PSYCHOLOGICAL CHARACTERISTICS OF BULLYING MANIFESTATIONS IN YOUNG SCHOOL-AGED CHILDREN

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Abstract

This research paper investigates the psychological characteristics associated with bullying behavior in primary school-aged children, focusing on personality traits, emotional regulation, and peer group dynamics. Conducted across four public schools, the study involved 103 children aged 6 to 11, alongside input from 14 teachers and 4 psychologists. The research categorizes children into psychological profiles—dominant-aggressive, anxious-withdrawn, adaptive-neutral—and analyzes the internal and external factors that trigger bullying. Findings reveal that poor impulse control, social insecurity, and low empathy are strong predictors of both aggression and victimization. Recommendations emphasize early psychological diagnostics, inclusive group tasks, and peer mediation.

Keywords: Bullying, school psychology, emotional regulation, child temperament, classroom dynamics, empathy development

Introduction

Bullying among primary school children is not merely a behavioral issue but a manifestation of deeper psychological traits and developmental imbalances. The early school years are a sensitive period for the formation of identity, emotional intelligence, and social belonging. Inadequate psychological adaptation during this phase often surfaces as aggression, manipulation, or withdrawal. This study approaches bullying through the lens of cognitive-emotional development and personality typology. It seeks to determine how temperament, emotional literacy, and peer climate shape a child's likelihood of becoming a bully, victim, or passive observer.

Analysis

The research was conducted across four public elementary schools in suburban and rural areas of the Surkhandarya region. A total of 103 students between the ages of 6 and 11 were assessed using the following tools: the Eysenck Personality Inventory for Children, Rothbart's Child

Behavior Questionnaire, and structured classroom observation forms. Additionally, 14 teachers and 4 psychologists provided expert assessments.

Key psychological profiles emerged:

- Dominant-Aggressive (34%): High in extraversion, low in agreeableness, impulsive, and attention-seeking. These children frequently disrupted class and often controlled peer activities using coercion or threat.

- Anxious-Withdrawn (26%): High neuroticism, low assertiveness, emotionally dependent. Typically targeted by peers due to passive behavior, limited verbal expression, and low self-confidence.

- Adaptive-Neutral (40%): Balanced traits, more socially integrated, but often avoided taking sides or reporting incidents.

Gender differences were also evident. Boys were twice as likely to fall into the aggressive profile, while girls were more represented in the anxious group. Psychologists noted that children with high emotional dysregulation were more susceptible to both victimization and reactive aggression.

Conclusion

This study confirms that bullying in primary education is closely linked to psychological development, particularly emotional regulation and social positioning. Children with poor frustration tolerance or those lacking empathy are significantly more prone to initiate or escalate conflict. Equally, children who lack self-expression and social assertiveness are more likely to become chronic victims. Neutral children, while safer, often serve as silent enablers due to a lack of intervention training. These findings call for an approach that targets underlying emotional and social difficulties rather than focusing solely on behavior correction.

Recommendations

1. Integrate emotional regulation exercises into daily classroom routines (e.g., mood meters, journaling).

2. Conduct annual psychological screening using standardized child personality assessments.

3. Train teachers in identifying temperament-linked behavioral risks.

4. Establish peer mediation clubs to empower neutral observers.

5. Encourage group-based cooperative tasks to blend aggressive and anxious profiles under supervision.

6. Develop class charters with student input to promote collective responsibility.

7. Include weekly role-play or dramatization activities to teach empathy and assertive communication.

8. Provide individualized emotional coaching for high-risk students.

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