# THE REALTIONSHIP BETWEEN CLASSROOM LEARNING ENVIRONMENT AND BULLYING OF ELEMENTARY SCHOOL STUDENTS

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## Abstract

*The goal of this study was to investigate the relationship between bullying and the learning environment in the classroom. Population of the research were the students from Lahore city elementary schools. The sample size was 100, 50males and 50 females. The sample selection was random. Questionnaire was adapted to collect the relevant data from the students. It has been determined that a variety of elements, including instructor cooperation, teacher focus, friendliness, quiz preparation, school climate, etc., may affect students' learning. At the elementary level, there is a significant mean difference between how male and female pupils perceive the learning environment in the classroom (p 0.05 threshold of significance).*

*Key words: Classroom Learning Environment (CLE), Bullying, Attitude, Learning*

## INTRODUCTION

A student spends around 7 to 8 hours in an institution where they learn various skills to be successful in society and life. It is important to understand the ways to make the environment to receive the maximum effectiveness in the institution. The learning environment should make the student thrive for more knowledge.

If approached incorrectly, this will promote a negative learning environment. There are many elements affecting this environment e.g. Physical element like wall art, desk arrangements, class atmosphere etc., and others elements could be the rules for class or the noise within the class.

These things can impact a student's focus and participation within the class. They can also affect a teacher's behavior in the class. It mainly depends upon the teacher that how he/she organizes their class and control it. This will yield either a positive or negative effect on the students. If the teacher is not motivated this will create a direct negative effect on students and if the teacher is motivated it will create a positive effect on students. A teacher should understand the causes to understand how to create a better learning environment. In this paper, we will discuss several classroom environments and their pros and cons.

Today, aligning desks in rows is the default and customary layout, which seems to cause children to lose focus and increase the frequency of disruptions in the classroom (Grubaugh & Houston, 1990). This structure makes it difficult for the students to interact with each other and focuses more on the student to complete their work individually. This arrangement is good in a sense that students can focus on the teacher but the drawback is that students need to be social with their class fellows so they can discuss the ideas and appreciate each other.

The composition and size of the group in which student learn about the facilities which they learn the climate or culture that is the influential norms and value and the community environment all affect student learning. These effects occur over and above student individual characteristics but first of all we have to know what is learning:

Effective learning environment keeps the central importance in this research. This research highlights the importance of objectives and effects of an effective learning environment. In spite of the qualified teacher, there are many other elements which positively affect the students learning.

The development of learning concerns with a wide variety of elements which were discussed in this research from areas individual psychological mental health to the teaching media available in the classroom. Throughout the research student learning is centralized that is related to the school environment, the administration, curriculum, classroom, teacher, teaching methodologies and extra-curricular activities.

Learning is typically understood as a somewhat permanent change in behavior that happens as a result of an individual's interactions with his environment. When given the chance, a student's capacity to display their knowledge and skills indicates that they have learned. This ability may also be a direct outcome of the student's reaction to the teacher's instructional behavior (Thorusburg, 1973).The learning outcome that helps children realize their action is appropriate.

Learning is the procedure of gaining information or skills through instruction, practice, or study. It is a process that is dependent on experience and results in long-term modifications in the capacity for behavior. Behavior, as opposed to actual behavior, defines what a person might do in a particular circumstance in order to accomplish a goal.

## Learning

According to Kingsley & Garry (1957), "learning is the process by which behavior (in the broad sense) is developed or changes through practice or training." According to Kimble (1961), "learning is a relatively permanent modification to behavioral potentiality that results from reinforced practice." The acquisition of habits, information, and attitudes is referred to as learning. It functions in an individual's attempts to overcome challenges or to adapt to novel circumstances, and it entails novel methods of doing things. According to Crow & Crow (1973), it "represents progressive modifications to behavior and allows him to satisfy interests and achieve goals."

## Kinds of Learning

Determine which description most closely resembles your kids by reading each one below. Keep in mind that there might be multiple learning styles, especially in the interpersonal and relational categories (Mantle, 2001).

## Linguistic Learning

This kind of learner enjoys telling stories, reading, and writing. They frequently captivate you with their captivating tales and have a propensity to memorize places, dates, names, and facts very quickly. For these pupils, speaking, hearing, and seeing words helps them learn. They will never forget a word or phrase if you ask them to write it down (Stacy Mantle, 2001).

## Logical Learning

This student has a strong background in mathematics. They particularly like to solve challenges that are match-related. They are very rational, straightforward types of learners, much like Dr. Spock from Star Trek. This kind of learner does best when categorizing, classifying, and dealing with abstract relationships or patterns. Request that they create a chart or demonstrate the connections between various items. "What type of impact does the EI Nino have on the stock market, for instance? They will be

able to explain the relationship's development stages and process in addition to providing an answer (Stacy Mantle, 2001).

## Spatial Learning

These people can visualize. They spend the majority of the day daydreaming, watching movies, and avoiding reality as much as they can. Asking them to draw a picture of the problem rather than asking them to describe it will help you understand it much better if they appear particularly "dow." Give children the freedom to explore their senses and innate artistic talents.Although they frequently struggle to communicate it, these learners are incredibly artistic.

## Interpersonal Learning

The "social butterflies" are those people. They have many of friends, are great leaders, and can effortlessly fit into any type of social scenario. They are a popular among their playmates because they are kind, understanding, and empathic. This kind of learner will perform best in a group setting where they may compare, relate to, and interview others. Don't be shocked if they construct a group out of their pets or toys if there isn't one accessible (Stacy Mantle, 2001).

## The Impact of Bullying on Students

Bullying is a culture that has long existed in schools and on campuses; it is a problem that affects many people, regardless of background or culture. Numerous studies and investigations have been conducted all over the world to highlight the negative consequences of bullying on students as well as to develop plans and tactics to eradicate this culture from its very foundations by enlisting the support of parents, teachers, and faculty members. However, it's crucial to look into the underlying causes and consider issues like "how does one become a bully?" and "what motivates a student to cause harm and hurt his fellows"? Before assessing and examining the effects of bullying on students' well-being, it is important to ask and explore these questions.

## How does one become a Bully?

It is now widely accepted that the formative years of any child's life are the most crucial ones and that the physical and emotional well-being of the child's primary caregivers (in most cases, his parents) as well as the circumstances have a significant impact on the development of the child. Many psychologists and psychiatrists have taken on this task to investigate the circumstances that play a crucial role in a child's development. Therefore, in order to respond to this topic, it is necessary to look at the early upbringing of pupils who go on to bully and harm others. There are several key motifs that may be seen in the general development of these youngsters, according to the information that various therapists and researchers have acquired. Bullying has several causes, according to research, and there isn't just one that makes it happen. The home environment is one of the main influences. Children who encounter neglect, abuse, or inconsistent parenting as they grow up may be more likely to exhibit angry and aggressive conduct. They might also lack the social abilities and empathy necessary to build effective interactions with their peers.

Social factors, in addition to the home environment, might influence how bullying behavior develops. Children who are abused or tormented by their peers may resort to bullying as a means of dominating and controlling other people. Bullying is another strategy for someone to blend in with a group or defend oneself from being bullied.

Bullying behavior can also be influenced by media exposure. Children may get desensitized to violent conduct and perceive it as a normal part of life if they are

exposed to violent or aggressive media content, such as video games, films, and television shows. They may not be entirely aware of the effects their actions may have on other people, which can increase their propensity to participate in bullying behavior.

The emergence of bullying behavior can also be influenced by personality factors. Bullying behavior may be more prevalent in kids who lack self-control, are impulsive, or are violent. Additionally, they might be more inclined to see social cues as hostile or negative, which might prompt them to act violently or aggressively in return.

**Impacts of Bullying on Students in Pakistan**

Bullying is become a serious issue in Pakistani schools, harming students' physical and mental health. It is a widespread problem that frequently goes undetected and unregulated, endangering the victims' lives.

Bullying can significantly affect a student's academic performance, according to studies. Bullied students frequently miss class, struggle with anxiety and depression, and see a deterioration in their academic performance. The continual worry of being bullied may also make it difficult for them to focus on their studies.

A student's mental health may suffer significantly as a result of bullying. Bullying victims frequently endure anxiety, despair, and even post-traumatic stress disorder (PTSD). Bullying can occasionally result in suicidal ideas and actions. Bullied students could feel alone and untrustworthy, which makes it challenging for them to build relationships and participate in social activities.

Physical health of a student can also be affected by bullying. Because bullying causes stress and worry, victims frequently feel headaches, stomachaches, and other physical problems. Students who experience bullying may also become more prone to illness and other health issues.

Students who are bullied may experience long-term effects as a result. Bullying victims could feel less confident and worth themselves, which can make it harder for them to pursue their goals and establish healthy relationships. The emotional distress brought on by bullying may also make them more inclined to participate in dangerous behaviors, such as drug and alcohol usage. Bullying has an adverse effect on each individual student as well as the overall school atmosphere. Schools with high bullying rates frequently see declines in student achievement, drop-offs in attendance, and rises in violent occurrences. Additionally, bullying can foster a climate of intimidation and fear, which makes it challenging for students to feel safe and secure in their learning environment.

Bullying continues to be a problem in Pakistani schools despite its detrimental effects. For fear of punishment or being called a "snitch," many children are hesitant to disclose instances of bullying. In order to provide all students with a secure and encouraging environment, schools and parents must collaborate.

Anti-bullying legislation and initiatives, like peer support groups and dispute resolution training, can help achieve this. Parents may help by encouraging their kids to treat others with respect and kindness and to report any instances of bullying to the appropriate authorities at school.

In conclusion, bullying significantly affects Pakistani students' physical and mental health. It may cause physical symptoms, a reduction in academic performance, and mental health problems. Bullying can also have long-term effects on students, affecting their capacity to build positive relationships and achieve their objectives. In order to prevent bullying-induced fear and intimidation from affecting any pupils, it is critical for parents and schools to collaborate.

The goal of the study is to identify the variables influencing our existing learning environment in order to enhance it for both teachers and students, as well as to increase learning outcomes by making the environment more dynamic and engaging. According to Marzano & Marzano (2003), kids cannot learn and perform to their full capacity in a disorganized classroom. "Classroom teachers must provide a supportive environment for learning. Teachers create a conducive learning atmosphere in the classroom. Teachers have the most influence over factors that affect learning and conduct in the classroom (Stewart, Evans, & Kaczynski, 1997).

**Objectives of the study**

1. To find out the relationship between classrooms learning environment and bullying of elementary school students.
2. To determine the impact of classroom environment on student learning.
3. To measure the impact of bullying on student learning.

**Research Questions**

4. What is the relationship between classroom learning environment and bullying of elementary school students?
5. What is impact of classroom environment on student learning?
6. What is the impact of bullying on student learning?

**RESEARCH METHODOLOGY**

For this descriptive research in nature was adopted to collect data about factors effecting the classroom learning environment at elementary level. The study was conducted through survey methods. The researchers are interested to collect information from teachers and students of District Lahore at elementary levels as a target population. Information was collected from teachers and students as accessible population. The distinguish characteristics of the population was that male and female teachers and students from both public and private sectors. Only 8th class students was targeted population. There are two hundred students and hundred teachers was approached, both the girls and boys from 5 different schools.

In this research, multi stage random sampling is appropriate. In applying multi-state sapling technique different phase was followed: Firstly, convenient sampling technique was adopted to select five schools (as above) for selecting the sample population in private and public schools of Lahore. Secondly, applying simple random sampling technique seventy boys and thirty girls of private schools and hundred girls of public schools of Lahore (as above). Thirdly, using simple random sampling from selected schools boys and girls who were easily available were approached to collection of data.

A close ended questionnaire was used as an instrument. Questionnaire was adapted from student and teachers about the classroom learning environment and bullying. Questionnaire was designed for the teachers and students of elementary level. Researcher have used questionnaire because the questionnaires a unique advantage and properly constructed and administered, it served as a more appropriate and useful gathering device in particular research report. Likert was used and comprised of choices; Strongly agree (SA), Agree (A), Neutral (N), Disagree (DA), Strongly Disagree (SDA)

Data Collection

Before data collection they gave brief information of the study. It was made possible to meet the heads of the institute with permission letter and get then approached respondents. Necessary instructions was provided about the instrument.

**Data Analysis and Results**

Table 1

*Relationship between the Classroom learning environment (CLE) and Bullying*

| Variables | CLE | Bullying |
|---|---|---|
| | 1 | .-696" |
| | 0.-696 | .002 |

* Significant at 0.05 level

Table 1 shows that there is a negative strong relationship between CLE and bullying. Because p<0.002 is significant and that there is a linear relationship or association between the variables. (.-696) value shows that there is a strong relationship between variables negatively. It means if bullying level increase, the learning environment level decreased.

Table 2

*Comparison between Students score about classroom learning environment*

| Variable | Group | N | Mean | SD | T | Sig. |
|---|---|---|---|---|---|---|
| Students CLE | Male | 50 | 3.45 | .85965 | -1.260 | .217 |
| | Female | 50 | 3.57 | .82355 | | |

* Significant at 0.05 level

It is evident from the above table p value (.217) shows that it is greater than the level of significance 0.05. For that reason there is no significant difference between male and female students CLE perceptions.

Table 3

*Comparison of Male and Female Students about Bullying*

| Variables | Gender | M | SD | Df | t-value | Sig |
|---|---|---|---|---|---|---|
| Bullying | Male | 116.88 | 19.32 | 298 | 1.349 | 0.003 |
| | Female | 113.53 | 23.44 | | | |

Table 3 shows that significance mean difference existed between male and female students. It was indicated that there existed mean difference between male (M=116.88, SD=23.44) and female (M=113.53, SD=23.44) students' perception about bullying at p≤0.05 level of significance.

**Conclusion**

Objective of this study was to explore the relationship between classroom learning environment and bullying. It is concluded that many factors like teachers cooperation, teachers' attention, friendly behaviour, quizzes preparation, school environment et. may effect on students' learning. There is significance mean difference existed between the perception of male and female students' about classroom learning environment at p≤0.05 level of significance at elementary level.

**Recommendations**

As a result of conducting this study, the following recommendations have been formed:

1. In future, to explore the factors effecting the classroom learning environment at elementary level might be explored at, primary, secondary and higher level**.**
2. To explore the factors effecting the classroom learning environment at elementary level might also be explored in private schools.

3. A comparative study on exploring the factors effecting the classroom learning environment at elementary level might be beneficial for educators and policy makers.
4. To develop the educational standard in Pakistan the Govt. must allocate a large amount for the effective learning.
5. An inquiry committee should be arranged to check performance an activities of the trained teacher.
6. To improve teaching it is necessary to decrease the number of students i.e. below 50.
7. Parent teacher weekly meetings must be arranged to discuss the problems and academic performance of the students.
8. For the elementary schools, the administrator most be experienced, expert and competent in his field.
9. Cooperative staff is highly required for the provision of an effective learning environment.
10. To motivate and activate students a variety of instructional methods must be used.
11. For the optimum involvement of students in learning a variety of A.V. Aids like projector, models, charts, picture must be used.
12. School library books must be latest and easily approachable for the students.
13. Cleanliness should be one of the main aspects of the classroom and school organization.
14. To associate learning with world it is necessary to arrange field trips.
15. Individual task must be organized to develop creativity and confidence in students.
16. In the establishment of school rules student teacher involvement must be made sure.
17. For the behavior mo0dfication of the students, the psychological rules must be applied instead of punishment.

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