

# LONG - TERM CONSEQUENCES OF BULLYING IN SCHOOLS

## RESUMEN

En los últimos años parece haber un incremento en los datos respecto al acoso y ciberacoso escolar y más concretamente, respecto a las consecuencias para las personas implicadas (acosador, víctima y testigos). De entre esos estudios, destacar el realizado por la UNESCO (2019) que reveló que 1 de cada 3 estudiantes de todo el mundo declaró haber sufrido acoso en los últimos meses.

Comprender estas consecuencias físicas, psicológicas y sociales a largo plazo, resulta imprescindible para entender el verdadero impacto para las víctimas de acoso escolar.

Por ello, se ha llevado a cabo un estudio con 78 participantes aleatorios ( 40 que han sufrido acoso escolar y 38 que no lo han sufrido) con edades comprendidas entre los 20 y los 40 años. Se les ha evaluado ciertas variables socio-emocionales junto con otras como son el rendimiento durante su etapa escolar, su salud, el sentimiento de felicidad, o trastornos asociados, con el objetivo de comprender las diferencias psicosociales que se dan actualmente entre los participantes que han sufrido acoso durante su etapa escolar y los que no.

Los resultados muestran diferencias significativas entre ambos grupos, corroborando la hipótesis de que el grupo de personas que ha sufrido acoso en la escuela ha tenido peor rendimiento durante su etapa escolar y tienen actualmente más dificultades a la hora de entablar relaciones sociales y peores respuestas emocionales, con un mayor riesgo de suicidio frente a las personas que no han sufrido acoso escolar, que aunque también presentan ciertas complicaciones en algunas de las variables, en todos los casos se da en menor medida que el grupo acosado.

**Palabras Clave:** *Acoso escolar, víctimas, consecuencias, Salud y Bienestar, Educación de Calidad.*

## ABSTRACT

In recent years there seems to be an increase in data regarding bullying and cyberbullying at school and more specifically, regarding the consequences for the people involved (bully, victim and witnesses). Among these studies, the one conducted by UNESCO (2019) stands out, since it proves that 1 in 3 students worldwide reported having suffered bullying in the last few months.

Understanding these long-term physical, psychological and social consequences is essential to understand the true impact on the victims of bullying.

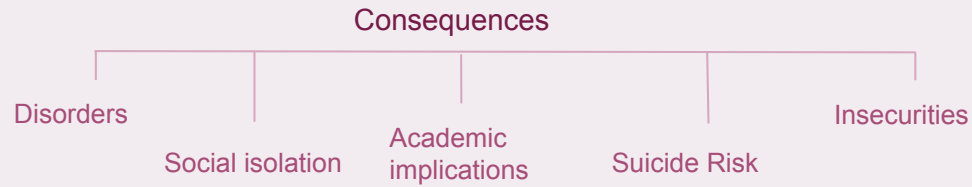
Therefore, a study was conducted with 78 randomized participants (40 who had been bullied and 38 who had not) between the ages of 20 and 40. Certain socio-emotional variables were evaluated along with others, such as performance during their school years, health, feelings of happiness, or associated disorders. The aim was to understand the psychosocial differences that currently exist between participants who have suffered bullying during their school years and those who have not.

The results show significant differences between the two groups, corroborating the hypothesis that the group of people who have been bullied at school have had worse performance during their school years. Additionally, they are having more difficulties in establishing social relationships, worse emotional responses, and a higher risk of suicide in comparison to people who have not been bullied, who although they might experience complications in some of the variables, in all cases it occurs to a lesser extent than the bullied group.

**Keywords:** *Bullying, victims, consequences, Health and Wellness, Quality Education.*

### INTRODUCTION

We understand bullying as repetitive aggressions by students who are in a position of power towards others who are weak in front of them, with the purpose of causing pain for their own gratification. There are different types of aggressions, roles and factors that contribute to bullying.



**Objective:** Analyze the long-term consequences of bullying.

**Hypothesis:** People who have been bullied will have more negative effects on their socioemotional development than people who have not been bullied.

### RESULTS



### DISCUSSION

The results show that people dealing with bullying have experienced an inferior performance during their school years and currently, they are encountering more difficulties in establishing social relationships, and worse emotional responses, with a higher risk of suicide comparing to people who have not suffered bullying.

On the other hand, there are significant differences between the types of bullying suffered by men and those suffered by women: female victims suffer sexual, social and psychological bullying to a greater extent, whereas men tend to suffer more physical and verbal bullying.

In addition, out of the 40 people who have suffered bullying, only X people have asked for help to stop it, and most of the help was addressed to the teachers of the institution, even though, many students have claimed that the help received has not been useful and the bullying has continued.

Therefore, we have to consider the importance of the school's involvement in helping the victim, the aggressor and the observers by interfering to prevent bullying from happening once and again. Most important, is the focus put into preventing that bullying starts in the first place, thus avoiding irreversible damage.

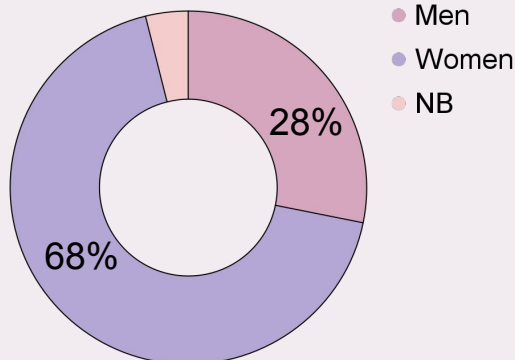
Limitations: Only a small sample of participants were considered for this study, on the other hand, the recent pandemic may have negatively impacted on variables such as emotions, feelings or suicide risk in both samples.

Jiménez, T. y Estévez, E. (2017). School aggression in adolescence: examining the role of individual, family and school variables. *International Journal of Clinical and Health Psychology*, 17, 251-260. doi: <https://doi.org/10.1016/j.ijchp.2017.07.002>

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### METHOD

#### Participants



#### Instruments

- Questionnaire created using Qualtrix

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Variables



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