

A Study to Explore the Impact of Bullying on Academic Performance Among High School Children in Selected Community, Rohtas, Bihar.

Dr. K. Latha¹, Dr. P. Ponnarasi², Kajal Kumari³, Premlata Kumari⁴,
Anku Kumari⁵, Sandeep Kumar⁶, Chandan Kumar⁷

¹Dean cum Principal, Narayan Nursing College, Gopal Narayan Singh University,
Rohtas, Bihar

²HOD of MSN, Narayan Nursing College, Gopal Narayan Singh University, Rohtas,
Bihar

³⁻⁷GNM Final Year, Narayan Nursing College, Gopal Narayan Singh University, Rohtas,
Bihar

Abstract:

Background: Bullying is defined as intentional, repeated, and harmful negative behavior, often involving a power imbalance where the target has difficulty defending themselves. Common synonyms of bullying include peer victimization, intimidation, harassment, social violence, and school bullying.

Objectives: To assess the prevalence of bullying among high school children in selected communities, Jamuhar, Bihar. To evaluate the impact of bullying on academic performance of high school children. To explore the association between type of bullying and academic performance among high school children.

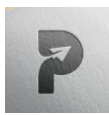
Methods: The research approach selected was quantitative research approach and the research design was cross sectional survey design. The study was conducted at rural school Jamuhar, Bihar. The sample consists of 40 high school children who are in standard VII and VIII. The sample technique used to select the subject was likely stratified random sampling. The data collection will be analysed by using descriptive and inferential statistics reference.

Results: The majority of participants 22(55%) experience a moderate level of impact of bullying, 18 participants (45%) mild impact of bullying and 0 participants experience severe impact of bullying. It is notable that none of the participants reported a severe impact of bullying, which may suggest that while bullying is present, it hasn't reached the most extreme level of psychological.

INTRODUCTION

Bullying is a serious and widespread problem in schools that affects the physical, emotional, and psychological well-being of students. It involves repeated aggressive behavior intended to harm or intimidate others and can take various forms, including physical, verbal, social, and cyber bullying. High school students are especially vulnerable to bullying due to the developmental challenges and social pressures experienced during adolescence.

High school students are particularly vulnerable to bullying due to the developmental changes they experience during adolescence. This stage of life involves emotional instability, identity formation, peer pressure, and a strong desire for



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social acceptance.

I. BACKGROUND OF THE STUDY

Bullying has become a major concern in educational institutions worldwide, particularly at the high school level, where students undergo significant emotional, social, and academic development. High school students are at a critical stage of identity formation and peer interaction, making them especially vulnerable to bullying behaviors. Bullying is commonly defined as repeated aggressive actions characterized by a power imbalance, which may be physical, verbal, social, or conducted through digital platforms. Despite increased awareness and policy efforts, bullying continues to persist in many school environments.

Bullying also affects perpetrators and bystanders, creating a negative school climate that influences overall academic performance. Students who engage in bullying may show disruptive behaviors and disengagement from academic tasks, while those who witness bullying may experience fear, distraction, or insecurity. The cumulative effect of bullying in the school environment can therefore compromise teaching effectiveness, reduce classroom productivity, and hinder overall learning outcomes.

II. NEED FOR THE STUDY

Bullying in high schools has emerged as a critical issue that directly affects students' academic performance, emotional well-being, and overall development. Despite growing awareness of bullying as a social and educational problem, many schools continue to struggle with effectively identifying, preventing, and addressing its academic consequences. Understanding the need to study the impact of bullying on academic achievement is essential for developing informed and practical solutions.

III. OBJECTIVES

1. To assess the prevalence of bullying among high school children in selected community, Bihar.
2. To evaluate the impact of bullying on the academic performance of high school children.
3. To explore the association between types of bullying and academic performance among high school children.

IV. METHODOLOGY

Research Approach:

Quantitative research approach

Research Design:

Cross-sectional survey design.

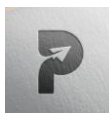
Independent Variable:

Bullying (types and frequency)

Dependent Variable:

Academic performance (measured through grades/marks)

Demographic Variable: Children: Age in year, Gender, Class, Family type, birth order, number of siblings, Area



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of permanent residence, Types Family income per month.

Population

- **Target population:** All high school children.
- **Accessible population:** High school children who are studying in selected schools.

❖ **Samples:** The sample consist of high school children studying in selected schools who meet the inclusion criteria.

❖ **Samples Size:** 40

Sampling Techniques:

Probability sampling, likely stratified random sampling

❖ Hypothesis:

H0: There is no significant association between bullying and academic performance among high school children.

H1: There is a significant association between bullying and academic performance among high school children.

❖ Selection Criteria:

➤ Inclusion

- Children who are under the age of 12-14 years boy & Girls.
- Children who are studying in class 7th&8th
- Children who are present at time of data collection.
- Children who can understand English or Hindi.

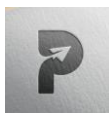
➤ Exclusion

- Children who are sick at the time of data collection.

V. RESULTS AND DATA ANALYSIS

Result shows that the Frequency and percentage distribution of high school children according to their demographic data:

1. It observed that out of 40 high school children 28(70%) were in the age group of 13-14 years, 12(30%) were in the age group of 12-13 years.
2. The majority of children were 22(55%) female and 18(45%) were male.
3. Out of 40 high school children, 22(55%) were in standard VII and 18(45%) were in standard VIII.
4. Regarding family types 15(35.5%) were from joint families, 25(62.5%) were from nuclear families (0%) were from extended families.



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5. Regarding the birth order of students, 09 (22.5%) were the first child, 10(25%) were second, 18(45%) were third and 03(7.5%) were fourth and above.
6. Regarding the number of siblings, 07(17.5%) have no siblings, 11(27.5%) have one sibling, 13(32.5%) have two siblings, 09(22.5%) have three and above.
7. Regarding housing of students 06(15%) lived in a kutchha house, 15(37.5%) were in a pakka house, 14(35%) were in a semi pakka house and 05(12.5%) were in another.
8. The majority of high school children were 15(40%) from semi urban areas, 15(37.5%) from rural areas, 09(22.5%) from urban areas.
9. Regarding family monthly income majority of children 13(32.5%) were having below 5 thousand, 09(22.5%) were having between 5 thousand to 10 thousand, 05(12.5%) were having between 15 thousand to 25 thousand, 06(15%) were having between 10 thousand to 15 thousand, 04(10%) were having between 25 thousand to 50 thousand and 03 (7.5%) were having 50 thousand and above.

VI. DISCUSSION

According to Dan Olweus: Bullying is defined as intentional, repeated, and harmful negative behavior, often involving a power imbalance where the target has difficulty defending themselves. Common synonyms of bullying. include peer victimization, intimidation, harassment, social violence, and school bullying.

According to APA: (American Psychological Association) a dictionary of psychology Persistent threatening and aggressive physical behavior or verbal abuse directed toward other people, especially those who are younger, smaller, weaker, or in some other situation of relative disadvantage. Cyberbullying is verbally threatening or harassing behavior conducted through such electronic technology as cell phones, e-mail, and text messaging.

VII. SUMMARY

The present study was a descriptive study on “A study to explore the impact of bullying on academic performance among high school children in selected community jamuhar ,bihar”.

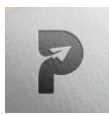
The primary aim of this study is to examine the impact of bullying on academic achievement among high school students and to understand how different forms of bullying influence students' academic performance, motivation and school engagement.

VIII. CONCLUSION

This chapter deals with the conclusion implications, recommendation and limitations drawn for the study “A study to explore the impact of bullying on academic performance among high school children in selected community”

The present study was aimed at exploring the impact of bullying on academic performance among high school children in rural school Jamuhar, Rohtas, Bihar.

IX. REFERENCES



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