

## PalArch's Journal of Archaeology of Egypt / Egyptology

### BULLYING BEHAVIOR AND HUMAN HEALTH: FACTORS AND CAUSES

*Bakhtawar Siddique<sup>1</sup>, Dr Waleed Khan<sup>2</sup>, Dr Umara Rauf<sup>3</sup>*

<sup>1,2</sup> Lecturer, Institute of Arabic and Islamic Studies, GCWU Sialkot

<sup>3</sup> Assistant Professor, Department of Psychology, GCWU Sialkot

**Bakhtawar Siddique, Dr Waleed Khan, Dr Umara Rauf. Bullying Behavior And Human Health: Factors And Causes -- Palarch's Journal Of Archaeology Of Egypt/Egyptology 20(2), 860-881. ISSN 1567-214x**

#### ABSTRACT

Bullying behavior is a complex phenomenon influenced by various factors such as biological, environment, psychological, social dynamics, and situational circumstances. Understanding these causes is crucial for effectively managing and preventing bullying behavior. By identifying the root causes, targeted interventions can be developed to address specific factors and provide support to individuals exhibiting bullying behaviors. It's important to adopt a holistic approach that considers multiple factors, including the individual's biological, environmental, psychological, and social conditions. Bullying can have profound and lasting effects on children, impacting their emotional well-being, cognitive functioning, behavior, and social development. Children who experience bullying may face fear, anxiety, low self-esteem, academic difficulties, and struggles in building healthy relationships. Some may internalize their anxiety and withdraw, while others may externalize their emotions through self-bullying or engage in self-destructive behaviors. Socially, bullying can hinder a child's ability to form trusting relationships and interact with peers, leading to distorted beliefs about trust and conflict resolution. Recognizing the impact of bullying is crucial for implementing early interventions, counseling, and creating safe environments to help affected children heal and recover. By addressing the emotional, cognitive, behavioral, and social consequences of bullying, the long-term effects on children's well-being and development can be reduced.

#### INTRODUCTION

Bullying behavior is a complex phenomenon that can take many forms, from verbal bullying to physical violence. It can occur in people of all ages and is influenced by various factors. Understanding the causes of bullying behaviors is critical to effectively dealing with and managing them. By exploring these causes, we can gain insight into the underlying factors that contribute to bullying and develop strategies to prevent and intervene in bullying behaviors.

In this discussion, we will examine some of the key factors that contribute to the development of bullying behaviors in individuals.

Bullying is not a single cause, but a behavior that emerges from a combination of factors. Biological, environmental, psychological, social, and situational factors all play a role in shaping bullying behavior. By examining each of these factors, we can gain a comprehensive understanding of the complexities surrounding bullying and work toward more informed approaches to prevention and intervention.

By identifying the root causes of bullying behaviors, we can better address the needs of individuals who exhibit such behaviors. This understanding allows us to develop targeted interventions that address specific factors that contribute to bullying and provide individuals with the tools and support necessary to manage their emotions and behaviors in healthy ways. . Bullying has no one-size-fits-all cause. Each person's experience is unique, and the factors that contribute to their bullying behavior may vary. Therefore, it is important to adopt a holistic approach that takes into account multiple factors, taking into account the biological, environmental, psychological and social conditions of the individual.

Bullying behaviors can have profound and lasting effects on children who are exposed to them. Whether bullying is directed at them or seen in their environment, it can significantly affect their well-being and development. Understanding the impact of bullying behaviors on affected children is critical to recognizing the importance of intervention and support systems. In this discussion, we will examine some of the important effects that bullying behaviors can have on children.

The emotional impact on children who are bullied can be profound. They may experience fear, anxiety, and a sense of helplessness, living in a constant state of intense stress and insecurity. These children may have low self-esteem, feelings of worthlessness, and struggle with trust and building healthy relationships. Cognitively, children experiencing bullying behaviors may struggle with attention, concentration, and academic performance. Chronic stress and distractions in their environment can hinder their ability to focus and learn effectively. This can lead to feelings of academic backwardness and hopelessness, which can further exacerbate their emotional well-being.

Behaviorally, children affected by bullying may react differently. Some may internalize their anxiety, withdraw, become socially isolated, and show symptoms of depression. Others may externalize their emotions, resulting in self-bullying behaviors as a coping mechanism or learned behavior. They may also engage in self-destructive behaviors or develop unhealthy coping mechanisms such as substance abuse. Socially, the effects of bullying behaviors can be detrimental to a child's development. They may struggle to form trusting relationships, have difficulty with peer interactions, and exhibit social withdrawal. Exposure to bullying can reduce their perceptions of social interactions, leading to distorted beliefs about trust, safety, and conflict

resolution. These challenges in social functioning can persist into adulthood and affect their overall well-being and quality of life.

Recognizing the impact of bullying behaviors on affected children is critical in developing interventions and support systems. Early intervention, counseling, and providing a safe and nurturing environment are critical to helping these children heal and recover. By addressing the emotional, cognitive, behavioral and social consequences of bullying, we can work to reduce the long-term impact on these children's well-being and development.

Bullying behaviors can be influenced by a variety of factors, including individual, environmental, and situational factors. Here are some important factors that can influence the expression of Bullying behavior;

### 1. *Biological Factors*<sup>i</sup>

Biological factors, including genetics, brain chemistry, and hormonal influences, can contribute to Bullying behavior. Some individuals may be prone to Bullying due to genetic factors or imbalances in neurotransmitters and hormones that affect impulse control and emotional regulation.

### 2. *Psychological Factors*

Psychological factors play an important role in undermining Bullying behavior. These factors are associated with personality, beliefs, characteristics, and interests. Psychological factors may include the following:

- **Aversions:** Positive or negative aversions such as anger, annoyance, resentment, impatience, or anxiety can increase Bullying behavior.
- **Self-control:** Low self-control or lack of caution can also be the basis of Bullying behavior.
- **Self-concept:** If the person perceives himself as inferior, worthless, or a failure, he may engage in Bullying behavior.
- **Respect and attention:** If the sense of respect and attention is low, the person may adopt Bullying behavior to impress others.
- **Oxygen:** Lack of oxygen in the blood in physiological conditions can affect personality and increase Bullying behavior.
- **Self-awareness:** Bullying behaviors can develop when a person's self-awareness, self-evaluation and self-concept are out of balance<sup>ii</sup>.

### 3. *Frustration and Anger*

Frustration and anger are two important psychological factors that can influence Bullying behavior.

**Frustration:** In a state of Frustration, a person lacks hope and begins to see himself as a failure or worthless. This causes the person to lack confidence in their own abilities and may become prone to Bullying behavior. For example, if a person is experiencing repeated failures and his confidence has been defeated, he may become depressed and may target Bullying aspects of life.

***Anger:** Anger is a passive state when a person feels great anxiety or anger. It can arise after positive or negative social events, failure, disapproval, or an undesirable situation. In a state of anger, a person loses his ability to control himself and may adopt unbalanced and Bullying behavior. It is possible that the person may become violent, destructive, or disrespectful to others in anger.*

#### **4. Low self-confidence**

Low self-confidence is also a psychological factor that can influence Bullying behavior. This condition occurs when a person lacks confidence in himself or doubts his abilities. In the case of low self-esteem, a person sees himself as a failure, incapable, or unacceptable. This makes him feel inferior to others and may anticipate Bullying behavior. A person with low self-esteem is also likely to believe that others are more competent than them, to view their own experiences as less worthy, and to doubt their own decisions. This person may appear less effective or unsuccessful to others and may use Bullying behavior as a way of coping with their weaknesses.<sup>iii</sup>

Self-awareness, training, and counseling are important to raise low self-esteem. A person should realize more energies and positivity in his self-awareness and should keep track of his efforts and achievements. In addition, social support, peer support and positive experiences can also help reduce low self-esteem.<sup>iv</sup>

#### **5. Cognitive Distortions**

Cognitive distortion or knowledge misrepresentation, when any information or knowledge facts are distorted or twisted to make them appear false or misleading, is called. It is usually done for profit or purposes such as political, religious, commercial or other purposes. A classic demonstration of cognitive distortions is the "risk of autism from vaccines" claim. It has been claimed that vaccinating children increases the risk of autism. These distortions, which appear to be best practices in the light of actual normal science, are certainly wrong.

Diagnosing cognitive distortions is important so that we can honestly act on correct information. It can be dangerous when it shocks the public or is used to make a wrong analysis or decision. To avoid cognitive distortions, use reliable and trustworthy sources, research, relate to experience and use different perspectives.

#### **6. Lack of Motivation and Emotional Regulation**

"Difficulty in regulating emotions, emotional biases, and possibilities of being influenced by weak impulse control can increase."

## **2 ENVIRONMENTAL AND SOCIAL FACTORS**

### ***1. Family and Parents:***

Family dynamics, including rigid or inconsistent discipline, lack of warmth or cooperation, observation of parental hostility, or exposure to violence within the family, can contribute to the manifestation of Bullying behaviors in children.

### ***2. Peer Influence:***

The influence of peers and social groups can shape Bullying behavior. Being part of a peer group that promotes or engages in Bullying behaviors can increase the likelihood of adopting similar behaviors by an individual.

### ***3. Media and Culture:***

The portrayal of violent media content, such as movies, video games, or music, can desensitize individuals to Bullying and provide models for Bullying behavior. Cultural norms and attitudes towards Bullying can also impact its expression<sup>v</sup>.

## **3 SOCIAL AND ECONOMIC FACTORS**

Social and economic factors, such as poverty, limited access to resources, and high levels of community violence, can increase feelings of frustration, hopelessness, and despair, contributing to engagement in Bullying behavior. Additionally, Bullying behavior can be influenced by social and economic factors. Here are some factors:

### ***1. Economic Inequality:***

Economic crises, limited financial means, unemployment, underemployment, or a lack of economic opportunities can be potential triggers of economic inequality. Economic inequality can lead to feelings of despair and potentially contribute to Bullying behavior.

### ***2. Cost of Living:***

Rapidly rising prices, scarcity of goods, and limited purchasing power for individuals can create economic hardships, leading to frustration among the population and potentially manifesting in violent behavior and protests.

### ***3. Economic Disparity:***

When there is a perceived lack of economic fairness or absence of justice, it can incite individuals to engage in Bullying behavior. Economic disparity is one of the social and economic factors that signifies an imbalance in the distribution of wealth or resources among different individuals or classes. It can result from existing systemic structures, unequal wealth distribution, lack

of fairness, or political affiliations. Possible drivers of economic disparity can include:

- **Income inequality:** When the distribution of wealth or financial resources is disproportionate, with some individuals having significant wealth and means of guidance while others face financial struggles.
- **Financial injustice:** When there is an unfair distribution of wealth or resources, such as some individuals having access to better opportunities and resources while others face financial hardships.<sup>vi</sup>

**Injustice:** If there is injustice within a standard justice system or legal framework, where economic opportunities, employment, educational possibilities, or fair distribution of financial resources are lacking, it can result in a decrease in economic equality.

**Political Discrimination:** Political discrimination or political coercion can also contribute to an imbalance in economic equality. When one group or class deprives others of stable opportunities or creates financial barriers, it can lead to a decrease in economic equality.

**Logical Association:** The perception of economic inequality can also be based on logical associations. When people feel that their national or regional interests are being neglected or that a particular class or group is benefiting from better economic conditions, they can adopt various behaviors against the imbalance of economic equality.<sup>vii</sup>

- **Financial Crises:** During financial crises or economic downturns, when disruptive events occur that undermine the financial system, people may engage in protests, unrest, theft, or other forms of hostility.

- **Lack of Justice:** If the public feels that the social system is not producing justice, they can complain about hostile behavior due to the absence of economic fairness or unavailability of opportunities for sustainable success.

- **Social Violence:** There can be a correlation between social violence and hostility. When violence is prevalent in society or confrontational actions such as tribalism, adultery, substance abuse, or social-economic disputes increase, it incites hostility.

- **Discrimination:** Discrimination can also be a significant factor in social-economic dynamics. When one group or class belittles or mistreats another group or class, it can generate hostility due to social conflicts.

- **Political Instability:** Political instability, political conflicts, factions, or other political oppressions can fuel hostile behavior. If a country or region lacks political stability, it can impact the population and the number of complaints regarding hostile activities.

#### 4. FACTORS OF CIRCUMSTANCES<sup>viii</sup>

- **Provocation and Conflicts:** Situations involving perceived provocation or conflicts can trigger hostile reactions. When individuals feel threatened, attacked, or insulted, they may respond with hostility through defense or retaliatory actions.

- **Alcohol and Substance Use:** The use of alcohol or drugs can impair judgment, reduce restraint, and increase the potential for hostile behavior.
- **Social Anonymity:** In certain contexts, such as large-scale online platforms or anonymity, individuals may feel less accountable for their actions, leading to an increase in hostility.
- **Objectives and Motivations of Hostility:** Hostility can serve various purposes and be influenced by individual and contextual factors. Some common objectives and motivations behind hostile actions include:

- **Self-defense:** Hostility can be a response to the need for protection or self-preservation. When individuals perceive a threat to their physical or emotional well-being, they may resort to hostile behavior as a means of defense or safeguarding.

- **Expression of frustration and anger:** Hostility can be a way to express and perpetuate feelings of frustration or anger. When people encounter obstacles, face failures, or perceive unfair treatment, they may resort to hostility to vent their anger and regain a sense of control. Frustration and anger are common emotions that arise from setbacks, obstacles, or dissatisfaction. . The purposes and motivations for their release may be as follows;

### **1. Frustration:**

**Objective:** Frustration is generally generated due to obstacles that hinder the achievement of desired outcomes or objectives. It can include the failure of expectations, incompetence in life, or the inability to interpret dreams, among others.

**Motivations:** The causes of frustration can vary, such as inability, lack of confidence, wasting of spiritual time, limitations, or a lack of alignment.

### **2. Anger :**

**Objective:** The objective of anger is usually triggered by an injustice, unfairness, an attack, an unpleasant incident, or a thing. It is an emotion that experiences mental and physical Bullying, and its underlying motivations can be complex.

**Motivations:** The causes of anger can be diverse, such as incompetence, violence, resentment, conformity, failure, a sense of injustice, hatred, etc.

**Assert power and dominance<sup>ix</sup>** It is possible that some individuals or groups attempt to strengthen their power and control by manipulating, controlling, or causing harm to others. Claiming power and control can involve various factors.

### **A. Incorrect Mindset:**

When individuals become fixated on their incorrect mindset and perceive themselves as superior to others, they may choose the path of claiming power and control.<sup>x</sup>

***B. Self-Confidence:***

When individuals have a sense of self-confidence and assess themselves with self-assurance, they may attempt to claim power and control over others.

***B. Social Environment:***

When individuals are given importance in society based on power and control, they may strive to enhance that claim.

***D. Material Greed:***

When individuals are driven by material greed, they can adopt Bullying behavior to claim power and control.

***E. Injustice:***

When individuals are affected by a lack of justice or injustice, they may seek to claim power and control in order to fight for justice.

***F. Revenge or Retaliation:***

Perceived harm or injustice can lead to a desire for revenge or retaliation, where individuals want to seek retribution against those they believe have wronged them. The motivator here is to restore balance or seek vengeance.

***• Instrumental Bullying:***

Bullying can be purposeful, working as a means to achieve specific goals or outcomes. In such cases, Bullying is employed as a tool or practical strategy to obtain resources, establish influence, or manipulate others.

***Social learning and modeling*<sup>xi</sup>**

Social education and emotional and spiritual development are important factors for personal growth. These factors influence individuals' social capital, self-awareness, ethics, and education.

Social education encompasses an individual's educational experiences and their social environment. It can include experiences within the educational system, such as schools, colleges, universities, educational policies, and societal educational systems. The purpose of social education is to promote an understanding of collective foundations, ethics, social values, respect, social justice, and cooperative collaboration. Social education is based on the foundations of humanity, cooperation, respect, and dignity, which can potentially reduce Bullying behavior.

Modeling refers to forming a positive model for spiritual development. These models can be, for example, parents, teachers, religious leaders, experts, and renowned personalities through whom individuals emulate others. Through modeling, individuals learn ethical and social values, respect for self-

awareness, and acting based on human values. Modeling encourages positive spiritual development and can be instrumental in reducing Bullying behavior. Social education and modeling can serve as means to promote happiness, cooperation, equality, respect, and love instead of bias, hatred, injustice, and violence. These factors can reduce collective spirituality and bias, and help build a healthy social environment where cooperation and shared growth take precedence over Bullying behavior.

• ***Fear and Insecurities:***

Fear and insecurities are factors that contribute to a lack of emotional regulation, which can influence Bullying behavior. These factors impact an individual's mental states and experiences.

Fear is a strong emotion that alerts a person to danger, harm, or loss. If a person's fear is excessive, they may resort to Bullying behavior instead of maintaining control over their actions. This can lead them to engage in violence against others.

Insecurities refer to difficulties or flaws that present obstacles to a person's sense of security. As a result, they may resort to Bullying behavior, such as physical or verbal Bullying, in an attempt to protect themselves. To mitigate fear and insecurities, individuals should learn techniques to enhance their personal security. Additionally, improving environmental safety measures can be necessary, such as creating a violence-free environment and strengthening the foundations of secure social relationships.<sup>xii</sup>

• ***Emotional instability and lack of control<sup>xiii</sup>:***

Emotional instability and lack of control can be one of the factors contributing to hostile behavior. It refers to the difficulty a person faces in controlling their emotions. They are unable to manage their anger, frustration, stress, or other emotions in an appropriate manner.

In a state of emotional instability and lack of control, a person quickly becomes angry, and their anger easily escalates, making it difficult for them to control it. They become dependent on emotional states and lose control over their actions, often resorting to Bullying behaviors, such as verbal or physical violence. To address emotional instability and lack of control, individuals should work on self-awareness to recognize and manage their emotions. Additionally, guidance from professionals and nurturing positive relationships can also be helpful.

**CONSEQUENCES OF HOSTILE BEHAVIOR:**

Hostile behavior can have a wide range of consequences, affecting both the individuals displaying Bullying and those receiving it. Here are some common results of hostile behavior:

- ***Physical harm:***

Physical harm is a significant aspect of Bullying. It refers to the bodily injuries inflicted on individuals. Factors contributing to physical harm can include severe attacks, recklessness, or acts of violence, which can cause wounds, fractures, burns, cuts, bleeding, bone discomfort, and more.

- ***Psychological damage:***

Psychological damage can occur as a result of hostile behavior. It involves the emotional and mental impact on individuals who experience Bullying. This can lead to psychological distress, fear, anxiety, depression, post-traumatic stress, low self-esteem, and other mental health issues.

- ***Social consequences:***

Hostile behavior also has social consequences. It can negatively affect relationships, trust, and social interactions. Individuals engaging in hostile behavior may face isolation, strained relationships, social stigma, and difficulty in forming meaningful connections with others.

- ***Legal implications:***

Hostile behavior can result in legal consequences, depending on the severity of the Bullying. Individuals engaging in violent acts may face legal charges, such as assault, harassment, or other criminal offenses. Legal actions can lead to penalties, fines, imprisonment, or mandated interventions such as counseling or anger management programs.

It is important to address hostile behavior and promote healthier alternatives for managing emotions and conflicts. Developing effective communication skills, anger management techniques, and seeking professional help when needed can contribute to reducing the negative consequences associated with hostility.<sup>xiv</sup>

Diseases can be involved. They can include injuries, infections, chronic illnesses, genetic disorders, and health issues: health problems and diseases among other potential factors of physical damage, health problems arising from excessive consumption, etc.

**Stress:** Increased stress, pressure, and negative impact on health. Excessive stress can lead to heart problems, physical weakness, sleep disturbances, and other health issues.

**Emotional and psychological effects:** Bullying behavior can be a cause of important emotional and psychological distress. Individuals who experience Bullying may exhibit signs of anxiety, depression, post-traumatic stress disorder (PTSD), low self-confidence, and a diminished sense of security. Bullying individuals can also experience negative emotions such as guilt, remorse, or shame after engaging in Bullying actions.

**Dysfunctional relationships:** Bullying can harm relationships. People engaged in Bullying behaviors can experience strained relationships with family members, friends, romantic partners, or colleagues. Bullying behavior can undermine trust, create fear or dissatisfaction, and lead to social isolation or rejection.

**Legal consequences:** Bullying behavior that violates the law, such as assault, harassment, or property damage, can have legal repercussions. Individuals involved in Bullying actions may face criminal charges, prosecution, probation, or even imprisonment, depending on the severity of their behavior.

**Educational or vocational outcomes:** Bullying behavior can affect educational or vocational pursuits. In educational settings, the consequences of Bullying behavior can include disciplinary actions, academic examinations, or expulsion. In the workplace, Bullying behavior can result in reprimands, deprivation of employment opportunities, or termination.<sup>xv</sup>

• ***Increase in Conflicts:***

Bullying behaviors can contribute to escalating conflicts. When hostility faces further hostility, it can perpetuate a cycle of violence and retaliatory actions, leading to intensified conflicts and animosity.

• ***Social Consequences:***

Bullying individuals may face social consequences, such as social stigma or negative reputation. Other people may hesitate to engage in conversation or associate with individuals who exhibit Bullying attitudes, leading to social exclusion and a limited support network.

• ***Health Implications:***

Both the expression and suppression of Bullying can have negative effects on health. Chronic display of Bullying or living in an antagonistic environment can contribute to health-related issues, including cardiovascular problems, compromised immune function, and mental health disorders.

• ***Effects on Affected Children:***

The effects of Bullying on children can be significant and long-lasting, impacting their overall well-being and development<sup>xvi</sup>. Some common effects of Bullying on children include:

- ***Emotional and Psychological Impact:***

Children who experience Bullying may be vulnerable to various emotional and psychological effects, including increased anxiety, depression, low self-esteem, and feelings of loneliness and isolation. They may develop a negative outlook on life and have difficulties trusting others.

The emotional and psychological impact of Bullying on children can be deep and long-lasting. Here are some specific effects:

- ***Anxiety and Fear:***

Children who become targets of Bullying often experience heightened levels of anxiety and fear. They may constantly worry about when the next act of Bullying will occur, leading to ongoing distress and a heightened sense of vulnerability.

- **DEPRESSION AND LOW SELF-ESTEEM:**

Bullying can contribute to feelings of sadness, hopelessness, and reduced self-confidence. Affected children may develop low self-esteem and negative self-perception, believing that they are somehow responsible or deserving of the mistreatment they experience.

- ***Loneliness and Social Isolation:***

Bullying can lead to social exclusion and feelings of loneliness. Affected children may struggle to establish and maintain friendships, making it difficult for them to connect with peers. The sense of being different or rejected can intensify feelings of loneliness and create a perception of not belonging.

- ***Educational Impairment:***

Bullying can have a negative impact on a child's educational performance. Affected children may have difficulty focusing, experience a loss of motivation, and exhibit decreased interest in school. As a result, their grades may suffer, potentially affecting their academic achievement and long-term opportunities.

- ***Emotional Instability and Anger:***

Bullying can contribute to emotional instability, leading to frequent mood swings, irritability, and outbursts of anger. Children may struggle to control their emotions, which can lead to challenges in coping with social situations effectively and navigating relationships.

**POST-TRAUMATIC STRESS DISORDER (PTSD) SYMPTOMS:**

In severe cases, Bullying can result in symptoms similar to Post-Traumatic Stress Disorder (PTSD). Children may experience flashbacks, nightmares, intrusive thoughts, and heightened sensitivity to potential dangers or triggers.<sup>xvii</sup>

It is essential to provide appropriate support and intervention to help children cope with the emotional and psychological effects of Bullying. This may involve counseling, therapy, resilience-building techniques, promoting positive coping strategies, and creating a safe and inclusive environment at home and school.

### ***Educational Consequences:***

Bullying can significantly impact a child's educational performance. Individuals who experience bullying may face difficulties in focusing their attention, experience reduced academic achievements, and may even leave or change schools to escape the bullying situation.

There can be significant educational consequences for children who are bullied. Some common effects include:

#### ***- Impaired academic functioning:***

Children who are targets of bullying often struggle with their educational performance. The stress and emotional distress resulting from bullying can interfere with their ability to concentrate, pay attention, and engage in learning. As a result, their grades may suffer, and they may fall behind in their educational progress.

#### ***- Absenteeism and school avoidance:***

Fear and anxiety associated with bullying can lead targeted children to develop a strong aversion to going to school. This can result in frequent absences or avoidance of school, leading to disruptions in attending classes, completing assignments, and engaging in the learning process.

#### ***- Decreased motivation and engagement:***

Bullying can diminish a child's motivation and engagement in the learning process. They may lose interest in school activities, become disengaged from classroom discussions, and withdraw from their educational pursuits.

#### ***- Negative attitude towards school:***

Bullying can shape a child's overall perception of school in a negative way. They may associate the school environment with fear, stress, and a lack of safety, which can lead to general dislike for attending school and reluctance to actively participate in school-related activities.

#### **- LONG-TERM EDUCATIONAL IMPACT:**

The educational consequences of bullying can have long-term effects on a child's educational journey. Decreased academic performance and deviation from learning can hinder their educational progress, limit future opportunities, and overall negatively impact their educational attainment.

It is crucial for schools and educators to address and prevent bullying to mitigate its impact on children's educational success. Creating a safe and supportive school environment, implementing anti-bullying policies, promoting positive social relationships, and providing appropriate support and interventions for affected individuals can help reduce the educational consequences of bullying.

**PHYSICAL HEALTH ISSUES:<sup>xviii</sup>**

Bullying can manifest in physical health problems due to the stress and trauma it causes. Children who are targeted by bullying may experience headaches, stomachaches, disrupted sleep, and other psychological symptoms. In some cases, prolonged stress can weaken their immune system, making them more susceptible to illnesses.

Children affected by bullying can experience various physical health consequences. Here are some common physical health issues associated with bullying:

**- *Headaches and migraines:***

The constant stress and emotional distress caused by bullying can contribute to recurring headaches and migraines in affected individuals. Persistent stress and anxiety can result in tension and vascular changes, leading to the onset of headaches.<sup>xix</sup>

**- *Stomachaches and digestive issues:***

Children who have to face bullying often complain of stomachaches, indigestion, and other digestive problems. The stress and anxiety related to bullying can disrupt their gastrointestinal system's normal functioning, causing discomfort and gastrointestinal symptoms.

**- *Sleep disturbances:***

Bullying can have a noticeable impact on a child's sleep patterns and sleep quality. Affected individuals may struggle with falling asleep, experience frequent awakenings during the night, have nightmares, or suffer from disrupted sleep. Inadequate sleep can further compromise their physical and overall well-being.

**- *Fatigue and low energy:***

The emotional toll of bullying can drain affected children's energy and leave them feeling fatigued. Constant stress and anxiety can deplete their physical and mental energy reserves, resulting in feelings of tiredness and sluggishness. These are just a few examples of the physical health problems associated with bullying. To mitigate these consequences, it is essential to address and prevent bullying, provide support to affected children, and promote their overall well-being.<sup>xx</sup>

**SOCIAL AND INTERPERSONAL CHALLENGES:**

Violence can disrupt a child's social relationships and interactions. Affected individuals may struggle to make friends, have difficulty establishing trusting relationships, and may display social isolation or loneliness. Poverty can also be a factor in breaking trust and empathy among peers.

*Important social and interpersonal challenges for children who experience violence include:*

- **Social Isolation:** Children who face violence can withdraw from social interactions and isolate themselves to avoid further mistreatment. They may fear rejection, judgment, or humiliation from their peers, leading to the termination of social connections and a sense of social disconnection.
- **Difficulty in Building Relationships:** Violence can impact a child's ability to form and maintain healthy relationships. Affected individuals may struggle with trust issues, find it difficult to open up to others, and exhibit suspicion or hesitation when forming new friendships. They may also face challenges in understanding social cues and developing appropriate social skills.
- **Rejection by Peers:** Violence often involves a power imbalance, with the victim becoming a target through the actions of their peers, resulting in rejection. This can lead to expulsion from social groups, rejection by peer groups, and a sense of exclusion. The victim may feel alienated and find it challenging to fit in socially.
- **Impact on Self-Esteem:<sup>xxi</sup>** Violence can have a profound impact on a child's self-perception and self-image. Persistent mistreatment and negative interactions can lead to self-deprecation, self-doubt, and a negative belief system. Affected individuals may perceive themselves as inadequate or unworthy in social situations.

Addressing the social and interpersonal challenges arising from violence requires creating a supportive and inclusive environment. Promoting positive social interactions, fostering empathy and kindness, implementing measures against violence, and providing social skills training can help mitigate the negative effects of violence on children's social well-being. Additionally, fostering respect and inclusivity can contribute to healthy relationships and social bonds for all children.

#### **LONG-TERM CONSEQUENCES:<sup>xxii</sup>**

The effects of violence can extend into adolescence and beyond. Survivors may carry emotional scars from their experiences that can impact their self-confidence, relationships, and overall mental well-being. Some individuals may be at increased risk of developing mental health conditions, such as anxiety disorders, depression, post-traumatic stress disorder (PTSD), and even suicidal thoughts or attempts.

*Long-term consequences for children exposed to violence include:*

- ***Impaired Mental Health:***

Those who have experienced violence are at a higher risk of experiencing mental health problems later in life. This can include anxiety disorders, depression, PTSD, and even thoughts or attempts of self-harm.<sup>xxiii</sup>

- ***Low Self-Esteem and Self-Confidence:***

The ongoing negative experiences associated with violence can significantly impact self-esteem and self-confidence. Individuals who were targeted for

violence as children may struggle with feelings of inadequacy, self-doubt, and negative self-perception well into adulthood.

It is essential to create a supportive and inclusive environment to address the social and interpersonal challenges resulting from violence. Promoting positive social interactions, empathy, and kindness, implementing measures to prevent violence, and providing social skills training can help reduce the negative impact of violence on children's social well-being. Furthermore, fostering a culture of respect and inclusivity can support the development of healthy relationships and social connections for all children.

#### Social and Interpersonal Challenges:

Violence can disrupt a child's social relationships and interactions. Affected individuals may struggle to make friends, have difficulty establishing trusting relationships, and may display social isolation or loneliness. Poverty can also be a factor in breaking trust and empathy among peers. Important social and interpersonal challenges for children who experience violence include:

- **Social Isolation:** Children who face violence can withdraw from social interactions and isolate themselves to avoid further mistreatment. They may fear rejection, judgment, or humiliation from their peers, leading to the termination of social connections and a sense of social disconnection.
- **Difficulty in Building Relationships:** Violence can impact a child's ability to form and maintain healthy relationships. Affected individuals may struggle with trust issues, find it difficult to open up to others, and exhibit suspicion or hesitation when forming new friendships. They may also face challenges in understanding social cues and developing appropriate social skills.
- **Rejection by Peers:** Violence often involves a power imbalance, with the victim becoming a target through the actions of their peers, resulting in rejection. This can lead to expulsion from social groups, rejection by peer groups, and a sense of exclusion. The victim may feel alienated and find it challenging to fit in socially.
- **Impact on Self-Esteem:** Violence can have a profound impact on a child's self-perception and self-image. Persistent mistreatment and negative interactions can lead to self-deprecation, self-doubt, and a negative belief system. Affected individuals may perceive themselves as inadequate or unworthy in social situations.

Addressing the social and interpersonal challenges arising from violence requires creating a supportive and inclusive environment. Promoting positive social interactions, fostering empathy and kindness, implementing measures against violence, and providing social skills training can help mitigate the negative effects of violence on children's social well-being. Additionally, fostering respect and inclusivity can contribute to healthy relationships and social bonds for all children.

#### • *Educational and career implications:*

Educational outcomes of abuse, such as underperformance, decreased motivation, and deviance, can have long-term effects on educational

attainment and career opportunities. Survivors may face challenges in pursuing higher education, achieving career goals, and realizing their full potential.

- ***Increased risk of substance abuse:***

Individuals who have been subjected to abuse in childhood may be at a higher risk of engaging in substance abuse as a way to cope with emotional pain and trauma. Substance abuse can have severe negative effects on physical health, mental well-being, and overall quality of life.

- ***Chronic health issues:***

The stress and trauma associated with abuse can contribute to the manifestation of chronic health conditions, such as cardiovascular problems, compromised immune system, and chronic pain syndromes. Long-term impact on physical health can be significant and requires continuous medical attention.

Recognizing and addressing the long-term consequences of abuse is essential. Early intervention, counseling, therapy, and support systems can help individuals recover from past experiences, build resilience, and mitigate the long-term effects of abuse. Creating a safe and supportive environment that promotes empathy, respect, and positive social interactions can also be instrumental in preventing long-term consequences of abuse.

Chronic health issues, also referred to as chronic illnesses or conditions, are long-term states that require ongoing management and care. They can significantly impact an individual's physical, emotional, and social well-being. Some common effects of chronic health issues include:

- **Physical limitations:** Chronic health issues can be a cause of physical limitations and impairments that affect a person's mobility, strength, and overall physical functioning. Depending on the condition, individuals may experience pain, fatigue, difficulty breathing, reduced stamina, or other physical symptoms that limit their ability to engage in daily activities.

- **Emotional impact:** Living with a chronic health issue can have an impact on a person's emotional well-being. It is common for individuals to experience frustration, sadness, anger, or anxiety due to the challenges and limitations imposed by their condition. Dealing with chronic symptoms, treatment, and uncertain future can be a source of emotional distress and can affect the overall quality of life.

- **Social challenges:** Chronic health issues can affect a person's social life and relationships. Individuals may face difficulties participating in social activities, maintaining friendships, or being involved in occupations and interests. The limitations imposed by their condition can lead to social isolation, feelings of loneliness, and misperceptions or rejection from others.

- **Financial burden:** Managing chronic health issues often involves significant medical expenses, including doctor visits, medications, treatments, and sometimes hospitalizations. These financial costs can impose a burden on

individuals and their families. Furthermore, individuals with chronic health conditions may face challenges in sustaining employment or experiencing reduced productivity, further impacting their financial stability.

- **Poor quality of life:** Chronic health issues can diminish a person's overall quality of life. The ongoing management of symptoms, the need for medical interventions, and the restrictions imposed by the condition on daily activities, freedom, and general well-being can significantly impact individuals' ability to pursue personal goals, engage in fulfilling activities, or experience fulfillment and satisfaction in life.

It is important to address the challenges posed by chronic health issues. Access to healthcare, proper medical management, emotional support, and lifestyle adjustments can help individuals cope with their condition, improve resilience, and enhance their overall well-being. Additionally, raising awareness and promoting inclusive and supportive communities can contribute to reducing the long-term effects of chronic health issues.

- **Coexistent Conditions:** Chronic health issues can increase the risks of developing other health conditions. For example, individuals with chronic conditions like diabetes or heart disease may be more susceptible to complications or comorbidities. The presence of multiple health issues can complicate management and treatment, requiring additional medical interventions.<sup>xxiv</sup>

It is crucial for individuals with chronic health issues to seek appropriate medical care, assistance, and resources to effectively manage their condition. Access to healthcare professionals, education about their condition, support groups, and practicing self-care wisdom can help individuals cope with challenges associated with chronic health conditions and improve their overall well-being.

## CONCLUSION

"In the end, it should be noted that Bullying behaviors can have detrimental effects on children, and it is essential to recognize both the causes and the consequences of such behaviors. The causes of Bullying behaviors in children can stem from various factors, including biological, environmental, psychological, social, and situational influences. Understanding these causes provides insight into the complex nature of Bullying and assists in implementing effective interventions.

When children are confronted with Bullying behaviors, the effects can be far-reaching and impactful. Emotionally, they may experience fear, anxiety, and a diminished sense of self-worth. Persistent stress and mental health issues, such as depression, anxiety disorders, and PTSD, can also arise. Academic performance may be hindered, leading to difficulties in attention, concentration, and educational functioning. Behaviorally, children may internalize their distress, resulting in withdrawal and depression, or externalize their emotions, leading to self-destructive behaviors. Socially, they may struggle to establish healthy relationships, exhibit social isolation, and develop distorted beliefs about trust and conflict resolution.

Identifying the causes and effects of Bullying behaviors in affected children emphasizes the immediate need for intervention and support systems. Early intervention is crucial in providing these children with necessary tools and strategies for recovery. Counseling, nurturing environments, and targeted interventions can assist in addressing the emotional, cognitive, behavioral, and social outcomes of Bullying.

Efforts should focus on promoting an environment that fosters the well-being, resilience, and flourishing of all children. This includes creating safe and supportive spaces, promoting positive social interactions, teaching healthy conflict resolution skills, and providing mental health support when needed. By addressing the underlying causes of Bullying and mitigating its effects, we can work towards a more nurturing and compassionate society that promotes the well-being of all children."

- 
- <sup>i</sup> Anderson, C. A., & Bushman, B. J. (2002). Human bullying. *Annual Review of Psychology*, 53, 27-51.
- Dodge, K. A., & Coie, J. D. (1987). Social-information-processing factors in reactive and proactive bullying in children's peer groups. *Journal of Personality and Social Psychology*, 53(6), 1146-1158.
- <sup>ii</sup> Bandura, A. (1973). *Bullying: A social learning analysis*. Englewood Cliffs, NJ: Prentice Hall
- <sup>iii</sup> Feshbach, N. D., & Feshbach, S. (2009). Bullying in children: Personality, environmental, and temperamental factors. *Journal of Personality*, 77(1), 57-78.
- Eron, L. D. (1994). Theories of bullying: From drives to cognitions. In L. R. Huesmann (Ed.), *Bullying behavior: Current perspectives* (pp. 3-11). Plenum Press.
- <sup>iv</sup> Anderson, C. A., & Bushman, B. J. (2002). Human bullying. *Annual Review of Psychology*, 53, 27-51.
- <sup>v</sup> Dodge, K.A., & Coie, J. D. (1987). Social information processing factors in reactive and proactive aggression in children's peer groups. *Journal of Personality and Social Psychology*, 53(6), 1146-1158.
- <sup>vi</sup> Anderson, C. A., & Bushman, B. J. (2002). Human bullying. *Annual Review of Psychology*, 53(1), 27-51.
- Wright, M. F., & Lee, Y. (2013). A biopsychosocial model for understanding adolescent bullying. *Journal of Youth and Adolescence*, 42(6), 841-855
- <sup>vii</sup> Dodge, K. A., & Coie, J. D. (1987). Social information processing factors in reactive and proactive bullying in children's peer groups. *Journal of Personality and Social Psychology*, 53(6), 1146-1158.
- Vitaro, F., Brendgen, M., & Tremblay, R. E. (2002). Reactive and proactively bullying children: Antecedent and posterior characteristics. *Journal of Child Psychology and Psychiatry*, 43(4), 495-505.
- <sup>viii</sup> Moffitt, TE (1993). Adolescence-limited and lifelong antisocial behavior: A developmental taxonomy. *Psychological Review*, 100(4), 674-701.
- Tremblay, R. E., Nagin, D. S., Séguin, J. R., Zoccolillo, M., Zelazo, P. D., Boivin, M., ... & Japel, C. (2004). Physical bullying during early childhood: Trajectories and predictors. *Pediatrics*, 114(1), e43-e50.

- <sup>ix</sup> Bandura, A. (1973). *Bullying: A Social Learning Analysis*. Prentice-Hall.
- Feshbach, N. D., & Feshbach, S. (2009). Bullying in children: Personality, environmental, and temperamental factors. *Journal of Personality*, 77(1), 57-78.
- Eron, L. D. (1994). Theories of bullying: From drives to cognitions. In L. R. Huesmann (Ed.), *Bullying behavior: Current perspectives* (pp. 3-11). Plenum Press.
- <sup>x</sup> Huesmann, L. R. (1988). An information processing model for the development of bullying. *Bullying Behavior*, 14(1), 13-24.
- Moffitt, TE (1993). Adolescence-limited and lifelong antisocial behavior: A developmental taxonomy. *Psychological Review*, 100(4), 674-701.
- Rhine, A. (2002). Biosocial studies of antisocial and violent behavior in children and adults: A review. *Journal of Abnormal Child Psychology*, 30(4), 311-326.
- <sup>xi</sup> Bandura, A. (1986). *Social Foundations of Thought and Action: A Social Cognitive Theory*. Englewood Cliffs, NJ: Prentice-Hall.
- Bandura, A., Ross, D., & Ross, S. A. (1961). Transmission of bullying through imitation of bullying models. *Journal of Abnormal and Social Psychology*, 63(3), 575-582.
- Grusec, J. E., & Hastings, P. D. (Eds.). (2014). *Handbook of Socialization: Theory and Research* (2nd ed.). Guilford Press.
- <sup>xii</sup> Anderson, C. A., & Bushman, B. J. (2002). Human bullying. *Annual Review of Psychology*, 53(1), 27-51.
- Bandura, A. (1973). *Bullying: A social learning analysis*. Prentice Hall.
- <sup>xiii</sup> Huesmann, L. R., & Kirwil, L. (2007). Why does witnessing violence increase the risk of violent behavior on the part of the observer? In D. Flannery, A. Vazsonyi, & I. Waldman (Eds.), *The Cambridge Handbook of Violent Behavior and Aggression* (pp. 545-570). Cambridge, UK: Cambridge University Press
- <sup>xiv</sup> Dodge, KA (1991). Structure and function of reactive and proactive bullying. In D. J. Pepler & K. H. Rubin (Eds.), *The development and treatment of childhood bullying* (pp. 201-218). Lawrence Erlbaum Associates.
- <sup>xv</sup> Gini, G., & Pozzoli, T. (2013). Bullied children and psychological problems: A meta-analysis. *Pediatrics*, 132(4), 720-729.
- Klomek, AB, Surender, A., & Gould, MS (2010). Bullying and suicide: detection and intervention. *Psychology: Interpersonal and Biological Processes*, 73(3), 237-249.
- <sup>xvi</sup> Moore, S. E., Norman, R. E., Suetani, S., Thomas, H. J., Sly, P. D., & Scott, J. G. (2017). Consequences of being bullied in childhood and adolescence: A systematic review and meta-analysis. *World Journal of Psychology*, 7(1), 60-76.
- <sup>xvii</sup> Arseneault, L., Bowes, L., & Shakoor, S. (2010). Bullying victimization and mental health problems in young people: 'much ado about nothing'? *Psychiatry*, 40(5), 717-729.
- <sup>xviii</sup> Klomek, A. B., Sourander, A., & Gould, M. (2010). The association of suicide and bullying in childhood to young adulthood: A review of

- cross-sectional and longitudinal research findings. *Canadian Journal of Psychiatry*, 55(5), 282-288.
- Gini, G., & Pozzoli, T. (2013). Association between bullying and psychosomatic problems: A meta-analysis. *Pediatrics*, 132(4), 720-729.
- Nansel, T. R., Overpeck, M., Pilla, R. S., Ruan, W. J., Simons-Morton, B., & Scheidt, P. (2001). Bullying behaviors among US youth: Prevalence and association with psychosocial adjustment. *JAMA*, 285(16), 2094-2100.
- <sup>xi</sup> Centers for Disease Control and Prevention (CDC) - To prevent chronic diseases and promote health: CDC offers information about chronic diseases, their risk factors, and strategies for prevention and management. Its website provides statistics, research and resources on various chronic conditions: <https://www.cdc.gov/chronicdisease/index.htm>
- <sup>xx</sup> Hawker, D. S., & Bolton, M. J. (2000). Twenty years of research on peer victimization and psychological disorders: A meta-analytic review of cross-sectional studies. *Journal of Child Psychology and Psychiatry*, 41(4), 441-455.
- <sup>xxi</sup> American Psychological Association (APA) - Chronic Illness: APA provides resources and articles on the psychological effects of chronic illness. Their website covers topics such as coping strategies, mental health considerations, and support for people with chronic health problems: <https://www.apa.org/topics/chronic-illness>
- <sup>xxii</sup> Klomek, A. B., Sourander, A., & Gould, M. (2010). The association of suicide and bullying in childhood to young adulthood: A review of cross-sectional and longitudinal research findings. *Canadian Journal of Psychiatry*, 55(5), 282-288.
- Kim, Y. S., Leventhal, B. L., Koh, Y. J., Hubbard, A., & Boyce, W. T. (2006). School bullying and youth violence: Causes or consequences of psychopathologic behavior? *Archives of General Psychiatry*, 63(9), 1035-1041.
- Copeland, W. E., Wolke, D., Angold, A., & Costello, E. J. (2013). Adult psychiatric outcomes of bullying and being bullied by peers in childhood and adolescence. *JAMA Psychiatry*, 70(4), 419-426.
- <sup>xxiii</sup> Sourander, A., Brunstein Klomek, A., Ikonen, M., Lindroos, J., Luntamo, T., Koskelainen, Helenius, H. (2010) Psychological risk factors associated with cyberbullying in adolescents: A population-based study. *Archives of General Psychiatry*, 67(7), 720-728.
- <sup>xxiv</sup> National Institute of Mental Health (NIMH) - Chronic Illness and Mental Health: NIMH provides information on the impact of chronic diseases on mental health and well-being. You can find resources and research articles on their website: <https://www.nimh.nih.gov/health/publications/chronic-illness-mental-health>
- World Health Organization (WHO) - Chronic diseases and health promotion: WHO provides information on chronic diseases and their impact on individuals and societies. Their website includes reports, fact sheets

---

and publications on various chronic conditions:  
<https://www.who.int/health-topics/chronic-diseases>