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# BULLYING A SOCIAL CONSTRAINT REFLECTING ON STUDENTS` LEARNING

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## ABSTRACT
*Education for girl students is essential to the development of educated communities and to the aid of underdeveloped countries. One of the issues that need more attention is bullying, which is seen as a poison for girl students. The issues that girl students encounter in school require more attention in order to give them with an environment that helps them reach their full potential rather than psychologically demeaning or discouraging them (Ghafournia, 2021).*
***Methodology:** This study uses an explanatory survey research approach. This design works best for acknowledging bullying's prevalence and effect in school settings. The hypothetical intention tends this study to a quantitative approach. The quantitative technique is appropriate for this persistence since it makes it possible to measure research variables in a quantitative way. The questionnaire served as a means of collecting data.*
***Analysis:** The data was analyzed using both descriptive and inferential statistics using SPSS (Statistical Package for Social Sciences) 26 version software.*
***Findings:** The results of this study showed that bullying causes female students to drop out at all levels, including higher education. The female pupils become agitated and discontinue their academic pursuits. One of the things that ruins a girl student's career is bullying. Because of the anxiety, kids become inert throughout their studies and are unable to understand what they are being taught. It also causes a significant loss. Students' responses during the learning process reflect their eruptive social attitudes as a result of teasing, reluctant conduct, and many other forms of bullying.*

**Key words:** Social Constraint, Bullying, Students` Learning, Education.

## INTRODUCTION
Bullying is an intentional, hostile behavior in which a student attacks another student with the goal of causing them harm and turning them into a victim. It may involve both physical and verbal abuse. The intentional use of abusive language, insulting names, and other verbal attacks to isolate the victim from their friends is known as spoken bullying. Violent bullying, on the other hand, is when a bully frightens the victim by pushing or hitting them. Bullying conduct can be defined as teachers' deliberate and prejudiced social interactions that are damaging, improper, and meant to achieve particular goals, such as controlling students (Ghafournia, 2021).
The number of individuals submitted for mental examination has significantly increased as a result of the identification of bullying activities. Bullying can impact a wide range of individuals, each with a unique role. These consist of the defender, the outsider, the reinforcer, and the assistance bully. Future mental health can always be impacted by an individual's behaviors. It is critical to acknowledge that a kid who has experienced domestic abuse needs counseling in order to process their experiences and lessen the possibility of negative consequences in future social interactions, especially those related to bullying (wolke, 2020).
It is clear that bullying is a long-standing, harmful issue that has affected people all around the world, including Pakistan. Children in secondary and upper secondary education are particularly suspected of engaging in this kind of misconduct. Bullying only affects the mental and physical well-being of female pupils, which makes it difficult for them to focus during the teaching and learning process (Copeland et al., 2017).

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Bullying is a widespread issue in educational settings that encompasses a range of behaviors that negatively affect students' academic and mental well-being. Social attitudes include behaviors and perspectives such as self-worth, relationships with others, trust, and social participation. Despite the fact that bullying is widespread throughout the world, little study has been done on female students; this research gap aims to close (Schafer, 2022).

Particularly in the years after early infancy, school life is crucial to kids' social and psychological development. At this age, strong peer relationships are noteworthy because they can occasionally lead to undesired behaviors like bullying against classmates who are perceived as weaker or less dominant. Bullying is not a new occurrence, but it is becoming more commonly acknowledged as a major problem, especially in Pakistan. Bullying in schools is common, but there are significant issues (Shazim, 2019).

Bullying has a lasting influence on the lives of female students; it affects their social lives in addition to interfering with their ability to learn. Therefore, in order to establish safer learning environments and build effective solutions, it is crucial to understand the issues of causative bullying and how it impacts students' learning and social well-being (Morales, Grineski, & Collins, 2019). Many students believe that while those who are weak, poor, or socially disadvantaged are more likely to be bullied, those who are wealthy, physically handsome, or socially strong are revered and admired This disparity creates a culture in which power relations have an impact on bullying behavior. Schools must provide a safe environment for learning and growth because they are often thought of as a child's second home. However, when kids are bullied and feel powerless, their mental and physical well-being declines, and their academic performance and societal advancement are negatively impacted (Ghafournia, 2021).

**STATEMENT OF THE PROBLEM:** Bullying is a common strategy used to discourage female students from pursuing education, which has the power to ruin entire countries. More attention is needed to address this serious problem. Bullying is a problematic antisocial behavior that affects thousands of children and occurs nearly daily. Students who are unable to defend themselves are typically harmed. The persistent issue of bullying in schools has been thoroughly studied by academics and educators (Smith, et al, 2019).

Bullying clearly affects children's ability to learn. Adolescents who are bullied often experience learning challenges, which can lead to worse performance and disengagement from school, as numerous studies have repeatedly shown. Additionally, bullying at school appears to be a significant obstacle to girls' organic social and academic development. Henceforth, the intention of this study is to investigate the bullying a social constraint effecting on students` learning.

**OBJECTIVES:** 1. To Investigate the effect of bullying a social constraint on students` learning. 2. To Enlist the suggestions/recommendations to avoid bullying a social constraint in the society

**HYPOTHESIS:** Ho: There is no significant effect of bullying a social constraint on students` learning.

This research study will be helpful in understanding the levels of bullying and its impact on girl students social and metal health studying in higher secondary schools. Only girl students in grades 11 and 12 who were enrolled in higher secondary public schools were included in this study. In particular, girls between the ages of 14 and 17 were the main focus.

**REVIEW:** Bullying is a widespread issue that negatively impacts children' social, emotional, and physical growth in elementary and secondary schools worldwide. Numerous studies have shown that bullying cannot be adequately characterized by a single definition. Bullying is sometimes defined as an aggressive behavior that causes injury to another person in an unequal power

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dynamic. Over the past 20 years, there has been a notable increase in public understanding of the harm that bullying in schools may do (Salmivalli & Peets, 2019).

For example, parents and teachers often say that bullying is less common than what kids and teenagers say. Data from questionnaires has provided a wealth of information regarding bullying in Australia. A thorough survey found that children between the ages of 12 and 17 reported experiencing bullying on a regular basis. Compared to their university counterparts, primary and secondary school pupils had a higher prevalence (Chrysanthou & Vasilakis, 2019).

Bullying at school affects a lot of kids and teenagers, and it is often made easier by a variety of online platforms. Many people are aware that bullying in kids and teens can cause a number of health problems, such as headaches and trouble sleeping. Bullying in schools is a significant factor in drug usage, anxiety, and depression, especially among young people. Some Cameroonian schools have experienced bullying. It was emphasized that bullying in Cameroonian schools takes many forms, including aggressive behavior, which is a cross-cultural issue (Ammermueller, 2022)

**SOCIAL LEARNING THEORY:** Learning theories highlight the significant issue of bullying and emphasize how the environment impacts development. Due to the ongoing nature of this problem, students are more reluctant to engage in active learning. Learning is described as a sustained improvement in an individual's performance or ability to function that results from their interaction with their environment. Learning is the lasting modification of an individual's behavior or knowledge as a result of their experiences.

It is often seen as a link between behaviorist and social learning theories since it integrates aspects of motivation, memory, and attention. Here, Bandura contends that direct reinforcement is insufficient to adequately explain the entire learning process. As a result, he added a social component to his theory, contending that people might learn new skills and change their behavior by watching others and critiquing society's reluctance to change (Limber & Olweus, 2020).

Three main concepts comprise Social Learning Theory, according to new study. First, people learn by watching other people. This technique is known as observational learning. Second, learning depends on mental states known as motivation. But sometimes, especially if they are being harassed by people they don't want to be around, this might demotivate people. The unwillingness of society to embrace female pupils has a detrimental effect on their social, mental, and physical health, which can lead to problems in school (Ruther et al., 2021).

**BULLYING A SOCIAL CONSTRAINT:** Because of what occurred to them in the past, persons who have experienced bullying may be cautious about who they make friends with, fear rejection, or find it difficult to interact with others. Encouraging Intolerance: Bullying victims may develop negative opinions of other people, especially those who look like their attackers. Offense, increased prejudice, and difficulties blending in with social groupings could result from this (Arseneault, Bowes, & Shakoor, 2019).

Bullying and psychological adjustment are related. Childhood bullying and hostility are harmful and always have serious repercussions, such as low self-esteem, sadness, and an increased risk of suicide thoughts. Lower grades, less loyalty to the school, and a lack of dedication to the school environment are all associated with bullying in schools. Young adults who are bullied by their peers are more likely to have mental health issues like anxiety, sadness, and harming themselves (Copeland et al., 2017).

**STUDENTS` LEARNING:** Bullying has a negative impact on students' learning. Their great attitude is shown in how they connect with one another in the classroom. Bullying behaviors at home or in the school are a strong clue that a person's emotional reaction is greatly influenced by their family environment. The modeling or replication of such activities by family members who have participated in them can be attributed to the internalizing and externalizing behaviors linked to teenage bullying. Children's behavior is always negatively impacted when they witness their

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parent's belligerent. It doesn't when they don't see it. Children who see violence in their neighborhood or town may experience a variety of issues, including as acting out at school, experiencing emotional difficulties, exhibiting symptoms of post-traumatic stress disorder, abusing drugs and alcohol, and, in the worst situations, contemplating suicide. Long-term bullying and victimization can lead to cognitive disorders in learning, beliefs, and thoughts, which can be detrimental to mental well-being (Glew, 2019).

Bullying is a severe problem that harms students' academic performance as well as their physical and mental health. Early bullying of classmates may give teenagers too much confidence and bravery to engage in greater antisocial behavior. Around the world, bullying can take many different forms, including physical assault, verbal abuse, and persistent attacks on victims because of their sexual orientation, gender, color, religion, or ability, all of which have negative consequences for the victim. The prevalence of bullying varies based on who reports the incident and how it occurred, but scholars around the world have classified bullying differently, which has a direct impact on students' learning (Gilbert, 2023).

Bullying in schools is mostly linked to lower academic performance, a lack of affiliation, and a lack of commitment to the school. All types of bullying are associated with psychological distress, but the effects stated above are particularly noticeable because cyberbullying usually occurs outside of schools, whereas classroom bullying is confined to them. Bullying can sometimes affect a number of people in various positions, including the assistant bully, defender, outsider, and reinforcer. Every action a person takes eventually has a negative effect on students' learning. Additionally, it's critical to keep in mind that children who have witnessed domestic abuse in any capacity require treatment in order to get past their experiences and avoid future consequences at any other social gathering where bullying can take place (Copeland et al., 2017).

## RESEARCH METHODOLOGY

This study uses an explanatory survey research approach. This layout works best for acknowledging the prevalence and impact of bullying in school settings. This study trends toward a quantitative approach due to the hypothetical purpose. Because it makes it possible to measure research variables in a quantifiable way, the quantitative approach is appropriate for this persistence. The questionnaire served as a means of collecting data.

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| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
|---|---|---|---|---|
| BSC | 6.6298 | 1.371 | .788 | .912 |
| SL | 6.5055 | 1.128 | .750 | .881 |

At least 72 public higher secondary institutions in the state are accessible to girls, according to the Sindh Education Database. This study solely examines female pupils enrolled in Hyderabad Region higher secondary schools. This sampling procedure guarantees openness in the choice of a representative from the public that can aid in extrapolating the study's findings. In order to choose the female students enrolled in the Hyderabad Region's Girls Public Higher Secondary Schools, the researcher employed a convenient sample approach for schools and a random sampling procedure. Five convenient schools, totaling 1823 students, were selected. Yamane's formula, n = N/1+Ne2, was used to find the size. There are 1823 students in the total population, represented by the letter N, and the margin of error is 5%, or 0.05. Yamane estimates that 275 students took part in the study. questionnaire was developed for the current study in order to gather information from study participants in the form of Likert Scale 0.5.

| **Multiple Response Bullying a Social Constraint** | | Responses | | SD |
|---|---|---|---|---|
| | | Percent | Means | |
| BSC | SD | 18.9% | 3.11 | .621 |
| | D | 18.7% | | |
| | U | 10.3% | | |
| | A | 32.4% | | |
| | SA | 19.8% | | |
| Total | | 100.0 % | | |

a. Group

Findings: The variable analysis presented in the table reveals bullying effects on students` learning

Findings: The variable analysis presented revealed that students` attitude resulting poor participation in the class room activities leads to anxiety and depression.

**OBJECTIVE**

1. To investigate the effect of bullying a social constraint on students` learning

**HYPOTHESIS**

There is no significant effect of bullying a social constraint on students` learning

**ANALYSIS (REGRESSION)**

**Summary**

| Model | R | R Square | Adjusted R Square |
|---|---|---|---|
| 1 | .853[a] | .728 | .721 |

a. Predictors: (Constant), BSC

**ANOVA[a]**

| Summary of Analysis of Variance (ANOVA) | | | | | | Decision |
|---|---|---|---|---|---|---|
| Model | Sum of Squares | df | Mean Square | F | Sig. | |
| Regression | 13.627 | 1 | 13.627 | 101.717 | .000a | Null (H0) |
| Residual | 5.091 | 274 | .134 | | | not |

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| | | | | | |
|---|---|---|---|---|---|
| Total | 18.718 | 275 | - | | Supported |
| a. Predictors: (Constant), Bullying Social Constraint (BSC) | | | | | |
| b. Dependent Variable: Students` Learning (SL) | | | | | |

**Coefficients[a]**

| Summary of Linear Regression Coefficient | | | | | | Decision |
|---|---|---|---|---|---|---|
| Independent Variables | Un-Std. β | Std. Error | Std. β | t-value | p-value | |
| (Constant) | .315 | .352 | - | .896 | .376 | Null (Ho) not Supported |
| Bullying Social Constraint (BSC) | 1.068 | .106 | .853 | 10.085 | .000 | |
| a. Dependent Variable: Students` Learning (SL) | | | | | | |

Above statistics reveals that R Square 0.728 which reveals that overall 72% variation was caused by Bullying (BSC). Regression Model is fit and well suited for predicting Variable. F=101.717, whereas, β=.853, t= 10.085, P=0.000>0.05 reveals that bullying has a significant impact on students` learning.

**FINDINGS AND DISCUSSION:** According to the study's findings, bullying is regarded as a draining factor that negatively affects children' ability to learn. Teasing, reluctant signing, whistling, and other forms of bullying cause students' learning to become passive. Students experience fear and acquire an eruptive learning behavior as a result of their agitated behavior caused by various forms of bullying, which directly affects their learning outcomes. The results of this study are also consistent with Kemp-Graham's (2019) research. Meeting the needs of victims of bullying: Intervention strategies that showed that pupils become passive throughout the learning process and are unable to concentrate on the subject being taught in class. Their capacity to learn is greatly diminished by passive engagement. It was discovered that bullying is severe for female pupils when they are in school (Kemp-Graham, 2019).

The results of Brown and Taylor's (2018) study, Bullying, Education, and Learning: Evidence from the National Child Development Study, are consistent with this study's findings, which reveal that bullying has a direct effect on mental and physical fitness, which in turn affects learning outcomes (Brown, & Taylor, (2018). The study's findings also demonstrated that kids' overall education is adversely harmed when they are mentally abused which causes less interested in participating in academic activities producing an immense learning loss. In these situations, it is challenging for female students to concentrate enough on their studies. It consequently results in stress, anxiety, and learning failure.

Students' behavior during recreational and academic activities is at its lowest due to bullying. Bullying has a detrimental effect on pupils' sensitivity and psychological well-being, which affects their academic achievement. Girls who are bullied experience anxiety, uneasiness, insecurity, and lack of confidence, all of which have a detrimental impact on their learning outcomes. It diverts attention and makes active pupils passive during class activities, which is detrimental to the students' academic performance and future experiences. In accordance with the findings of this research. Bullying has the worst impact on learning. It negatively impacts emotional and physical health, which has an impact on the teaching and learning process. Peer learning is also hampered by frustration. It was discovered that bullying detracts from the objective of advancement and results in significant loss of learning outcomes for girl students.

Bullying victims are more likely to experience physical and mental health problems outside of the classroom. Frequent colds, headaches, stomachaches, and sleep issues are common physical symptoms. Victims may exhibit elevated levels of anxiety, despair, and emotional discomfort,

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which can have serious psychological ramifications. Learning is essential for children to navigate school environments, and students with poor social skills may find it difficult to defend themselves or form supportive alliances, which makes them more vulnerable to bullying.

**CONCLUSION:** The study's findings led to the conclusion that bullying detracts from commitment and leads to passive involvement, which is detrimental to students` education and future aspirations. Their inability to stay engaged throughout the learning process has a negative impact on their academic performance. The study found bullying regularly affects female students during their academic careers, making them sluggish, indolent, and preoccupied. One of the things that causes female students to feel uneasy, anxious, disturbed, and fearful is bullying, which leads to their passive involvement in class activities.

**RECOMMENDATIONS**: In light of the study's conclusions, it is advised that educators use more realistic and motivating communication techniques to persuade female students to confront such circumstances head-on and never take them seriously since they could have an impact on their academic careers. In order to improve learning outcomes, teachers should provide a comfortable and enjoyable learning environment for female students during the teaching and learning process in the classroom. Additionally, it is advised that parents be made aware of the severe consequences that bullying has on their female children, which are frequently experienced and have a significant negative influence on their emotional and physical well-being, including learning loss. In order to stop bullying and protect the next generation from these unenthusiastic actions that undermine female students' learning, the stakeholders should investigate the issue and take appropriate action.

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