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Abstract: *The purpose of the quantitative study was to scrutinize the consequences of bullying on student learning and behavior. The study aimed to investigate bullying at Abdul Wali Khan University Mardan, its impact on graduate students, its causes and effects, and reasons for students' non-reporting. The BS programs and students of chemical and life sciences at Abdul Wali Khan University Mardan (garden campus) were the populations for this study. A sample of one hundred students was selected randomly. A sample of 100 (10 male and 10 female students) was selected from five departments at Abdul Wali Khan University Mardan, comprising Biochemistry, Biotechnology, Botany, Chemistry, and Zoology. A closed-ended questionnaire [Google form] with the option of agree, disagree and undecided was adapted from Shah (2014). The research tool was further validated through the face, and content validity and reliability .078 were ensured. Data was collected, tabulated, analyzed and interpreted accordingly. The findings revealed that girls and boys are both most likely to be bullied verbally. It was analyzed that bullying is the cause of absenteeism, academic decline, examination failure, and eventual dropout of pupils who are not feeling well in school. It was further recommended that friendly and close communication between home and school in order to prevent bullying.*

Key Words: Bullying, Learning, Physical Bullying, Verbal Bullying, Cyberbullying

Introduction

According to Koo (2007), bullying is a serious social problem, and many students who experienced it have taken their own lives. The boys at school viewed it as a harmless misadventure. Bullying is a social misconduct that affects one out of every three persons randomly, whether physically, verbally, or socially (Misawa, 2010). Bullying affects both the victim and the perpetrator, and it can have both short-term and long-term effects (Aleem, 2016). Low academic accomplishment is one of the direct and indirect effects of bullying and peer victimization on victims (Holt et al., 2007). The first federal definition of bullying was released in 2014 by the Department of Education and the Centers for Disease Control and Prevention. The definition includes two essential elements: inappropriate aggression and a perceived or observed power disparity. Bullying is unwanted, violent behaviour that occurs among students and involves an imbalance of power, either actual or perceived. Both bullied youngsters and bullies who bully others may experience consequences that last forever. It entails threatening someone, spreading untruths, attacking someone physically or verbally, and purposefully excluding someone from a group (Misawa, 2010).

Forms of bullying

According to Quiroz et al. (2006), there are four main forms of bullying: verbal, social, physical, and cyber. One of the most serious forms of bullying is verbal bullying, which is when someone uses words to control their peers. According to Naidoo et al. (2016), verbal bullying includes using specific names to threaten, make racial slurs, harass, humiliate, or tease someone. The term "social bullying" refers to the employment of several techniques to damage someone's relationships or public image. Social bullying, according to Quiroz et al. (2006), includes shaming someone in public, telling other kids not to make friends, spreading false rumours about someone, and purposefully leaving someone. Physical bullying is

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bullying in which a person's body or property is physically harmed. Elamé (2013) defined physical bullying as activities such as kicking, pushing, pinching, spitting, tripping, stealing or breaking someone else's belongings, and using rude or disrespectful hand signals. Cyberbullying refers to the intentional misuse of technology to harass individuals. According to Limber et al. (2008), cyberbullying is defined as a misuse of authority, anger, and repeated assaults that occur online through texting, instant messaging, emails, or chat room posts. Cyberbullying aims to dehumanize or isolate the victim by making information publicly available (Dehue et al., 2008).

The Effects of Bullying

Bullying affects students negatively. As stated by Ammermueller (2012), bullying has a variety of consequences on adolescents' academic performance. Bullying significantly impairs both present and future students' academic performance.

Bullying may have a negative impact on a child's physical and mental health. It could lead to problems with one's mental, intellectual, emotional, social, and physical well-being. Students who experience bullying are more prone to bullying, which has a number of detrimental effects, such as anxiety, depression, loneliness, changes in eating and sleeping habits, and a lack of interest in once-enjoyed activities, according to Brank et al. (2012). These problems may continue well into adulthood. Both low academic achievement and school engagement have decreased. They are more likely to disappear or drop out of school. Only a small portion of juvenile bullies are able to use violence to achieve revenge. Numerous studies have demonstrated that bullying has a detrimental impact on children's and teens' academic performance (Le Menestrel & Rivara, 2016). From kindergarten through high school, it has had an adverse effect on grades and test scores.

According to Stop Bullying.gov, a website run by the Department of Health and Human Services in the United States, Bullying and harassment are considered serious problems at universities that affect many young people, most of whom experience various psychological disorders as a result of bullying behaviour. Bullying at Pakistani universities has been noted to be increasing. Bullying can take many forms, including verbal and physical abuse, threats, slang or jokes, criticism and ridicule, offensive behavior, and facial expressions. The likelihood of harassment among students, either individually or collectively, is increased by all of these factors.

According to the National Center for Education Statistics, (2019) bullying took place in the following places, at colleges and universities, 42% of bullying occurs in the corridor or on the stairs. 34% of students in the classroom. At the cafeteria, the percentage was 22%. 19 % were outside on school grounds. In either the women's or men's locker rooms, 6.9%.

Bullies at Colleges and Universities

Bullies are often said to have tormented others to make themselves feel better or to have come from a challenging environment, such as residing with a single parent or having their parents divorced and remarried. Some bullies are from affluent families, such as bureaucrats and politicians. They abused their authority and wealth to oppress others (Chapell et al., 2004; Pontzer, 2010).

According to the Committee for Children (2016), bullying occurs for a variety of reasons, such as the pupils' physical appearance, race and ethnicity, gender, disability, sexual orientation, and religion. Committee for Children (2016) analyzed that bullying victims have low self-esteem, low confidence, poor communication skills, and a limited capacity to regulate their emotions. The majority of students do not report bullying to adults in colleges and universities. This might be due to a fear of reprisal, a desire not to concern parents, or a sense of humiliation that they can't rely on themselves, as well as a belief that nothing will solve the situation or that adults will make things worse.

Research Objectives

The research sought to accomplish the following goals:

1. To find awareness about bullying at universities.
2. To investigate the sorts of bullying that are prevalent in the University
3. To specifically inspect the effects of bullying among pupils.
4. To scrutinize the reasons why students do not report bullying to adults.

Research Questions

This research initiative aimed to answer the following questions:

1. What effect does bullying have on a student's learning and behavior?
2. Which sorts of bullying are prevalent in Universities?
3. What are students' perspectives on bullying at University?
4. Why do college and university students become bullies?

Statement of the Problem

All students, including those who bully, are bullied, and witness bullying, are impacted by bullying. Since bullying is committed by students, it is generally known that it is challenging to eradicate or prohibit it in colleges and universities. Poor academic performance and student misbehavior are the two of the many negative effects of bullying at colleges and universities. Therefore, the purpose of this study is to determine how graduate-level bullying affects students' behavior and academic performance.

Significance of the Study

Students today are emotionally unbalanced and are easily influenced by the people around them. The importance of this study was to understand the information gathered, which is the main reason why students, especially graduate students, bully each other. It looked at the picture of how bullying affects a student's behavior and their overall emotional development. The study will be significant for students and teachers in preventing bullying at universities. The study provides insight to the curriculum developers to include the course contents related to the awareness of bullying in educational institutions. Furthermore, the study is significant for training institutions to provide a training platform for teachers to train the teachers professionally.

Literature Review

The university has evolved from a place of education to one where children are harassed and abused by their peers since the early 1990s Juvonen et al., (2010) as Block (2014) investigated the impact of bullying on the academic achievement of students. She discussed that children who have been bullied are unwilling to go to school because they are afraid of being attacked; consequently, they are unable to focus, which negatively affects their academic performance. The World Health Organization (WHO) defines bullying as a complex form of harassment that is most frequently experienced in the workplace and in schools. One definition of it is when someone is subjected to physical and/or emotional aggression on a regular basis, including mocking, verbal abuse, humiliation, intimidation, harassment, insulting, hazing, social isolation, or rumors (Srabstein, 2010).

Brank (2012) asserts that victims of bullying are anxious, timid, and weak. Additionally, they claimed that victims' academic performance is subpar and that boys are more likely than girls to postpone going to college. Academic achievement was negatively impacted by bullying. According to the investigation of Menesini and Salmivalli (2017), bullying in children and adolescents results in a number of medical problems, such as headaches and trouble sleeping. Anxiety and depression are often exacerbated by bullying in schools. A 2009 study found that 90% of students had experienced bullying, which negatively impacted their academic performance (National Centre for Education Statistics, 2009). The majority of the time, the older pupils bully the younger ones socially, emotionally, physically, and psychologically. Al Daihani et al. (2017) stated that senior student bullying is rare in public schools but common in private ones. When Nishina and Juvonen (2005) examined the relative prevalence of several bullying behaviors that students experienced, they found that verbal hostility was more prevalent than indirect or physical bullying. Cyberbullying is characterized by a misuse of power, jealousy, and frequent damaging behavior, yet it takes place online through chat room posts, emails, or texting (Limber et al., 2008). According to Dehue et al. (2009), by making information public, cyberbullying aims to socially shame or isolate the victim.

A national campaign to raise awareness of bullying and to outlaw it in public places, particularly in higher education institutions, has been underway since 2000 (Sinkkonen et al., 2014). Students do not disclose bullying for a variety of reasons. Because of the nature of the behavior, children are unable to



report bullying; this is done to prevent victimization. Victimization can lead to absenteeism and poor academic performance.

According to Skapinakis et al. (2011), victims were more likely to report thoughts about suicide than bullies. According to Ndibalema and the University of Dodoma-Tanzania (2013), physical bullying was thought to be a prevalent bullying trait. Bullying is more common among boys than among girls. Academic achievement was negatively impacted by bullying. According to Menesini and Salmivalli's (2017) investigation, bullying in children and adolescents results in a number of medical problems, such as headaches and trouble sleeping. Anxiety and depression are often exacerbated by bullying in colleges.

Bullying cannot be reported by children because of the type of the behavior, the severity of the conduct, the characteristics of the aggressor and target, social standing, and familial relationships. Youngsters were less likely to report bullying to others if they believed that neither the school nor their teachers would take it seriously (Unnerve & Cornell, 2004). Some children have reported that they are afraid of being bullied or rejected by their peers, blame themselves for their bullying, or are reluctant to affect relationships with bullies, especially when they are friends. Additionally, teenagers were concerned that parents would tell the principal or that telling an adult would only exacerbate the bullying (Mishna et al., 2006).

Students were prepared to report an adult if they thought bullying was harmful (Mishna et al., 2006), if it happened frequently (Unnerve & Cornell, 2004; Musu-Gillette et al., 2018) or if they thought bullying should be dealt with harshly (Cortes & Kochenderfer-Ladd, 2014). There are many different kinds of assault that adolescents can engage in. A recent meta-analysis of 80 studies found that conventional forms of bullying had a 35% prevalence rate, whereas cyberbullying had a 15% frequency (Modecki et al., 2014). Since bullying can happen in many different circumstances and is influenced by a number of conditions, it is important to examine not just the places and causes of bullying but also the people who are involved. To fully analyze the extent to which children experience bullying, whether as victims or aggressors, data from teenagers, families, and educators is required.

Smith (1999) stated that bullying has recently been the focus of international research, policy reform, and student accomplishment. School dropouts and student tragedies have been connected to bullying in schools. According to educators and students, bullying occurs when older pupils use their strength or muscle power to injure younger students. Additionally, educators and students noted that students who have been bullied may leave school, while others may look for other options or transfer schools. The results are in line with research showing that bullying in schools increases the likelihood that students would drop out and their ability to transfer schools. Children who are bullied develop anxiety and negative attitudes towards learning, which increases school dropout rates while other kids transfer to different schools (Gasper et al., 2012; Block, 2014). The victimization and intimidation of students by their peers in an academic environment is known as university bullying. Students' behavior and academic performance are psychologically impacted when they are consistently harassed or mistreated by more powerful peers (Undheim & Sund, 2010). Peer victimization and school bullying are severe social problems that impact kids and teenagers all around the world (Hong & Espalege, 2012).

According to research studies, Bullying is prevalent around the world, and adolescents who are bullied have higher rates of somatic complaints, melancholy, anxiousness, education refusal, and overall lower self-esteem (Bowllan & Nancy, 2011). Bullying victims are more prone to believe they are not acceptable in society, which limits their ability to advocate for themselves and even fight for certain positions. When someone is unable to speak up for himself, they are more susceptible to becoming easy targets. Peer rejection as a result of victimization can be related to social withdrawal and timidity in the expectation of being bullied (Undheim & Sund, 2010). There are a number of studies on disabilities and bullying (Kaukiainen et al., 2002). According to Bowman (2001), students with impairments are more likely to be victims of bullying. Bullying has been recorded at a higher rate among disabled students than among non-disabled pupils, regardless of disability. According to Sweeting and West (2001), people who are less handsome, overweight, disabled, or perform poorly in school are more likely to be bullied. Students with apparent disabilities, as well as those with attention deficit/hyperactivity problems, have been targeted (Dawkins, 1996; Unnerve & Cornell, 2004). According to Marini et al. (2001), "children with impairments are at least twice as likely as their non-disabled peers to be bullied".

Research Methodology

The process of carefully examining an existing issue and coming up with an acceptable solution is referred to as a research method. Investigating bullying as a societal issue at Abdul Wali Khan University in Mardan was the main objective of the study. The nature of the investigation was quantitative. In order to do this, a closed-ended questionnaire was created to collect respondents' comments.

Population

All the students in the chemical and life sciences were the target population for the study.

Sample

Mujere (2016) defines sampling as the action of selecting a suitable sample or a representative percentage of a population. As the target population, a sample of 100 (50 male and 50 female students) respondents was selected from five departments at Abdul Wali Khan University Mardan, comprising Biochemistry, Biotechnology, Botany, Chemistry, and Zoology. 10 Boys and 10 girls from each department were randomly selected.

Strength of Sample Departments

Table 1

No. of Departments	Total No. of Students
Biochemistry	20
Biotechnology	20
Botany	20
Chemistry	20
Zoology	20
Total	100

Validity and Reliability of Research Instrument

The questionnaire was adapted from Shah (2014), and the study questionnaire was discussed and cross-checked with specialists in the field of educational psychology before data collection to ensure face validity.

The validated research instrument underwent pilot testing and shown high reliability. As Yusuf et al. (2020) reported Cronbach's alpha .078 which was acceptable for data collection.

Tool for Data collection

The data was collected through a closed-ended questionnaire of about 22 items. According to Strydom (2005), the major goal of the questionnaire is to collect a wide range of facts and opinions from people who are knowledgeable about a subject. According to Kumar (2005), a questionnaire is a collection of questions that respondents should answer.

Detail of the Questionnaire

The total number of items asked was twenty-two (22). Item 1 belongs to demographic information about gender, Items from [2-4] belong to Physical bullying, Items from [5-8] belong to Verbal bullying, Items from [09-10] belong to Social bullying, Item [11] belongs to Area of Bullying, Items from [12-14] belongs to Causes of bullying, Items from [15-20] belongs to Effects of bullying, Items from [21-22] belongs to students don't report to adults.

A three-point Likert scale (Agree, Disagree, and Undecided) was used to collect data about bullying at the graduate level from students in the Chemical and Life Sciences departments at Abdul Wali Khan University Mardan. The departments were Biochemistry, Biotechnology, Botany, Chemistry, and Zoology.

Data Analysis

By using the mean, standard deviation and percentage tools, the acquired data was organized, tabulated, analyzed, and interpreted. As soon as the data was received from the respondents, it was gathered and



organized. It was computed and a percentage, mean and standard deviation was calculated. The observed mean was gathered, and the expected percentage was calculated using the formulas.

Average of Mean

1.5: Above average

1.00: averages

Less than .90: below average

Interpretation of Data

The tables below show how the data was analyzed and interpreted.

Table 2

Gender

Gender	Percentage %
Male	42.6
Female	57.04

The above table shows gender-wise responses of the total sample; the number of respondents was one hundred, which shows that 57% were female and 43% were male. It shows that female students were more interested than males regarding bullying.

Table 3

Physical Bullying

Items	Ag%	Dis%	UD%	(M)	(SD)
The Victims of physical bullying are usually physically weaker than the bullies	68.3	20.8	10.9	1.4	0.68
Physical bullying is more dangerous than verbal bullying.	69.3	22.8	7.9	1.38	0.63

% Ag= percentage of Agree, % Dis= percentage of Disagree, %UD= percentage of Undecided, M= Mean, SD= Standard Deviation

The above table illustrated that students responded to the statement that victims of physical bullying are usually physically weaker than bullies, with a mean of 1.4 and SD 0.68, and that 68.3% of the respondents agreed with the statement. The next statement in the table above indicated that 69.3% of students agreed with the statement that physical bullying is more dangerous than verbal bullying, with a mean of 1.38 and SD 0.63. It shows that students are aware of the numerous types of bullying at learning institutions and also demonstrates that verbal bullying is the easiest form of bullying among students that doesn't get caught easily.

Table 4

Verbal Bullying

Items	Ag%	Dis%	UD%	(M)	(SD)
Verbal bullying is a common type of bullying that entails making fun of other people by using terms and expressions like insulting and name-calling.	86.1	7.8	6.1	1.2	0.52
Verbal bullying is the most fundamental type of bullying because bullies are hard to identify.	70.3	17.8	11.9	1.4	0.7

% Ag= percentage of Agree, % Dis= percentage of Disagree, %UD= percentage of Undecided, M= Mean, SD= Standard Deviation

The above table shows that 86.1% of students agreed with the statement; verbal bullying is a common type of bullying that entails making fun of other people by using terms and expressions like insulting and name-calling, with a mean of 1.2 and SD of 0.52. Additionally, the above table also illustrates that 70.3% of students agreed that verbal bullying is the most fundamental type of bullying because bullies are hard to identify, with a mean of 1.4 and SD of 0.7.

Table 5

Social Bullying

Items	Ag %	Dis %	UD%	(M)	(SD)
Social bullying is a type of bullying in which the bullies engage to create untrue propaganda about the victim.	78.2	9.9	11.9	1.3	1.68
Social bullying is the cause of a disruptive classroom learning environment	71.3	16.8	11.9	1.4	0.7

% Ag= percentage of Agree, % Dis= percentage of Disagree, %UD= percentage of Undecided, M= Mean, SD= Standard Deviation

The above table indicates that 78.2% of students agreed with the statement that social bullying is a type of bullying in which the bullies engage to create untrue propaganda about the victim, with a mean of 1.3 and SD of 1.68. The table also illustrates that 71.3% of students agreed with the statement that social bullying is the cause of a disruptive classroom learning environment, with a mean of 1.4 and SD of 0.7, which supported the result and demonstrates that students are aware of the causes of disruption in the classroom, which declined their learning process.

Table 6

Area of Bullying

Items	Ag %	Dis %	UD%	(M)	(SD)
Students are being bullied in the classroom while going to school and coming back home	71.3	17.8	10.9	1.4	0.67

% Ag= percentage of Agree, % Dis= percentage of Disagree, %UD= percentage of Undecided, M= Mean, SD= Standard Deviation

The above table showed that 71.3% of students agreed with the statement that students are being bullied in the classroom and while going to school and coming back home, with a mean of 1.4 and SD of 0.67. It indicated the area of bullying in the educational institution.

Table 7

Causes of Bullying

Items	Ag %	Dis %	UD%	(M)	(SD)
Poverty /Jealousy is also a cause of bullying	75.2	15.8	8.9	1.3	0.6
Physical appearance (race, color, body appearance, sexual orientation etc.) is the main cause of bullying	69.3	17.8	12.9	1.4	0.7
Bullies abuse their authority and wealth to oppress others	73.3	11.9	14.9	1.4	0.7

Ag= percentage of Agree, % Dis= percentage of Disagree, %UD= percentage of Undecided, M= Mean, SD= Standard Deviation

The above table illustrated that students responded to the statement that poverty/jealousy is also a cause of bullying with a mean of 1.3 and SD of 0.6, and 75.2% of respondents agreed with the statement. The table additionally demonstrated that the students responded to the statement that physical appearance (race, colour, body appearance, sexual orientation, etc.) is the main cause of bullying, with a mean of 1.4 and SD 0.7, and that 69.3% of the respondents agreed with the statement. It indicated the causes of bullying in an institution. The third statement in the table above indicated that 73.3% of students agreed with the statement that bullies abuse their authority and wealth to oppress others, with a mean of 1.4 and SD 0.7. It showed that students abuse their authority and wealth to oppress other students.

**Table 8***Effects of Bullying*

Items	Ag %	Dis %	UD%	(M)	(SD)
Students remain absent from the institution due to bullying	69.3	21.8	7.9	1.37	0.6
Bullying causes academic degradation in students	72.5	14.9	9.9	1.3	0.6
Due to bullying, the classroom environment is disrupted	89.1	5.9	5	1.15	0.5
Students drop out is mostly due to bullying	66.3	17.8	15.8	1.5	0.75
Bullying makes it difficult for pupils to communicate in the classroom	80.2	9.9	8.9	1.3	0.6
Students who were bullied showed less interest in classroom activities	83.2	9.9	6.9	1.2	0.56
learners do not report to adults because of fear of retaliation	72.3	17.9	9.9	1.4	0.6
pupils think that the adults will make things worse	66.3	16.8	16.8	1.5	0.77

% Ag= percentage of Agree, % Dis= percentage of Disagree, %UD= percentage of Undecided, M= Mean, SD= Standard Deviation

The above table showed that 69.3% of students agreed with the statement that students remain absent from school due to bullying, with a mean of 1.37 and SD 0.6. It showed that a student's learning is very affected by bullying. The above table also illustrates that 75.2% of students agreed with the statement that bullying causes academic degradation in students, with a mean of 1.3 and SD of 0.6. It demonstrated that a student's academic degradation is mostly caused by bullying.

Additionally, the above table highlighted that 89.1% of students agreed with the statement that due to bullying, the classroom environment is disrupted with a mean of 1.15 and SD of 0.5. The above table also showed that 66.3% of students agreed with the statement that students' dropouts are mostly due to bullying, with a mean of 1.5 and SD of 0.75, which indicated the cause of students' dropouts from the educational institutions.

The above table also illustrated that 80.2% of students agreed with the statement that bullying makes it difficult for pupils to communicate in the classroom with a mean of 1.3 and SD 0.6. It demonstrated that students faced difficulties in communication due to bullying.

Furthermore, the above table showed that 83.2% of students agreed with the statement that students who were bullied showed less interest in classroom activities, with a mean of 1.2 and SD of 0.56. It indicated that students took less interest in learning activities because of bullying. The above table showed that 72.3% of students agreed with the statement that learners do not report bullying to adults because of fear of retaliation, with a mean of 1.4 and SD of 0.6. It explained the reason why students do not report bullying to adults. The above table presented that 66.3% of students agreed with the statement that bullies do not report to adults that they think the adults will make things worse, with a mean of 1.5 and SD 0.77. It showed the reason why students do not report bullying to adults. The table illustrates the effects of bullying on students' learning and behavior.

Findings

After analyzing the data, the researcher reached conclusions, discussed the findings, and made recommendations. The following conclusions were drawn from the data analysis.

1. The study pointed out that the majority of students are aware of bullying.
2. The research found that the most harmful type of bullying is physical bullying, in which the victim is physically weaker than the bullies.
3. The findings of the research revealed that verbal bullying is the most basic form of bullying, as bullies are difficult to recognize. It involves making fun of other people by using words and expressions like name-calling and insulting.
4. The study highlighted that social bullying is a type of bullying in which the bullies engage to create untrue propaganda about the victim, and it is also the cause of a disruptive classroom learning environment.

5. The results show that most bullying occurs when pupils are going to and from school.
6. Many respondents believe that bullying is a significant factor in students who are not feeling well at school, including absenteeism, academic decline, exam failure, and eventual dropout.
7. The analysis found that students do not report bullying to adults because they fear reprisals and believe that the adults might worsen the situation.

Conclusion

Bullying is considered a social problem. According to the WHO (2010) report, Canada ranks 26th among 35 developed nations in bullying, while the United States ranks 24th. The study pointed out that the majority of students at the university are aware of bullying. Bullying can take many forms, including physical, verbal, social, and cyberbullying. According to the research study, the most harmful type of bullying is physical bullying, in which the victim is physically weaker than the bullies. Physically bullied children always return home with bruises, ruined books, and torn clothes. People who have been physically bullied have a bad attitude both before and after school. Maladjusted bullies are more likely to abuse inferior children (Shah, 2014). Verbal bullying is the most basic form of bullying at University, as bullies are difficult to recognize. It involves making fun of other people by using words and expressions like name-calling and insulting. It is the most common form of bullying experienced by students of both genders at the university.

It includes name-calling, mocking, teasing, and insults. It is difficult to identify since bullies can easily refuse to take action and cannot be easily caught. Verbal bullying is a type of bullying in which a person utilizes verbal language to achieve control over their peers. According to Naidoo et al. (2016), verbal bullying is when someone is threatened, sexually harassed, racially insulted, or teased using specific names. Social bullying is a type of bullying in which the bullies engage to create untrue propaganda about the victim, and it is also the cause of a disruptive classroom learning environment. It occurs when numerous approaches are used to harm someone's public image or relationships. The majority of respondents stated that students were bullied in the classroom and on their way to and from university.

The findings revealed that poverty, jealousy, and physical appearance (race, colour, body look, sexual orientation, etc.) are the leading causes of bullying. It has an impact on students' poor attendance, frequent dropouts, academic decline, disinterest in studies, and exam failure. According to (Nansel et al., 2001), bullying results in a loss of confidence and self-esteem, as well as dejection, insecurity, fear, hopelessness, stress, unpleasant behaviour, and self-destruction, which supported the study findings.

Recommendations

On the basis of the researcher's findings and conclusions, the following recommendations were made.

1. It is important for parents, teachers, and administration to collaborate closely with students because effective communication between pupils, parents and schools is crucial for preventing bullying and improving the learning process.
2. Bullying has been reported at libraries, school canteens, and when going to or from school. Informers can tell instructors and others about inappropriate behaviour in a timely manner. Effective classroom management requires constant monitoring of all student activities.

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