

Causes and Consequences of bullying on youth in higher education institution.

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I. INTRODUCTION:

Bullying in higher education has become a serious issue that affects both students' and staff members' wellbeing. Bullying in higher education, which is characterized by aggressive actions such as verbal abuse, threats, harassment, and intimidation, presents serious difficulties for the academic community.

Although bullying has historically been linked to childhood events, bullying in higher education is becoming more widely acknowledged as a widespread problem with serious repercussions.

Research has shown how common bullying is in higher education institutions (HEIs) and how serious it is. It has also shed light on how bullying negatively impacts people's mental health, academic performance, and general contentment in the classroom. Studies have shown that bullying in higher education may lead to increased stress, decreased work satisfaction among professors, and hindered personal growth for both staff and students. Bullying continues to erode the fundamental principles of educational establishments, resulting in an atmosphere that is unsuitable for learning, teamwork, and career advancement.

Bullying at Higher Education Institutions has an effect on academic communities' general functioning in addition to personal well-being. It shatters the feeling of inclusion and safety that is necessary to create a positive learning environment. Bullying can cause academic, social, and emotional difficulties for students, which can lower their general well-being and academic achievement. Teachers who are the targets of bullying may feel less satisfied with their jobs, be under more stress, and find it difficult to carry out their professional duties.

Having a solid understanding of the causes, manifestations, and outcomes of bullying

in higher education is essential to tackling this complex problem. By carefully analysing these subjects, this analysis hopes to contribute to the ongoing discussion on bullying prevention programs in higher education. This can endeavour to create a safer and more inclusive campus environment where all members can thrive academically and professionally by implementing clear policies against bullying behaviour and implementing targeted interventions like awareness campaigns and staff and faculty training programs.

As we examine the complex issues surrounding bullying in higher education, it is clear that all parties involved—students, teachers, staff, administrators, and policymakers—must work together to find a solution. We can build a supportive and encouraging learning atmosphere in Higher Education Institutions (HEIs) that supports individual development, academic achievement, and general well-being.

Overview of the prevalence and significance of bullying in tertiary settings:

Bullying is a serious problem that affects both students' and employees' wellbeing in higher education. It is a common occurrence. Studies have indicated that bullying occurs often in HEIs, with prevalence rates between 20% and 25%. Verbal bullying is the most common type observed and experienced, followed by social bullying. The survey's findings on the prevalence of general bullying and cyberbullying are consistent with those of other studies. Negative consequences include worse academic performance, higher stress levels, and lower work satisfaction have all been related to bullying. Bullying can cause academic, social, and emotional difficulties for students, which can lower their general well-being and academic achievement. Teachers who are the targets of bullying may feel less satisfied with their

jobs, be under more stress, and find it difficult to carry out their professional duties.

Persistent bullying in Higher Education Institutions poses a severe threat to the general functioning of academic communities, jeopardizing the foundations of education and career advancement. In order to create safe and welcoming campus settings where all students may thrive, it will be helpful to comprehend the root causes of bullying and create focused solutions. Bullying at Higher Education Institutions has an effect on academic communities' general functioning in addition to personal well-being. It shatters the feeling of inclusion and safety that is necessary to create a positive learning environment.

A thorough grasp of the origins, expressions, and effects of bullying in higher education is necessary in order to address this complicated issue. By thoroughly examining these elements, focused interventions can be developed, such as faculty and staff training programs, awareness campaigns, and the adoption of explicit policies against bullying behaviour, to make the campus a safer and more welcoming place where everyone can succeed academically and professionally.

Forms and Sources of Bullying in Higher Education:

Bullying in higher education can take many different forms, although it usually takes the form of verbal abuse, intimidation and harassment, and social bullying. While harassment and intimidation create difficult settings for victims, verbal attacks entail cruel words and disparaging statements intended to cause harm. In post-secondary environments, social bullying—which is typified by exclusion and rumours—is also prevalent. In higher education, peer connections, student-teacher relationships, and rivalry for resources or recognition are additional forms of bullying. Understanding the numerous forms and causes of bullying is essential to addressing bullying behaviours and developing inclusive campus environments that promote academic success and personal growth. Comprehending the diverse manifestations of bullying in classrooms, dormitories, laboratories, and co-curricular pursuits facilitates organizations in implementing preventive strategies and support mechanisms that foster empathy, dignity, and a salubrious learning atmosphere for every student.

- Verbal assaults.:

In higher education settings, verbal abuse may have a significant negative influence on students' academic performance, self-esteem, and classroom involvement. Verbal abuse is defined as the use of words or actions that are more likely to inflict psychological pain than physical harm. This includes using derogatory language, including threatening, yelling, shouting, criticizing, and passing harsh remarks. Verbal abuse has serious negative effects on students, including lost chances for learning and the development of behavioural, emotional, and social maladjustment issues that manifest outside of the classroom. Verbal abuse in the classroom has the ability to normalize violent behaviour outside of the classroom by leading students to believe that it is a productive way to communicate with others. The continuation of violent behaviour outside of the classroom might result from this normalization. Verbal abuse can also affect students' academic performance by making victims feel stressed, ashamed, or even cry. Because verbal abuse affects psychological well-being, academic performance, and self-esteem, interventions to address this problem in higher education settings are necessary.

- Harassment and intimidation.

In higher education settings, harassment and intimidation are pervasive and may have a serious negative impact on the wellbeing of both staff and students. This type of bullying entails intentionally undermining the value and dignity of others in order to create a hostile environment. The withdrawal of funds or chances, threats, public humiliation, and mockery are a few instances of harassment and intimidation.

Studies show that intimidation and harassment are frequent in higher education; over 59% of survey participants reported having seen or experienced abusive supervision. This conduct may result in diminished engagement and productivity over the long run, as well as long-term mental and emotional stress.

Furthermore, a larger toxic culture that undermines the objectives of tolerance and cooperation in academic institutions can be fostered via harassment and intimidation. Higher education institutions need to put more emphasis on preventative initiatives and offer clear routes for reporting and resolving events in order to combat harassment and intimidation. Creating a culture that is against bullying behaviour requires cultivating an environment that is encouraging, values respect for one another, and encourages open

communication.

Effects of Bullying in Higher Education:

Bullying in schools is a global issue that may negatively impact both kids' rights to learn in a fear-free atmosphere and the overall school climate. Bullying can have negative long-term impacts on both the bullied and the bullied students.

Bullying students also don't fare any better. According to research, these pupils are more likely to carry a weapon, report receiving low grades, steal and damage property, drink alcohol, smoke, and engage in regular fights. Long-term studies have also demonstrated that bullies have a higher chance of developing antisocial personality disorder and committing crimes in the future. Bullying has the potential to transform into terrorism, which is now a global menace that has caused entire nations to collapse. Bullies therefore don't need an excuse to hurt others, even when they beg for it. Similar to how a terrorist bully may respond, "Fellows," when pressed for an explanation.

Allude listed a few typical immediate and long-term consequences of bullying. These include, but are not restricted to, victimization due to mental illness and retaliation, depression, anxiety, anger, and a marked decline in academic performance; excessive stress; a persistent sense of insecurity; a lack of trust; extreme sensitivity; and a negative self-image. Bystanders: Seeing bullying episodes can also make bystanders feel scared, angry, guilty, or depressed.

When bystanders observe peers being abused repeatedly, they may suffer from the same unfavourable outcomes as the children who are being attacked. In comparison to other students, those who experience bullying are more likely to experience sadness, anxiety, loneliness, mistrust of others, low self-esteem, poor social adjustment, subpar academic success, and bad health. Bullying at work has a major impact on productivity. Due to this, most African colleges and universities have workplace codes of conduct that cover harassment and, in certain situations, even bullying. Loss of control, difficulty concentrating, extreme stress or anxiety, pain attractants, sleep disturbance, inclination to make mistakes and have accidents, assessed blood pressure, risk of heart attack, withdrawal from social activities, and a sense of being emotionally spent are symptoms linked to victims of bullying in higher education institutions.

Causes of Bullying in Higher Education:

According to researchers such as Delius, the most prevalent cause of bullying in children and young people is a lack of fundamental attention from parents at home, which causes them to lash out at others in order to get attention. Children who have been neglected, divorced, or whose parents regularly use drugs or alcohol are the most prominent examples of these. Because it's what you do if you want to hang out with the correct kind of people, or because it's one of the greatest methods to prevent others from bullying me. Bullying is a habit that maybe developed from childhood, but it reaches its peak development when a person reaches the age of twenty-one. Bullying occurs often in higher education institutions, which is also correlated with this period. Bullying isn't limited to students at Nigerian postsecondary institutions, especially in Cross River State. There might be a relationship between staff and students, between students and school administration, and between staff and students. It's not a problem at work.

A child's social development and conduct are greatly influenced by their family. A child's upbringing forms the foundation of who they end up being. The amount of adult supervision that children get has an impact on the frequency and intensity of bullying because bullying conduct is perpetuated when there are inconsistent or no repercussions. Future traits of a youngster are greatly influenced by his family environment. When it comes to issues pertaining to raising children, parents are quite important. Children are more inclined to bully others if they watch their parents or siblings bullying others or if they are bullied themselves. Bullying others provides children a sense of power and significance, and when they hear negative messages or physical punishment at home, they are more likely to acquire negative expectations of themselves and to attack before they are attacked.

According to a Bukoye research, there is a familial predisposing factor for violence in schools. Analogous research has also demonstrated that childhood exposure to domestic violence serves as a fertile foundation for the development of more violent behaviour in adults. Students who are unlucky enough to encounter this at home not only mature into adults who display similar decisions in their later homes, but they also spread aspects of this lifestyle to other students at school in the form of bullying. In the early stages of development, the home environment typically has the biggest impact. According to research conducted in 2000 by Faloye and Marakinyho, children who see bullying or

other criminal activity from their parents or other family members are more likely to experience difficulties of their own. Children's lives are greatly impacted by their parents. Some people make excellent role models, but not all do. For example, Ethen's study from the 2000s found that parental influence has a significant effect in teenage drinking.

Bullying still affects kids nowadays; it doesn't simply happen in childhood.

Colleges and universities are not an exception to this rule. In a 1999 study, McDougall found a number of factors that support bullying at colleges and universities. Less direct control is a big factor; many students experience independence for the first time without parental or guardian supervision when they head off to college. In addition, college faculty and staff pay less attention to classroom dynamics and are less interested in the interpersonal relationships between their students than a high school teacher might. Instead, they follow research that suggests they should step back and let the students work through their differences on their own.

Unlike in higher education, most universities and colleges do not allow their students to leave after school. Whether they like it or not, the majority of them must spend time with their peers outside of school. Since most college and university campuses are residential, students may encounter a greater number of potential bullies and/or victims there. Accommodations in colleges and universities are another setting where bullying takes place. Students share masculine places in the halls and apartments with persons they may not get along with or who they don't know well. If a pupil starts to bully others. It might be challenging to get away. Disputes between roommates in dorm-style hostels often escalate into bullying.

McDougall discovered throughout her inquiry of bullying in higher education that the majority of bullying occurrences occurred in the same department or corridor. This suggests that students who are taught by the same faculty members, are members of the same groups, or belong to the same divisions may be the ones bullying their peers.

Research has also shown that the typology of the school has a significant impact on how students behave and affects the overall indices of behavioural disruption. While the cognitive and behavioural traits of youth vary widely, there is a common trend in some institutions for pupils to be treated either correctly or in an unsettling way at

times. The physical location of the school or its residential neighbourhood, pollution, a noisy or marginal atmosphere, the building's architecture with little to no attention to detail, various ownership types, agnostic and religious orientations, the standards for discipline, supervision, management style, staff-student relationships, and the involvement of parents and the government in the school's student body are some of the factors that affect the school climate. Additionally, since certain institutions admit a larger percentage of kids with behavioural issues than others, the kind of admission procedure—open or selective—has been utilized as a potent predictor. Thus, variations in violence or antisocial conduct between schools are only the outcome. Because adolescents' conduct is largely influenced by their perceptions of the formal and informal school milieu, which includes concealed curriculum, the atmosphere in schools can also have an impact on the levels of violence in schools.

In the study by Olweus & Limber discovered that victims had an apprehensive personality pattern coupled with physical frailty, whereas bullies had an antisocial disposition combined with physical strength. Additionally, bullies are perceived by Olweus & Limber and Scarpect as being loud, forceful, and in some circumstances, confrontational. Bullies may belong to the popular or hip clique in the classroom, but they are typically not the biggest students there.

Rather than emerging from homes with strong norms, bullies who are part of a popular group may harass victims in an effort to get acceptance from their peers. Smaller in size, more sensitive, unhappy, cautious, quiet, insecure, and reclusive are characteristics of bullying victims. These people are prone to becoming victims since they are frequently characterized as being meek or subservient. In addition to being physically weaker than the bullies, victims of physical bullying may also experience social marginalization due to factors such as weight, ethnicity, or other traits that make it difficult for them to fit in.

Although they maybe physically bigger, bullies frequently struggle with self-control, adhering to rules, showing compassion for others, and setting themselves up for problems later in lifelike aggression, criminal behaviour, and failing in relationships or their careers.

Management and Prevention Strategies:

A holistic strategy that incorporates environmental management, intervention,

awareness, positive peer support, policy formulation, training, and community participation is needed to combat bullying in higher education institutions.

Through the implementation of evidence-based interventions and the development of a culture of safety and support, universities may create

environments that promote positive behaviours and norms while addressing risk factors that give rise to bullying and other negative behaviours.

Changing policies to adopt environmental management methods is one efficient way to avoid. These tactics seek to set norms that are clear, uphold them, and foster an inclusive and respectful campus culture in order to deter bullying actions. Furthermore, by fostering a feeling of community and belonging among kids, treatments that emphasize positive peer support might lessen the incidence of bullying events. Prevention measures must include training programs for teachers, staff, and students on how to identify and deal with bullying behaviour. Universities may enable their community members to respond to bullying by raising awareness and giving them the resources they need to intervene successfully. Furthermore, health promotion initiatives that encourage good deeds and academic achievement can help foster a culture on campus that prioritizes wellbeing and individual development.

Creating policies is essential to reducing bullying in higher education.

Universities may create penalties for misbehaviour, set clear standards for behaviour, and offer assistance to victims of bullying by putting in place comprehensive policies that address the issue. All members of the university community should be aware of their rights and duties by means of effective communication and consistent enforcement of these regulations.

Creating comprehensive preventative initiatives also requires close cooperation with community partners. Universities may use their resources and experience to build safer campus settings by collaborating with other stakeholders, law enforcement, and local groups. Campus-based bullying prevention initiatives can be strengthened by community-based programs that target wider social issues that fuel bullying behaviour.

A concerted effort involving environmental management, intervention programs, awareness campaigns, policy formulation, training efforts, and community participation is necessary to effectively manage and prevent bullying in higher education.

Universities may provide safe, supportive, and inclusive environments where all students can succeed both personally and intellectually by using evidence-based practices.

II. CONCLUSION:

It takes a proactive, comprehensive approach that combines a variety of management and prevention measures to handle bullying in higher education. Universities can establish safe and welcoming campus environments that encourage positive behaviours and values by putting environmental management practices, intervention programs, awareness campaigns, positive peer support initiatives, policy development, training efforts, and community engagement into practice. Developing campus regulations that precisely outline acceptable conduct standards, sanctions for misbehaviour, and channels for incident reporting are key components of successful preventative tactics.

Faculty, staff, and student training programs are essential for raising awareness and enabling people to identify and confront bullying behaviour. Furthermore, encouraging a respectful, inclusive, and supportive environment on campus by implementing health promotion programs may help create a campus climate that prioritizes students' well-being and personal development.

When creating comprehensive preventative strategies that address the socioeconomic elements that contribute to bullying, cooperation with community partners is crucial. Universities may make better settings safer for all members of the academic community by collaborating with law enforcement, community groups, and other relevant parties.

In summary, higher education institutions may successfully manage and prevent bullying behaviours by using evidence-based solutions and cultivating a culture of safety and support. Universities may foster a culture that values respect, empathy, and cooperation while encouraging the success and well-being of every member within the academic community by working together to create inclusive and supportive campus settings.

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