IMPACT OF CHILDHOOD BULLYING IN AN ADULT'S LIFE

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Abstract: A web-based survey was filled by 137 subjects to understand the impact of childhood bullying on an adult's life (specifically work life). From the 137 subjects who filled the survey, 56 subjects (41%) were pure victims, 45 subjects (34%) were bully-victims (who have been bullied and have bullied), 5 subjects (3%) were pure bullies and 31 subjects (22%) were neither bullied nor did they bully someone. A group of 41% subjects were unaware if they were being bullied or if they were bullying someone. In a group of 19% of subjects who have never taken up a position of leadership more than 75% were victims (pure and bully-victims). Similarly in a group of 68 people who have let go of an opportunity in extra-curricular, 53 were victims. This implied that being bullied has affected the subjects' self-esteem and ignited an inferiority complex which prevents them from pursuing their hobbies and/or taking up a position of leadership. Pure bullies are rather more laid back when it comes to submitting a time bound project as compared to victims or people not associated with bullying. This reflects their behaviour and punctuality when discussing about time bound projects. On the other hand, a victim is more likely to finish an assignment way before the deadline. A pure bully or person not associated with bullying is more likely to take up extra work to gain experience whereas a victim is more likely to take extra work in search of acknowledgment or due to the fear of supervisor. A victim is likely to fall on the either end of a personality scale, a yes man or a rebel depending upon the personal experiences. Whereas a pure bully or a person not associated with bullying is more likely to be a mere-completer. And finally, most subjects perceived their supervisor or boss as a leader but a few (mostly victims) considered their bosses to be arrogant, unreasonable. And a fair percentage of people had mixed adjectives implying a mix of experiences and opinions. It is necessary to identify the category of bullying a person belongs to, so as to make functioning in a work environment more efficient. Understanding their category can help the manager address the employees personally and create a healthy and productive work environment.

Index Terms - **Childhood bullying; Types of bullying; Pure victims; Pure bullies; Bully-victims; Work-life.**

I. INTRODUCTION

Bullying

Deliberate and unjustified mental as well as physical harm caused to a person is known as bullying. (Swart & Bredekamp, 2009) Describes bullying as a group phenomenon within which children play a variety of roles, including that of an aggressor, victim, observer, defender and bully-victim. To fully understand how bullying is formulated, characteristics of the bully as well as victim comes into role. The bully would show a sign of aggression, rage and a form of deliberate attempt to make the victim feel worse. The victim on the other hand would show a sign of weakness, fear, denial etc. The word bullying ends with 'ing', showing that it does not occur once but is a series of events / repeated number of unjustified acts. Some of these events can be pre-determined and others might be opportunity based. These events reach its end when there is a deliberate action by the victim to do justice or by a third party i.e. a defender.

Types of bullying

Acts of bullying can be done in a physical manner or mental. Physical acts such as unnecessarily punching, kicking, hitting, pushing. Mental acts include name calling, abusive language, and manipulation of friendships or spreading rumours. There are various other ways in which bullying can be classified; Horizontal Or Vertical: When done on the same age or same level of position it is considered as horizontal bullying and when done by a person who is older, stronger, more powerful is known as vertical bullying. Direct Or Indirect; Direct: when bullying is done in a face to face or relatively open manner in which there is no third party involved to complete the process and can fully affect the victim by the bully only. Indirect bullying is very gradual, faint and less direct and involves third parties depending upon the bully, acts like social exclusion or manipulation within friends towards the victim can be considered to be some examples of it. In this research paper the types of bullying that will be covered are: Verbal, Physical, Social and Cyber bullying.

School's impact and role in bullying

School life covers that part of your childhood that teaches you the ways in which you choose to express yourself and shows what kind of a person you are. At an early stage in which children learn to accept this side of their lives, the ways in which other students are towards them and the way they react towards these changes are very crucial because at this stage they can be manipulated very easily and this kind of manipulation sets their standard of tolerance of the bully and the extent at which they will bully someone. Keeping in mind that school will help you from the start, teachers at the elementary level of the school should be aware and make conscious efforts so that students don't go towards the extreme end of either the victim or the bully. Considering these standards at a middle school level, the school will stand by your side against bullying and try to decrease bullying amongst students. There are specific departments and counsellors that handle such situations at a higher level at middle school and high school as these situations get very sensitive and might affect student's education. This serial and continuous acts of bullying is considered to affect the victims at their everyday functioning level and is hence a very important role of the school to make sure that the right people are there to make a change in the pattern.

Impact and role of bullying from home

Children develop themselves from the practices they carry and the environment they have around the house, this shows that a parent's role to establish these standards are crucial as they will carry this outside and need that mind-set to be accepted outside or not. If the way children grow up to be and are influenced at home with the behaviour and habits their parents carry are towards the positive end like having a support from your parents and dealing with every little change during your childhood in a calm and supportive manner than they would be shaped differently but if the environment is negative like having to watch constant fights, shouting, arguments at home or having to face such acts on themselves than the child would either project the same behaviour outside and carry bullying or would develop some defence mechanisms to not suffer this in the outside world.

Role of Personality and mental health in an adult's work-life

Personality plays a key role when it comes to work life of people as it determines the kind of work they would be given, at the level they would be positioned. Types of personalities and the way it affects the work-life:

1. Extroverts: These kinds of people are highly energetic and prefer doing work that might be dynamic and fast and can multitask to help others too. Extroverts wouldn't mind to get into group discussions and social events in which they would be under the spotlight.
2. Introverts: these kinds of people prefer to work by themselves or in a small or familiar circle in which they wouldn't have to socialize much and work would be done at a relatively normal pace and one project at a time. They would try to avoid the spotlight as much as possible.
3. Intuitive people: Their focus lies on the new and creative side of the projects. Always ready with some or the other possibilities and options that involves value to the company.
4. Sensors: They try to focus more towards the facts and realistic figures when asked for suggestions. They wouldn't try to advocate new or creative ideas.
5. Thinkers: The kind of people that would logically plan out every outcome with some certainty, consistency and project it in an honest manner. (They combine the personalities of intuitive and sensor people)
6. Feelers: feelers tend to be cooperative and sensitive about their ways to carry business as they would think about the effect it had on others and carefully try the safest option based on their own values.
7. Judgers: They would try to stick to the rules and pre-determined notions for their ways to carry out a plan and are more on the organized side of the people.
8. Perceivers: these people try to consider as many options and are ready to bend some regulations for the sake of carrying out the plan. Usually the best kind of people to help out for an urgent work or to generate a flexible option.

How Mental Health Plays Role In Work-life

One's mental health is directly related to their performance as mental health constitutes of aspects such as how hard they would work, how much time they would be ready to dedicate, attentiveness around the work place, consistency in quality of work, reactions towards how others behave and function around them, their ultimate goals and levels at which they would be ready for at the company. Keeping all these aspects in mind, managers and people working in human resources have to carefully look for signs and in which direction is their mental health is leading. If one is working with a healthy mind-set that kind of person is likely to be promoted and guarantee quality of work in a long run. If one shows signs for negative mind-set or can put their mind at work would always miss out on opportunities, would never get along with their colleagues and managers and would try to avoid confrontations towards how they really feel at work. These kinds of people would not guarantee quality of work and would tend to miss deadlines.

II. OBJECTIVES

- To study the likeliness of people being bullied
- To study the likeliness of people being a bully
- To understand the scale of awareness about bullying and different types of bullying
- To find a relation between childhood bullying and work performance (as an adult)

III. RESEARCH GAP

Even though a lot of research papers talk about childhood bullying, impact of childhood bullying on mental health and impact of poor mental health on work productivity, no paper discussed the direct relationship between childhood bullying and work productivity.

IV. LITERATURE REVIEW

CHILDHOOD BULLYING

If there is anything else common in students apart from the rigorous schoolwork, it is there need to fit in the social groups. A person who doesn't fit in usually becomes prey to becoming a victim to peer bullying. (Ttofi, 2015). In a sample of 101 young adults, 91% of the sample had agreed to be involved in bullying either as a bully, a victim or a bully-victim (people who experience both) during their school careers. (Darney, Howcroft, & Stroud, 2013). In a research conducted in 1998 in the UK, the results reported that 10% of pupils reported to have been bullied and 4% saying they were bullied every week. Bullying can look as simple as name calling and as extreme as being brutally hit and being threatened. (Salmon, James, & Smith, 1998)

Bullying is a major issue among children. Apart from immediate trauma, there are multiple well-defined risks which affects the individual and social aspects of three groups involved in bullying as discussed earlier. A bully is the generator of this trauma, but they themselves suffer a long-term effect as a result of their involvement. (Venderbilt & Augustyn, 2010). Even though for several decades there has been a disbelief about the true detrimental impact of bullying victimization, research and evidences now reveal the harsh impact including low self-esteem, poor academic performance and self-harm, not only during the traumatising experience but also persists long after the bullying stops. (Arseneault, 2017).

Apart from school, a child/teenager spends a substantial amount of time with his/her sibling(s) and it has a lasting effect on children's development. Even though numerous siblings are familiar with occasional conflict, up to 40% are exposed to sibling bullying every week. The major factors associated with sibling bullying are parenting quality and intra-familial behaviours. Sibling bullying also increases the risk of being involved with peer bullying. (Wolke, Tippett, & Dantchev, 2015). Sizeable research is focused on school bullying and thus, sibling bullying usually gets overlooked. A 2013 research, where 27 sibling pairs filled a questionnaire to understand the extent till which sibling bullying has been normalised and the different victim-perpetrator perceptions of sibling bullying. In the survey, 78% siblings agreed to being bullied whereas 85% siblings agreed to have bullied their sibling. The normalisation of sibling bullying was to vast extents. And the victims had a far more negative impact in the sibling bullying as compared to the perpetrators. (Skinner & Kowalski, 2013).

Psychological and Physiological Impact

Bullying, which once was dismissed after being considered to be an innocuous experience of childhood, now is recognized as having substantial chronic psychological effect along with a number of psychiatric disturbances. Research and surveys suggest that the pathophysiological effects of bullying combined with other forms of trauma and chronic stress cause significant suffering to the victim's mental health. (Zarate-Garza, et al., 2017)

Bullying takes a toll on people's health and social relations. A massive unit of children was assessed for bullying in childhood which was then followed up in adulthood to assess their health, wealth, risky or illegal behaviour and social relationships. Pure bullies were in lesser risk to fall victim to poor health, social relationships and wealth whereas victims, including bully-victims were more prone to these poor outcomes. Bullying which is considered as a 'rite of passage' is likely to increase long-term health and social costs. (Wolke, Copeland, Angold, & Costello, 2013).

The psychological consequences in adulthood due to childhood bullying includes difficulty in social functioning, anxiety in interpersonal interactions, internalization of constant anticipation of a threat. In addition, the victims may also suffer with eating disorders like anorexia nervosa (monitoring what s/he eats) or bulimia nervosa (eating unusually large amounts of food); depressive disorder, personality disorder, suicidal thoughts along with psychotic disorders. Multiple psychosomatic symptoms (physical discomfort/pain caused by emotional distress) like heartache, stomach-ache, headache etc. are indicators of physiological impact of bullying. (Sandoval, et al., 2015)

In a survey with 3 waves and a total of 10,000 adults, the study suggested that respondents who encountered bullying, sexual abuse and/or physical abuse as a child was prone to greater distress, fear of uncertainty, and functional impairment as an adult. The same respondents also reported to require more mental health ailment and physical health ailment as opposed to those who never encountered bullying or abuse of any sorts. Specific negative childhood experiences have unique links with poor outcome in adulthood, recent negative experience partially mediate these associations. (Sweeting, Garfin, Holman, & Silver, 2020)

In a longitudinal British survey, the results represented that participants who were bullied as a child had increased risks of psychological distress between the age 23 and 50. The rates of anxiety disorder, depression, suicidality were higher in victims of frequent bullying. Adults who were bullied as a kid, if not frequently, suggest that they are at higher risk for a wide range of poor health, social and economic outcomes. (Takizawa, Maughan, & Arseneault, 2014). In another longitudinal research, the association between bully victimization as a child and as an adult at work was established. Peer victimization often increase the chances of re-victimization in adulthood. (Brendgen & Poulin, 2018)

Childhood cyberbullying victimization increases the risk of subsequent traditional and cyberbullying victimization and cyberbullying perpetration; whereas childhood traditional victimization later increased only traditional victimization. Childhood traditional bullying causes depression and anxiety related symptoms whereas childhood cyberbullying only causes anxiety symptoms. (Lee, 2021). A regression analysis on a sample of 681 respondents showed the significant psychological distress caused by childhood bullying and severe violence. Bullying victimization causes a trauma with severe long-lasting consequences. (Storm, Aakvaag, Birkeland, & Felix, 2018)

As discussed earlier, sibling bullying also plays significant role in childhood bullying. Perpetrator of sibling bullying is predicted to illustrate antisocial behaviour, whereas the victim is predicted to indulge in nicotine consumption. (Dantchev & Wolke, 2018).

The self-esteem levels of anyone part of a bullying web, whether a pure bully, pure victim or a bully-victim, resulted to be lower than children who hadn't been a part of the bullying web. However a pure-bully has an equal level of self-esteem as compared to children who have neither been bullied nor bullied someone. The frequent a victim was victimized, the lower his/her global self-esteem. Children with higher self-esteem were seen to be not bullied or bully someone, hence, a strong relationship between self-esteem and bullying exists. (O'Moore & Kirkham, 2001). In a cross-sectional study with 237 students with 56.4% of the students being female, males had higher statistical significant self-esteem scores as compared to female. (Brito & Oliveira, 2013). There exists mobile-bullying which also impacts the self-esteem of young consumers. M-bullying can entail cyberbullying and harassment (sexual harassment, threats, pornography). Both males and females have suggested to experience m-bullying, but females more than males. The distress can impact the well-being of victim for a long run. (Drennan, Brown, & Mort, 2011).

Other Impacts – Economic and Academic

Apart from psychological and physiological impacts, bullying also impacts employment, income and poverty. A study with a sample size of approx. 9000 people of the age 50 who underwent bullying as a kid, found substantial and long-term impact on individual and societal economic aspects. Both women and men who were bullied as a kid were less likely to be employed as compared to people who were not bullied. Due to the psychological impact, the health service cost was also high for people who were victims of bullying. (Briblecombe, et al., 2018).

Another study showed that groups involved in bullying in any way (bully, victims or bully-victims) in adolescence were more likely to have lower education as young adults. Groups that showed aggression were at a higher risk of being unemployed. (Sigurdson, Wallander, & Sund, 2014).

Impressions of psychological impacts of bullying (anxiety, depression) on Work-life

The work-life expectancy (WLE) of employees who reported depressive symptoms is observed to be shorter than the employees who do not report the said symptoms. Their time in sickness absence and unemployment is higher. (Pedersen, et al., 2019). Depressive symptoms and poor general health combined lead to higher absenteeism. An addition of psychologically demanding work can also impair the work performance. (Lerner, et al., 2010)

To understand the impact of depression on work performance, 1161 web-based questionnaires were filled. The result indicated a negative linear relationship between depressive symptoms and overall work performance. The groups with high levels of depressive symptoms tend to perform poorly as compared to groups that have low or no depressive symptoms. (Harvey, et al., 2011).

V. RESEARCH METHODOLOGY

A web-based survey using Google forms was sent and filled by 137 subjects. It is a qualitative research as it includes gathering and analysing non-mathematical data and focus is on understanding the experiences, ideas and/or opinions of the subjects. A set of 14 questions formed the questionnaire. The questions were ranging from understanding how many people know about bullying (types), if they have been a victim or a bully, to situational questions understanding their behaviour in a work place.

The questions used in the questionnaire:
1. Amongst the following types of bullying, how many are you aware of? (Verbal, Physical, Social, Cyber)
2. Amongst the following types of bullying, how many have you been a victim to? (Verbal, Physical, Social, Cyber, None)
3. Amongst the following types of bullying, in how many ways have you bullied other people? (Verbal, Physical, Social, Cyber, None)
4. Did you ever stand up for yourself as a victim or for an acquaintance who was a victim?
5. Were you consciously aware you were being bullied or if you were bullying someone?
6. Have you ever taken up a position of leadership?
7. Have you ever let go of any extra-curricular activity due to peer judgments?
8. When time bound projects are given to you, when do you usually submit the project? (Way before the deadline; A day before or on the day of deadline; after the deadline)
9. If you said way before, then what is the reason? (Fear of consequences; accountability of the job; appreciation/acknowledgment from superior/peers; relief of completed project)
10. If you said after the deadline, then what is the reason? (Laziness; you put it aside to do later but then end up forgetting about it; no fear of consequences)
11. Are you ready to take up extra work even if there is no incentive?
12. If yes then what would be the reason? (Fear of supervisor, in search of acknowledgment/appreciation from superior/peers; to gain experience)
13. What sort of a person are you in a formal group? (The yes man; the rebel; the shy one; the out-of-the- box thinker; the mere completer)
14. When you hear the word 'boss' what words come to your mind? (Leader; motivational; inspiring; friendly; strict; unreasonable; arrogant)

VI. DATA ANALYSIS AND INTERPRETATION

Of the 137 subjects, more than 50% were female, almost 75% of the samples were in the age range of 18-25; but to get a deeper understanding, questionnaire was also filled out by people older than 25. Our eldest subject is of 58 years.
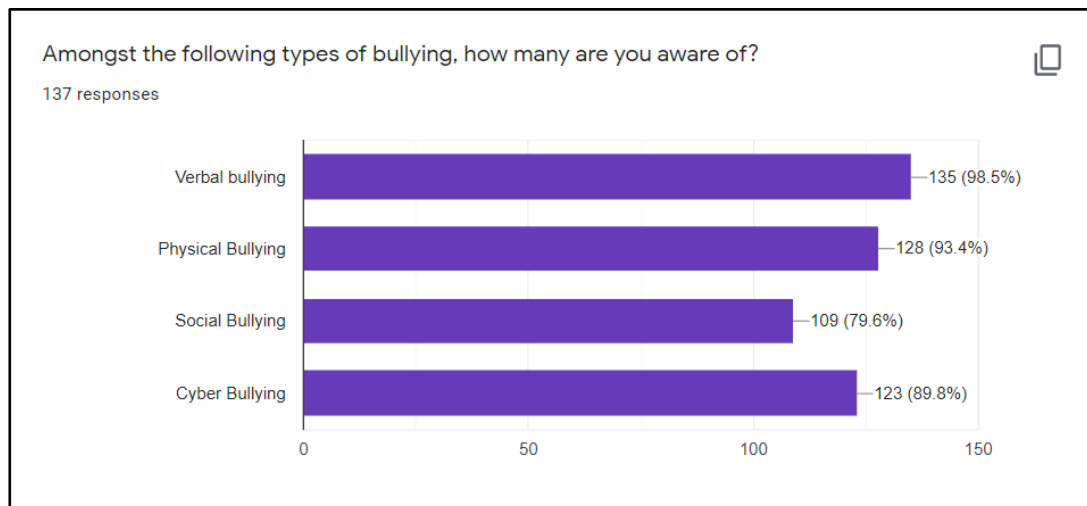

Amongst the following types of bullying, how many are you aware of?
137 responses

- Verbal bullying — 135 (98.5%)
- Physical Bullying — 128 (93.4%)
- Social Bullying — 109 (79.6%)
- Cyber Bullying — 123 (89.8%)

Figure 1

As discussed in the objectives, we had to understand the awareness about the various types of bullying. From Fig.1, we can see that almost all subjects (98.5%) were aware about verbal bullying. Verbal bullying is widely used and the most common form of bullying. Verbal bullying is considered to be a harmless, 'rite of the passage' form of ritual. The least known but still having enough awareness about is social bullying (79.6%). Certain aspects of social bullying are often confused with verbal bullying but there lies a difference. Social bullying is also referred as relational bullying as it involves hurting someone's relationship or reputation. The very common examples can be leaving someone out purposely, boycotting someone, spreading rumours, embarrassing someone in public etc. Physical bullying is exactly what the name suggests. In the age of social media, cyber bullying is very vastly used form of bullying. Elder people are less likely to be aware of cyber bullying since their use of social media is limited if not non-existent. Of 137, 14 people were unaware of cyber bullying, of which 8 people were over the age of 40.
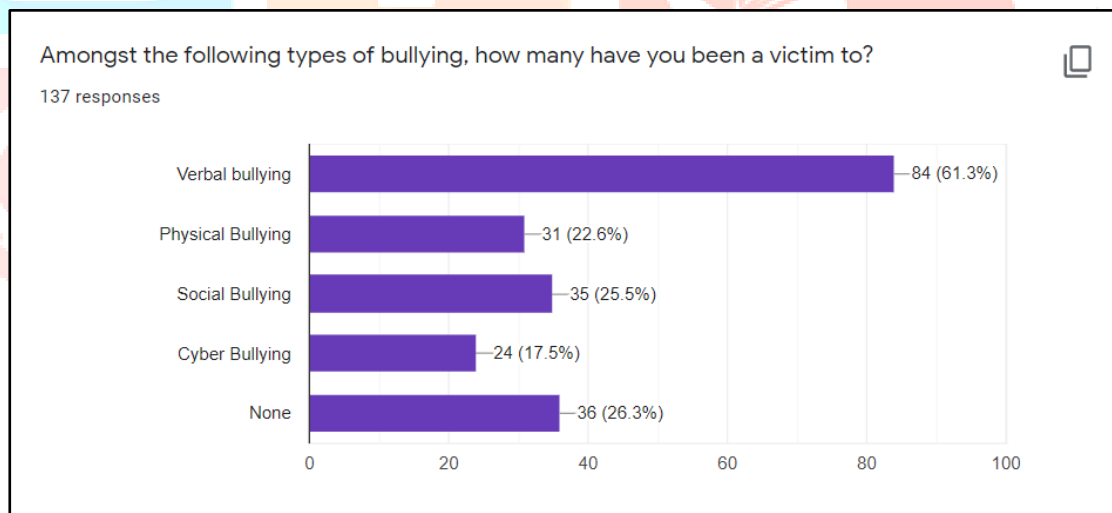

Amongst the following types of bullying, how many have you been a victim to?
137 responses

- Verbal bullying — 84 (61.3%)
- Physical Bullying — 31 (22.6%)
- Social Bullying — 35 (25.5%)
- Cyber Bullying — 24 (17.5%)
- None — 36 (26.3%)

Figure 2

Irrespective of gender, 73.7% of the sample had been a victim to at least one form of bullying. In the 73.7% of sample, 83.1% (61.3% of the entire sample) had been a victim to verbal bullying, as stated before it is the most common form of bullying. As discussed earlier, cyber bullying is usually but not always experienced by people below the age of 40. Of the 24 people who have been a victim to cyber bullying, 22 were below the age of 25, with only 3 (13%) of them being male. Physical bullying is more common (but not restricted to) in male. Of the 31 subjects who have experienced physical bullying, 20 (64.5%) were male. Social bullying was observed to be more common among people less than the age of 30. Out of the 35 people, only 4 (11.4%) were older than 45 years, the remaining 31 (88.6%) were under the age of 30).
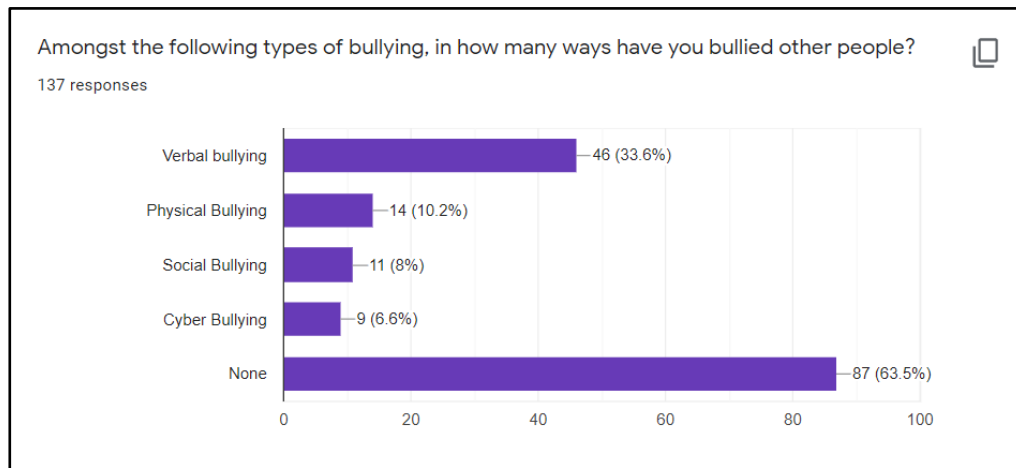
Figure 3

63.5% of the sample said to have not bullied others. This may not be completely accurate because most of the times people unconsciously bully others thinking it is a 'harmless joke.' But 50 subjects did agree to bully others and yet again verbal bullying was the most common type of bullying (92%). Of the 9 people who agreed to have committed cyber bullying, only 1 (11.11%) was over the age of 45. The remaining 8 (88.88%) were under the age of 30. Yet again, in physical bullying, 13 out of 14 (92.8%) subjects were male and only 1 (7.2%) was female.

The subjects who have agreed to bully people are mostly bully-victims (people who have bullied and been bullied). Out of the 50 subjects, 45 subjects (90%) were bully victims, who have been bullied in at least one way. Only 5 subjects are pure bullies, 56 subjects are pure victims and 31 subjects have neither been bullied or have bullied anyone. The percentage of female is higher (64.5%) in the category of people who have neither been bullied nor bullied someone else, but that can also be because of higher female subjects in the study.
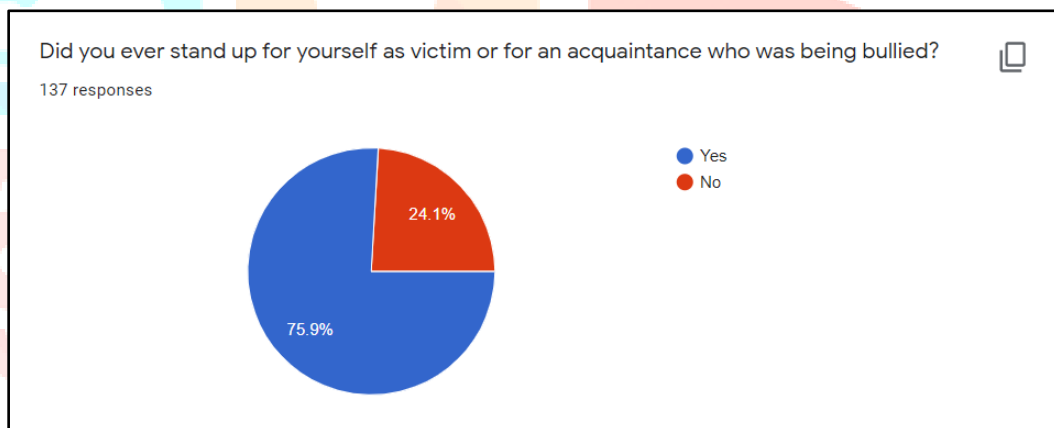

Figure 4

More than 75% people have at least at one point of their life stood up for themselves or for an acquaintance. Of these 104 people, 21 (20%) were people who have never been bullied or have bullied someone, 4 (3%) were pure bullies, 42 (40%) were pure victims and 37 (35%) were bully-victims. Of the remaining 33 people (24.1%) who never stood up, 8 (24%) were bully-victims, 14 (42%) were pure victims, 1 (3%) was pure bully and 10 (30%) were people who were never involved in bullying.
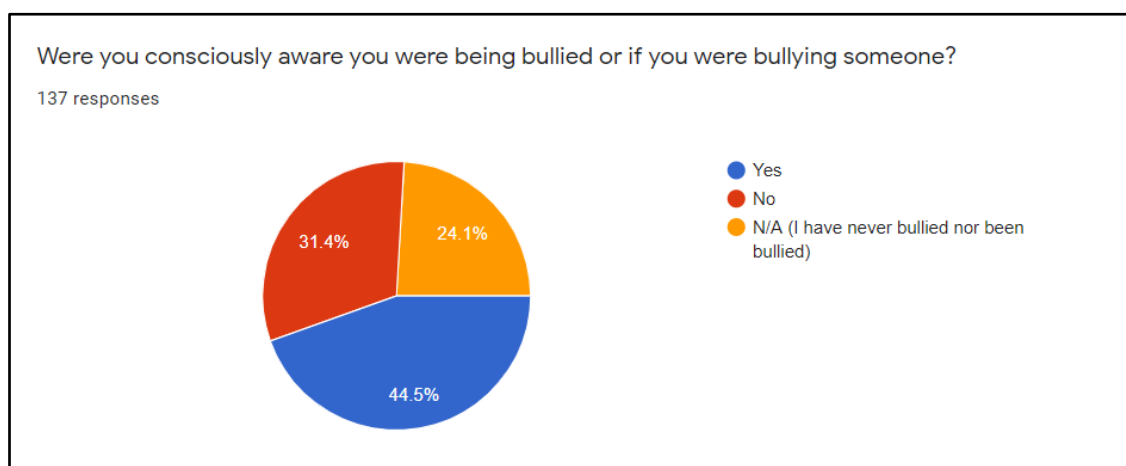

Figure 5

As we have seen earlier, 31 subjects have never been bullied nor bullied someone so this question doesn't apply to them. Out of the remaining 106 people 61 (57%) were aware of being bullied, bullying someone or both. 33 (54%) were pure victims, 4 (7%) were pure bullies and 24 (39%) were bully-victims.
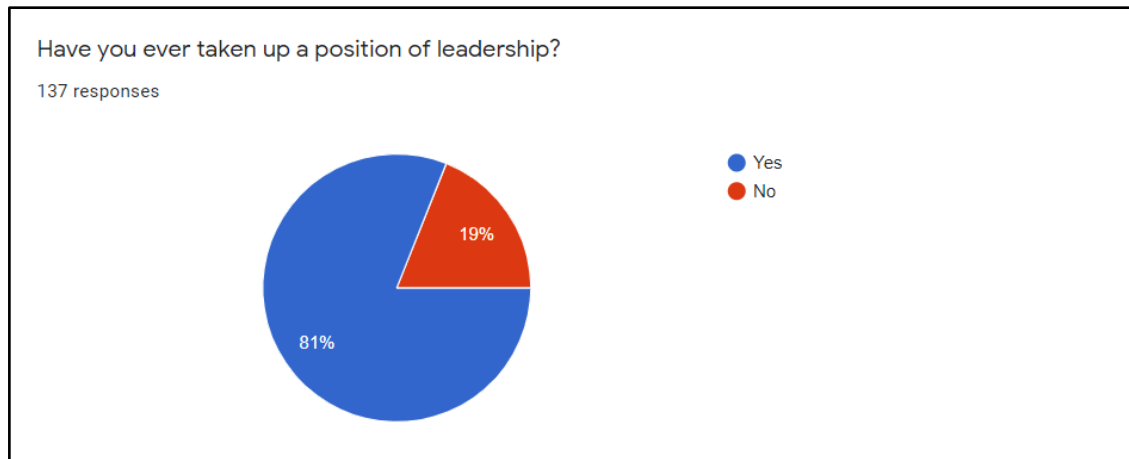

Figure 6

26 subjects reported to have never taken up a position of leadership. Of them 13 (50%) were pure victims, 8 (31%) were bully-victims and 5 (19%) were neither bullied nor bullied someone else. Here we notice that there is no pure-bully which suggests that bullies have leadership and dominating qualities which helps them take up such positions. We cannot infer much about the categories apart from the fact that almost 50% of subjects who never took up a position of leadership were pure victims which can imply inferiority complex.

Of the 111 subjects who have taken up a position of leadership, 77 (69%) were either pure victims or bully-victims. And of these 77, 45 (58%) subjects were consciously aware about being bullied which can suggest that early identification of the issue helped them work on themselves in order to not let the trauma of bullying affect their performance.
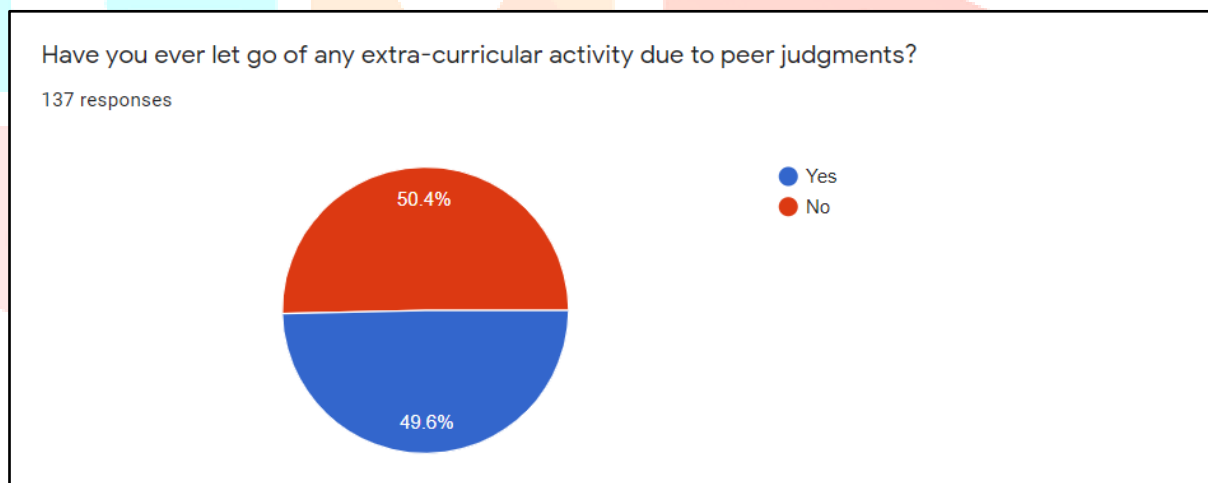

Figure 7

Almost half the sample agreed to have let go of an extra-curricular opportunity due to peer judgments. Of these 68 subjects, 14 (20%) have also never taken up a position of leadership and all of these 14 people are either pure victims or bully-victims. The 69 subjects who have never let go of an extra-curricular opportunity consisted of 46 (66%) of pure victims or bully-victims of which 27 (58%) were consciously aware they were bullied as a kid. This again suggests that they identified the issue at an early stage and had time to work on those issues so as to not let peer judgements affect their decision.

Amongst all the people who have never been bullied nor ever bullied someone, a high percentage of people (64.5%) never let go of an extra-curricular opportunity due to peer judgement, which suggests not being even remotely involved in bullying has not tampered their self-esteem and hence they make decisions for themselves.
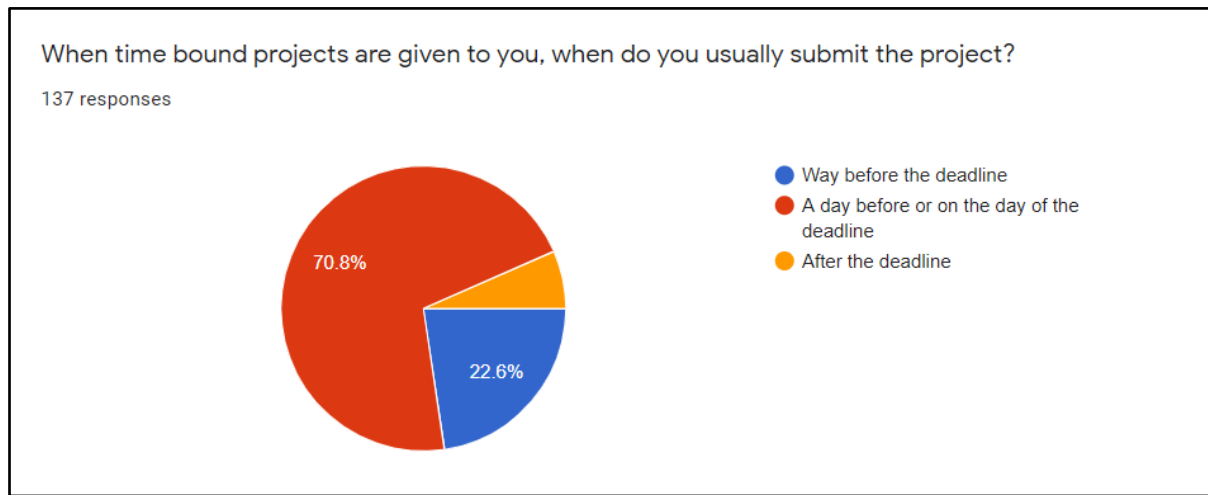
Figure 8

A huge percentage of the sample (97 people) reported to complete their projects/assignments a day or on the day of deadline. This can be a result of healthy work-life balance but also can affect their work quality as the project is being submitted at the last minute and might not be sub-par. 31 subjects said to complete their projects way before the deadline. Of these 31, 26 subjects (84%) were either pure victims or bully-victims. The motive can be understood better with the follow-up question. Only 9 subjects (6.6%) said to complete the project after the deadline.
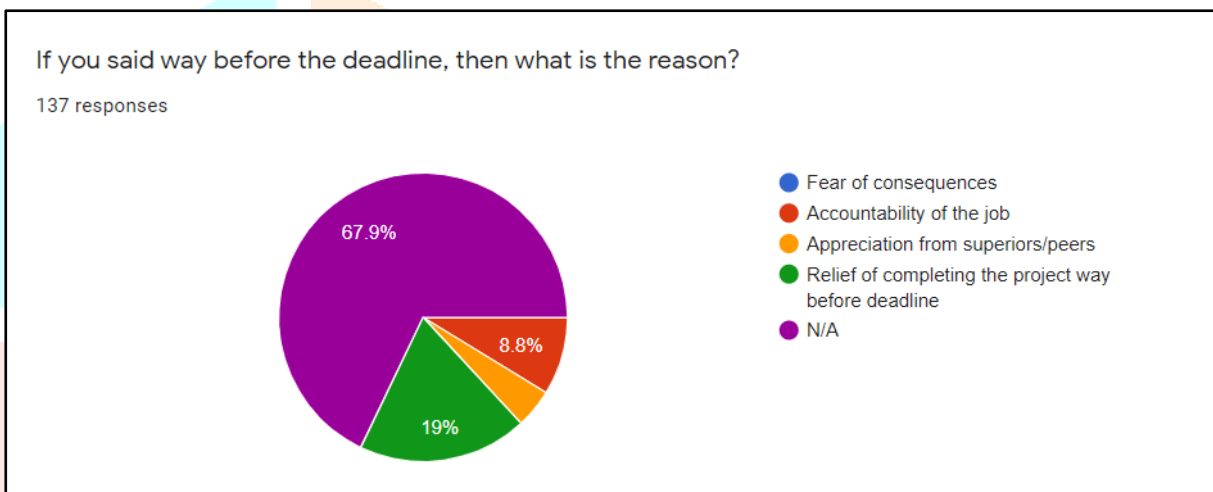

Figure 9

The survey suggested that 50% of the subjects (26 people) who complete their project way before the deadline do so with the motive to have a sense of relief from completing the projects and not having to do them at the last minute. This doesn't necessarily imply good quality of work as to achieve the mere feeling of relief may suggest haste and sub-par quality of work. 26% of the subjects (7 people) stated their motive as accountability for the job which guarantees the quality of work. And finally 23% (6 people) stated to have completed well in advance for their superior's acknowledgment/appreciation. This can partly guarantee the work quality but won't be a healthy approach for the longer run. The person can start doubting themselves if the appreciation/acknowledgment is not received which can later negatively influence their work behaviour.
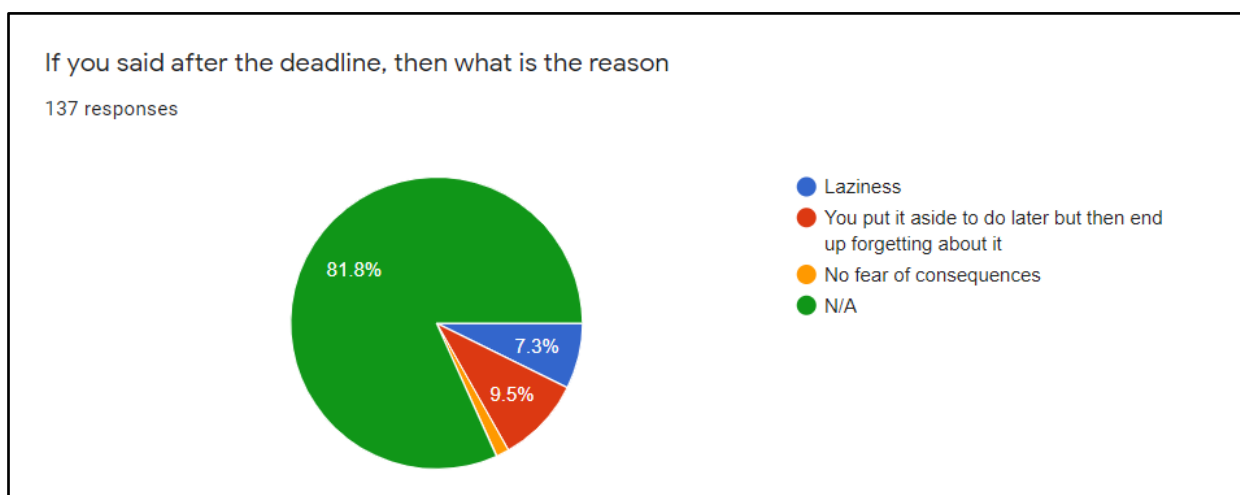

Figure 10

Out of the 9 people who reported to complete their projects after the deadline, 5 people (55%) usually put their projects aside in order to finish them later but then end up forgetting about it. Of these 5 people, 3 people (60%) were bully-victims, and 1 each (20% each) was pure bully and person not related to bullying at all respectively. This can suggest the irresponsible behaviour of the person but cannot be per say linked with bullying. 2 out of the 9 people (22%) stated their reason to be laziness, who were a pure bully and a pure victim, hence again no relation can be formed. And the last 2 (22%) said no fear of consequence, where a bully-victim and a person not involved in bullying, thus no relation can be formed yet again.

Collectively from this question, we can observe that pure bullies, either finish their projects on the day of deadline or after the deadline. This can imply that they don't have the urgency to finish their work and have a laid back attitude. In the category of pure bullies, 38 out of 56 (68%) complete their projects on the day of deadline, 17 out of 56 (30%) complete their projects way before the deadline and only 1 (2%) completes their project after the deadline. This can imply a pattern of fear, accountability and need for relief because of bullying faced. Out of the 45 bully-victim, only 4 (9%) complete their projects after the deadline. This can also imply a pattern of fear, accountability and need for relief. And finally out of the 31 people who are not associated with bullying, only 2 (6%) complete their project after the deadline. The pattern derived from all the analysis is that a higher percentage (40%) of pure bullies complete their projects after deadline with no pure bully ever completing their project way before the deadline. Opposing that a high percentage of pure victims complete their projects way before the deadline. The quality of work cannot be exactly determined but can be debated to be sub-par in most cases due the motive being relief or fear instead of accountability.
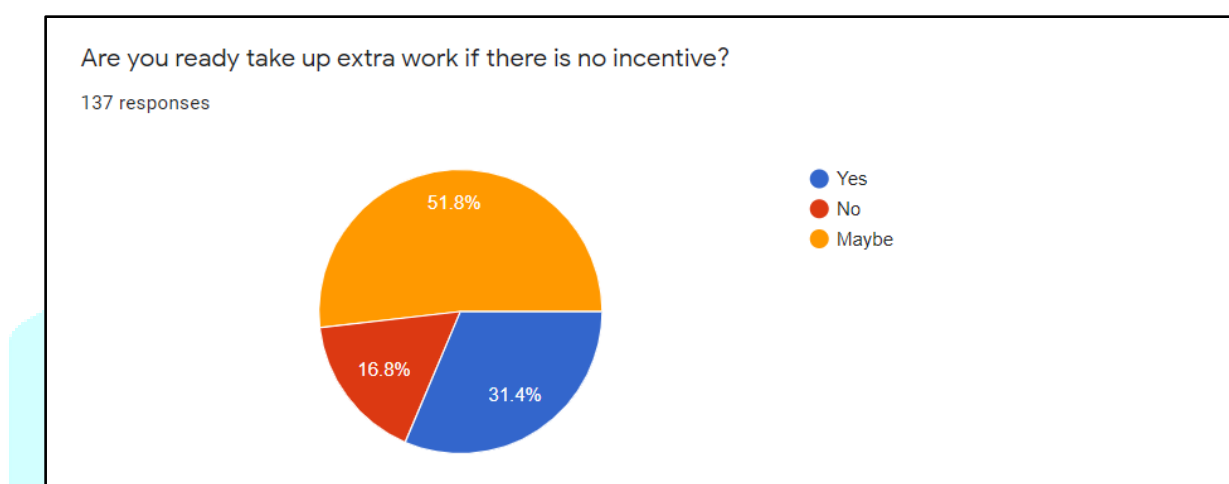

Figure 11

A very less percentage of sample (23 people – 16.8%) denied to take up extra work without incentive. Of these 23, 10 subjects (43%) are pure victims, 8 subjects (35%) are bully-victims, 4 subjects (17%) are people not associated with any bullying and 1 subject (5%) is a pure bully. A fairly good percentage (43 people – 31.4%) said yes to extra work, out of which 36 subjects (84%) defined the motive as 'to gain experience', 5 subjects (12%) who were either a pure victim or a bully-victim said yes for 'search of acknowledgement' and 2 subjects (4%) said 'fear of supervision'. From these statistics we can say that the reasons behind a pure victim or bully-victim agreeing to do some work can be need for appreciation or fear of supervisor way more often than these being a reason for a pure bully or a person not associated with bullying choosing to do more work. The wrong reasons can impact the quality of work done.

Maximum number of subjects (71 people – 51.8%) said maybe, which implies that the answer to the question for them is situational. These subjects are not always taking initiative and eager to take up responsibility. Out of the 71 subjects, 52 (73%) would take up the work to 'gain experience.' This can imply that if the subject has been given an option to do a task without incentive, the subject would analyse if the said task would help them learn or gain experience and only then the subject would do the task. 19 subjects (26%) said 'in search of acknowledgement' and 6 subjects did not give a motive.
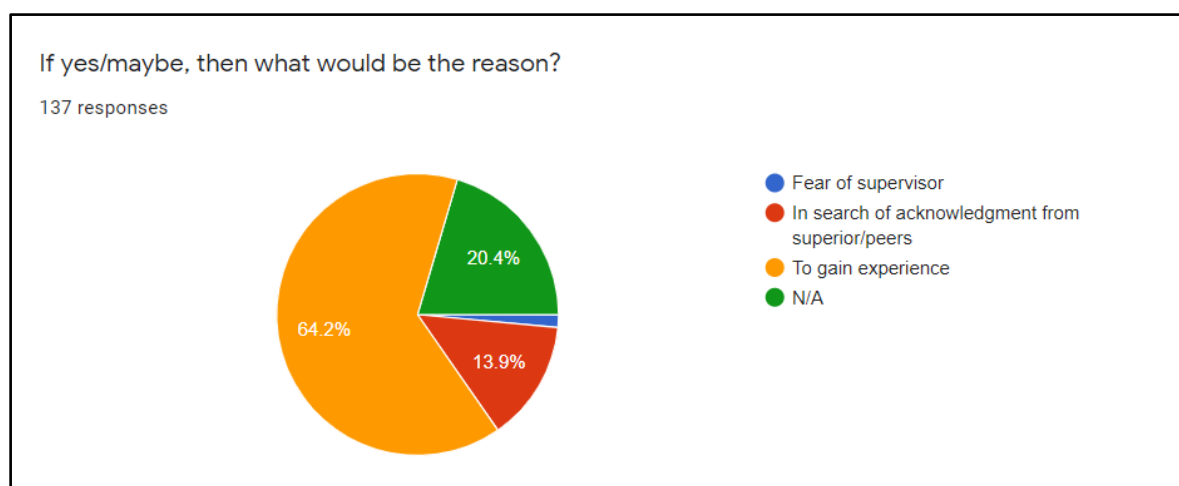

Figure 12

Out of the 114 people (83%) who said yes or maybe to the previous question, only 2 people (1.7%) defined the reason as 'fear of supervision' and one of the person was a pure victim and the other, a bully-victim. From this we can imply that pure bullies or people not associated with bullying barely do work as a fear impulse. 18 subjects (15.7%) defined the reason as 'in search of acknowledgement from superiors/peers', out of which 14 were either a pure victim or a bully-victim.

Out of 5 pure bullies in the sample, 1 said 'no', 1 said 'maybe' and 3 said 'yes' to the previous question. The reason for saying yes and maybe were 'to gain experience' and 'in search of acknowledgment.' This can imply their readiness to take up challenges.

Out of the 31 subjects not associated with bullying, 27 subjects said 'yes' or 'maybe' to previous questions with more than 90% with the reason of 'to gain experience.' This can imply that being distant from bullying, they have higher self-esteem and don't fear or require acknowledgement.
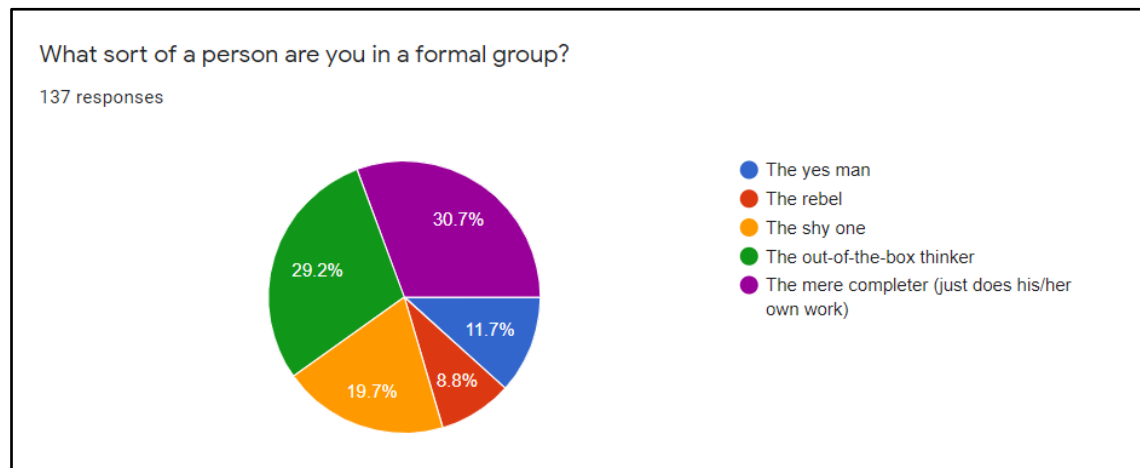

Figure 13

To understand the characteristics of the subjects in a formal setting (college/office), we asked them how they would define themselves in a formal group. Out of the 31 subjects which are not associated with bullying, 11 subjects (35%) said they are the mere-completer, 8 subjects (25%) said they are the shy ones, 7 subjects (22%) said they were the out-of-the-box thinkers, 3 subjects (9%) said they were the yes men and 2 subjects (6%) said they were the rebels.

Out of the 5 pure bullies, 2 subjects (40%) said they were the mere completers, 2 subjects (40%) said they were the out-of the box thinkers and 1 subject (20%) said they were the shy one.

Out of the 56 pure victims, 18 subjects (32%) said they were the out-of-the-box thinkers, 15 subjects (27%) said they were mere completers, 9 subjects (16%) said they were the shy ones, 9 subjects (16%) said they were the yes men and 5 subjects (9%) said they were the rebels.

Out of the 45 bully-victims, 14 subjects (31%) said they were the mere completers, 13 subjects (29%) said they were the out-of-the-box thinkers, 9 subjects (20%) said they were the shy ones, 5 subjects (11%) said they were the rebels and 4 subjects (8%) said they were the yes men.

From the above statistics we can observe, the rebels are mostly people who are pure victims or bully victims. Having a peaceful work environment with these people can be a task. The mere completers are usually pure bullies or people not associated with bullying. Having a healthy competitive environment with these people can be difficult. Most yes men are people who have been bullied. This can be an expected result as victims have been supressed and pushed over, hence they agree with the group. No absolute analysis can be drawn from shy ones and out-of-the-box thinkers.
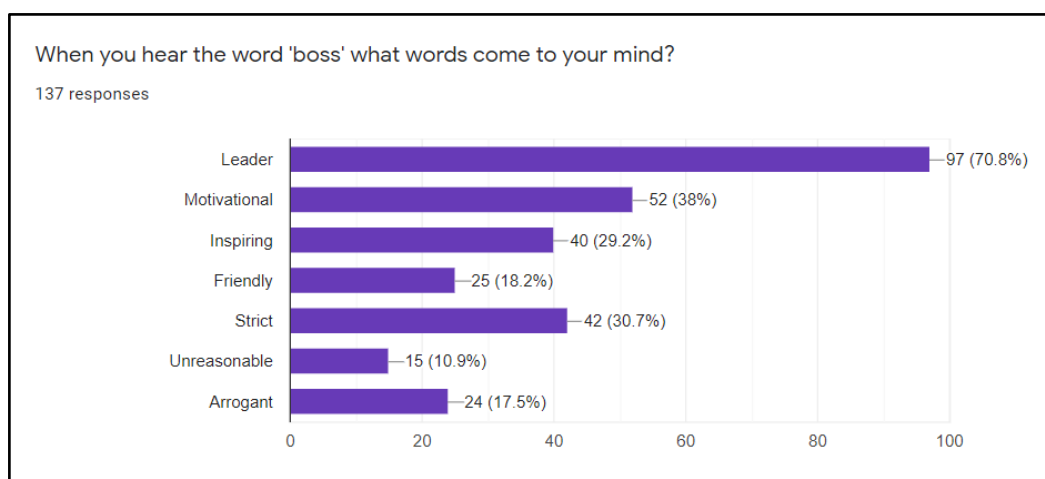

Figure 14

To understand how the different categories perceive their superiors, we asked them what they think when they hear the word 'boss.' A huge percentage of people said 'leader' which is a healthy way too perceive a superior. There were 27 subjects (19.7%) who only marked either one, two or all of the following adjectives; strict, unreasonable, arrogant. Considering these adjectives as the only adjectives for a superior can be highly troublesome. These subjects are highly likely to not have a transparent relationship with their superior which may in-turn their work performance. These subjects were mainly victims of a sort. There were 14 subjects (10.2%) who had a mixed opinion of a superior. They combined adjectives like leader and arrogant or motivational and unreasonable. These subjects might have had different experiences with their superiors and hence have contrasting adjectives for them. These subjects are more likely to mould themselves as per their superior.

The way a person views his/her superior reflects in the quality of work. A person using positive adjectives is more likely to be complacent and willing to learn and grow. A person using negative adjectives is more likely to question their superior and undermine them. A person using mixed adjectives is willing to change his/her attitude as per the superior.

VII. CONCLUSION

To take a note of which type of bullying is most common depending on their age we can say that verbal bullying was something that everyone was aware of, most of them were the victims of and most of the bullies practised it. We can say that social bullying works and affects the people under the age of 30 in the worse manner when compared to people above the age of 30, spreading rumours and neglecting people that are in their youth/prime time of their social life will affect them more. Cyber bullying is something that might concern everyone but we can say that it is not something that everyone would suffer from. This is because not everyone considers planning a cyber-attack but go for verbal or social bullying instead. Maximum numbers of bullies were a victim once and we can say that they might not be responsible for their behaviour but the way they wish to deal with such bullying is something that should be taken care of.

It's almost as if it might be a chain or pattern of bullying that should be traced back to where it started from to give more clarity and should the chain at an end. We can see that most of the time bullies don't mind the position of leadership; this is to have a guaranteed sense of superiority over others. 50% of people that did not take up leadership were victims, this says that so many potentially good leaders, good managers, good plans have been held back just because they suffered from bullying in their past. Our report analysis suggests that half of the victims have risen up from their past and are ready for taking up extra-curricular activities but we are still missing out on half (or to conclude for a bigger picture many) of those people who are affected by peer judgements. These people should be aware of the fact that it's bad that some people pass judgements and comments about their work but to give up on it is just as bad.

When considered aspects like when does a certain employee submit his/her work and would they take up extra work even if there is no incentive, our analysis suggests that the bullies have a laid-back and care-free attitude that leads to delay in submission. People who try to submit their work way before the deadline, their motive needs to be clarified from the start and should be acknowledged of what they do as there are very different reasons as to why they do it; some might be doing it for the relief, some might want an incentive or some might just want to be in the good books of the manager and get appreciation.

When considering a formal group, a person's behaviour is dictated by their childhood bullying experience. A victim is likely to be either a rebel or a yes man depending on their defence-mechanism. A bully or a person not associated with bullying is more likely to be a mere completer. How people have experienced having a boss in their past or present is important as they would perceive and act according to it. Maximum number of people see their boss as someone to look up to and can be trusted upon to guide them towards what's right and wrong. Many of them are negatively affected by the kind of attitude they have faced by their boss and can either feel inferior or powerless and would work under pressure. Some of them having mixed views about they perceive the person as a boss would have an assumption about how their bosses have been in the past and set standards according to it and later found themselves working under a boss with a completely different standard.

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