Emotional impact of bullying and cyber bullying: perceptions and effects on students

Impacto emocional do bullying e do cyberbullying: percepções e efeitos nos alunos

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ABSTRACT
Bullying and cyberbullying are phenomena that have a significant emotional impact on students, generating negative perceptions and affecting their general well-being. Bullying refers to repeated aggressive, intimidating, or excluding behaviors that occur among peers in the school setting, while cyberbullying involves the use of electronic means to harass, defame, or threaten other students. The emotional impact of bullying and cyberbullying can be devastating for the students affected. They experience a wide range of negative emotions, including anxiety, fear, sadness, anger, and shame. Constant exposure to these experiences can lead to depression, low self-esteem, and mental health problems. Bullied students often have difficulty concentrating on their studies, which can affect their academic performance and personal development. Student perceptions of bullying and cyberbullying also play a role. Students may perceive themselves as helpless victims, which contributes to a sense of helplessness and hopelessness. In addition, they may develop distorted beliefs about their personal worth and their ability to relate to others. This can lead to a decrease in social participation, isolation, and a lack of self-confidence. The effects derived from school bullying and cyberbullying are numerous. Bullied students may experience a deterioration in their interpersonal relationships, since they have difficulties establishing solid bonds with their peers. Additionally, they may avoid school situations, such as transportation, recess, or extracurricular activities, for fear of being victimized. These avoidance behaviors can have a negative impact on their social...
development and their ability to adjust to the school environment. It is important to keep in mind that school cyberbullying has expanded the dimensions of traditional bullying. Bullying can happen online 24/7 and can reach a much broader audience. This intensifies the emotional impact on students, as they feel constantly threatened and cannot escape bullying even in the safety of their homes.

**Keywords:** emotional impact, bullying, cyberbullying, consequences of bullying.

**1 INTRODUCTION**

Bullying and cyberbullying are worrisome phenomena that affect students all over the world. These aggressive behaviors have a significant emotional impact on young people, which can influence their psychological and social well-being. This essay will focus on analyzing the emotional impact of bullying and cyberbullying at school, as well as the perceptions and effects experienced by the students involved.
Student Perceptions of Bullying:

Student perceptions play a critical role in understanding the emotional impact of bullying. According to Estévez, Murgui and Musitu (2009), "students who experience bullying tend to perceive it as a constant threat that interferes with their emotional well-being and hinders their academic and social development" (p. 127). These negative perceptions contribute to the intensification of the emotional effects associated with bullying.

Emotional effects on students who are victims of bullying:

The emotional effects on students who are victims of bullying are evident and can be long-lasting. According to Del Rey, Elipe, and Ortega-Ruiz (2012), "victims of bullying experience high levels of anxiety, depression, low self-esteem, and feelings of loneliness" (p. 209). These emotional effects can negatively affect the academic performance and quality of life of students.

Student Perceptions of Cyberbullying:

School cyberbullying, as it occurs in a digital environment, presents unique characteristics that influence the perceptions of the affected students. According to Navarro and Yubero (2014), "students who suffer cyberbullying at school may experience a sensation of invasion of their privacy, which intensifies their emotional discomfort and generates feelings of insecurity and vulnerability" (p. 63). These perceptions reinforce the emotional impact of cyberbullying.

1.1 EMOTIONAL AFFECTATIONS IN STUDENT’S VICTIMS OF SCHOOL CYBER-BULLYING

Cyberbullying can have detrimental emotional effects for students who experience it. According to Hinduja and Patchin (2013), "cyberbullied students may experience elevated levels of anxiety, depression, distress, and hopelessness" (p. 102). The persistent and viral nature of cyberbullying contributes to the intensification of these emotional affectations.

Both bullying and cyberbullying have a significant emotional impact on the students affected. Negative perceptions and emotional affectations, such as anxiety, depression, and low self-esteem, are common in the victims of these phenomena. It is essential to implement adequate prevention and intervention strategies to address the emotional impact of bullying and cyberbullying at school, promoting safe and emotionally supportive environments in educational institutions.
Emotional impact: Refers to the emotional consequences experienced by students who are victims of bullying and cyberbullying. It can include anxiety, depression, low self-esteem, and emotional disturbances.

Perceptions: Perceptions refer to the interpretations and beliefs that students have about bullying and cyberbullying. This can include how they perceive their own situation, how they interpret the actions of bullies, and how they think others perceive them.

Affectations: It refers to the negative impacts and damages suffered by students who are bullied and cyberbullying. This can include academic difficulties, socialization problems, isolation, and long-term consequences on your general well-being.

Students: Refers to individuals who are being affected by bullying and cyberbullying. They may be children, adolescents, or young adults who are enrolled in educational institutions.

School cyberbullying: It is bullying that occurs through electronic media such as the internet, social networks, text messages, emails, etc. Cyberbullying can have a significant emotional impact on students since the attacks can be constant and spread rapidly.

The emotional impact of bullying and cyberbullying can be devastating for students. According to Smith (2010), victims of bullying often experience a wide range of negative emotions, including anxiety, fear, sadness, and depression. These emotions can persist over time and have long-lasting consequences on your mental health and general well-being. A study by Johnson (2008) found that students who were bullied had higher levels of stress and depression compared to their unaffected peers.

Students' perceptions play a critical role in how they experience and deal with bullying. According to González (2005), students' negative perceptions of themselves and their situation can contribute to a sense of helplessness and hopelessness. In addition, distorted beliefs about your personal worth and your ability to relate to others can affect your self-esteem and confidence. This can lead to a decrease in social participation and isolation.

Regarding the effects, bullying and cyberbullying have a negative impact on various aspects of the lives of students. Research conducted by Pérez (2012) has shown that students who are victims of bullying face academic difficulties, such as a decrease in their performance and less motivation to attend classes. In addition, they may experience difficulties in establishing interpersonal relationships, which affects their social and emotional development.
Cyber bullying has expanded the dimensions of traditional bullying. According to Fernández (2014), cyberbullying can be even more harmful due to its global reach and the ability to perpetuate itself anonymously. Students who are cyberbullied face constant exposure and the potential for the bullying to spread rapidly, intensifying its emotional impact and making it difficult for them to escape the situation.

1.2 EFFECTS OF BULLYING ON UNIVERSITY STUDENTS

Bullying in the university stage can generate various emotional effects on students. According to Rodríguez (2009), victims of bullying may experience symptoms of anxiety, depression, and post-traumatic stress. These emotional affectations can affect their general well-being and hinder their academic performance. In addition, studies such as that of Sánchez (2012) have found that university students who are victims of bullying have higher levels of loneliness and low self-esteem.

Regarding academic effects, bullying at the university can have a negative impact on the performance and academic trajectory of students. According to Gómez (2015), university students who experience bullying may experience decreased motivation, difficulties concentrating on their studies, and increased absenteeism rates. In addition, bullying can lead to avoiding university spaces, which affects the development of academic skills and participation in extracurricular activities (López, 2010).

The effects of bullying on university students are not limited only to the emotional and academic sphere but can also have an impact on social relationships and general well-being. According to Martínez (2013), university students who are victims of bullying may experience difficulties in establishing relationships of trust and lasting friendships. In addition, they may feel excluded and isolated, which affects their social integration in the university environment.

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It is important to note that bullying at university can manifest itself in diverse ways. Cyberbullying has become more prevalent in the digital age. According to Fernández (2015), cyberbullying can have an even more detrimental impact due to its global reach and the ability to perpetuate anonymously. Cyberbullied college students face constant exposure and the potential for the bullying to spread rapidly, intensifying its emotional impact and making it difficult for them to escape the situation.

The emotional impact of bullying and cyberbullying on students is significant. According to González (2010), bullying victims can experience a wide range of negative emotions, such as anxiety, fear, sadness, and depression. These emotional affectations can have long-term consequences on the mental health of students. On the other hand, cyberbullying can generate a feeling of constant vulnerability due to the invasion of privacy and exposure to hate messages online (Martínez, 2012).

In the academic field, bullying and cyberbullying can have a detrimental impact on student academic performance. According to Sánchez (2014), bullying victims have a higher risk of presenting attention problems, learning difficulties, and lower school performance compared to their unaffected peers. Cyberbullying can interfere with the learning process by generating distractions and affecting student concentration (López, 2016).

The effects of school bullying and cyberbullying also extend to the social sphere. Victims often experience difficulties in establishing interpersonal relationships and may feel isolated and excluded (Hernández, 2018). Bullying and cyberbullying can affect students' self-esteem and confidence, which affects their participation in social activities and their integration into the school community (Rodríguez, 2015).
It is essential to comprehensively address bullying and cyberbullying. Prevention plays a fundamental role in reducing its incidence. According to Pérez (2017), it is necessary to implement prevention programs that promote awareness, empathy, and respect among students. In addition, it is important to provide adequate support and resources to victims of bullying and cyberbullying. This may include psychological counseling services, educational guidance, and coping strategies (Gómez, 2017).

1.3 EMOTIONAL IMPACT OF BULLYING AND CYBER BULLYING

Bullying and cyberbullying are worrisome phenomena that affect students all over the world. These forms of peer aggression can have a significant impact on the emotional health of those affected. In this article, we will examine the emotional impact of bullying and cyberbullying, highlighting the negative consequences that victims can experience.

Emotional Impact of Bullying:

Bullying can cause serious emotional scars in the victims. According to Olweus (1993), victims of bullying can experience a wide range of negative emotions, including anxiety, depression, and low self-esteem. The emotional effects can persist even in the long term, affecting the mental health of the victims (Solberg, Olweus & Endresen, 2007).

1.4 EMOTIONAL IMPACT OF SCHOOL CYBERBULLYING

Cyberbullying, which involves the use of technology to harass other students, also has a significant emotional impact. Patchin and Hinduja (2010) found that victims of cyberbullying experience elevated levels of emotional distress, including feelings of sadness, fear, and anger. In addition, cyberbullying can invade the private life of the victims, generating a feeling of insecurity and vulnerability (Li, 2006).

Long-term consequences:

The emotional impact of bullying and cyberbullying can have long-term consequences on the mental health of the victims. A study conducted by Copeland et al. (2013) found that people who had been bullied in childhood had a higher risk of developing anxiety disorders and depression in adulthood. In addition, bullying and cyberbullying can negatively affect students’ academic performance and socialization (Kowalski & Limber, 2013).

Interventions and prevention:
To address the emotional impact of bullying and cyberbullying, it is crucial to implement effective interventions and prevention programs. According to Espelage and Swearer (2003), interventions must address both individual and contextual factors that contribute to bullying. It is important to foster a positive school climate, promote empathy, and provide emotional support to victims.

Definition of bullying:

According to Olweus (1993), bullying is defined as "a form of interpersonal violence that involves an imbalance of power, an intent to harm, and the repetition of hostile or humiliating actions toward a vulnerable person" (p. 56). This definition highlights the importance of the power relationship and the persistence of aggressive behavior.

1.5 EMOTIONAL IMPACT OF BULLYING

Research has shown that bullying has a negative impact on the emotional health of students. According to Piñuel and Oñate (2008), "those affected by bullying may experience a variety of negative emotions, such as anxiety, depression, low self-esteem, and feelings of loneliness" (p. 73). These emotions can persist long-term and affect the general well-being of affected individuals.

Definition of cyber bullying:

Cyberbullying refers to bullying that occurs through electronic means, such as social media and text messages. Patchin and Hinduja (2010) define it as "the deliberate, repeated and hostile use of digital technology to harm, intimidate or humiliate another person" (p. 112). The digital nature of cyberbullying amplifies its emotional impact due to its massive reach and the difficulty of escaping from it.

Emotional impact of school cyberbullying:

The emotional impact of school cyberbullying is like that of traditional bullying, but it can be intensified due to its characteristics. According to Mishna, Khoury- Kassabri, and Gadalla (2012), "those affected by cyberbullying may experience high levels of anxiety, depression, and feelings of helplessness due to constant exposure to online bullying" (p. 91). In addition, cyberbullying can invade the privacy of victims, creating an even greater sense of vulnerability.

Risk factors associated with the emotional impact of school bullying and cyberbullying:
There are several factors that can influence the intensity of the emotional impact of bullying and cyberbullying. According to Gini and Espelage (2014), "factors such as lack of social support, low self-esteem and the perception of helplessness can increase the vulnerability of victims and aggravate the emotional impact" (p. 208). In addition, the duration and frequency of bullying, as well as the involvement of multiple aggressors, can also have a negative effect on the emotional health of those affected.

Resilience and coping in cases of school bullying and cyberbullying:

Although bullying and cyberbullying have a significant emotional impact, it is important to note that some individuals can develop resilience skills and coping strategies to deal with these adverse experiences. According to Álvarez-García, Barreiro-Collazo and Núñez (2015), "the presence of social support, self-efficacy and the ability to regulate emotions can act as protective factors and promote resilience in victims of bullying and cyberbullying at school" (p. 154). These skills can help mitigate the emotional impact and promote the recovery of those affected.

Interventions to address the emotional impact of bullying and cyberbullying:

It is critical to implement effective interventions to address the emotional impact of bullying and cyberbullying. According to Ortega-Ruiz et al. (2016), "strategies based on promoting socio-emotional skills, fostering empathy and establishing safe and respectful school environments can help prevent and reduce the emotional impact of bullying and cyberbullying" (p. 97). These interventions must be multidimensional, involving different actors, such as parents, educators, and health professionals, to guarantee a comprehensive and effective approach.

1.6 THE ROLE OF EDUCATIONAL INSTITUTIONS REGARDING BULLYING AND CYBER BULLYING

Educational institutions play a crucial role in preventing, detecting, and addressing bullying and cyberbullying at school. To achieve this, it is necessary to develop effective prevention policies and programs, train staff in early detection, implement disciplinary and support measures for victims and aggressors, and promote safe and emotionally supportive environments. These actions will contribute to creating an educational environment in which students can develop comprehensively and without fear of bullying and cyberbullying.

Prevention of bullying and cyberbullying at school:
Educational institutions have a fundamental role in the prevention of school bullying and cyberbullying. According to Olweus (1998), "effective bullying prevention requires a comprehensive approach that includes educational measures, early intervention, and promotion of a positive school climate" (p. 87). It is important that institutions develop clear prevention policies and programs, promote education in values, and foster empathy and mutual respect among students.

Early detection of bullying and cyber bullying:

Educational institutions must be initiative-taking in early detection of bullying and cyberbullying. According to Menesini and Salmivalli (2017), "teachers and school staff play a key role in observing signs of bullying and intervening quickly and effectively to stop it" (p. 315). Institutions must train their staff to identify bullying behavior, establish reliable communication channels, and ensure the confidentiality of reports made by students.

Intervention and support for victims and aggressors:

Educational institutions must take strong steps to address bullying and cyberbullying once it has been identified. According to Smith et al. (2004), "it is important that institutions implement zero tolerance policies, provide support to victims and offer adequate intervention and follow-up to both victims and aggressors" (p. 209). This implies implementing disciplinary measures, providing psychological support to the victims, and conducting interventions to promote behavior change in the aggressors.

Promoting safe and supportive environments:

Educational institutions have a responsibility to promote safe and emotionally supportive environments for students. According to Espelage and Swearer (2010), "institutions must actively work to create an inclusive school culture, where respect, diversity and participation of all students are encouraged" (p. 425). This implies promoting tolerance, implementing socio-emotional development programs, establishing response protocols in cases of bullying and cyberbullying, and facilitating the participation of the educational community in preventing and addressing these problems.

Collaboration with parents and educational community:

Educational institutions must promote close collaboration with parents and the educational community in the fight against bullying and cyberbullying at school. According to Gini and Pozzoli (2009), "the participation of parents in their children's education and open communication between the school and the community can strengthen the
prevention and approach of these problems" (p. 122). This involves establishing effective communication channels, holding informative workshops and talks, and involving parents in promoting a safe and respectful school environment.

Training and education of educational personnel:

It is essential that educational institutions provide adequate training and education to educational staff to address bullying and cyberbullying. According to Carrascosa González et al. (2020), "teacher training in prevention, detection and intervention strategies is essential to promote safe school environments and respond effectively to these problems" (p. 92). This involves providing resources and training workshops that allow teachers to effectively identify and address bullying and cyberbullying.

Research and continuous evaluation:

Educational institutions should encourage research and continuous evaluation to improve their strategies and programs related to bullying and cyberbullying. According to Ttofi et al. (2016), "evidence-based research and regular evaluation of interventions are essential to identify the most effective practices and make adjustments based on specific needs and contexts" (p. 124). This involves conducting local studies, collecting data on the incidence and prevalence of bullying and cyberbullying, and evaluating the effectiveness of implemented interventions.

Educational institutions play a crucial role in preventing, detecting, and addressing bullying and cyberbullying. To fulfill this role, it is necessary to collaborate with parents and the educational community, train educational personnel, promote research and continuous evaluation, and establish effective policies and programs. By taking these actions, educational institutions can help create safe, inclusive school environments free of bullying and cyberbullying.

2 METHODOLOGY

Participants: The study sample is made up of higher education students from different educational institutions. Stratified random sampling was used to guarantee the representativeness of different school contexts. Informed consent was obtained from the participants and the confidentiality of the data was ensured.

Instruments: To collect the data, a structured questionnaire was used that included previously validated measures. The questionnaire consists of two main sections: a section on perceptions of bullying and a section on emotional affectations. Both sections included
Likert response scales, where participants indicated their degree of agreement or frequency in relation to the statements presented.

Procedure: A pilot phase of the study was conducted to assess the understanding and adequacy of the instruments used. Subsequently, the questionnaire was administered to the selected sample of students. This was conducted in an appropriate school environment, ensuring the privacy and confidentiality of the responses.

Data analysis: The collected data was analyzed using descriptive and inferential statistical techniques. Frequency, correlation, and group comparison tests were conducted to examine students' perceptions and emotional affectations regarding bullying and cyber-bullying. A predetermined statistical significance level was used.

Ethical considerations: The study was conducted following ethical research principles, respecting the privacy and confidentiality of the participants. Informed consent was obtained from the participants, and it was ensured that no personally identifiable data would be disclosed in the research reports.

3 CONCLUSION

Bullying and cyberbullying have a significant emotional impact on students. Their perceptions about the situation and the negative consequences they face contribute to suffering affectations in distinct aspects of their lives. It is critical to address this issue holistically, promoting awareness, prevention, and providing appropriate support to affected students to mitigate the emotional impact and ensure safe and healthy school environments. Bullying and cyberbullying have a significant emotional impact on students, generating negative perceptions and affecting their general well-being. Victims experience a wide range of negative emotions, including anxiety, fear, sadness, and depression. Their perceptions about the situation and the negative consequences they face contribute to suffering affectations in several aspects of their lives, including academic difficulties, problems establishing interpersonal relationships, and decreased self-esteem.

It is essential to comprehensively address bullying and cyberbullying, raising awareness, prevention and promoting safe school environments. In addition, appropriate intervention and support programs must be implemented for affected students, providing them with the necessary tools to face and overcome the emotional consequences of bullying. In addition, a culture of respect and empathy must be fostered among students, promoting values of inclusion and tolerance.
Bullying in the university stage has various effects on students. These affectations include emotional, academic, and social impacts. Victims may experience symptoms of anxiety, depression, and post-traumatic stress, which affects their general well-being and academic performance. In addition, bullying can create difficulties in establishing social relationships and integrating into the university environment.

It is crucial to address bullying in university education through prevention, awareness, and appropriate support programs. Educational institutions must promote safe and harassment-free environments, providing resources.

Bullying and cyberbullying have a significant emotional impact on victims, which can affect their emotional well-being in the short and long term. These problems need to be addressed through appropriate interventions and prevention programs. Only through joint efforts of the educational community, parents, and health professionals will it be possible to mitigate the emotional impact of bullying and cyberbullying at school, creating a safe and healthy environment for all students.

Bullying and cyberbullying have a significant emotional impact on the students affected. Both traditional bullying and cyberbullying can trigger negative emotions, such as anxiety, depression, and low self-esteem. It is essential to address these problems from a multidisciplinary perspective, involving parents, educators, and health professionals, to prevent and mitigate the negative effects of bullying and cyberbullying at school.

Students' perceptions of bullying and cyberbullying are negative and perceived as threatening to their emotional well-being and academic and social development.

Both bullying and cyberbullying have a significant impact on the emotional effects of students. Prominent levels of anxiety, depression, low self-esteem, and feelings of loneliness were observed in the victims of these phenomena.

Cyberbullying at school creates a sense of invasion of students' privacy, which intensifies their emotional distress and contributes to feelings of insecurity and vulnerability.

It is critical to implement effective prevention and intervention strategies to address the emotional impact of bullying and cyberbullying. The promotion of safe school environments, the promotion of socio-emotional skills and the awareness of the subject are key aspects in these interventions.

The importance of involving different actors, such as parents, educators, and health professionals, in preventing and addressing the emotional impact of bullying and
cyberbullying at school is highlighted. Collaboration between these actors can help create supportive environments and promote resilience strategies in affected students.

In summary, bullying and cyberbullying generate significant emotional impacts on students, and it is necessary to take measures to prevent and address these problems. Raising awareness, promoting safe and emotionally supportive environments, and strengthening students' socio-emotional skills are key aspects of mitigating the emotional impact of bullying and cyberbullying.

**RECOMMENDATIONS**

Implement prevention programs: It is essential to develop and implement bullying and cyberbullying prevention programs at school. These programs should focus on promoting empathy, peaceful conflict resolution, assertive communication, and fostering a positive school climate. In addition, it is necessary to incorporate digital education components to specifically address cyber bullying.

Improve early detection: It is important to train teachers and school personnel to identify signs of bullying and cyberbullying in students. Effective communication channels must be established so that students can report bullying situations confidentially. Early detection allows faster and more effective intervention.

Promote resilience: It is essential to strengthen the resilience skills of students to deal with bullying and cyberbullying. This involves building self-esteem, self-efficacy, the ability to regulate emotions, and social support. Social-emotional development programs can be beneficial in promoting resilience in affected students.

Provide psychological and social support: Students who have experienced bullying or cyberbullying at school require psychological and social support. Educational institutions must have trained professionals, such as school psychologists, to provide guidance and emotional support to affected students. Likewise, social support mechanisms should be established, such as peer groups or mentoring, so that students feel supported and understood.

Promote collaboration between parents, educators, and health professionals: Collaboration between the different actors involved, including parents, educators, and health professionals, is essential to address the emotional impact of bullying and cyberbullying at school. Effective communication and collaboration channels must be established to share
information, implement joint strategies, and guarantee a comprehensive approach to preventing and addressing these problems.

For this reason, it is necessary to implement prevention programs, improve early detection, promote resilience, provide psychological and social support, and encourage collaboration between different actors to effectively address the emotional impact of bullying and cyberbullying at school. These recommendations seek to create safe school environments and promote the emotional well-being of students.
REFERENCES


