Introduction:

Bullying has become a pervasive problem in grammar schools globally, causing long-term effects on the mental health and academic performance of students. Bullying is a phenomenon that has gained increasing attention in recent years, especially in the context of schools. It refers to the act of deliberately and repeatedly hurting, intimidating, or harming someone who is perceived as vulnerable as or weaker than oneself. This behavior can take various forms, including physical, verbal, social, or online, and can lead to long-term negative consequences for both the victim and the perpetrator.

It can result in several negative outcomes, including anxiety, depression, and even suicide. The effects of bullying are not limited to the victim alone, as bystanders and witnesses can also experience emotional distress and social isolation. Moreover, bullying can have a significant impact on the academic performance of students, leading to poor attendance, low grades, or even dropping out of school. This, in turn, can have lifelong consequences for the individual's future prospects and opportunities. The prevalence of bullying in schools and its harmful effects on students make it a critical issue that requires urgent attention and action.

Literature Review:

School climate, defined as the social, emotional, and physical factors of the school environment, has been recognized as an essential factor influencing bullying in grammar schools (Pampati et al., 2020). Pampati et al. (2020) found that transgender students in grammar schools experienced bullying due to the poor school climate, including the lack of school connectedness and perceived safety. Their study revealed that students who felt a greater connection to their schools were less likely to experience bullying, highlighting the importance of a positive school climate. Maqsood et al. (2020) investigated the role of teachers in addressing the counseling needs of high school students. The study found that these teachers played a critical role in creating a positive school climate, which reduced the occurrence of bullying in grammar schools. Teachers who were supportive, empathetic, and responsive to their students' needs created a safe and inclusive environment that promoted positive relationships among students and reduced bullying. In a study that evaluated public and private schools, Machimbarrena and Garaigordobil (2017)

found that faculty type was a great predictor of bullying among 5th and 6th-grade students. Private schools had lower levels of bullying and cyber bullying than public schools, which may be attributed to higher levels of faculty connectedness, social support, and parental involvement in private schools.

Several other factors were connected to the occurrence of bullying in grammar schools, including socioeconomic status, gender, and age (Machimbarrena & Garaigordobil, 2017; Maqsood et al., 2020; Pampati et al., 2020). Pampati et al. (2020) found that transgender students from low-income households were more likely to experience bullying because of the intersectional nature of their identities. Additionally, Maqsood et al. (2020) found that female students were more likely to experience bullying than male students. However, the observation also found that male students were more likely to engage in bullying behaviors than female students. Machimbarrena and Garaigordobil (2017) suggested that younger students were more likely to experience bullying than older students.

Another important factor that affects bullying in grammar schools is peer influence. Axford et al. (2015) notes that students who are part of a peer group that condones or encourages bullying behavior are more likely to engage in such behavior themselves. This peer influence can be exacerbated by anonymity and perceived lack of consequences of online communication, particularly in cyber bullying. Olweus (2013) emphasize the importance of developing positive peer relationships and promoting pro social behavior as an approach to preventing bullying behavior.

Axford et al. (2015) argues that bullying behavior has its roots in childhood experiences, including family conflict, harsh parenting, and peer rejection. These experiences can result in social and emotional problems, including low self-esteem, poor social skills, and anger control problems, which in turn increase the risk of bullying behavior. Farrington also introduces the concept of the "bully-victim," a student who both bullies and is victimized by others, and highlights the importance of understanding the complex interactions between victims and perpetrators in addressing bullying. Olweus (2013) offer a developmental perspective on bullying, emphasizing that bullying behavior changes over time and is influenced by different factors, such as age, gender, and social context. They highlight the importance of understanding the developmental trajectories of bullying behavior and the unique roles that individuals may

play, including the bully, victim, bystander, or defender. The authors also argue that bullying is not an individual problem but a systemic problem that requires a comprehensive approach, involving multiple stakeholders and addressing the social and cultural factors that contribute to bullying. Both works highlight the essential role of the school environment in influencing bullying behavior. Axford et al. (2015) argues that ineffective school policies and insufficient supervision can create a culture that tolerates bullying behavior. In contrast, (Burger et al., 2022) emphasize the importance of creating a positive school climate that promotes positive relationships, fosters a sense of belonging, and provides opportunities for social and emotional learning.

Conclusion:

In conclusion, bullying is a complex problem that involves multiple factors, including childhood experiences, social and emotional difficulties, developmental trajectories, school environment, and peer influence. Effective prevention and intervention strategies require a comprehensive approach that addresses these factors and involves multiple stakeholders, including educators, parents, students, and policymakers. Creating a positive school climate, providing teacher support, and addressing peer influence are some of the strategies that could help prevent and address bullying in grammar schools.The prevailing literature overview suggests that numerous elements influence the prevalence of bullying in grammar schools. These include school climate, teacher support, school type, socioeconomic status, gender, and age. Positive school climate, teacher support, and parental involvement have been recognized as defensive elements that reduce the incidence of bullying. In addition, research is needed to explore the complicated interaction of these elements and to develop powerful techniques for stopping and addressing bullying in grammar schools.

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