

Annotated Bibliography: Bullying

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10/26/20

ENG 1121

Unit 2 Writing Assignment

Word Count: 2064

Bullying is a common thing that most of the students used to go through upon joining the school. It has been there for a certain period. It is believed to become a popular thing due to online games and social media sites whereby children can be teased because of a lack of knowledge on a particular game. Bullying can affect a child from primary school up to university life. It has no specific age bracket hence can affect anybody at any age. As far as the parents are concerned about taking their children to a no-bullying institution, the learning institutions should ensure minimal or no bullying. The schools should set aside time for bullying classes to create awareness and help the teachers minimize bullying incidents.

Smith, P. K. (2018). *The psychology of school bullying* (1st ed.) Abington, Oxon: Routledge.

The author claims that a significant increase in bullying incidents is the reason why we are witnessing several types of research on the field for the last twenty years. According to Smith, the primary identified forms of bullying are either verbal, indirect, or physical. Many bullying cases can be prevented when effective strategies are formulated and put into action in schools and any other places where bullying is common. The article also explores a few risk factors that are associated with bullying and proper ways of helping them in case one encounters such people. The article reveals that people with disabilities are most likely to be more bullied than normal ones. Some of the most appropriate interventions for bullying are adopting anti-bullying programs capable of bringing positive results within the schools and the country. However, the article articulates that bullying is not only in schools but also in homes where elder brothers and sisters try to bully their siblings and little aged relatives. This information is something I agree with because I have seen many people with disabilities being targeted for bullying because of their physical appearance or they are mentally thinking.

Gokkaya, F. (2017). Peer bullying in schools: A cognitive-behavioral intervention program. *Child and Adolescent Mental Health*. DOI: 10.5772/66701

Gokkaya did this study purposely to develop a therapy entailing cognitive-behavioral practices that would alternatively lessen all the negatives of bullying among school children or "the elementary school kids" and also make an evaluation of the effectiveness of the approach. During the experiments, Gokkaya involved both 5th and 6th-grade students, whereby 16 of them were put in a placebo group. The remaining 18 pupils were placed in a group called the non-intervention control group. It took thirteen days for the experiment to be complete. Peer bullying was both used for students and coppersmith Self-Esteem inventory. The experiment results showed that whenever behavioral therapy is applied, there is a significant decrease in bullying among school children. Notwithstanding, the investigation found that there was no change in self-esteem in all groups. However, the study found that there was no change in self-esteem in all groups. This study's limitation is that it was carried out in a school surrounding where students under study are friends and can influence each other because of their friendship.

GEST, S. D., & RODKIN, P. C. (2010). Teaching practices, classroom peer ecologies, and bullying behaviors among schoolchildren. In *Bullying in North American schools* (pp. 95-110). Routledge.

The authors argue that teachers have an obligation to ensure that they optimize all the school children's interpersonal relationships to facilitate a better learning process. The two authors participated in the exploratory research purposely to outspread the existing longitudinal study and recognize classroom relatedness peer surroundings. Their main interest here was to learn more about friendships, fame, aggression, and academic competence. After that, they began using these indicators to study how teachers' practices in schools shape them. The researchers and learners selected four cohorts of teachers in grades 1,2, and 3 in 36 different schools then

studied all of them for four years. The whole study involved not less than 2600 students and 144 teachers. Bullying, academic competence, victimization, among other aspects, were the key measures. Other factors, such as social networks inside classes, were identified with the assistance of the so-called social cognitive mapping procedure.

Duffy, A. L., & Nesdale, D. (2010). Peer groups, social identity, and children's bullying behavior. *Social Development*, 18(1), 121-139. DOI:10.1111/j.1467-9507.2008.00484.x

This study examines the impact that peer group has on bullying in childhood. The authors used 351 school children aged 11-13 years old. Out of these numbers, 181 were female school children, and 170 were male school children. The authors also made use of peer reports purposely to determine student's involvement in matters regarding bullying. Bullying questionnaires with questions about bullying in the school environment were used to assess bullying involvement. Eleven of these questionnaires were filler items, whereas all the others were used to assess particular bullying items. Results showed that members of a similar group have similar bullying characteristics. The research also found that bullying was greater whenever it was endorsed by a group of individuals rather than one individual. Arguably, these research findings indicated something regarding how people conceptualize bullying. Perhaps, bullying like a group phenomenon, means that it is important to focus on groups rather than individuals while preventing its spread. However, the researchers noted a need for further studies on bullying and the significance of peer groups of bullying. As a kid, I was harmed and humiliated that I originated from a broken family. I was significantly more embarrassed to concede how I was feeling about my life since appearing or conveying feelings was an indication of shortcoming, or so I thought.

Facts about School Bullies and Bullying Behaviors. (2015, June & July). Retrieved March 06, 2017, from <http://www.bullyingstatistics.org/content/school-bullying.html>

In this article I have gone through, I have realized that there are distinct types of bullying; they include; "packed bullying, physical bullying, individual bullying, face to face bullying, emotional and also cyberbullying. "The national Education Statistics (NCES) explains why middle school students get bullied more than high school students. There is a set of targets with similar discussions to bullying, for example, making fun of some races and religions. As a result, most children develop some behaviors such as low self-esteem, lack of trust, isolation, and lack of assertiveness. The information gathered from this article can be used as teaching materials in schools. This may help the learners know the effects of bullying and which type of bullying affects them. School bullying includes all sorts of bullying acted upon school property, be it peer to peer bullying, young kids being driven by the older ones, or either a teacher forcing students or being bullied by students. A group of people carries out packed bullying. The Wesley report of 2009 indicated that packed bullying was most common in high schools and its characteristics were long-lasting compared to bullying carried out by individuals. It may affect an individual either physically or emotionally and be reflected on the person or in cyberspace.

Laad, G. (2017, January 26). School Bullying Linked to Lower Academic Achievement.

Retrieved March 24, 2017, from

<http://web.b.ebscohost.com.proxy.devry.edu:5050/ehost/detail/detail?sid=58b2767f-6f43-4f52-8b99>

Research from the American Psychological Association indicates an association between students with low grades and bullying. Parents should be on the front line to teach their children about the effects of bullying and encourage them to participate in anti-bullying programs at school. This shows how students that come from low backgrounds are the primary targets and victims of bullying. The statistics from this information can be taught in class to show how bullying can be corrected. This helps the children to assist each other in minimizing bullying taking place on the low earning families. This shows why most of the kids end up bullying each

other, and I can also consider using this information in the body part of this paper. I agreed with this information when I was young. My parents always told me that there is no place for bullying in this family because things like that can lead to people killing themselves.

Cloud, John. "The Myths of Bullying." Time. N.p., March 12, 2012. Web. March, March 12, 2017.

<http://web.b.ebscohost.com.proxy.devry.edu:5050/ehost/detail/detail?vid=25&sid=ced87978-22fc-42e6-8ccb>

As per this article, the writer talks of how harassing is certifiable and is not a contrasting thing. He gives two instances of shooting in Cleveland wrongdoings at Rutgers University. All through, he indicates how harassment is taken on a light note different from how the media displays it. He gives distinctive methods to use in lowering the bullying cases at school. This article is enjoyable since it provides both the positive and negative implications of bullying. For instance, when an institution focuses on passersby, it reduces bullying when it comes to writing about them.

Derbyshire, David. "Why it's not always bad to be bullied: Learning to fight back helps children mature, says study." (2010, May). Retrieved March 05, 2017, from <http://www.dailymail.co.uk/news/article-1280625/Bullying-good-children-Study-finds-fight>

Researchers have given evidence of children who are not afraid of standing up for themselves, saying that they benefit from being picked on and indicated that bullying could affect those kids. Kids that pass through the bullying process do things in a kind manner and behave maturely and are the most popular, which assist them in development. The stress and challenging situations that a child passes through upon being bullied help him/her solve other problems in a friendly way. Every individual should be aware of these situations. Bullying is the most harassing situation that children go through. According to researchers, it is evidenced that

bullying can easily damage children and cause either stress or anxiety to them. It can because of adverse effects on their development than on friendships hence help the students to develop socially and emotionally. The research found out that children who were hostile when approached with hostility seemed to be mature. I agree with this researcher because my friend was bullied back when we were in middle school, and since then, it was hard for him to get closer to people or even have a relationship with someone.

Van Ryzin, M. J., & Roseth, C. J. (2018). Cooperative learning in middle school: A means to improve peer relations and reduce victimization, bullying, and related outcomes. *Journal of Educational Psychology*, 110(8), 1192-1201.

DOI:10.1037/edu0000265

Occasions of peer victimization mostly affect a good number of youths negatively within our institutions. As indicated by the writer, some of these negative implications of bullying include; drug and substance use, stress, delinquency, and joyousness. Many schools in America depend on mixed preventive approaches like the Olweus program. In this article, the writer wants to destroy the process of homophiles within the bullies and give new and better ways to develop friendships with socially isolated students. The primary strategy of this approach majored in asking the teachers to raise the regularity of positive interactions. As the researcher stated, working in groups on the learning activities helped increase the students' positive peer interactions. The outcome was to reduce the cases of bullying and victimization among the individuals who felt marginalized. The researcher used a group of 1350 students in grade six and went across 12 middle schools. The research outcomes had enough evidence that reduced emotional challenges and the urge for a permanent school culture tool were a big challenge. This shows me that bullying is just increasing when it should be going down with all that changing. Something I would also like to ask the author is how we can slow down bullying, especially in our schools today?

Thompson, F., & Smith, P. K. (2011). The use and effectiveness of anti-bullying strategies in schools. Retrieved from

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/

Research conducted at the goldsmiths about the unit of institution and family studies was used to determine the effectiveness of London schools' approaches to preventing bullying in their institutions. The project was aimed at the techniques supported by local governance; that was the main reason it was useful before making any conclusion or recommendation. He used around one thousand two hundred and fifty questionnaires in his research, which he issued to the related staff members and the local authority. Personal case studies were given to the ten schools he had chosen. Besides, he used in-depth interviews with the management team and any other individual who took part in bullying. He used the three strategies to present his findings, including reactive systems, proactive measures, and peer support strategies. Most of the schools were involved in the study that utilized the peer support approaches compared to the other two.

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