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Bullying in Schools and its Influence

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The prevalence of bullying in school has grown to canonical heights. The issue is not particular to one country, but a rising global concern, with the perpetrators considering it as a rite of passage. The problem has prompted multiple types of research, with some showing that it has long-lasting impacts for victims. Researchers have also found a link with mental illness, and some have expressed the influence bullying has on the field of academia. As a significant problem in school, it is vital to analyze articles that detail the influence and relationship of bullying to academic progress, academic performance, and course load.⁵ The purpose of this paper will thus be to address the relationship between school bullying and its effects on educational development, academic performance, and course load.

Traditional and cyberbullying across all genders in the adolescent population increased the probability of suicidal thoughts, planning of suicide, and attempts (Reed, Nugent, & Cooper, 2015). The victims first demonstrated signs of victimization through depression, aggression, violent behavior, and substance abuse. The suicidal tendencies were more prone to the female population, particularly those who endured cyberbullying. There were also more unplanned suicide attempts compared to the planned ones. Karen and her team also found that the victims exhibited fewer signs of suicidal tendencies and violent behavior as the participants grew up. Still, the cases of substance and abuse increased. Mental health was a significant cause that led to bullying but was also affected by bullying (Reed, Nugent, & Cooper, 2015). This creates negative perspectives on learners, which in turn affects their learning abilities. Many of the affected learn to drop in their academic performance.

AlBuhairan and the team also observed increased behavioral problems from the victims of bullying, with increased chances of the effects lasting to adulthood (AlBuhairan, Abbas, El Sayed, Badri, Alshahri, & de Vries, 2017). The researchers implemented a varied technique in

the sampling of the participants and subjected them to a self-administered questionnaire. The context of the study highlighted that physical violence was more prone to the male population, particularly in adolescents. The victims of such bullying registered poor academic performance. They negatively influenced the mental, physical, and psychological well-being of the students (AlBuhairan, ⁴Abbas, El Sayed, Badri, Alshahri, & de Vries, 2017). The study did not, however, exploit the causality model. Following a survey that collected the perception of teachers in Jordan, bullying was a fact for both private and public schools in the nation with varying levels of intensity (²Al-Raqqad, Al-Bourini, Al Talahin, & Elias Aranki, 2017). The study also concluded that bullying negatively influenced the academic performance of the victims, who endured, and even the perpetrators. This results in deteriorated behaviors of the bullies that may last until adulthood. Negative behaviors arising from bullying led to more wastage of time that is meant for studying. In return, the performance of the bullies reduces, leading to poor academic performance.

The prevalence of peer bullying has more profound impacts on the psychology of the victims in school regardless of gender. Caputo finds that victimization consequentially leads to a substantial reduction in the academic self-concepts in the field of mathematics and reading (Caputo, 2014). Additionally, the victims exhibit a significant drop in extrinsic learning motivation and also reduced levels of the commitment to study. Andrea used linear regression on the results collected from the questionnaires of the sample population, which check the robustness of the data and ensure that the determinant was bullying (Caputo, 2014). Combining the results with the increased test anxiety in the sample population stipulates diminished levels of academic progress.

The context of bullying, although previously decreed to a decline in the trend as the students progressed in studies, the aspect is still functional in colleges (Holt et al., 2014). Following questionnaire issues to college students, learning motivation was found to be decreased for those with a history of bullying, or those currently enduring it. The significant areas of influence for the victims include perceived stress, perceived lack of social support, diminished academic motivation, and basic psychological needs (Young-Jones, Fursa, Byrket, & Sly, 2015). From a sampling of those with a history of victimization and the current victims, the latter has significantly lower statistics for autonomy and competence ¹ through the analysis of the ¹ Basic Psychological Needs Scale. Even after the harassment ended, the ¹ victims have diminished ¹ motivation and drive to continue with school (Young-Jones, Fursa, Byrket, & Sly, 2015). The victims also have difficulty, as compared to the rest of their peers in maintaining a full course load. The traits exhibited by the victims include deferring, reduced content coverage, and dropping out — all these results to diminishing of academic performance of the affected students.

Following a study of five years, continuous bullying lead to reduced attendance for the girls and also lowers academic achievement. The victims exhibited increased tendencies for disciplinary referrals in high schools and a failure to comprehend concepts within the classrooms. The victims perceived a lack of support in school and at home, and isolation proved to be a demerit. Bullying creates fear among the victims, which in turn affects student personality traits. Also, students' confidence is reduced. The follow up academic activities proved not to have vital significance for them, which consequentially reduced their capacity to cover the entire course material like their peers. Feldman and the team also observed that the girls had a higher probability of increased disciplinary referrals than the boys (Feldman et al.,

2014). The study, however, did not isolate the cases of bullying from adjustment difficulties for new students.

Through the various articles, bullying influences both boys and girls differently, and consequentially impedes their academic achievement. The effects of bullying are long-lasting and still have a significant drive to influence the life of the victim years after the harassment stopped. The bullies also tend to be affected by their behavior as most of the attained behaviors of bullying last to adulthood that affect the lives of the bullies. Most of them engage in anti-social behaviors such as stealing and drug abuse.

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