

The Impact of Bullying in Schools and Strategies for Preventing Bullying

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Bullying is annoying, belligerent behaviour between school children that takes in a real or supposed power disparity. This conduct is repetitive or has the probability of being recurrent over time. Equally, kids being bullied and also those who bully others possibly will have serious, eternal problems. However, bullying is conducted in three different ways, i.e., verbal (teasing and passing inapt comments), physical (pinching, spitting and pushing), social bullying (spreading rumours and disconcerting someone) and cyberbullying (having fake social media identity, intimidating on social media). (Brank, 213-230).

Even though bullying is generally known as one-on-one actions, a comprehensive social impact has also been allied to it. Sufferers possibly will feel mortified and thus isolated from every person in their noble group, despite the fact bullies may have feelings that they have recognized a position of dominance in a similar group. However, bullying conduct can last till adulthood, and by that time, it can be considered criminal behaviour and also consequent in the lawful act (for instance, controls of harassment, aggravation, or assault and cordless) (Lee, 1-6). Bullying in Canadian schools is the most debated issue at the present time. The histrionic increase in reports of various types of bullying in Schools in Nova Scotia and Vancouver has been observed. Bullies actually do not differentiate and target financially and socially weaker people (Bullying Facts). Bullying is supposed to be conducted for multiple reasons depending on an individual's own perception of social and cultural values. Sometimes, people believe teasing for no reason or spreading rumours is just fun; even people believe taunting in public is done just to tell wrong conduct of people. Some people get more attention when they behave inappropriately rather than when they behave positively. Institutes are also considered as a prop for developing bullying situations; when institutes do not establish terms and conditions for treating each other, students possibly will be more prone to adopt such activities. Family discontentment may lead to deprived children where they do not bear smiling and gratified fellows. The social rejection of poor children and black ethnicity also appeared to be the reasons for bullying individuals. Most importantly, people in power are well aligned to the circumstances of bullying individuals. In a country, residents encompassing the majority, i.e. white ethnicity, may also lead to bullying in schools. But stimulating victims of bullying people is also evident just because of being infuriating and superior to others or verbally belligerent. In other conducts, people not selected by authority in spite of their credibility may observed as an evolving factor for bullying (Bullying Statistics).

Considering all the above-mentioned reasons for rising bullying in schools, it is essential to take some preventive measures to avoid it. Stop bullying statistics revealed that about 64% of students appear to be involved in bullying in Canadian schools, and every 7 minutes, students bully each other in the

playground. Also, 12% of children are being bullied once a week. Approximately 50% of Canadian schools have been reported for bullying (Bullying Facts). The worst thing is Canada takes the 26th position in school bullying among 35 countries (Craig WM, 133-44). Obviously, it has the ultimate effect on personality build and, most importantly, on children's studies. Thus, this study aims to find out how bullying in Canadian schools is affecting studies and also to reveal the efficacy of already applied prevention methods to escape it. It would also help to modify or develop new strategies to overcome it.

Husain stated that bullying is considered a serious problem in educational settings worldwide. It has shown a negative impact on studies to a large extent (Husain, 43-56). Shafqat reported that bullying had shown adverse effects on the educational, psychological and health aspects of students (Glew, 1026-1031). Cynthia examined whether bullying affects student's academic performance in the short term or long term. The author mentioned that short or long-term impact was associated with different levels of bullying. Students who are most bullied have long-term failure in academic progress rather than students being bullied seldomly (Cynthia, 275-308). Another study investigated students' disability to educational flourishing owing to bullying. It was found that victimized students do not come to school due to fear of being bully that is why they do not perform well in academics (Mundbjerg, 839-871). Briefly, it can be stated that bullying and academic failure have a strong correlation because of the lack of student concentration on their studies.

Vygotsky referred to scaffolding as the process of expectancy and focused coaching to offer dynamic provisions for erudition so that kids can act above their standard levels. The scaffolds can be progressively dismantled as kids become ever more skilled, just to be established over to support the subsequent evolving bounce. So, he concluded that bullying can be eliminated proficiently by scaffolding as it would develop cultural and social standards in individuals (Vygotsky, 17-19). Hawkins proposed that social architecture helps to develop children's positive perception of things in order to share good peer group experiences (Hawkins, 512-527). Salmivalli also suggested that social architecture has significantly contributed to developing children's optimistic understandings and trust in adults to deal with the problem of bullying (Salmivalli, 251-274). Debra J. stated that bullying leads to psychological problems in individuals involved, and it is steadily rising in Canadian schools while showing the significant statistical number of girls and boys involved in bullying. This study proposed a model for fulfilling the needs of individuals and a social architect model for teaching social and ethical values and respecting one another to evade bullying. Together, these models showed a significant effect on reducing [bullying in schools](#) and other workplaces (Debra J. 16-20).

It is concluded that bullying in school is arising due to absentees of moral values and the incredibility of institutes for not providing sufficient efforts to build up personalities. Ultimately, it results in various aspects, i.e., psychological health and study. Various studies have evaluated how bullying affects student's academic performance. This issue, due to its growing statistics, is not overlooked; various approaches have been investigated to reduce the problem of bullying. However, more studies should be conducted on determining prevention methods because bullying is a spectrum behaviour with multiple reasons. So, such methods should be identified that can evade it in all ways. However, it is

suggested that institutes should conduct courses specially for teaching moral values, good and bad, and how all these would eventually affect them. It possibly will help in student's understanding of their values and their ultimate effect on society.

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Salmivalli C, Kaukiainen A, Voeten M, Sinisammal M. Targeting the group as a whole: The Finnish Anti-

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Sampaio JMC, Gerolim FR, Mello FCM de et al. Bullying at school: analysis of conflict relations, *J Nurs UFPE on line.*, Recife, 9(4):7264-71, Apr., 2015.

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Cynthia, V. (2014). The Effects of Bullying on Academic Achievement. *Desarro. Soc. No. 74*, bogotá, Segundo semestre, 275-308

Cynthia, in 2014, studied the effect of bullying on the academic achievements of students through different approaches. This study was helpful in screening how bullying affects studies. Further, it also revealed the short or long-term aftereffects of academic disappointment, depending on the severity of bullying.

Debra J., Pepler, *Bullying Interventions: A Binocular Perspective*, *J Can Acad Child Adolesc Psychiatry*. 2006 Feb; 15(1): 16-20.

Debra J and Pepler's study contributed to the bullying interventions to evade it. However, two different approaches for eliminating bullying, while retrieved from previous studies, were tested with some different measures. It showed the significance of scaffolding and social architecture for the eradication of bullying in schools and different workplaces. It was also significant to focus on the development of individuals' social values.

Glew, G. et al. (2005). Bullying, psychosocial adjustment, and academic performance in elementary school. *Archives of Pediatrics & Adolescent Medicine*, 159(11), 1026-1031.

Glew's study was two-dimensional, as it focused on the academic and psychological aspects of bullying in schools. This article observed behavioural changes leading to academic failure and how they were associated with psychological disturbance among students. It determined bullying is as much effective in psychological terms as in academics.

Hawkins DL, Pepler D, Craig W. Peer interventions in playground bullying. *Social Development*. 2001; 10:512-527.

This research study characterized bullying behaviour in playground space for students. Students have more chances to bully each other, which may be due to students' weak skills in games, lower mental and physical abilities, financial status, and sometimes for no reason. So, the author implied intervention to determine its more specific reason. This study provides sufficient knowledge to develop new prevention strategies based on student's behaviour in playgrounds.

Husain, S., & Jan, A. (2015). Bullying in Elementary Schools: Its Causes and Effects on Students. *Journal of Education and Practice*, 6(19), 43-56.

This study was aimed at the development of bullying in schools at the elementary level. This development or cause was studied using different methods to analyse the behaviour of students in different places at school. It describes the reasons for bullying and determines how students' bullying and being bullied are affected.

Mundbjerg, T., Eriksen, L., Nielsen, H. S., & Simonsen, M. (2014). Bullying in Elementary School. *Journal of Human Resources*, 49(4), 839-871.

Mundbjerg conducted this study specifically on elementary school students. It determined the extent to which bullying has serious effects on education. It was also supportive of finding out what behavioural changes owing to bullying are associated with the academic failure of students.

Salmivalli C, Kaukiainen A, Voeten M, Sinisammal M. Targeting the group as a whole: The Finnish Anti-Bullying Intervention. In: Smith PK, Pepler D, Rigby K, editors. *Bullying in Schools: How successful can interventions be?* Cambridge: Cambridge University Press; 2004. pp. 251-274.

Salmivalli C. et al. showed the significant outcomes of the implication of the social architecture model. It led to finding out how a positive perception of the group helps in avoiding bullying. Because the social architecture model actually implies ignoring negative vibes to spread positive vibes.

Sampaio JMC, Gerolim FR, Mello FCM de et al. Bullying at school: analysis of conflict relations, *J Nurse UFPE online.*, Recife, 9(4):7264-71, Apr., 2015.

This study was more concerned about studying bullying at school. It presented the conflicted relations that were associated with bullying. What types of issues and problems like ethnicity, power and family deprivation are leading to bullying at school? It determined that psychological discontentment possibly will lead to bullying.