 12 (Northwest Regional Educational Laboratory, 2001; Olweus, 1993). The most common

form of bullying is verbal abuse and harassment, followed by social isolation and derogatory comments about physical appearance (Shellard, 2002). At middle and high school, bullying most frequently involves teasing and social exclusion, but may also include physical violence, threats, theft, sexual and racial harassment, public humiliation, and destruction of property. At the elementary grades, bullying is more likely to involve physical aggression, but is also characterized by teasing, intimidation, and social exclusion (Banks, 1997). Bullying often occurs in areas with less adult supervision (hallways, locker rooms, restrooms, cafeterias, and bus stops), although the classroom is not immune (Shellard, 2002).

2.Review of Related Literature

It is only in recent years that bullying has been recognized and recorded as a separate and distinct offence, but there have been well documented cases that were recorded in a different context. The Fifth Volume of the Newgate Calendar contains at least one example where Eton Scholars George Alexander Wood and Alexander Wellesley Leith were charged, at Aylesbury Assizes, with killing and slaying the Hon. F. Ashley Cooper on February 28, 1825 in an incident that would now, surely be described as "lethal hazing." The Newgate calendar contains several other examples that, while not as distinct, could be considered indicative of situations of bullying.

A student is being bullied when he or she is "exposed, repeatedly and over time," to abuse or harassment by one or more other students (Olweus, 1996). The goal of the bully is to gain power over and dominate other individuals. There are three forms of bullying: physical (including hitting, kicking, spitting, pushing, stealing, and destruction of property), verbal (such as taunting, malicious teasing, name calling, and making threats), and psychological (including spreading rumors, manipulating social relationships, exclusion from a peer group, extortion, and intimidation) (Cohn and Canter, 2003; Office of Juvenile Justice and Delinquency Prevention, 2001; Koki, 1999; National Resource Center for Safe Schools, 1999).

Bullying has two key components: physical or psychological intimidation occurring repeatedly over time and an imbalance of power. Taunting, teasing, and fighting don't constitute bullying when two persons are of approximately the same physical or psychological strength. Bullies engage in hurtful behavior against those who can't defend themselves because of size or strength, or because the victim is outnumbered or less psychologically resilient (U.S. Department of Justice, 2004; Northwest Regional Educational Laboratory, 2001; Olweus,1993).

2.1Types of Bullying:

There are various types of bullying but some of them are as cited below:

2.1.1   School Bullying

In schools, bullying occurs in all areas. It can occur in nearly any part in or around the school building, though it more often occurs in PE, recess, hallways, bathrooms, on school buses and waiting for buses, classes that require group work and/or after school activities. Bullying in school sometimes consists of a group of students taking advantage of or isolating one student in particular and gaining the loyalty of bystanders who want to avoid becoming the next victim. These bullies taunt and tease their target before physically bullying the target. Bystanders may participate or watch, sometimes out of fear of becoming the next victim. Bullying can also be perpetrated by teachers and the school system itself: There is an inherent power differential in the system that can easily predispose to subtle or covert abuse (relational aggression or passive aggression), humiliation, or exclusion — even while maintaining overt commitments to anti-bullying policies.

2.1.2   Workplace Bullying

According to the Workplace Bullying and Trauma Institute workplace bullying is "repeated, health-harming mistreatment, verbal abuse, or conduct which is threatening, humiliating, intimidating, or sabotage that interferes with work, or some combination of the three." Statistics show that bullying is 3 times as prevalent as illegal discrimination and at least 1,600 times as prevalent as workplace violence. Statistics also show that while only one employee in every 10,000 becomes a victim of workplace violence, one in six experiences bullying at work. Bullying is a little more common than sexual

harassment but not verbal abuse which occurs more than bullying. Unlike the more physical form of school bullying, workplace bullying often takes place within the established rules and policies of the organization and society. Such actions are not necessarily illegal and may not even be against the firm's regulations; however, the damage to the targeted employee and to workplace morale is obvious.

2.1.3   Bullying In Academia

Bullying in academia is workplace bullying of scholars and staff in academia, especially places of higher education such as colleges and universities. It is believed to be common, although has not received as much attention from researchers as bullying in some other contexts.

2.1.4   Bullying In Teaching

School teachers are commonly the subject of bullying but they are also sometimes the originators of bullying within a school environment.

2.1.5   Cyber-Bullying

Cyber-bullying is any bullying done through the use of technology. This form of bullying can easily go undetected because of lack of parental/authoritative supervision. Because bullies can pose as someone else, it is the most anonymous form of bullying. Cyber bullying includes, but is not limited to, abuse using email, instant messaging, text messaging, websites, social networking sites, etc.

2.2 Causes of Bullying or Harassment

The causes of bullying or harassment are as follows:

a. **Cultural Causes of Bullying:** In a culture that is fascinated with winning, power, and violence, some experts suggest that it is unrealistic to expect that people will not be influenced to seek power through violence in their own lives. Researchers point to the World Wrestling Federation (WWF) as glorification of bullies in the name of entertainment and point out that the high rate of domestic violence means that many young people grow up expecting that violence is an acceptable way to get what one wants.

b. **Institutional Causes:** If the institution at which the bullying takes place - whether the home, the school, or the workplace - does not have high standards for the way people treats each other, then bullying may be more likely and/or prevalent.

c. **Social Issues:** The fact that one gets more social recognition for negative behaviors than for positive ones can also contribute to bullying. Situation comedies and reality television, as well as real life situations in schools, for example, show that acting out is more likely to get noticed than behaving oneself civilly and courteously. Jealousy or envy and a lack of personal and social skills to deal with such feelings can also bring some people to bullying.

d. **Family Issues:** Families that are not warm and loving and in which feelings are not shared are more likely to have children who bully, either within the family home or in other locations in which the children meet others. Another home environment that is prone to producing bullies is one in which discipline and monitoring are inconsistent and/or a punitive atmosphere exists.

e. **The Bully's Personal History:** Children who experience social rejection themselves are more likely to "pass it on" to others. Children who experience academic failure are also more likely to bully others.

3. Research Methodology

3.1Population

All Heads and Teachers working at government primary schools of Sindh were constituted population of the study.

3.2 Delimitation

The study was delimited to the government primary schools of district Hyderabad.

3.3 Sample

Twenty male Heads and one hundred male teachers were taken randomly through simple random sampling technique for the collection of the data. Total size of the sample was 120 participants.

3.4 Research Instrument

Two questionnaires were prepared for the Heads and Teachers to collect information for collection of the information to find the impact of bullying on the performance of the students at primary level of district Hyderabad.

3.5 Pilot Testing

Validity and reliability of the questionnaire was done while doing pilot testing and then tried on the heads and teachers of the government primary schools of district Hyderabad.

3.6 Validity of the Instrument

The questionnaire was validated through experts in the relevant field.

3.7 Reliability of the Instrument

Split half method was used to find the internal consistency of the instrument and Cronbach's Alpha was used to check the reliability of the research instrument. The results of the pilot test were analyzed using the Statistical Package for Service Solution (SPSS). The result value was r = 0.952 using both the methods.

4. Results and Discussion

Information were collected through questionnaire from the heads and teachers of government primary schools of district Hyderabad to find the impact of bullying on the performance of the students and then interpreted as following;

5. Conclusion

After analysis and findings of the study, the following conclusions were drawn;

1. 93.5% heads and teachers were aware about the concept of bullying and 6.5% were not aware about the bullying.
2. 74% of the participants were agreed that there was common practice of bullying into the school and 26% schools did not have this bad practice.
3. 76% of the participants agreed that students did report to their teachers after bullying but 24% of it said that they do not report after bullying.
4. 9% of the participants were in favour of bullying but 91% of the participants were not in favour of this trend.
5. 6.5% of the heads and teachers were in favour of punishing the students when they report after being bullied but 93.5% do not follow this attitude with the students.
6. 89% of the heads and teachers said that usually bullying was called by names rather to do something else.
7. 83% of the heads and teachers were of the opinion that one should help the person if he is being bullied by someone.
8. 90.5% of the participants felt that bullying was not good practice where only 9.5% agreed that we should not be sad after seeing someone being bullied.
9. 82% of the heads and teachers were doing the teaching to stop bullying but only 18% heads and teachers were against of that.
10. 70.5% of the heads and teachers agreed that bullying was a social trend where only 29% said that this was not a social trend.

6. Recommendations

In the light of conclusions, there were following few recommendations;

1. Concept of bullying should be taught to the teachers so that they should teach and give awareness about bullying.
2. It was seen that there was common practice of bullying into the school so it was recommended that there should be some lessons into the curriculum so that one should be aware about the flaws of this bad trend.

3. Result indicated that students did not bother when they being bullied so it was recommended that students should be taught that they should report to their teachers or headmasters if someone commits this type of bad habit.
4. It was recommended that students should not be punished when they did report to their teachers for having suitable guidance for the solution of the problems.
5. It was seen that usually bullying was considered that it was used by calling names into the schools so it was recommended that students should be taught about the bad impression of this trend.
6. It was recommended that government should keep some minor punishments for committing some mistakes like fine and extra duties at classroom so that this bad habit should be removed from the educational institutions.

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Table No 1:

Do you know what bullying is?

Respondents	Yes	No	Total	Yes %	No %
Heads	18	2	20	90	10
Teachers	97	3	100	97	3
Total	115	5	120	93.5	6.5

Results indicated that 93.5% heads and teachers were aware about the concept of bullying only 6.5% participants were not aware about the bullying.

Table No 2:

Do you find the practice of bullying in your school?

Respondents	Yes	No	Total	Yes %	No %
Heads	15	5	20	75	25
Teachers	73	27	100	73	27
Total	88	32	120	74	26

The above table illustrates that 74% of the participants were agreed that there was common practice of bullying into the school. There were only 26% schools were far from this bad practice.

Table No 3:

Do students come to you to report after bullying?

Respondents	Yes	No	Total	Yes %	No %
Heads	16	4	20	80	20
Teachers	72	28	100	72	28
Total	88	32	120	76	24

The above results indicated that 76% of the participants agreed that students did report to their teachers after bullying but 24% of the participants said that they do not report after bullying.

Table No 4:

Do you think that bullying is good?

Respondents	Yes	No	Total	Yes %	No %
Heads	3	17	20	15	85
Teachers	3	97	100	3	97
Total	6	114	120	9	91

This table showed that 9% of the participants answered yes which means that they were in favour of bullying but 91% of the participants were not in favour of this trend.

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Table No 5:

Do you punish the students when they report to you after being bullied?

Respondents	Yes	No	Total	Yes %	No %
Heads	2	18	20	10	90
Teachers	3	97	100	3	97
Total	5	115	120	6.5	93.5

The above statistics showed that 6.5% of the heads and teachers agreed for punishing the students when they did report after being bullied but 93.5% do not follow this attitude with the students.

Table No 6:

Do you often observe bullying being called by names?

Respondents	Yes	No	Total	Yes %	No %
Heads	17	3	20	85	15
Teachers	93	7	100	93	7
Total	110	10	120	89	11

From the above table it was concluded that 89% of the heads and teachers said that usually bullying was called by names rather to do something else.

Table No 7:

Do you help someone after seeing him being bullied?

Respondents	Yes	No	Total	Yes %	No %
Heads	14	6	20	70	30
Teachers	96	4	100	96	4
Total	110	10	120	83	17

The above result illustrates that 83% of the heads and teachers were of the opinion that one should help the person if he is being bullied by someone.

Table No 8:

Do you feel sad after seeing someone being bullied?

Respondents	Yes	No	Total	Yes %	No %
Heads	18	2	20	90	10
Teachers	91	9	100	91	9
Total	109	11	120	90.5	9.5

The above statistics showed that 90.5% of the participants felt that bullying was not good practice where only 9.5% agreed that we should not be sad after seeing someone being bullied. **Table No 9:**

Do you advise someone to stop the bullying?

Respondents	Yes	No	Total	Yes %	No %
Heads	19	1	20	95	5
Teachers	69	31	100	69	31
Total	88	32	120	82	18

The above table indicated that only 82% of the heads and teachers were doing the teaching to stop bullying but only 18% heads and teachers were against of that.

Table No 10:

Do you think that bullying is a social trend?

Respondents	Yes	No	Total	Yes %	No %
Heads	14	6	20	70	30
Teachers	71	29	100	71	29
Total	85	35	120	70.5	29.5

The above result showed that 70.5% of the heads and teachers agreed that bullying was a social trend where only 29% said that this was not a social trend.