

Relationship Between School Bullying And Student Academic Achievement In Government Elementary Schools Of Lahore

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Abstract

The purpose of the study was to examine the relationship between school bullying (peer and teacher bullying) and academic achievement of students in government elementary schools of Lahore. The objectives were to determine the existing level of school bullying and academic achievement in schools and to find out effect of school bullying on academic achievement. Positivism was the paradigm of the study. In this study quantitative research methodology was employed and a sample of 400 elementary school students were selected through random sample technique. Self- developed questionnaire was administered by using cross sectional survey in order to collect the data from participants based on the research objectives. Data were analyzed through the use of SPSS and the process of data analysis included both Inferential and descriptive statistics.

The study finding showed that in school setting bullying existed. There is low negative relationship between school bullying (peer and teacher) and academic achievement. By regression analysis finding showed that school bullying had effect on students' academic achievement on both whether victim or the one who bully others.

Keywords: School bullying, Academic achievement, Peer bullying, Teacher bullying.

Introduction

In school setting, there are number of issues and challenges including students' academic performance and well-being due to bullying. It has range of violent behaviors to hurt others psychologically, socially, and physically to control over them.

It may have short- and long-term effects on the both victim and perpetrator (Aleem, 2006). Generally, it is deliberate use and conducted in repeated cycles over time to time on them who are physically, emotionally weaker (Menesini and Salmivalli, 2017).

It is not something unplanned and simultaneous, but actually it included planning, violence and painful actions that conducted in both forms: group or individually. (Olweus, 2012). School Bullying is a problem that causes serious issues in the educational setting globally. In addition to threatening pupils' social and emotional growth, it also negatively effects their academic achievements.

The majority of the time that students are in school is spent working on their academic and personal growth. On the other hand, poor school

environments are detrimental to a student's academic success (Darling et al., 2019).

Bullying is a problem that affects many schools today and is very common (Cook et al., 2010). A regularly occurring type of violence in schools is bullying. Bullying makes schools unsafe for kids, according to numerous studies, and contributes to the notion that some schools are unsafe. Physical, verbal, and relational types of bullying that students engage in against their peers are referred to as peer bullying (Maliki et al., 2009).

Peer bullying always has an effect on the victims, whether directly or indirectly, and may be detrimental to their academic success. On the other hand, cases in which teachers act violently or degradingly against their students are referred to as teacher bullying. Both sorts of bullying can have a negative influence on motivation, self-esteem, and general well-being, which can then affect how well they perform in school (Holt et al., 2007).

UNESCO (2019) reports that 32% of pupils had experienced bullying from students' peers in school with frequency once in month. Although bullying is frequently associated to peer interactions, recent study has revealed that teachers can also bully children by abusing their position of authority and using intimidation and victimization tactics. Both types of bullying have a significant negative effect on kids' psychological health, sense of self-worth, interpersonal connections, and academic engagement.

Academic success is a measure of a person's performance in relation to goals designed for the classroom environment in educational setting (Steinmayr et al., 2016).

Children at school are the ones who experience bullying the most, and they are victimized by

their own peers and classmates. Bullying is a common behavior among pupils who are offensive and violent in nature. Academic achievement and peer relationships of students have been shown to significantly benefit from the level of student-teacher relationships. On the other hand, hostile student-teacher interactions have been linked to greater rates of victimization by peers. Students who are bullied or rejected by their peers typically perform poorly in school.

Academic accomplishment and bullying in schools have a negative correlation, based on empirical studies. That students who encounter bullying have a higher chance of having academic problems, such as lower academic performance, higher absence rates, and a diminished desire to learn (McMahon et al., 2020). Bullying can have negative effects on academic performance that last throughout a student's school career, emphasizing the value of early intervention and preventative measures.

It is crucial to comprehend the relationship between school bullying, particularly peer and teacher bullying, and academic achievement in order to effectively address this issue and foster supportive learning environments.

Problem Statement

Bullying at school is common, and its effects are well-documented in a variety of settings. One of the biggest cities in Pakistan, Lahore, offers an extensive educational environment with a significant number of public schools. There is, however, an absence of studies particularly examining the connection between elementary school bullying and academic achievement in Lahore government schools. This study tries to fill the gap and shed light on this crucial topic within the context of the region.

By addressing in this knowledge gap, the study hopes to aid in the creation of evidence-based programs and regulations that may effectively reduce the negative effects of bullying on children's academic achievement.

Significance of the Study

In a child's academic development, the elementary level is a vital stage where they establish foundational abilities and lay the groundwork for future learning. Therefore, in order to develop effective measures for prevention and intervention, it is essential to comprehend the connection between academic accomplishment and bullying at school at this stage.

For stakeholders, including educators, administrators, politicians, parents, and pupils themselves, understanding the relationship between school bullying and academic accomplishment is essential. The study contributes towards literature through analyzing the effect of both peer and teacher bullying and highlighting the particular factors that hinder academic performance. The results of this study can help build effective strategies and initiatives that target behaviors associated with bullying, foster a positive school environment, and improve all students' academic performance.

Literature Review

Forms of Bullying

Although there are many other types of bullying, cyberbullying, reactive victims, verbal bullying, social bullying, and physical bullying are some of the most prevalent and significant ones.

Physical bullying, which is the most common type of bullying worldwide and is created by stereotypes in schools, is the most common form

of bullying in Cameroon (Elame, 2013). A person who is the target of physical bullying and is kicked and hit by the person who bullies their possessions may be seized or harmed. In school, students are aware of the specific individual or group that is often involved in physical violence (Elame, 2013).

Bullying in which verbal violence involved is defined as calling someone specific names, making harsh jokes, making racial slurs, harassing and humiliating them, or threatening them (Naidoo et al., 2016).

Bullies among their peers who attempt to exclude the victim from their social group are rather common. This is related to the verbal bullying that young child, particularly girls, experience and the spread of bad rumors (Stuart et al., 2013).

For victims who react, the difference between being a bully and a victim is hazy. Such personalities are sometimes the hardest to spot since they appear initially to be the victims of other bullies. Bullies frequently make fun of their receptive targets while simultaneously bullying others. As a kind of self-defense, such victims respond verbally or physically, such as by pushing and shouting (Burton et al., 2013).

Cyberbullying is a form of bullying in which there is an imbalance of power, hostility, and recurrent harmful behaviors, but these behaviors take place online through chat room posts, emails, instant messages, or text messages. Cyberbullying aims to socially isolate or humiliate the victim by having information seen by others (Dehue et al., 2008).

School Bullying

One type of bullying that is exclusive to the educational system is bullying at school. Bullying in the classroom can also result in anxiety, sadness, and substance abuse, particularly in young people. Bullying may have started with

schoolchildren fighting, or it may have been caused by teachers who thought that physically harming or yelling at their students would discipline them better (Menesini and Salmivalli, 2017).

There have been multiple incidents of bullying in schools that have led to numerous student suicides. Because their parents won't be informed of the bullying concerns at school, more problems will arise. Such incidents are documented when larger, stronger individuals overwhelm smaller, helpless victims who are unable to defend themselves. Students' initial term of college performance was affected by bullying they experienced in high school (Goodboy et al., 2016). Mostly on how gender inequalities and bullying in schools are understood. According to the survey, boys are the ones who participate in bullying activities the most (Malik and Mehta, 2016). Students who experience bullying in their school or classroom often have concentration problems in their studies, which in the end leads to lower performance academically and psychologically (Olweus, 2003).

Peer Relationship and Bullying

Most bullies target school-aged children, who are often bullied by their fellow classmates. Peer bullying is concerned with a higher chance of problems in health physically, engaging in harmful actions for your well-being, developing over time psychological and behavioral issues, self-harming, having suicide thoughts, and having lower academic success. Bullying is a frequently seen habit among students who have violent and hostile tendencies. Students that bully others often have a hard heart, are unwilling to work with others, are lonely, and are aggressive.

Bullying students are better at taking charge than other classmates are (Mundebjerg, 2014). Bullies frequently target young people when they are in their teenage years, and they take use of this time to shape the friendships and religious convictions

of their victims' classmates. Bullying primarily consists of sex and gender components. Teenage bullying behavior was examined to see how it affected whether or not it was accepted by peers (Dijkstra et al., 2008). Bullying has an effect on both peer acceptance and rejection, they noticed. Bullying's negative effects on both the person who bullies and the victim. Their research indicated that educating peers on how to handle circumstances might aid in reducing bullying (Lodge and Frydenberg, 2005).

Teacher Bullying

The research also show that many types of teacher abuse exist, ranging from neglect to overt physical and psychological abuse. A wide spectrum of actions linked to bullying among teachers. Adults could physically abuse pupils by picking up kicking, pushing, or shaking them; throwing things at them and beating them with them; or preventing them from using the lavatory (Whitted and Duper, (2008). Psychological bullying took the form of yelling at students, neglecting them, and excluding them from social interactions. Bullying was classified into two categories based on the factor analysis of the instructor responses. Sadistic bullying included punishing the same child repeatedly, humiliating students to stop disruption, defending teaching methods, acting spitefully towards students or hurting their feelings, positioning students to be bullied by classmates, causing fun of special education students, and using denial as a form of punishment (Twemlow et al., 2006). These teachers often punished the same youngster since they despised so many of the kids. The bully-victims adopted more passive behaviors, such as enabling pupils to bully one another, employing unnecessary force, and letting disruptions of class happen without getting involved. Additionally, these professors did not like students of color.

We may anticipate that teacher bullying, like peer bullying, will have significant implications for kids despite the lack of a comprehensive data

base on this topic given the power of the teacher in the classroom and the susceptibility of pupils. Despite the lack of extensive data on teacher bullying, with the effect of the instructor in the classroom and the susceptibility of kids, it is reasonable to predict that teacher bullying, like bullying from peers, will result in significant negative effects on students. Overall well-being and health, positive attitudes towards oneself and others, liking school, and better engagement in learning—processes that are directly related to student achievement—are all correlated with a need for belonging (Osterman, 2010). On the other hand, pupils are more prone to exhibit victimization-related symptoms, such as psychological withdrawal or violence, as well as a decreased interest in learning, when this fundamental motivation need is not addressed. Teachers interact directly with students and indirectly through affecting the dynamics of peer relationships in the classroom to shape students' experiences in the most significant ways (Osterman, 2010). However, much like peer bullying, teacher bullying is likely to be linked to a wide range of detrimental psychological, social, and academic effects that manifest right away but last long into adulthood. Caring behavior from the part of teachers is recognized as a key support for student achievement.

Bullying and Academic Achievement

Bullying and academic achievement are strongly correlated, as shown by the student's inability to focus during lectures. Bullying lowers the psychological, physical, and social well-being of school-age children and makes both homes and schools less secure. Bullying is primarily prevalent and practiced at home and at school.

It's crucial to remember that bullies often have an effect on both the offenders and the victims of their actions (Rigby, 2012). Every bully has experienced being bullied in the past. Bullying affects students' capacity for academic success

because it makes them feel uncomfortable and prevents them from attending class. Children who are bullied are weak, reserved, and persistent (Maliki, 2009). The students who were bullied have lower academic performance, and their effects are more impactful when they become more intense (Mundbjerg et al., 2014). Numerous research has shown associations between participating in bullying and subpar academic performance. Bullying may lower motivation to attend school, which may eventually result in worse academic achievement, according to research (Whitted & Dupper, 2005). Students who experience significant amounts of bullying at school may lose interest in learning and motivation to attend class. Dropout rates and subpar academic performance are influenced by anxiety over being victimized and not accepted at school (Whitted & Dupper, 2005).

According to a meta-analysis, bullied adolescents are inclined to receive poor marks and perform poorly on standardized tests. Bullying can thus have an effect on academic performance both directly and indirectly (Nakamoto and Schwartz, 2009)

Theoretical Framework

The application of theoretical frameworks like Bandura's Social Cognitive Theory (1986) and Self-Efficacy Theory (Bandura, 1977) can help us better understand the relationship between school bullying and academic achievement in the context of Elementary level schooling. Students may acquire bullying behaviors through observational learning, which may then have an effect on their academic performance, according to Bandura's Social Cognitive Theory, which emphasizes the reciprocal interactions between individual characteristics, environmental influences, and behavior (Hong et al., 2021).

In addition, the Self-Efficacy Theory proposes that people's actions, motivation, and success are

influenced by their views about their capacity to do tasks. Bullying victims may have poorer self-efficacy beliefs, which may lead to lessened academic performance and interest (Lazarus et al., 2019). On the other hand, students who have high levels of self-efficacy may be more robust when bullied, allowing them to maintain their academic success (Gonzalez-Cabrera et al., 2018).

Researchers can obtain a clearer knowledge of the underlying mechanisms and factors that contribute to the link between these variables by using these theoretical frameworks to the study of school bullying and academic achievement at the primary level.

By addressing elements like observational learning, self-efficacy beliefs, and resilience, this theoretical perspective assists in guiding interventions and initiatives targeted at reducing the detrimental effects of bullying on kids' academic progress.

Research Objectives

Following are the research Objectives of this study:

Methodology

In this study, a positivist paradigm was applied alongside a quantitative research methodology. To determine the connection between student academic achievement and bullying at school, a correlational research approach was used in this descriptive study. The data was gathered using a cross-sectional survey. 400 students from three different schools in total take part in this study.

To gather data, a closed-ended questionnaire was used. The researchers developed the instrument. All relevant tools were examined while taking the literature study and the views of relevant stakeholders (students and teachers) into consideration. The instrument was made up of two sections. The study subjects' demographics were described in part one of the study. The

1. To investigate the level of peer bullying among elementary school students.
2. To find out the level of academic achievement of elementary school students.
3. To explore the relationship between peer bullying and academic achievement.
4. To find out the effect of peer bullying on academic achievement of elementary school students.

Research Questions

Following are the research questions of this study:

1. What is the existing level of bullying among elementary school students?
2. What is the level of academic achievement of elementary school students?
3. What is the relationship between bullying and academic achievement?
4. What is the effect of peer bullying on academic achievement of elementary school students?

respondents' demographic information was gathered using it. The second part had 16 questions on two subfactors. Five-point Likert type rating scale was used to collect data that Data were gathered using a five-point Likert type rating scale, with Strongly Agree (coded as 1) and Strongly Disagree (coded as 5) being the extremes. On a sample of 50 respondents who were not included in the final sample, the instrument was pilot tested. Two specialists were consulted about the instrument to offer their opinions on the items' clarity. The instrument's dependability was evaluated using Cronbach's alpha.

Student test results and a self-developed questionnaire were used to gather the data. Data were gathered from sixth and seventh graders in

elementary schools with previous approval obtained from the relevant authorities in addition to the study's subjects. The information directly gathered at regularly planned sessions. The respondents received a brief explanation of the research study and the researchers prior to the data collection. They provided guarantees regarding the data's confidentiality and anonymity. The researcher makes sure that no data is missed while ensuring all instruments are evaluated. The study's volunteers suffered no

Data Analysis

Table 1 Distribution of Sample on The Basis of Background Variables/Characteristics of Sample

Variable		N	%
Class	6 th	198	49.3%
	7 th	202	50.2%
Age	14 years and below	364	90.5%
	Above 14 years	36	9.0%

Table 1 shows Distribution of Sample on the basis of background Variables/characteristics of sample. Total 400 elementary school students participated in the research study. There were

bodily or psychological impairment as a result of it. Ethics in research were observed.

The SPSS software was used to analyses the data. The mean and standard deviation are examples of descriptive statistics. The data were subjected to Independent Sample's t-Test, ANOVA, Pearson product movement, correlation coefficient, and regression analysis. The findings were accurately reported by the researcher, and no effort was made to falsify the data or the conclusions

(50.2%) students in class 7th and (49.3%) were in class 6th. Majority (90.5%) of respondents were in 14 years and below, followed by (9.0%) respondents were in above 14 years age group.

Table 2 Reliability Analysis

Scale	n	α
School Bullying Scale	400	.82

This table 2 narrates the reliability analysis of the scale. Overall reliability of the scale was good ($\alpha=.82$)

Table 3 Variables of the study, Subscales and its Dimensions and Number of Items in Scales

Variables of the Study	Scale Dimensions	Items in the scales
School Bullying (Independent)	Level of School Bullying. Relation with academic achievement,	16
Subscales		
Peer Bullying (PB)	Violation	10

Teacher Bullying (TB)	Hitting Spreading rumors Humiliation Targeting Disrespect	6
Academic Achievement (Dependent)	Marks for finding the effect of Bullying.	

Table 4 Item wise Mean and Standard Deviation of School Bullying Scale

Subscales	M	SD
Peer Bullying (PB)		
PB 1	2.99	1.68
PB 2	1.99	1.06
PB 3	3.60	1.39
PB 4	2.55	1.49
PB 5	2.12	1.26
PB 6	2.18	1.38
PB 7	3.25	1.49
PB 8	2.69	1.55
PB 9	2.17	1.38
PB 10	4.07	1.25
Teacher Bullying (TB)		
TB 1	3.50	1.34
TB 2	2.88	1.48
TB 3	3.47	1.43
TB 4	3.25	1.46
TB 5	2.67	1.55
TB 6	3.14	1.53

Table 4 indicated item wise means and standard deviations of School bullying scale. With respect to subscale peer bullying, item no.10 “students tease weaker students in front of others” have highest mean score (M=4.07, SD=1.2) while item no.2 is about exclusion by peers, left out and ignored have lowest mean, score (M=1.9, SD=1.0). With respect to subscale teacher bullying, item no. 11 is about avoiding

questioning due to teacher humiliation have highest mean score (M=3.50, SD=1.348) while item no. 15 “is about school avoidance due to perceived harm have lowest mean score (M=2.67, SD=1.5). The range of mean scores (1.99-4.07) indicates that the distribution of scores is centered between the scale marks strongly disagree (1.0) to strongly disagree (5.0).

Table 5 Response Rate

Scale	Distributed	Received	Percentage
School Bullying Scale	450	400	88.88%

Total 450 questionnaires were distributed among respondents, out of which 400 were received, resulting in an 88.88% response rate.

Table 6 Descriptive Statistics of School Bullying Scale

Variable	N	M	SD	Range		Skewness	Kurtosis
				Potential	Actual		
Peer Bullying	400	27.63	6.11	10-50	14-40	-.110	-.582
Teacher Bullying	400	18.91	4.15	6-30	9-27	-.231	-.78-
School Bullying	400	46.55	7.80	16-80	24-61	-.491	-.170

Table 6 presents the descriptive statistics of School Bullying scale of Elementary School students. Values of skewness fall between -1 and +1 indicating the data to be normally distributed. Mean score of School bullying on five-point Likert type scale falls above the scale median

(M=46.55, SD=7.80) which shows the existence of School bullying in students. Perception of students was high on Peer Bullying (M=27.63, SD=6.11) followed by Teacher Bullying (M=18.91, SD=4.15)

Table 7 Descriptive Statistics of Students Academic Achievement

Variable	N	M	SD	Actual Range	Skewness	Kurtosis
Academic Achievement	400	469.1	114.23	256-744	.106	-.655

Table 7 presents the descriptive statistics of Academic Achievement of Elementary School students. Academic Achievement of students on

total 800 marks fall above the average (M=469.1, SD=114.23).

Table 8 Class wise Comparison of School Bullying

Classes	Peer Bullying		Teacher Bullying		School Bullying	
	M	SD	M	SD	M	SD
6 th	28.44	6.33	18.94	4.05	47.39	8.00
7 th	26.84	5.81	18.88	4.27	45.72	7.54

Table 8 Narrates students' academic achievement on the basis of class. Students were divided into two groups on the basis of class. Group one

belongs to class 6th and group two belongs to class 7th. Students of class 6th has highest peer bullying (M=28.444, SD=6.339) while students of class 7th

have the lowest peer bullying (M=26.841, SD=5.813). Students of class 6th has highest teacher bullying (M=18.949, SD=4.051) while Students of class 7th has lowest teacher bullying

(M=18.881, SD=4.271). Students of class 6th has highest school bullying (M=47.393, SD=8.009). Students of class 7th has lowest school bullying (M=45.722, SD=7.547).

Table 9 Age wise Comparison of School Bullying

Classes	Peer Bullying		Teacher Bullying		School Bullying	
	M	SD	M	SD	M	SD
Below 14 years	28.444	6.339	18.949	4.051	47.393	8.009
Above 14 years	26.841	5.813	18.881	4.271	45.722	7.547

Table 9 explains school bullying on the basis of age. Students were divided into two groups on the basis of age. Group one comprised of age below 14 years and group two comprised of age above 14 years. Students of age group below 14 years has highest peer bullying (M=28.444, SD=6.339) while students of age group above 14 has the lowest peer bullying (M=26.841, SD=5.813).

Students of age group below 14 years has highest teacher bullying (M=18.949, SD=4.051) while Students of age group above 14 years has lowest teacher bullying (M=18.881, SD=4.271). Students of age group below 14 years has highest school bullying (M=47.393, SD=8.009). Students of age group above 14 years has lowest school bullying (M=45.722, SD=7.547).

Table 10 Class wise Comparison of Students' Academic Achievement

Classes	Students' Academic Achievement	
	M	SD
6 th	462.19	116.82
7 th	475.87	111.79

Table 10 Narrates students' academic achievement on the basis of class. Students were divided into two groups on the basis of class. Group one belongs to class 6th and group two

belongs to class 7th. Students of class 7th have highest academic achievement (M=475.87, SD=111.79) while students of class 6th have lowest academic achievement (M=462.19, SD=116.82).

Table 11 Age wise Comparison of Students' Academic Achievement

Classes	Students' Academic Achievement	
	M	SD
Below 14 years	467.79	113.92
Above 14 years	482.33	119.80

Table 11 narrates students' academic achievement on the basis of age. Students were divided into two groups on the basis of age. Group one

comprised of age below 14 years and group two comprised of age above 14 years. Students of age group above 14 years of age has highest academic

achievement (M=482.33, SD=119.80) while students' belonging to age group below 14 years

has lowest students' academic achievement (M=467.79, SD=113.92

Table 12 Relationship between School Bullying and Students, Academic Achievement

Variable	M	SD	1	2	3
1. Peer Bullying	27.63	6.11	1		
2. Teacher Bullying	18.91	4.15	.123	1	
3. School Bullying	46.55	7.80	.849**	.629**	1
4. Academic Achievement	469.1	114.2	-.052	-.330**	-.217**

Table 12 shows the relationship between school bullying and academic achievement of boys elementary school students. Pearson's correlation was applied to find out relationship between

various variables of research. Data analysis revealed low negative relationship between school bullying and academic achievement ($r = -.217$)

Table 13 Model Summary

Model	R	R ²	Adj. R ²	Std. Error	F	p
1	.217*	.047	.042	111.793	9.770	.002

- a. Predictor Variable (School Bullying)
- b. Dependent Variable (Students' Academic Achievement)

Table 13 shows the results of the regression analysis with School Bullying scores as predictors of Students' Academic Achievement. Model Summary reveals how much variance in Students' Academic Achievement (dependent variable) is explained by School Bullying (Independent Variable). According to the model the value .047 which indicates that 4.7% variance in the School Bullying (dependent variable) is

explained by Students' Academic achievement. The regression model was statistically significant, $R^2 = .047$, adjusted $R^2 = .042$, $F = 9.77$, $p = .002$. Students' Academic Achievement was statistically significant ($\beta = -.217$, $p < .05$). It can be concluded that higher level of Students' Academic Achievement was associated with higher level of School Bullying.

Table 14 Regression Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	SEB	β	t	p
Constant	616.834	47.920		12.87	0.00
Bullying	-3.174	1.015	-.217	-3.12	0.02

Table 14 provides data required to predict Students' Academic Achievement from School

Bullying. Table 14 provides data required to predict Students' Academic Achievement from

School Bullying. The beta coefficient is negative which indicated that every 1-unit increases in

Findings

The study's findings shed light on how academic achievement and bullying at school relate to one another among pupils in Lahore's government primary schools. For the purpose of comprehending the intricate dynamics of this interaction, Bandura's Social Cognitive Theory and Self-Efficacy Theory were both applied.

According to the study's findings, Lahore's elementary school kids frequently engage in peer bullying. According to the mean results, children have experienced things like being called derogatory names or stinging taunts, being left out or ignored by peers, physical violence, rumors being circulated, and material or financial loss. These results imply the existence of numerous forms of peer bullying in the educational setting.

The elementary school children had a respectable academic performance, according to the report, with a mean score of 469.1 out of 800. It's crucial to remember that the study looked into how bullying affected academic ability.

The results of the investigation showed a strong relationship between academic success and bullying by peers. Academic achievement was typically poorer among students who faced more peer bullying. The negative connection between these variables suggests that academic achievement declined as peer bullying increased. This result lends credence to the idea that bullying might have a negative impact on pupils' academic achievement.

The study also looked at how peer bullying affected academic success. The findings indicated that primary school children's academic performance was significantly harmed by peer

school bullying decreases the Students' Academic by beta coefficient -3.174 units.

bullying. According to this result, bullied kids may have trouble participating fully in their academic activities, which could affect their academic achievement.

The study also looked at how bullying in schools varied by class and age. It was discovered that sixth-graders reported more instances of peer and teacher bullying than seventh-graders did. Similar to this, students under the age of 14 reported experiencing more bullying than those beyond that age. These results underline how crucial it is to take into account both age and grade level when determining the prevalence of bullying.

According to the study's findings, academic achievement is negatively impacted by school bullying among kids at government primary schools in Lahore. The findings highlight the need for efficient bullying interventions and support systems that also work to foster an environment that is favorable to learning for pupils.

Conclusions

Correlational analysis was used to look at the relationship between bullying in the classroom and student academic success. Students reported low levels of bullying at school, with peer bullying exceeding teacher bullying, according to the research. The students' above-average grades are proof that their academic performance was satisfactory.

Comparing bullying severity across classrooms and age groups revealed some variances. Students in class 6 reported experiencing greater peer and teacher bullying compared to kids in class 7. students under 14 reported greater rates of peer bullying, teacher bullying, and general

school bullying when compared to students over 14.

Discussions:

The current study examined the relationship between bullying at school and students' academic progress in Lahore's public elementary schools. Bandura's Social Cognitive Theory and Self-Efficacy Theory, two theoretical frameworks, were tremendously useful in further understanding this connection.

According to Bandura's Social Cognitive Theory (Hong et al., 2021) students may exhibit aggressive or victimized behaviors through observational learning, which can then impair their academic performance. The study's findings, which showed a clear connection between academic achievement and peer bullying, supported this claim. Students who experienced peer bullying performed worse academically than those who did not. The Self-Efficacy Theory, which was also created by Bandura, asserts that a person's views about their capacity to carry out activities affect their behavior, motivation, and success.

The study's results, which demonstrated that bullied individuals reported having reduced self-efficacy beliefs, which in turn affected their involvement and performance in school, supported this theory (Lazarus et al., 2019). On

the other hand, children with greater levels of self-efficacy were able to retain their academic success despite bullying because they were more robust to it (Gonzalez-Cabrera et al., 2018).

Recommendations

A multidisciplinary approach is encouraged in order to successfully address the problem of bullying in schools and improve academic achievement. The implementation of anti-bullying efforts founded on sound research should be the first and essential step. A safe, welcoming, and courteous environment must be promoted in order to create a supportive school climate. Third, comprehensive teacher training on recognizing and responding to bullying behaviors is crucial. In order to aid kids in developing their empathy, emotional control, and social intelligence, social and emotional learning must also be encouraged. It is also crucial to establish trustworthy reporting procedures so that children are at ease reporting incidences of bullying and that the appropriate action is taken. Engaging the community and stakeholders, such as parents, neighborhood groups, and law enforcement, is the last step in creating a comprehensive plan to stop bullying in schools. These alliances may provide additional resources and help. It is encouraged to carry out additional research to look at many factors and circumstances that could affect how bullying and academic success interact.

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