

Literature Review: Bullying

Group E

Walden University/SOCI-4080-12

Dr. Moseley

November 10, 2011

Introduction

In the past few years, we have heard lots of talk from the media on bullying; particularly the outcomes of bullying. Bullying has become an issue that affects “school achievement, pro-social skills, and the psychological well-being of both bullies and their victims” (Uba, Yaacob, Juhari, & Talib, 2010). According to StopBullying.gov (n.d.), some of the warning signs are that your child is coming home with damaged or missing clothing, unexplained injuries, frequently complains of feeling sick, has trouble sleeping, or runs away from home (Recognizing the warning signs). In some cases, teens and pre-teens are taking their own life after being bullied, so the question some have now asked is, how serious is it? Should bullying be looked at more than just rivalry among peers?

Cause

There are several causes to bullying. One cause is through family life. Some parents are authoritarian, which can develop a harsh, disciplinary atmosphere (Ahmed & Braithwaite, 2004). Some parents even think of bullying as being positive as it allows their children to become tougher and to be integrated within a group (Alifanovienė, Šapelytė, & Valančiūtė, 2010).

Another cause is that children lack self-esteem and so look to find it by putting others down. This happens because the bully doesn't feel loved or esteemed. Bullying is then used as a avenue to be made to feel better and stronger than the victim (Alifanovienė, Šapelytė, & Valančiūtė, 2010).

Effects

Both bullies and victims are negatively affected by bullying and develop social issues. Ahmed and Braithwaite (2004) quote Kochenderfer and Ladd about the effects of

bullying in that they cause victims “emotional and developmental scars that can persist into adolescence and beyond” (Bullying and victimization, p.35). They go on to quote Rigby who says that bullies “fail to develop empathy for others” (Ahmed & Braithwaite, 2004, p.35). Bullies are then enabled through bullying to become delinquents and criminals. Bullies are both female and male with males shown to be more physical through shoving and pushing, while females use more social gossip and expulsion (The George Washington University, 2004).

Bullying impacts society as it is a possible cause of issues, such as “depression, anxiety, loneliness, and reduced self-esteem” (Boulton, Trueman, & Murray, 2008, p. 474). On the other hand, research has shown that those who are bullied who have loving family relationships with their mother and siblings are less likely to develop emotional problems (Bowes, Maughan, Caspi, Moffitt, & Arseneault, 2010). According to the article by The George Washington University (2004), teachers are not trained to handle bullying and many feel they can’t stop it, and so about 70% of those who commit horrific school violence were discovered to have either been bullied or to have been a bully (Bullying - Is it part of growing up, or part of school violence). Some teachers don’t find bullying to be a problem, that it’s a way of life, however when students see teachers ignoring the bullying that they are witnessing, it’s stating the fact that bullying is no big deal and shouldn’t be taken seriously (The George Washington University, 2004).

Prevention

Superintendent Tom Changnon describes the issue as “It’s a myth that people are born bullies. The fact is bullying is a learned behavior, and behaviors can be changed” (Austin, 2011, para. 16). One possible solution is to set up an anti-bullying program in

schools. This would cover classrooms, playgrounds, and involve parents (Pearce, Cross, Monks, Waters, & Falconer, 2011). Parents are already beginning to hold schools accountable for the bullying that does happen despite the fact that schools think they can't control it (The George Washington University, 2004).

Another possible solution is to teach our children how to handle bullying. A couple ways this is being accomplished is through TV and school curriculum. Sesame Street hosted an anti-bullying panel and aired an episode where Big Bird is being bullied and he looks for ways to stop it from happening (PR Newswire, 2011). An organization called HOBY (Hugh O'Brian Youth Leadership) is taking steps to stop bullying through the students themselves (Verticalnews.com, 2011).

Another organization, Needham Youth Services in Massachusetts, is starting a prevention program to give counseling to bullies who have been caught (Adams, 2011). The curriculum that is used by the schools starts in elementary school and continues through high school teaching skills needed by the students. These groups are taking a stand against bullying by teaching children not to bully at a young age, and how to combat it if they are.

Conclusion

We as parents, educators, law enforcers, coaches, or any others adults in authority, we much educate ourselves on the danger of bullying and then advocate against it. One person cannot end bullying, but together taking a collective action- one step at a time we can make a difference and put a stop to bullying.

References

- Adams, D. (2011, October 13). *Alternative response to bullying; needham; taking stock of the problem*. Retrieved from Proquest:
<http://proquest.umi.com.ezp.waldenulibrary.org/pqdweb?index=0&did=2483442311&SrchMode=2&sid=1&Fmt=3&VInst=PROD&VType=PQD&RQT=309&VName=PQD&TS=1320873038&clientId=70192>
- Ahmed, E., & Braithwaite, V. (2004, January). Bullying and victimization: Cause for concern for both families and schools. *Social Psychology of Education*, 7(1), 35-54.
- Alifanovienė, D., Šapelytė, O., & Valančiūtė, E. (2010, December). Causes of bullying and ways of solution: Viewpoints of pupils of a specialised educational institution. *Specialusis ugdymas (Special Education)*, 2(23), 44-55.
- Austin, N. (2011, November 7). *Modesto area schools focus on battling bullies*. Retrieved from ProQuest:
<http://proquest.umi.com.ezp.waldenulibrary.org/pqdweb?index=3&did=2504537861&SrchMode=2&sid=1&Fmt=3&VInst=PROD&VType=PQD&RQT=309&VName=PQD&TS=1320943201&clientId=70192>
- Boulton, M. J., Trueman, M., & Murray, L. (2008, September). Associations between peer victimization, fear of future victimization and disrupted concentration on class work among junior school pupils. *The British Journal of Educational Psychology*, 78(Pt 3), 473-489.
- Bowes, L., Maughan, B., Caspi, A., Moffitt, T. E., & Arseneault, L. (2010, July 1). Families promote emotional and behavioral resilience to bullying: evidence of an environmental effect. *The Journal of Child Psychology and Psychiatry*, 51(7), 809-817.
- Pearce, N., Cross, D., Monks, H., Waters, S., & Falconer, S. (2011, June 1). Current evidence of best practice in whole-school bullying intervention and its potential to inform cyberbullying interventions. *Australian Journal of Guidance & Counseling*, 21(1), 1-21.
- PR Newswire. (2011, October 26). *Sesame street and committee for children take on bullying*. Retrieved from Proquest:
<http://proquest.umi.com.ezp.waldenulibrary.org/pqdweb?index=0&did=2495098861&SrchMode=2&sid=5&Fmt=3&VInst=PROD&VType=PQD&RQT=309&VName=PQD&TS=1320801418&clientId=70192>
- Stopbullying.gov. (n.d.). *Recognizing the warning signs*. Retrieved from Stopbullying.gov: http://www.stopbullying.gov/topics/warning_signs/index.html
- The George Washington University. (2004, December 15). *Bullying - Is it part of growing up, or part of school violence*. Retrieved from The Center for Health and Health Care in Schools: <http://www.healthinschools.org/News-Room/InFocus/2004/Issue-2.aspx>
- Uba, I., Yaacob, S. N., Juhari, R., & Talib, M. A. (2010, December). Effect of self-esteem on the relationship between depression and bullying among teenagers in malaysia. *Asian Social Science*, 6(12), 77-85.

Verticalnews.com. (2011, November 9). Bullying; Hugh o'brian youth leadership to incorporate national epidemic of school bullying into 2012 curriculum. *Education Letter*(75).