ACADEMIC PERFORMANCE;
EFFECTS OF PSYCHOSOCIAL STRESSORS

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ABSTRACT… Objectives: examined the relationship between academic performance and bulling in an academic environment. **Setting:** 9th to 12 grades students male and female of different private school of Faisalabad city. **Period:** March 2015 to April 2016. **Material and Method:** 200 students 13 to 18 years old were taken and apply the Bullying Scale (Espelage, 200). **Result:** Pearson correlation revealed that academic achievement negatively correlated with bulling. This relationship was significant with bully($r = -.67$, $p < .001$), In order to predict academic achievement multiple regression was separately computed, which demonstrated bully, ($F = 3.49$, $p < .01$) and of academic achievement. **Conclusion:** The relationship between bullying and academic performance. It is concluded finally that academic achievement negatively correlated with bulling.

INTRODUCTION

It seen in Pakistani public schools, where teachers are unable to control the bullying behaviors of children in class and those children are mostly belongs to poor background. The parents fulfill the physical demand and ignore the moral training. Poor moral training generates the sadistic element in their off spring and this nature fully expose in schools. They children are produced a lot of problems for other students and disturb their functioning in school and victimized fail to show their actual abilities. May be rate of occurrence vary place to place but many studies support the hypothesis. Previous out comes show that teasing behaviors mostly observed in early age, which effect on other peer group and affects their performance in school. Its duty of the school staff to identifying these issues and make a plan for controlling it.[3]

Gronna and Selvin[4] examined the achievement scores of 46 schools and found that after controlling this behavior class outcome becomes batter.[6] It also found that peer harassment, is observed to be negatively correlated to achievement. It was also found that students who are teasing they miss school and missing educational opportunities. Smokowski and Kopasz[7] report that Bullying is problematic phenomena for whole educational enviournment may or may not be involved one. It also generates personality problems because it's a period in which different aspects of personality are in developing phase. This behavior a root case of many psychological problems in school children. The most prominent problem low self-esteem, loneliness, depression, anxiety, absenteeism, and academic difficulties." Faith, Kenya and Malcom[8] expose the lifelong impact of this behavior he explained that the children who are facing teasing behavior they developed antisocial personality and it become the negative part of the society. Harlow and Roberts[9] finding show that who are victimize they have the tendency for substance abuse, Nishina and Juvonen reported that middle school students who are bullied in school are likely to feel depressed and lonely, which in turn makes them more vulnerable to further bullying.[10]

MATERIAL AND METHODS

Academic performance of their children is the main concern of the parents and they want their children give excellent result but due to some external aspects become hurdle in their

aim, bullying behaviors is one of them. This phenomenon defiantly requires a serious attention of researchers so that they could give valuable suggestions for parents, school teachers, and other community significant individuals in the light of the empirical findings.

Sample

The specific age group 13 to 18 was selected because there is indication that bullying is most common during the first three years of secondary school.[11]

Convenient purposive sampling technique is used to draw the sample of the present study which comprise of (N = 200) adolescents from 9th to 12th graders (50 from each grade). The age of sample is ranged between 13 to 18 years. Sample is further categorized as males (n = 100) and females (n=100).

RESULTS

The current study was aimed to find out the relationship between bullying behavior impact on academic performance. Pearson correlation

was used to find out the relationship and t-test to find out the gender differences, regression for prediction and one way ANOVA for computing the impact of grade on study variables, which indicate the following results:

Demographic variables	F	%
Gender		
Male	100	50
Female	100	50
Class		
9th Class	49	24.5
10th Class	51	25.5
11th Class	50	25
12th Class	50	25

Table-I. Frequency and Percentage of Participants (N = 200)

Table-I. Shows frequency and percentage of all demographics used in the present study.

Table-III describes inter-correlations among scales and subscales. Results suggest that academic achievement negatively correlated with study variables. This relationship was significant with bully.

Variables	Academic Achievement	Bully	3	4	5	6	7
Academic Achievement	--	.10	.67***	-.11	-.18*	-.10	-.22**
Bully	--	--	.72**	.67**	.35**	.07	.19**

Table-II. Correlation Matrix for all the Variables Used in the Study (N = 200)
Note. 1 = Academic Achievement; 2 = Bully
**p< .01.

	Males (n = 100)		Females (n = 100)				95% CI		Cohen's d
Variables	M	SD	M	SD	t (198)	p	UL	LL	
Bully	13.73	4.254	11.71	3.23	3.78	.000	.966	3	.40
Academic Achievement	65.75	11.71	67.7	11.466	1.208	.229	5.213	1.25	.30

Table-III. Yields the results of t-test that was computed to explore the gender effect on study variables. Results depicts that bully (t = 3.70, p> .001), fight (t = 4.85, p> .001) and victim (t = 3.80, p> .001) showed significant gender difference.

	9th class (n = 49)		10th class (n = 51)		11th class (n = 25)		12thclass (n=25)				Post hoc
Variables	M	SD	M	SD	M	SD	M	SD	F	η^2	
Academic achievement.	70.90	12.19	63.10	11.19	63.30	8.33	69.82	12.29	6.98***	.007	1 > 4 > 3 > 2
Bully	14.10	4.12	12.49	4.79	12.92	3.65	11.40	2.13	4.25**	.006	1 > 4 > 3 > 2

Table-III. Mean, Standard Deviation and F-values for 9,10,11 and 12th classes on Study Variables (N = 200)
Note. = academic achievement.
p < .01.*p < .001.

One way ANOVA was computed find out the impact of grades/class of adolescents on study variables. Table-IV demonstrates that except victim all the variables were found to be significant.

DISCUSSION

The main purpose of the current study is to find the connection of bullying and academic achievement. The impact of bullying (class intrapersonal relationship) on academic performance. in class some are submissive and some are have sadistic aptitude so interaction create a lot of problem .some students behavior become problematic for other students and victimize students did not pay full attention on their study and in spite of all abilities they did not show good performance and give poor results.

Correlation used to find out the relationship between variables. There are so many factors effects on study variables like socially disorganized communities, school environment, and families.

Results of present study also supported our hypothesis. School administration also plays a important role to find out and vanish these negative behaviors of the students. Teachers should screen out those students who generate the problems for other students and those students refer to academic counsel for behavior management.[13] In a previous study it is determine that if school administrations intervene in this condition it will be beneficial for others. Students who victimize, their school attendance also poor like other performance. there are so many other changes observe in those students who suffer in this scenario[14] bullying is most frequent during the first three years of secondary school specifically in age group of 13 to 18 years. Finally additional analyses was exploring the effect of demographics on study variables and results manifested significant gender differences on bullying behavior (bully, fight, victim) and non significant gender differences on behavioral problems (see Table-IV). Additional findings further elaborated significant mean differences, caused by grades/classes of adolescents, in all study variables except victim. Although there is dearth of empirical evidences discussing the impact of demographics on these variables yet few evidences are there for instance, according to some research findings, more boys than girls are involved in bullying (Baldry & Farrington, 2000). Boys tend to be involved in more direct and physical bullying, while girls tend to engage in more indirect bullying such as spreading rumors and isolating others[15] also examined the effect of socio-economic status, school type (i.e. public or private) and gender of bullying behaviors and found students of public schools, lower socio-economic status and boys exhibited higher bullying behaviors.

CONCLUSIONS

The current study determines the effect of bullying on academic achievement among students. It found that academic achievement negatively correlated with academic achievement. This relationship was significant with bully. In order to predict academic achievement multiple regression was carried out, which demonstrated bully, fight, victim behaviors, and stress as significant negative predictors of academic achievement. T-test analysis demonstrated that bully, fight, and victim contain significant gender difference, while non significant differences were witnessed on behavior problem and academic achievement. In final analysis one way ANOVA yielded that except victim significant grade/class differences were found on all study variables.
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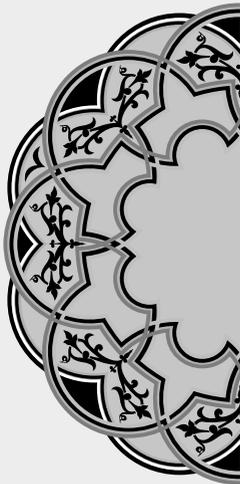
"Some beautiful paths can't be discovered without getting lost."

Erol Ozam

AUTHORSHIP AND CONTRIBUTION DECLARATION

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