



ISSN: 0975-833X

RESEARCH ARTICLE

BULLYING RESILIENCY IN EARLY CHILDHOOD

*Rasnika Amra and Shalini Agarwal

Department of Human Development and Family Studies School for Home Sciences, Babasaheb Bhimrao Ambedkar University, (A Central University), Lucknow, India

ARTICLE INFO

Article History:

Received 05th September, 2015
Received in revised form
10th October, 2015
Accepted 07th November, 2015
Published online 30th December, 2015

Key words:

Bullying, Resiliency,
Behavior, Early childhood,
Resilient.

ABSTRACT

The aim of the study is to understand the different aspects of bullying behavior in young children, in both genders with the varied socio-economic status. The focus is on various ways of bullying resiliency to make the children resilient against bullying during early childhood with the help of teachers and parents. This paper ascertains the types of bullying done by the children and how much they know about this behavior. Also, it reviews that it is not a job of teachers and parents to trying to intervene or making resilient the children against bullying, but a social duty because children/students are country's futures. This is done to increase their self-esteem and to minimize the effect of anti-social behaviors on others. The sample for the study comprises of three hundred children, aged between three to six years, who express bullying behavior of any kind. Such sample has considered from the cities of Uttar Pradesh- Lucknow and Hapur (150 each). The peers, parents and teachers of these children have also studied, and thus include in the sample. In- depth interview schedule, observation, and sociometry will be used to collect data from the whole sample. The data obtained will be descriptive in nature and is subjected to content analysis.

Copyright © 2015 Rasnika Amra and Shalini Agarwal. This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Citation: Rasnika Amra and Shalini Agarwal, 2015. "Bullying resiliency in early childhood", *International Journal of Current Research*, 7, (12), 24495-24497.

INTRODUCTION

Bullying involves an initial desire to hurt, this desire is expressed in action, someone is hurt, the action is directed by a more powerful person or group, it is without justification, it is typically repeated, and it is done so with evident enjoyment (Ken Rigby,1998). Children from birth to five years of age have a limited ability to understand and to express themselves clearly using words. However, their general behavior, and ability to play well with other children and with adults can tell us a great deal. Good objective observation skills are the key to identifying what children need. Even infants show signs as to their needs. Teachers spend a fair amount of time teaching and modeling good behaviors and managing inappropriate behaviors of children in schools. Positive behaviors are encouraged while negative behaviors are not rewarded or given undue attention. Understanding the specific reasons behind a child's behavior is important. Young children are still learning how to be social and how to control their behaviors. Children who disrupt the routines of the school program cause a great deal of stress for teachers. To figure out possible causes for a child's behavior, first come up with a *hypothesis*—a potential reason for *why* the behavior is occurring.

*Corresponding author: Rasnika Amra,
Department of Human Development and Family Studies School for Home Sciences, Babasaheb Bhimrao Ambedkar University, (A Central University), Lucknow, India.

Second, try to understand the *function* of the behavior (*what* is the purpose it serves for the child). For a child with challenging behavior it is important for teachers and parents to work together and talk openly. Teachers need to tell parents what is going on in the school. And parents need to tell teachers what is going on at home. The best way to learn about a child's behavior is to observe and collect information that can describe the characteristics of the behavior in a variety of settings and situations. According to Paulsen (1996), some of the ways children tell us they are stressed and overwhelmed is when they show these behaviors on a regular basis:

- Are overactive
- Have difficulty focusing on or completing a task
- Become easily frustrated
- Have difficulty making decisions
- Have difficulty following directions
- Solve problems by hitting, biting, grabbing or pushing
- Have tantrums
- Cling to adults
- Avoid new tasks
- Do not play with other children
- Cry frequently and cannot be soothed easily
- Do not eat

Definition of Bullying

The word “bully” was first used in 1530s meaning “sweetheart” applied to either sex. The meaning deteriorated through the 17th century through “fine fellow”, “blusterer”, “to harasser of the weak”. The verb “to bully” was first attested in 1710. Bullying is a problem that affects all children- those who bully, those who are victimized, and those who are witnesses to interpersonal violence (Shelley, Hymel and Susan, M. Swearer 2012). It is the use of force, threat, or coercion to abuse, intimidate or aggressively to impose domination over others. The behavior is often repeated and habitual. One essential prerequisite is the perception, by the bully or by others, of an imbalance of social or physical power. Behaviors used to assert such domination can include verbal harassment or threat, physical assault or coercion and such acts may be directed repeatedly towards particular targets. Bullying can be defined in many different ways. It consists of four basic types of abuse emotional (sometimes called relational), verbal, physical or cyber. It ranges from simple one-on-one bullying to more complex bullying in which the bully may have one or more “lieutenants” who may seem to be willing to assist the primary bully in his or her bullying activities. Therefore, to study children personality, resiliency against bullying is must. Resiliency can be build by parents and teachers as well, by inculcating moral values.

Socio-emotional development

As one of the reasons for bullying is failure of meeting of Socio-emotional development domain, hence, it is important to describe it. In the school years too, social-emotional development is linked to academic success. Teachers of young children frequently report that their toughest problem is dealing with children exhibiting challenging behaviors-children who are hostile, physically aggressive, and do not follow the classroom rules. When children exhibit these behaviors, it is very easy for teachers to automatically react. The teachers’ understandable impatience and frustration can undermine their ability to think strategically about how to support young children’s pro-social behavior and self-control. These relationships form the foundation for later emotional, social, language, and cognitive development. It encompasses a child’s ability to interact effectively with adults and children. Social development and emotional development are closely interrelated skills in that each is acquired in a relatively predictable sequence. For example, a child establishes warm and responsive interactions with adults (social development) before he/she develops emotional skills such as self-control. To study resiliency against bullying is must. Resiliency can be build by parents and teachers as well, by inculcating moral values the behavior of children indulge in bullying and to develop resiliency against bullying. A young child's behavior is an indicator to what inborn tendencies need to be changed or addressed before the child reaches adolescence. Internalizing behaviors may include anxiety, psychosomatic complaints, shyness, social regression, withdrawal, low self-worth, irritability, and depression. For example, a child who just lost a grandparent may be socially withdrawn and complain of headaches or stomachaches and such children are more prone to bully victims. Children with externalized behaviors such as

irritability and distractibility as a young child are more likely than others to have delinquent tendencies and acting out as teenagers. Externalizing behaviors include antisocialism, conduct disorders, delinquency, aggression, and hyperactivity which may come out in the form of bullying (Yahav, 2006). Espelage and Swearer, (2011) found that because bullying is a dynamic process, factors that influence involvement may be related to interactions between an individual and his or her family, peer group, school community, and societal norms. According to Baker *et al.*, (2000), “Literature suggests that poor social skills serve as a common contributing factor for the overrepresentation of students with disabilities within the bullying dynamic”. More specifically, these students can have social information processing deficits or distortions that exacerbate bullying involvement, including difficulty interpreting social cues or attributing hostile characteristics to their peers’ behavior. Seals and Young (2003) gathered data addressing the prevalence of bullying among students in grade seventh and eighth, 454 participating students represented urban, suburban and rural school districts and most were African – American and White. 24% of students reported either bullying or being bullied. 14% of students reported being called mean names and others reported being hit or kicked, being teased or being threatened.

Studies show that boys are more likely to carry out direct or physical bullying (pushing, slapping, punching, spitting or tripping) while girls are more likely to carry out indirect bullying (threats, teasing, rumors, stealing or extortion). But Dr. Wright pointed out the disturbing trend that girls are now engaging in more physical bullying (Melinda Tanzola, 2007). In the first large-scale intervention program, conducted in Norway (Olweus, 1993), a variety of whole-school, class-based and individual strategies were used, achieving subsequent reductions in reported bullying of 50% or more. Similarly, the view that social skills may be a major factor in avoiding bullying (e.g., Smith and Levan, 1995) would suggest that children with siblings, who therefore have a greater opportunity to learn such skills, would be less likely to be victims of bullying. Bullying involves the use of aggression from a position of power and is often used to establish dominance and status within the peer group (Pellegrini, 2004; Pellegrini and Bartini, 2001). Although many children explore the use of power over others through bullying, few children engage in bullying at a frequent and persistent rate. Much of the research to date on bullying has been cross-sectional (e.g., Craig and Harel, 2004; Nansel *et al.*, 2001; Papler, Craig, Connolly, Yuile, and Jiang, 2006). Arsenio and Lemerise (2001) point to a “moral and emotional asymmetry” among children who bully (p. 70). They are able to infer and call up moral intentions when they are the targets of provocative aggression; however, when they initiate bullying, they seem to abandon a sense of right and wrong and infringe on the safety and well being of others. Several research groups have identified a subset of children who have high status within the peer group and also bully (Farmer, Estell, Bishop, O’Neal, and Cairns, 2003; Vaillancourt *et al.*, 2003). Although these children are rated as liked by many peers within a class, they may not be liked by some peers because they use aggressive strategies to maintain their dominance (Farmer *et al.*, 2003; Pellegrini, 2004).

Conclusion

Parents should bring up their children in a very gentle way that they do not harm others and at the same time, don't get hurt themselves too, and, if anyhow they got indulge in such activity, then, through interventional plan and teacher- parent support has to make resilient against bullying. This study will be done to identify how young children done bullying in various ways and which is the most prevalent act of bullying and what should be done to preventing them to do so. Since, this behavior of bullying and its types, in middle childhood can improve through putting children into more and more constructive behavior or conditions, if a child will become resilient towards bullying he/she can have positive socio-emotional development, will have sense of stability and belonging. The after effects of bullying are becoming more and more dangerous, even from mental sickness to death. Thus, it is necessary to make the upcoming generation aware of the same and sensitize them.

One of the effects of bullying is that it can change the victim's personality. It can cause people who are normally confident and happy to become self-conscious, shy, and unsure. Additionally, victims of bullying may also become sad or depressed. Once a person has been bullied, they may hesitate to participate in situations where he or she might be ridiculed, such as in public speaking or in sports. Despite all the negative effects of bullying, there are even far more serious consequences. Meanwhile, there are times when victims see no recourse but to seek revenge by serious acts of violence against the bully and instigators. As a result of bullying, people can lose their ability to love and trust, denying them the chance to experience a quality relationship later in their life. They might find themselves as a submissive partner or they may want to be completely alone. Compounding all of these problems, victims often develop eating disorders, begin to self-injure, or require extensive counseling. Another unfortunate consequence of this is that bullying is often cyclical. People who have been bullied can, in an attempt to gain their power and self-esteem back, become bullies themselves.

In relation to this, bullies who are not confronted or stopped may find themselves in future positions where they can bully as adults. This is where manipulative bosses and child abusers come from. Aside from its long-term effects, some consequences of bullying can be seen and felt immediately. When one child calls another child names, the victim might cry and a bruise might appear after a punch to the arm. However, some effects of bullying are not always obvious to the naked eye. There are so many effects of bullying that they are impossible to count or predict. This is why it is so important to stop bullying. Therefore, to study children personality, resiliency against bullying is must. Resiliency can be build by parents and teachers as well, by inculcating moral values.

REFERENCES

- Chad, A. R. and Dorothy, L.E. 2012. Risk and protective factors associated with the bullying involvement of students, *Behavioral Disorders*, 37,133-148. Retrieved from <http://www.jstor.org/stable/43153548>
- Developing Resilience and dealing with bullying, *An information sheet for patients transitioning from pediatric to adult health services*, Retrieved from http://www.rch.org.au/uploadedfiles/Main/Content/Transition/Developing_Resilience.pdf
- Eslea, M. and Smith K.P. 2000. Pupil and parent attitudes towards bullying in primary schools, *European Journal of Psychology of Education*, 15, 207-219. Retrieved from <http://www.jstor.org/stable/23420353>
- <http://www.scholaradvisor.com/essay-examples/cause-and-effect/>
- Milsom, A. and Gallo L. Laura, 2006. Bullying in middle schools: Prevention and intervention, *Middle School*, 37,12-19. Retrieved from <http://www.jstor.org/stable/23044293>
- Pepler Debra, *et al.* 2008. Developmental trajectories of bullying and associated factors, *Child Development*, 79, 35-38. Retrieved from <http://www.jstor.org/stable/27563486>
- Yoon, S.J. 2004. Predicting Teacher Interventions in Bullying Situations, *Education and Treatment of Children*, 27, 37-45. Retrieved from <http://www.jstor.org/stable/42899783>
