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## PSYCHOLOGY OF BULLYING

**Abstract.** According to World Health Organization 30 percentage of teenagers who have been diagnosed with long time depression were bullying victims. Bullying is a distinctive pattern of harming and humiliating others, specifically those who are in some way smaller, weaker, younger or in any way more vulnerable than the bully. Bullying is not garden-variety aggression; it is a deliberate and repeated attempt to cause harm to others of lesser power. Many studies show that bullies lack prosocial behavior, are untroubled by anxiety, and do not understand others' feelings. They typically see themselves quite positively. Those who chronically bully have strained relationships with parents and peers. Electronic bullying has become a significant problem in the past decade. The ubiquity of hand-held and other devices affords bullies any-time access to their prey, and harassment can often be carried out anonymously. Bullies couldn't exist without victims, and they don't pick on just anyone; those singled out lack assertiveness and radiate fear long before they ever encounter a bully. No one likes a bully, but no one likes a victim either. Grown-up bullies wreak havoc in their relationships and in the workplace. Bullying is a social phenomenon that transcends gender, age, and culture. While there are wide ranges in the definition of the term, *bullying* is essentially characterized by one or several individuals aggressing on a vulnerable peer, primarily to assert control or power. We undoubtedly see the victims of these behaviors in our practices—whether they disclose their plights or not. In this article, we discuss the potential psychological and somatic consequences of bullying, which may emerge in psychiatric as well as primary care settings. A number of studies have examined the psychological consequences in the aftermath of frequent bullying. One consequence is compromised social development. In a Korean study of seventh- and eighth-grade students, investigators found that being bullied contributed to an increased risk of social problems. In this study, social problems were described as acting younger than one's age, being overly dependent on adults, and behaving socially immature—all factors that heighten the risk of social isolation within the peer group.

**Key words:** bullying, aggression, prosocial behavior.

First in Scandinavia, then in England, Japan, the Netherlands, Canada, and finally, the United States, researchers have begun scrutinizing the phenomenon of bullying.

To understand the behavior of bullies is to see how aggression is learned and how well the lesson is taken to heart. The existence of bullies tells us that the social needs of human beings are vastly undervalued, at least in Western culture. For the social life of kids, often thought as an accessory to childhood, turns out to be crucial to healthy development. In the long run, bullying can be a way—a desperate and damaging way—for some people to maintain a circle of human contacts [1].

And bullying always has a very long run. Bullying may begin in childhood, but it continues into adulthood; it is among the most stable of human behavior styles.

There is no standard definition of a bully, but Dan Olweus has honed the definition to three core elements—bullying involves a pattern of repeated aggressive behavior with negative intent directed from one child to another where there is a power difference. There's either a larger child or several children picking on one, or a child who is clearly more dominant (as opposed to garden-variety aggression, where there may be similar acts but between two people of equal status). By definition, the bully's target has difficulty defending him- or herself, and the bully's aggressive behavior is intended to cause distress, observes Olweus, professor of psychology at the University of Bergen.

The chronicity of bullying is one of its more intriguing features. It is the most obvious clue that there comes to be some kind of a social relationship between a bully and his victims - and most bullies are boys, while victims are equally girls and boys. And it suggests that, contrary to parents' beliefs, bullying is not a problem that sorts itself out naturally.

The aggression can be physical-pushes and shoves and hitting, kicking, and punching. Or it can be verbal-name-calling, taunts, threats, ridicule, and insults. Bullies not only say mean things to you, they say mean things about you to others. Often enough, the intimidation that starts with a fist is later accomplished with no more than a nasty glance. The older bullies get, the more their aggression takes the form of verbal threats and abuse.

Figures differ from study to study, from country to country, and especially from school to school, but from 15 to 20 percent of children are involved in bullying more than once or twice a term, either as bullies or victims. In one Canadian study, 15 percent of students reported that they bullied others more than once or twice during the term. According to large-scale studies Olweus conducted in Norway in 1983, 7 percent of students bullied others "with some regularity" But since then, bully problems have increased. By 1991, they had gone up a whopping 30 percent [2].

Bullies, for the most part, are different from you and me. Studies reliably show that they have a distinctive cognitive make-up-a hostile attributional bias, a kind of paranoia. They perpetually attribute hostile intentions to others. The trouble is, they perceive provocation where it does not exist. That comes to justify their aggressive behavior. Say someone bumps them and they drop a book. Bullies don't see it as an accident; they see it as a call to arms. These children act aggressively because they process social information inaccurately. They endorse revenge.

That allows them a favorable attitude toward violence and the use of violence to solve problems. Whether they start out there or get there along the way, bullies come to believe that aggression is the best solution to conflicts. They also have a strong need to dominate, and derive satisfaction from injuring others. Bullies lack what psychologists call prosocial behavior - they do not know how to relate to others. No prosocial attitudes hold them in check; they do not understand the feelings of others and thus come to deny others' suffering.

Bullies are also untroubled by anxiety, an emotion disabling in its extreme form but in milder form the root of human restraint. What may be most surprising is that bullies see themselves quite positively - which may be because they are so little aware of what others truly think of them. Indeed, a blindness to the feelings of others permeates their behavioral style and outlook.

Every attempt to trace aggression to its roots indicates that it starts in the preschool years and thrives in elementary and middle school. Up to grade six, Olweus reports, bullies are of average popularity. They tend to have two or three friends-largely other aggressive kids. And it's their physical strength other kids admire. As they get older, though, their popularity with classmates wanes; by high school they are hanging out only with other toughs. They may get what they want through aggression, and be looked up to for being tough, but they are not liked [2].

If their self-confidence survives increasing rejection by peers, it may be because bullies are unable to perceive themselves correctly in social situations, a part of their social blindness. Reports child psychologist Melissa DeRosier, Ph.D., of the University of North Carolina: "Bullies are clueless as to how little they are liked. They are out of touch with what kids think." As something of a threat to others, they are not likely to learn just exactly how other kids feel about them. And with their deficits in social cognition, they certainly don't see the impact of their own behavior on others [3].

It's possible that bullying is not the same in all the world's cultures and those American children suffer more severely at the hands of bullies-a suggestion borne out by the fact that bullies register less popular with peers here, especially as they get older, than they do in Scandinavia. There may be an intensity to bullying here that does not exist elsewhere. Dominance may be more valued; competition more accepted. Victimization may be more extreme. This intensity has many observers worried because violence is worsening in the U.S. and other countries. While that doesn't necessarily mean bullying is getting worse, there are disturbing signals. "Clinically, I see an increment in the aggressive fantasies kids now bring to therapy," confides Schwartz. "They talk about their dolls tearing the skin off each other."

Bullying exists, to greater or lesser degrees, in virtually every Westernized culture. It is a serious problem in Japan. It happens in China. No one knows for sure, because the same methodology has not been applied in every country, but there may be more bullies per capita in the U.S., England, Canada, and Ireland than in other countries. And bullyings not partial to cities; if anything, it's more common in the one-room schoolhouse than in urban settings [4,5].

But no matter where they live, bullies find one place especially congenial to their nefarious activities: school. Most bullying occurs on the school playground, especially its unsupervised corners, and in the long and crowded corridors of most schools. Above all else, says Dan Olweus, bullying is a school problem.

It's not that bullying worsens at adolescence; in fact, it tends to lessen. But that's when sensitivity to rejection by peers takes a painful leap forward. Curtis Taylor probably could have told you that.

Up until about age seven, studies suggest, bullies pick on anyone. After that, they single out specific kids to prey on. And those bullied at one age tend to be bullied later on. Olweus calls them "whipping boys." Even the term is searing. Between ages eight and 16, about 8 or 9 percent of kids are the consistent targets of bullies.

And, says Illinois's Gary Ladd, bullies engage in a "shopping process" to find them. At the beginning of the school year, when children do not know each other well, about 22 percent of children report having a victimization experience on more than a moderate level, Ladd finds. But by the end of the school year, only 8 percent of kids wind up being regularly singled out by bullies. About half of all kids are victimized at least once a year [7].

Moreover, the younger a child, the more likely he or she is to experience aggression at the hands of peers. For if there's one thing bullies do, it's pick on children who are younger and smaller than they are. And weaker. Most bullies are physically strong and they specifically seek out kids who are ill-equipped to fight back.

Those who become targets also bear a particular set of psychological characteristics. They are more sensitive, cautious, and quiet than other kids, Olweus finds, and more anxious. They also have a negative view of violence. It's not just that they're non aggressive, for lots of kids are non aggressive. But these kids withdraw from confrontations of any kind and cry when attacked. They radiate what one researcher calls "an anxious vulnerability." Faced with conflict, they are gripped with fear. Their fearfulness and physical weakness probably set them up.

"The big question," says Ladd, "is where does victimization start. Do kids emit signals for others to test them? Or is it that bullies pick out those they see they can dominate?" He finds clues in the fact that some kids are victimized later in the school year but not early on. "Something increases their likelihood of being picked on—probably, vulnerabilities revealed in a class environment. Maybe they don't do well in gym, or fumble a reading task." [9]

And they easily acquiesce to the demands of bullies: They cry and assume defensive postures. Not only do they not fight back, they hand over their possessions - handsomely rewarding their attackers psychologically and materially - powerfully reinforcing them. The reinforcement is double: Bullies are unlikely to be punished by retaliation.

It's one thing to be submissive when challenged, but researchers now know that the children who become bully victims are submissive even before they're picked on. At Vanderbilt University, where he is a research associate, child psychologist David Schwartz conducted a novel study of children, none of whom knew each other at the outset. He silently monitored and videotaped them in a series of play sessions. "Even in the first two sessions, before bully-victim situations develop, these kids behaved submissively," Schwartz reports.

In nonconfrontational situations they showed themselves to be "pervasively nonassertive." Schwartz catalogues the ways. They didn't make overtures to others, didn't initiate conversation. They made no attempts to verbally persuade their peers - no demands, requests, or even suggestions. They were thoroughly socially incompetent, spending time in passive play, playing parallel to their peers, rather than with them.

Being submissive in non aggressive contexts kicks off a dizzying downward spiral of events. It sets them up as easy targets. "It seems to mark these kids for later victimization," says Schwartz. "And that only made them more submissive." Here's the catch - being victimized leads to feeling bad, feeling anxious, which then increases vulnerability to further victimization. This is the spiral Curtis Taylor couldn't - and shouldn't have been expected to - untangle by himself [7].

To say that victims are socially incompetent is not to say that they are to blame for the aggressive behavior of bullies. It is simply to recognize that certain patterns of social behavior make some children vulnerable, say investigators. After all, even the most passive child isn't victimized unless there's a bully in the room.

Just as certain as there will always be a bully around, victimization can lead to a host of social-psychological difficulties. No one likes a bully, but no one likes a victim either. The failure - or inability - of victims to stick up for themselves seems to make other kids highly uncomfortable. After all, says Ladd, "part of growing up is learning how to stick up for yourself." Gradually, whipping boys become more and more isolated from their peers. While bullying is painful, it is the social isolation that probably is most damaging to victims. An emerging body of research shows that social isolation, to say nothing of active rejection, is a severe form of stress for humans to endure. And rejection deprives these kids of the very opportunities they need to acquire and practice social competence.

Victims are rejected not only by the bullies but typically by other peers as well. Few children like them; many dislike them. In answering questionnaires they confide they are very lonely. They typically develop a negative view of school and hate going. They suffer headaches, stomachaches, and other somatic complaints. "We ask them how they feel in school," Ladd reports. "It's clear they're pretty unhappy. They want to get away from that environment."

Eventually, achievement suffers. Regardless of their grades, a disproportionate number of rejected kids drop out of school. These children internalize the very negative views of themselves others hold of them, Olweus finds [1].

"There are lots of kids in schools who are being victimized and, as a result, are not living up to their potential, not getting as much out of the school experience as they could," says Ladd. "They get very negative views of themselves and their abilities. That's a waste of human beings, and a threat to the health and wealth of the country."

Olweus, who has followed thousands of Norwegian children into adulthood, finds that by age 23, some "normalization" takes place. By then, those who once were victims are free to choose or create their own social and physical environments. However, they are still susceptible to depression and to negative feelings about themselves.

Victimization, everyone agrees, is bad for kids. But it sometimes has effects that are not entirely negative. It can prod children into finding a way to salvage a sense of self-respect. There are those whom victimization by bullies drives deeper into the world of books and to excel in schoolwork—both activities with long-term payoffs—although it's scarcely a predictable outcome and a terribly aversive route to excellence.

In Olweus's studies, victims have close relationships with their parents and tend to come from overprotective families. As a result, they get no practice in handling conflict, one of the basic facts of social life, and no confidence in their ability to negotiate the world on their own. Overprotection prevents them from learning the skills necessary to avoid exploitation by others[1,5].

Increasingly, researchers are coming to see bullying and victimization less as the products of individual characteristics and more as an outgrowth of unique interactive chemistry. Over time, bullies and their victims become a twosome - a dyad, in the lingo of social science. Like husbands and wives, mothers and infants, and other lovers, they come to have an ongoing relationship, they interact frequently, and there is a special dynamic operating.

What makes normal dyadic relationships so enthralling for both parties - and for infants is the medium in which growth takes place - is the intricate pattern of mutual responsiveness, of action and response, the synchrony of give and take that gets established. It sets up its own gravitational field; it draws the two together and validates each as a special person. If that's not quite how it goes with bullies and their victims, still these children develop a history with each other, and the behavior of each reinforces the other. Call it the bully-victim dance.

That's how Toronto psychologist Debra Pepler, Ph.D., sees it. "There is a relationship. There is a repeatedness over time. Then a glance or comment can work, setting up a whole terrifying sequence of emotions, such as anxiety," where once there was the verbal threat of aggression, or even the real thing. Then the submissiveness signals to the bully that his aggression is working. Once selected for aggression, victims seem to reward their attackers with submission [11].

Other researchers describe victims who actually pester the bully. There is, for example, the kid who runs after the bully: "Aren't you going to tease me today? I won't get mad." Both bullies and victims are disliked by their peers. They may be seeking each other for social contact - just because no one else will.

Bullying inhabits a covert kids-only world - right under the noses of adults. "Teachers tell us it doesn't happen in their school or classroom," reports Ladd, "when in fact it does,"-a point he teases out by giving separate questionnaires to students and teachers. "To some degree the teachers simply don't want to admit it. But there is also evidence that kids know just how antisocial their behavior is and often choose corners out of the ken of their teachers."

Nor do most parents know about it when their kids are victimized. Like Curtis Taylor, kids often think it is their own fault. So there is deep shame and humiliation. Moreover, the fear of reprisals keeps kids from saying a word. And tragically, says Ladd, the pace of parenting today doesn't leave a whole lot of room for parents to sit down every evening with their children and find out how their day went, to talk about how they are being treated by their peers.

He wishes they would, because when he asks, he hears. "We ask kids to tell us something fun that happened at school. Then we ask, 'Tell us about something that happened that was nasty.' Out pour stories about harassment, exclusion, rejection, victimization. A lot of the parents look like they're hearing about it for the first time."

When Toronto's Debra Pepler wanted to get a detailed glimpse into the world of bullies, she planted a video camera in schools and trained it on the playground, where the kids were monitored by remote microphones. In 52 hours of tape, Pepler, of York University, documented over 400 episodes of bullying, from brushes of mild teasing to 37 solid minutes of kicking and punching. The average episode, however, lasted 37 seconds. Teachers noticed and intervened in only one out of 25 episodes. The child in the 37-minute incident, says Pepler, is repeatedly kicked and thrown around by two kids (although in the vast majority of instances, bullying is one-on-one). "What's so strange to me is that he stays in it. There are lots of opportunities for him to get away. At one point a teacher even tries to break it up, and all three of them say, 'Oh no, we're just having fun.'"

"In showing other kids the tapes, I confirmed what I felt-it's so important for children to be members of a social group that to receive negative attention is better than to receive no attention at all. It's actually self-confirming.



There's a sense of who I am; I am at least somebody with a role in the group. I have no way of identifying myself if nobody pays attention to me."

Nevertheless, Pepler's studies suggest bullying is far more common among kids than most adults either observe or admit. In a mid-sized school it happens once every seven minutes. And 4 percent of bullies are armed, at least in Toronto, an ethnically balanced city. Probably because bullying is such a covert activity, schools seem to have a hard time figuring out what to do about it. There are only scattered efforts in U.S. schools to institute any anti-bully programs, and, unlike in Scandinavia, rarely have they been tested for effectiveness [12].

Bullying may thrive underground, but it is a psychologically distinctive experience. It's painful. It's scary. Victims feel a great loss of control. Ask anyone who's ever been victimized even once—the memory tends to survive well into adulthood.

Until recently, a bully was just a bully. But researchers are turning up differences among them that provide strong clues as to how the behavior takes shape. There seem to be two distinct types of bully, distinguished by how often they themselves are bullied.

To make matters slightly more complex, different researchers have different names for them and draw slightly different boundary lines. There are those bullies who are out-and-out aggressive and don't need situations of conflict to set them off, called "proactive aggressors" in some studies, "effectual aggressors" in others. Classic playground bullies fall into this camp. Their behavior is motivated by future reward—like "get me something." It's goal oriented, instrumental. Or perhaps these bullies have high thresholds of arousal and need some increase in arousal level. Hard as it is to believe, these bullies have friends—primarily other bullies. What they don't have at all is empathy; cooperation is a foreign word. They are missing prosocial feelings.

Then there are those bullies who are sometimes aggressors, sometimes victims: "reactive bullies", "ineffectual aggressors" or, in Olweus's lexicon, "provocative" victims. Regardless of who starts a fight, these kids prolong the battle, says David Perry, Ph.D., professor of psychology at Florida Atlantic University in Boca Raton. They get angry easily and escalate conflict into aggression, but end up losing. Their behavior is motivated by perceived provocation [1].

And they are the least liked. Of all children, they are the most rejected in the peer group - which puts them at risk of developing the kinds of externalizing, antisocial problems bullies develop, as well as the internalizing problems, like anxiety and depression, that are common to victims. Whether these bullies have the most trouble in life isn't clear, but they do have the fewest friends.

But the line between fun and fisticuffs gets erased only when there's a bully in the pack; the bully may misconstrue some borderline gesture or movement as intentionally hostile. When push turns to shove, when meanness intrudes on play—when someone selects a target and inflicts pain and the payoff is someone else's humiliation - then it's outright bullying.

Kids who are aggressive in childhood tend to be aggressive in adolescence and later. In a decades-long look at boys in London, those who were bullies at age 14 were largely bullies at age 18-and at 32. In a classic long-term study that is still ongoing, University of Michigan psychologist Leonard Eron, Ph.D., and colleagues have been following 518 children in upstate New York from the age of eight. All are now in their 40s. The most astonishing finding is that the kids who were named by their peers - at age eight - as most aggressive commit more crimes, and more serious crimes, as adults. They have more driving offenses. More court convictions. More alcoholism. More antisocial personality disorder. More use of mental health services.

There's sex, drugs, and booze to keep them busy - and they take up with all of them earlier than most other kids, studies show. They drop out of school, hang out with aggressive peers, and that drives further deviance; the link with others like them may be what turns a bully into a criminal. However criminals are made, the point can not be clearer - bullies' social style drives their downward drift through life.

If bullying is bad for those who give it as well as those who get it, then just exactly why do kids do it? "It's a great strategy for getting what you want," says Illinois's Gary Ladd. You push the little girl off the tricycle, you get the tricycle. "A lot of aggressive kids think aggression works. They think about one outcome, but not about the others."

For all those boys who engage in bullying as a way of gaining status, the last laugh is on them. Their trophy is a sham. What looks like power and status turns out not to be that at all. The proof is in their testosterone levels.

Richard E. Tremblay, Ph.D., is a psychologist at the University of Montreal who has been conducting long-term studies of over a thousand bullies and other aggressive kids. Among one group of 178 kids that has passed the threshold of adolescence, Tremblay checked out hormone-behavior links by measuring the boys's levels of testosterone. What he found set him on his ear. The boys who were rated (by peers and teachers) most physically

aggressive at ages six to 12 had lower testosterone levels at age 13 than ordinary peers. The "multiproblem fighters," or hothead bullies, proved to have the lowest testosterone levels of all. [7]

How could these consistently aggressive boys register so low on testosterone? Tremblay admits to having been puzzled. The mistake, he realized, is all those direct extrapolations from animal studies of dominance in which testosterone equals aggression. He has come to believe that testosterone does not reflect brute force but is a barometer of social success. "Physical aggression that is not accompanied by social well-being and social success - being designated a leader by peers - is not associated with high testicular activity."

Among humans, he says, physical aggression leads increasingly to rejection by peers, parents, even the school system. By the end of elementary school, half of bullies are not in their age-appropriate grade.

"They are losers," he states emphatically. "Their testosterone status at puberty reflects the fact that they are not dominating their environment. The human behaviors of dominance are not the same as animal ones," he insists. In humans, even in beefy boys, social dominance has less and less to do with physical aggression - and more and more with language. "While aggression is important for attaining high social status," says Tremblay, "it is not the only strategy. And when sustained, it is not decisive at all." And that is precisely where bullies are weak. Their general intelligence starts out about on a par with that of other kids, but their verbal intelligence is low.

Tremblay pauses to register his bemusement. "I started out studying aggression in adult criminals. Then I found I had to look at adolescents. Now I'm looking at young children. If you had told me I was going to be studying two-year-olds, I would have said that you were crazy."

But he has come to believe that the lifestyle of aggression is pretty much a done deal by age two. And with that, the Terrible Twos just got a lot worse. "Physical aggression is normal at that age. It builds up from nine months and reaches its highest frequency at age two. And then you learn that it hurts when aggressed. Adults intervene and indicate that it is the wrong behavior. Language skills increase, and physical aggression decreases. If you don't get it by age two, then you become aggressive. There's something about language." It may be that language skills are socially acquired in the caregiver-child interaction. And some kids get more of that than others.

Bullying has been studied largely in boys because they are so much more overtly aggressive. The problem, contends psychologist Nicki R. Crick, Ph.D., is that aggression has always been defined strictly in terms of what boys do that's mean. And that's just one more instance of male bias distorting the way things really are. She and her colleagues now know that "girls are just as capable of being mean as boys are."

"The research shows that boys engage in physical aggression such as kicking, hitting, pushing, shoving, and verbal aggression like name-calling and making fun of kids more than girls do," notes Crick. "The interpretation is that boys are just a lot more aggressive than girls are. But if you go back to the textbook definition of aggression, it's 'the intent to hurt or harm.' "[5]

It makes intuitive sense to Crick. "If you want to hurt someone and you want it to be effective, shouldn't it be something they really value? Numerous studies have shown that women and girls really value relationships, establishing intimacy and dyadic relations with other girls. That led us to looking at the use of relationships as the vehicle for harm, because if you take that away from a girl, you're really getting at her." Similarly, boys' aggression, plays into goals shown to be important to boys in the face of their peers—physical dominance and having things, or instrumentality.

In studies of children ranging from three years of age to 12, she has determined that parents, teachers, and kids themselves see these behaviors as problematic. They regard them as mean and manipulative. "This behavior cuts across all socioeconomic and all age groups. Adults do these things too." In fact, Crick's studies show that relational aggression becomes a more normative angry behavior for girls the older they get. Particularly as girls move into adolescence, themes of social exclusion increase in frequency in girls's conflicts with their peers.

While Crick's studies show that 27 percent of aggressive kids, mostly boys, engage in both overt and relational aggression, the majority of aggressive kids - 73 percent - engage in one or the other, not both. Relational aggression is far more characteristic of girls, at least throughout the school years. Taking relational aggression into account leads to a startling conclusion: Girls (22 percent) and boys (27 percent) are aggressive in almost equal numbers [13].

Just as in the case with physical aggression, neither relational bullies nor their victims do well in the short or long haul. They're unhappy with their relationships. They feel emotionally upset and are at risk for social and emotional problems. Being the target of such aggression leaves victims subject to anxiety when meeting people and set on a path to avoiding others.

Being the social bully puts girls at risk of being increasingly rejected over time. Others grow tired of their behavior, weary of being manipulated. While most relationally aggressive kids are rejected by most others, a few are "controversial"- that is, they are well-liked by some kids and actively disliked by others. Either way, their own behavior brings them problems because it strictly limits the pool of potential friends.

Being the friend of a relationally aggressive girl and 75 percent of them have at least one friend - is no picnic. Their friendships are hotbeds of conflict and betrayal. While there's more intimacy in their friendships - more self-disclosure, telling secrets, talking about their feelings - there's also more negativity and aggression. Such girls don't buffer their friends from their aggressiveness; they do it to them, too.

They also construct coalitions and demand exclusivity, getting jealous when a friend pays attention to anyone else. "We think that intimacy is for them a medium of control," says Crick. "They want to be intimate because that is how they get information to use to control others."

Only rarely do relational bullies form a friendship with one of their own kind; they typically choose a very non aggressive peer. Normally, friendship is a highly positive experience and buffers people from a host of ills. But friendship with a relational bully can be a passage to psychopathology.

If other researchers have missed such behaviors, it's because they are subtle and sophisticated, and far less visible than the black-eyed bullying of boys. They also create fewer problems for society; these behaviors may be harmful, but relational bullies don't wind up in the criminal justice system.

Most bullies have almost ridiculously high levels of self-esteem, Juvonen's research has found. What's more, they are viewed by their fellow students and even by teachers not as pariahs but as popular - in fact, as some of the coolest kids at school.

Juvonen shared highlights of her myth-busting research earlier this week with a rapt audience of faculty and staff colleagues at the Faculty Center as this year's featured lecturer in the Emerging Research Series. A collaborative effort among the Academic Senate, Staff Assembly and Campus Human Resources, the series began four years ago as a way to bring faculty and staff together for an engaging, educational forum.

Bullying - which runs the gamut from physical aggression to the spreading of nasty rumors via cyberbullying - is a subject of growing public concern.

All this, Juvonen said, can add up to a vicious cycle. The shy kid who gets picked on, for example, becomes even more withdrawn. When bullied, he responds submissively and becomes increasingly vulnerable. Eventually he reaches the point where "he starts showing all over his face and all over his body that he is indeed a good target, just waiting to be pounced on."

Schools have had success with policing and disciplining individual bullies, Juvonen said. "But bullying is not a problem of specific individuals. Bullying is a collective problem. We need to address the social dynamics.

"Bullies can stop being bullies, and victims can stop being victims," Juvonen said. "What we've learned is that these are temporary social roles, not permanent personality characteristics."

Teachers and school administrators, she suggested, might start by thinking differently - even empathetically - about bullies. "Think if there might be another way to provide them with a sense of control and power other than being mean to others," she suggested. "I've seen some very clever teachers do that. When they see a kid who's constantly on the case of other kids, these clever teachers give this kid a special role" that channels the bully's energies more positively.

Schools should also do a better job of helping the victims, who are often forgotten in the larger drama of reining in the bullies. "Victims can learn new ways to perceive their plight and their suffering," Juvonen said, "realizing that it's not something about them that causes this" and developing effective social skills [14].

In addition to social difficulties, children and adolescents who are repetitively bullied may develop internalizing symptoms. For example, in a study of over 7,000 predominantly African-American and Hispanic middle- and high-school students, Peskin and colleagues found that victims of bullying reported frequent worries, sadness, nervousness, and fearfulness.

Other psychological sequence may develop in the aftermath of repetitive bullying, including anxiety and depressive symptoms and disorders. With regard to anxiety, in a Finnish study of boys, Sourander and colleagues found that frequent bullying was a predicting factor for anxiety disorders in early adulthood. In support of these data, Gladstone and colleagues found, in men and women who were being seen in an outpatient depression clinic, that childhood bullying was associated with high levels of general state anxiety.

In addition to anxiety, studies indicate a higher risk for depressive symptoms and disorders among the bullied, both during childhood and in adulthood. According to Brunstein Klomek and colleagues, frequent bullying may also heighten the risk for suicidal ideation and attempts.

Bullying by peers may also contribute to the development of eating disorders (i.e., anorexia and bulimia nervosa). As an example, in a large Finnish study, Kaltiala-Heino and colleagues found a statistical association between being bullied and development of eating pathology, both in female and male victims. In this latter study, bully victims also had an increased likelihood of evidencing multiple mental disorders (e.g., anxiety, depression).

In addition to the psychological consequences of impaired social development, internalizing symptoms, anxiety, depressive symptoms, and eating pathology, a number of studies indicate that victims of bullying may develop psychosomatic symptoms as well. For example, in a study of over 1,600 US children, ages 6 through 9 years, being bullied was associated with a higher likelihood of repeated sore throats, colds, coughs, and poor appetite.<sup>7</sup> In a study by Fekkes and colleagues of Dutch school children ages 9 to 12 years, being bullied was associated with a greater likelihood of headaches, sleeping problems, abdominal pain, bed-wetting, and feeling tired. Strabstein and colleagues surveyed nearly 16,000 US students in Grades 6 through 10 and found that being bullied was associated with headaches, stomachaches, backaches, dizziness, and sleep disturbance. Finally, in the study by Kaltiala-Heino and colleagues, being bullied was associated with neck and shoulder pain, low back pain, stomachaches, sleep difficulties, headaches, and fatigue. From a different perspective, in a study of over 5,000 Danish students in Grades 5, 7, and 9, Due and colleagues determined that being bullied was associated with an increase in the use of medications for both pain and psychological problems.

Regardless of definition or empirical construct, bullying by peers during childhood and adolescence affects a significant minority of individuals. Not only is bullying an adverse experience, but there appears to be a variety of potential short- and long-term psychological as well as somatic sequence. Psychological sequence may include social difficulties, internalizing symptoms, anxiety and depression, suicidal ideation, and eating disorders. Somatic sequence may entail a host of various types of psychosomatic symptoms. Being alert to these associations in both mental health and primary care settings may expedite the identification of bully victims and the subsequent eradication of these abusive experiences.

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### **ПСИХОЛОГИЯ БУЛЛИНГА**

**Аннотация.** По данным Всемирной организации здравоохранения более 30% подростков, у которых была диагностирована длительная и не поддающаяся медикаментозному лечению депрессия, отмечали в своем прошлом тот факт, что являлись жертвами буллинга. Буллинг - является ярким примером насилия и оскорбления других, в частности те, кто в некотором роде меньше, слабее, моложе или как правило всегда более уязвим, чем хулиган. Буллинг не является примером внезапной агрессии; это - преднамеренная и повторная попытка насилия в отношении другого - слабого. Множество исследований последних лет показывают, что буллы испытывают недостаток в просоциальном поведении, не испытывают тревожность и не понимают чувства других. Они обычно оценивают себя вполне позитивно, при этом вполне вероятно имеют проблемы в взаимоотношениях с родителями и сверстниками. стало значительной проблемой в прошлом десятилетие. Интернет и мобильная передача данных в сотовых телефонах так же стала своего рода толчком к новому типу буллинга, но интернет-буллинг отличается анонимностью. Преследователи не могут существовать без жертв, и жертвы буллинга далеко не случайно, как правило, они давно демонстрируют свой страх, и тревогу от встречи с агрессором. Никому не нравится инициатор буллинга, но никому не нравится и жертва также. Психологическая травля является социальным явлением, не зависящим от пола, возраста и культуры. В данной статье мы хотим обратить внимание на последствия буллинга, которое проявиться в том обстоятельстве, что жертвам часто необходима психиатрическая и медицинская помощь. Одно из последствий буллинга это нарушение социального развития личности жертвы. В исследовании, проведенном в Корее, отмечается рост социальных проблем у жертв буллинга, испытываемые вели себя инфантильно, проявляли зависимое поведение.

**Ключевые слов:** буллинг, агрессия, асоциальное поведение.

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### **БУЛЛИНГ ПСИХОЛОГИЯСЫ**

**Аннотация.** Дүниежүзілік денсаулық сақтау ұйымының мәліметтері бойынша фармакологиялық емдеуге көнбейтін ұзақ уақытты депрессия диагнозы қойылған жасөспірімдердің 30% -дан астамы буллинг құрбандары болғаны анықталған.

Буллинг – басқаларды қорлау мен зорлық-зомбылықтың жарқын үлгісі болып табылады, әсіресе, әлсіз немесе жасы кіші, әдетте олар бұзақылардай емес осал болып табылатындар. Буллинг кенеттен болған агрессияның үлгісі емес; бұл – әлсіздерге – басқаларға қатысты қасақана зорлық жасау және оны қайталау әрекеті. Соңғы жылдардағы көптеген зерттеулер нәтижесі буллингтерде әлеуметтік мінез жетіспейді, алаңдаушылықты бастан кешірмейді және басқалардың сезімін түсіне бермейді деп көрсетеді. Олар әдетте өзін оң бағалайды, бұл ретте ата-аналарымен, жолдастарымен қарым-қатынастарында түсініспеушілік болады, өткен онжылдықта айтарлықтай мәселе болды. Ұялы телефондағы интернет және мобилді деректерді беру буллинктің жаңа түріне себепкер бола бастады, бірақ интернет- буллинг анонимділігімен ерекшеленеді.

Андушылар құрбансыз тіршілік ете алмайды, әдетте, олардың құрбандары кездейсоқ емес, олар өз қорқыныштарын ерте бастан көрсетеді және агрессормен кездесуде дабыл қағады. Буллинктің идеясы ешкімге ұнамайды, бірақ құрбанға да ұнамайды. Психологиялық анду – әлеуметтік құбылыс, жынысына, жасына және мәдениетіне байланыссыз болып табылады.

Бұл мақалада біз құрбанға психиатриялық және медициналық көмек қажет болған жағдайда көрінетін буллинктің салдарына назар аударғымыз келеді. Буллинг салдарларының бірі құрбанның жеке тұлға ретіндегі әлеуметтік дамуын бұзу болып табылады. Кореяда жүргізілген зерттеуде буллинг құрбандарының әлеуметтік мәселесінің өсуі байқалған, зерттелушілер өздерін инфантилді, тәуелді мінез-құлықта көрсеткен.

**Тірек сөздер:** буллинг, агрессия, асоциалды мінез-құлық.