

Section 1. Journalism

Ijobat Juraeva
Independent Researcher
Uzbek State World Languages University

BULLYING AND ITS PARTICIPANTS: LITERATURE REVIEW

Abstract. The following paper will give a brief overview of the investigations conducted in the field of pedagogics and psychology, researching the impact of bullying among school-aged children to all its participants. The results show that victims are mainly those who are weaker or distinctive in any way – appearance, race, social status, age. Literature review also indicated that bullying has negative impact of all three participants – bully, victim, and bystander. It was also found that the effect can be short-term and long-lasting, which may lead to harmful outcome in the future of the community.

Keywords: bullying, victim, bystander, anxious, aggressive

Bullying is defined as the aggressive behaviour of one student towards another when the victim is “repeatedly and over time”¹ exposed to victimization. School bullying can be of different forms, both physical and mental. Boys are more exposed to physical abuse than girls to verbal victimization². Bullying is reported to correlate with other negative habits like smoking and alcohol consumption³. Isolation and loneliness are also associated with this phenomenon⁴. Reasons for being victimized vary from deviations in physical strengths and the style of dress from the norms⁵, which can

¹ Olweus D. *Bullying at School: What we know and what we can do.* – USA: Blackwell, 1993. – 140 c.

² Olweus D. *Bullying at School: What we know and what we can do.* – USA: Blackwell, 1993. – 140 c; Sharp, S., & Smith, P. K. (1994), “Understanding Bullying. In S, Sharp & P.K. Smith (Eds.” in *Tackling Bullying in Your School: A Practical Handbook for Teachers* (pp. 1–6). Routledge, New York. P. 4.

³ Nansel T., Overpeck M., Pilla R., Ruan W., Simons-Morton B., & Scheidt, P. (2001), “Bullying Behaviours Among US Youth”, *JAMA*, 285(16). P. 2097. <https://doi.org/10.1001/jama.285.16.2094>

⁴ *Ibid.*

⁵ Carrera M., DePalma R., & Lameiras M. (2011). Toward a More Comprehensive Understanding of Bullying in School Settings. *Educational Psychology Review*, 23(4), 482. <https://doi.org/10.1007/s10648-011-9171-x>

affect the victimization of some children. Other characteristics of being victimized are physical unattractiveness, being overweight, disability, or learning difficulties¹.

One form of aggression coined in literature is relational, directed at damaging relations². Relational aggression happens when an individual does not go along with the bully, which results in exclusion from peers and isolation from others. Bullies are commonly accompanied by a group of several children who do not directly initiate the aggressiveness; however, they support the bully in their actions by being “passive bullies” or “followers”³. By their “passive” participation, they become the factors to “reinforce or mitigate their peers’ aggression”⁴.

To analyse the heroes’ characters of the novel *The Chocolate War* and to see the association of their features to those of bully, victim, and bystander, several studies were investigated, and typical characteristics of bullying participants were identified. *Bullies* are characterised by a negative attitude toward school⁵ and poor academic performance⁶. They are also associated with alcohol and smoking⁷. They lack social skills⁸, and they aim to achieve social status among peers⁹, especially to establish dominance status with peers¹⁰.

¹ Carrera M., DePalma R., & Lameiras M. (2011). Toward a More Comprehensive Understanding of Bullying in School Settings. *Educational Psychology Review*, 23(4), 482. <https://doi.org/10.1007/s10648-011-9171-x>.

² Espelage, D., & Swearer, S. (2003). Research on School Bullying and Victimization: What Have We Learned and Where Do We Go From Here? *School Psychology Review*, 32(3), 365–383. <https://doi.org/10.1080/02796015.2003.12086206>

³ Olweus D. *Bullying at School: What we know and what we can do.* – USA: Blackwell, 1993. – P. 34.

⁴ Jenkins L., & Troop-Gordon, W. (2020), “Bystanders in bullying: Introduction to the special issue”, *Journal Of School Psychology*, 81, P. 48.

⁵ Barboza G., Schiamberg L., Oehmke J., Korzeniewski S., Post L., & Heraux C. (2009), “Individual Characteristics and the Multiple Contexts of Adolescent Bullying: An Ecological Perspective”, *Journal Of Youth And Adolescence*, 38(1), pp. 103. <https://doi.org/10.1007/s10964-008-9271-1>

⁶ Nansel, T., Overpeck, M., Pilla, R., Ruan W., Simons-Morton, B., & Scheidt, P. (2001), “Bullying Behaviours Among US Youth”, *JAMA*, 285(16), p. 2097. <https://doi.org/10.1001/jama.285.16.2094>

⁷ Ibid.

⁸ Craig W. M. (1998). The relationship among bullying, victimization, depression, anxiety, and aggression in elementary school children. *Personality and Individual Differences*, 24(1), 123–130; Nansel, T., Overpeck M., Pilla R., Ruan W., Simons-Morton B., & Scheidt P. (2001), “Bullying Behaviours Among US Youth”, *JAMA*, 285(16), p. 2098. <https://doi.org/10.1001/jama.285.16.2094>

⁹ Sijtsema J., Veenstra R., Lindenberg S., & Salmivalli C. (2009), “Empirical test of bullies’ status goals: assessing direct goals, aggression, and prestige”, *Aggressive Behaviour*, 35(1), P. 65. <https://doi.org/10.1002/ab.20282>

¹⁰ Pellegrini A. D., & Bartini M. (2000), “A Longitudinal Study of Bullying, Victimization, and Peer Affiliation during the Transition from Primary School to Middle School”, *American Educational Research Journal*, 37(3), pp. 699–725. <https://doi.org/10.2307/1163486>

The bully is characterised by their enjoyment of the process and satisfaction after being violent to their peers. They can also be aggressive towards adults¹; as such, they may disrespect their parents and teachers. They tend to dominate among their peers as they have a solid need to subdue others² and have little or no empathy towards someone's grief or maltreatment as they cannot recognise victims' emotions of being scared or sad. In contrast to victims, bullies have a "positive view" of themselves³ and have high self-esteem. They are generally more robust than their peers or victim, so it is difficult for a bully to "defend himself or herself"⁴. Having been probably exposed to negative attitudes in their families, these children have developed impulses that make them satisfied when "inflicting injury or suffering upon other individuals"⁵. They not only have a negative attitude towards the environment but also feel enjoyment when causing a distraction to it.

Typically, *victims* are more anxious and insecure than peers; moreover, they are sensitive and quiet and react by crying⁶. They are usually ashamed of their characteristics, suffer low self-esteem, and have a negative view of themselves⁷. These children do not have many friends at school and are even "lonely and abandoned"⁸. Contrary to bullies, these children have a negative attitude towards violence and all types of violence⁹. Literature observes that these types of children are introverts, opposite to bullies' characters, and have a negative view of themselves and their situation¹⁰. Bullied children prefer being alone in the school context or choose some other lonely, non-aggressive children as their friends¹¹ due to their passiveness and mistrustfulness. It is essential to notice that bullied children commonly have overly protective mothers and might have overly critical fathers¹², contributing to their victimisation.

¹ Olweus D. *Bullying at School: What we know and what we can do.* – USA: Blackwell, 1993. – 140 p.

² Ibid.

³ Ibid.

⁴ Espelage D., & Swearer, S. (2003). Research on School Bullying and Victimization: What Have We Learned and Where Do We Go From Here?. *School Psychology Review*, 32(3), p. 368. <https://doi.org/10.1080/02796015.2003.12086206>

⁵ Olweus D. *Bullying at School: What we know and what we can do.* – USA: Blackwell, 1993. – P. 35.

⁶ Olweus D. *Bullying at School: What we know and what we can do.* – USA: Blackwell, 1993. – 140 p.

⁷ Ibid.

⁸ Ibid. P. 32.

⁹ Ibid.

¹⁰ Felipe M., García S., Babarro J., & Arias R. (2011), "Social Characteristics in bullying Typology: Digging deeper into description of bully-victim", *Procedia – Social And Behavioural Sciences*, 29, P. 870. <https://doi.org/10.1016/j.sbspro.2011.11.316>

¹¹ Ibid.

¹² Olweus D. *Bullying at School: What we know and what we can do.* – USA: Blackwell, 1993. – 140 p.

Bullying and being bullied are associated with poor relations with their peers when victims were found to have a weak ability to make friends¹. Usually, those who are weaker and younger more frequently become victims of aggressiveness among peers, while physical strength is noted as the most significant deviation existing in the relationship between victim and bully².

Bystanders play an important role in peer aggression as they may “deter the demoralising and damaging impacts of bullying”³. They consist of the most significant number of people in the bullying action, and in most cases, because of their presence, aggressive action may happen. Both children and educators can become a part of bullying⁴. They are those who may even stop it; however, only 10% of bystanders intervene in the action⁵. They create an audience for the action bullies need, allowing the latter to increase their self-esteem and status among peers.

Bystanders’ contribution to victimisation is enormous as their silent watching may boost victimisation. Studies show that bystanders’ passive or active behaviour may significantly influence the development of aggressive action⁶. According to Seigal (2008)⁷, bystanders have immense power to impact the prevention of victimisation; however, the majority prefer not to intervene. They have a high chance of reducing it by standing up, and they may use their relationship as a “weapon” and discourage bullying (Padgett & E. Notar, 2013)⁸. They find this position safe and prefer not to intervene for different reasons. Findings note four reasons why bystanders do not stand against bullying: fear of getting hurt, fear of becoming a new target for the bully, fear of making the situation worse, and simply not knowing what to do (Padgett & E. Notar, 2013)⁹.

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³ Padgett, S., & E. Notar, C. (2013), “Bystanders are the Key to Stopping Bullying”, *Universal Journal Of Educational Research*, 1(2), P. 33. <https://doi.org/10.13189/ujer.2013.010201>

⁴ Ibid.

⁵ Ibid.

⁶ Ibid.

⁷ Siegel N. M. (2009). *Kids helping kids: The influence of situational factors on peer intervention in middle school bullying.* Dissertation.

⁸ Padgett S., & E. Notar, C. (2013), “Bystanders are the Key to Stopping Bullying”, *Universal Journal Of Educational Research*, 1(2), P. 33. <https://doi.org/10.13189/ujer.2013.010201>

⁹ Ibid.

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