How Bullying in Schools Influences the Child?

Introduction

Bullying is defined as that consistent undesirable attitude (like shouting, written abuse, calling names, threatening, mimicking, forcing to do unwanted things, and much more) having traces of unjustifiable and illogical criticism and disapproval which compels the victim to get isolated, humiliated and singled out in crowd. School bullying involves students bullying their fellow students. Physical bullying occurs less frequently than social bullying, and cyberbullying, while becoming more popular, is still uncommon. As per StopBullying.gov, a website operated by the United States Department of Health and Human Services, over half of students in early school years experience bullying during a given month, and a large number of students claim to having witnessed the instances of bullying at school (Barrington, 2022).

Effects of Bullying on Personality

A bullied student may experience hypertension, fatigue, loneliness, anxiety, sadness, low self-esteem, poor grades, and suicidal ideation. Bullied students have an inferiority complex and do not have a normal mood. They are always stressed and depressed, which causes them to be shy in social situations, leading to social isolation. The helplessness they feel while being bullied can often be so overwhelming that they seek refuge in a hazardous suicide attempt.

Bullying victims may have low levels of self-confidence, which can result in depression. As a consequence of bullying at school, some victims experience emotional or physical pain. Regretfully, some children experience frequent bullying on a weekly basis. To avoid long-term harm, it is crucial that educators step in for the victims and act in cases of persistent bullying. Bullying in primary schools is linked to depression and suicide ideation, according to Kaltiala-Heino et al. (1999). There is an elevated risk of depression and serious suicidal thoughts among both bullies and the victims. Students that are bullied usually have low self-esteem, sadness, suicidal thoughts, and sometimes violent outbursts (Barrington, 2022).

Effects of Bullying on Relations

Bullying among students has a detrimental effect on their psychosocial well-being. Few studies have looked at how teacher-student relationships (TSRs) could mitigate the detrimental effects that bullying on pupils may have. When compared to their peers, students who have trouble internalizing difficulties frequently demonstrate a greater dependence on their educators, and children who are unduly reliant on their educators are more likely to be bullied. Effective school support, however, has been linked to declines in anxiety and other internalizing behaviors (Huang et al., 2018).

Effects of Bullying on Academic Achievements

Students who are frequently bullied are more likely to suffer a drop in academic achievement. Bullied students find it difficult to concentrate on their studies. In fact, one of the first symptoms that a child is being bullied is a drop in grades. Victims may also be so concerned with harassment that they forget about tasks or struggle to pay attention in class (Gordon, 2021). Because bullies are classmates, victims frequently develop fear as a result of the school environment. Bullying also contributes to school dropout and absence. The presence of bullies or groups of bullies at school creates a climate of fear and intimidation for diverse victims, making it difficult to focus on classroom tasks or to tolerate the concept of attending to school.

Difference of Effects on Male and Female Students

Bullying affects men and women differently. When male students are bullied, they tend to withdraw from social gatherings and become quiet. It is critical for parents to understand the cause of this isolation since they often mix it with adolescent behavior. Bullied male students isolate themselves in their rooms and remain silent the most of the time. They may also become angry out of despair at times, and to vent this hostility, they may become dominating at home. They may attempt to physically harm themselves.

Female victims are more likely to react emotionally than physically. Their sensitivity to minor concerns grows, both at home and at school. They weep more frequently. After entering high school, female victims characterize bullying in a different way. Bullying, they believe, includes negative behaviors that are most destructive to themselves and their peers. Bullying tends to damage their mental state, which ultimately leads to the downfall of society as a whole because women play a vital role in building a healthy society.

Efforts Needed by Schools to Decrease Bullying

To reduce negativity in the school environment caused by bullying, the school system must encourage interpersonal and helping relationships among its students. Students' emotional wellness is critical in preventing them from bullying others or becoming victims. They must be educated about the impacts of bullying and how it harms the school's general atmosphere. It is critical for parents and teachers to be alert to changes in children's behavior in order to prevent bullying, which is a severe issue in schools.

Conclusion

Bullying can take place at any school level, therefore it is critical that teachers and staff have a clear understanding and are able to recognize the instances of bullying as it occurs. Bullies should be treated with zero tolerance because verbally or physically hurting someone is simply not acceptable. Schools should implement effective anti-bullying policies and procedures in order to preserve a healthy educational environment in which all students can thrive both emotionally and physically.

**References**

# Barrington, K. (2022). How Does Bullying Affect a Student’s Academic Performance?. *Publicschoolreview.com*. Retrieved from https://www.publicschoolreview.com/blog/how-does-bullying-affect-a-students-academic-performance

# Gordon, S. (2021). The Long-Lasting Effects of Bullying. *Verywellfamily.com*. Retrieved from https://www.verywellfamily.com/bullying-impact-4157338

Huang, F., Lewis, C., Cohen, D., Prewett, S., & Herman, K. (2018). Bullying Involvement, Teacher–Student Relationships, and Psychosocial Outcomes. *School Psychology Quarterly, 33*(2), 223-234.

Kaltiala-Heino, I., Rimpela, M., Marttunen, M., Rimpela, A., & Rantanen, P. (1999). Bullying, depression, and suicidal ideation in Finnish adolescents: school survey. *BMJ, 10*(1136), 319-348.