Effects of Bullying on Adolescent Suicidal Behavior

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ABSTRACT: *Bullying is in the area of interest of various disciplines, such as Psychology, Pedagogy, Sociology, Criminology, and some social fields, namely public health and social assistance, representing one of the problems that the entire human society must face, seeking and identifying up-to-date solutions. The fact that bullying is associated with the life stage between childhood and adolescence does not mean that the population belonging to other age segments is exempt from involvement in this problem. Children and adolescents have guardians responsible for their safety, well-being, and functioning within the parameters of social normality. Equally, a complex system of specialized services, governmental and non-governmental organizations are involved in active efforts to counteract, or at least succeed in limiting the force of this phenomenon, the magnitude of which has become - and continues to threaten - unparalleled in history.Structurally, the article approaches the issue of bullying from perspectives considered relevant for understanding its forms of manifestation: the main historical and conceptual landmarks, bullying as the pre-eminence of suicidal tendencies in adolescents, bullying in childhood/adolescence, and its potential reverberations in adulthood, conclusions.*

INTRODUCTION

A phenomenon with springs well anchored in time, bullying seems to be integrated into the human being, even if the documentation indicates the year 1897 as the first time when the problem of bullying among young people was mentioned (Burk, 1897).

The view that bullying is a natural, necessary, and significant part of the transition process from one stage to another (childhood-adolescence-adulthood) has dominated collective belief for a long time (Wolke et al., 2013). Concretely, a justified necessity, at the level of that type of thinking, through the maturation process, after which the one who assaulted/harassed is victorious with a strong, well-honed character and thus deserves the status of an adult person.

From a historical point of view, we can talk about a theoretical outline, supported by studies of the scope necessary for the corresponding scientific validation, starting from the end of the last century, respectively, and the 70s. Before this time, when the investigation into the presence and effects of bullying gained momentum, the use of the term violence conveyed meanings identical to those contained in contemporary terminological derivatives. A particularity of those - rare - cases described by the sources of the time - newspapers from the 18th and 19th centuries - approach the topic of violence rather as a matter of aspects/problems that must be dealt with manfully, all on a private level, but about which the press, finding out, brought them to the knowledge of the news-consuming public.

In countries such as Korea, Japan, and Great Britain, the target - of what today is called bullying - was represented by certain physical disproportions of the person, and bullying involved a form of social stigmatization (isolation), supplemented by physical aggression.

The characteristics of the bullying phenomenon were described, for the first time, in *The Times* newspaper, issue of August 6, 1862; in the words of the author of that article: "The aggressive propensities of human nature have, generally speaking, these remarkable characteristics that they are not wandering, volatile, fluctuating, oscillating, unstable appetites, jumping and passing from one subject to another, but that they settle upon a single object, and stick closely and faithfully and perseveringly to it. They are about the most unchanging thing this fickle world possesses." (*The Times,* August 6, 1862, p.8, col. F).

One can see the author's rigor in trying to capture in as much detail as possible the characteristics of the facets that structure the bullying phenomenon, in all its complexity.

Until that date, the cases of aggression relevant to the interest of readers were those recorded in schools or in structures where institutionalized children were, and for the description of which the term harassment was used. Later, the scope was expanded to include members of the military and naval crews.

The impetuosity of the investigation of the phenomenon in question, starting from the 70s, was remarkable. The interest determined by the growing concern regarding the extent, the possibilities, in turn, increasingly elaborated and diversified through which bullying is put into practice must go at the same pace as the concerns oriented towards the annihilation of its destructive effects.

Although it is undoubtedly always present among people, bullying has come to generate so much concern because only in recent decades, thanks to the many types of research that have highlighted its peculiarities and long-term consequences, has it come to awareness of its fatal character on the existence of modern man. As Radzinowicz and King (1977) aptly note, "we are much more sensitive to violence than our less civilized ancestors" (p. 10).

In the same idea of evolution of the concept, it is worth noting the content transformations that the term in question went through between the 18th century (when it was introduced into the language) and the first years of the last century. Thus, in the mentioned period, the descriptive semantic content of bullying included elements of physical or verbal aggression, especially among children, the consequences being isolation or exclusion from school structures. Starting from 1950, the focus shifted to acts of robbery and theft, committed by minors, so that, in the following decade (the 60s), things got complicated, with the segment of the population accused of aggression appearing clearly defined, namely children. Added to the previous behaviors were smoking and persistent inattention (Greenberg 1969).

Contributions that remain of reference for generations of specialists are those of Olweus (1978) and Pikas (1972). The psychologist of Swedish-Norwegian origin, Dan Olweus developed a questionnaire for the assessment of aggression (Olweus, 1978, 1993); validated and adapted to the specifics of the different countries that have applied it, the tool has demonstrated its usefulness in investigating aggression.

A crystallization of the descriptive aspects of the bullying phenomenon would be brought, therefore, by the works of Olweus, in the 70s, and completed with those of 1999 and 2001. From his point of view, bullying represents a subunit of aggression between people, interpreted through an imbalance and abuse of power, through repetition of behavior, and, above all, through intentionality.

Conceptually, bullying is a derivative of aggression (Dodge, 1991; Olweus, 1993; Smith & Thomson, 1991), in the sense that, in essence, it involves harming - in one form or another - premeditated, therefore conscious, of other people. If actual aggression can, in some cases, take the form of a spontaneous act, determined by a specific situation, bullying/harassment is based on intention and planning. It is considered that "A person is bullied when he is exposed, repeatedly, over time, to negative actions on the part of one or more students" (Olweus, 1993, p. 9), and for Farrington "bullying- is the repeated oppression of a less powerful person, physically or psychologically, by a stronger person". (1993). For Smith and Sharp (1994), the term signifies a form of "systematic abuse of power".

In the context of the discussion about bullying, harassment does not mean only physical actions; it involves a series of other forms of psychological subjugation of the victim, the perpetuation of which weakens, over time, his ability to face the tirade of challenges. Currently, the Internet and technological evolution, through the possibilities made available to users, are rising the phenomenon in question to a new level, cyberbullying, adding several facets that significantly increase the reasons for concern.

From the presentation of some milestones regarding the evolution of the concept, it can be seen how the sequence of significances contained in this term has changed, the only constant being the addition of new meanings. Thus, currently, there are variations of the phenomenon, with distinct names: physical bullying, social/interactional bullying, verbal bullying, and cyberbullying. Regarding the variants of physical and verbal bullying, it can be said that they have always been prevalent among children, against the background of the insufficient development of the social self. The verbal variant implies humiliation, insult, stigmatization, and exclusion, with direct implications on the social version, the modern form of attack through the means of electronic connection posing serious problems. Although of all these facets, the physical and online variants are considered with the greatest risk potential, in terms of effects, the verbal and direct interaction types cannot be ignored either.

Theoretical underpinning.
Bullying: forms of manifestation in childhood/adolescence, and in adulthood
The aggressor's belief - in one form or another - that he is in a position of superiority concerning his victim is given by the identification, which may be illusory, of the latter's inability to defend himself, generally to face those forms of aggression. Such certainty, supplemented by deep negative emotions, to which one could also add the desire to show off one's available capabilities (in the case of boys, most often physical), all against the background of an eternally unfulfilled ego, compose the wick that sends the person in the reprehensible act of harassment.

According to the specialist who has dedicated his scientific activity to the study of the process for over 30 years, "Harassment is (1) intentional negative behavior that (2) usually occurs with some repetitiveness and is (3) directed against a person who has difficulty defending himself" (Olweus, 2011, p.151). The results of the studies revealed certain distinctions at the behavioral level according to gender. Thus, according to Cook et al. (2010), even if girls do it sporadically, boys engage in physical aggression to a significantly greater extent. In turn, girls seem to hold important positions regarding the verbal, interactional, and cyberbullying versions (Vaillancourt, Trinh, et al., 2010).

Due to social norms that prohibit physical aggression, social and verbal aggression is often preferred by those who commit them, due to the impossibility – or at best – the difficulty of being detected. The victim acutely feels the inability to prove, at the level

of intensity with which he experiences the effects of the harassment, preferring to endure the torments to which he is subjected in the secret of his being.

Even if in childhood and, further, in adolescence, most manage to overcome critical behaviors, there remains a good part that does not reach this level. Thus, reaching adulthood, they will work collectively, aggressing their colleagues in various forms (Cowie & Colliety, 2016). That is why it is necessary to monitor people who continuously (after the end of adolescence) show aggressive tendencies. On the contrary, in the absence of the right intervention, the perpetuation of this type of start-up will have an impact on interactions, the way of exercising professional obligations, and, last but not least, on the level of health.

The characteristics that make a person a potential victim are, according to Olweus (1995), shyness, self-doubt, smaller physical constitution, and such particularities inducing the idea of a reduced probability of resisting aggression. The characteristics that make a person a potential victim are, according to Olweus (1995), shyness, self-doubt, smaller physical constitution, and such particularities inducing the idea of a reduced probability of resisting aggression. This need to make up for an unfortunate moment experienced at a given time may or may not be achieved, and the person concerned ends up feeling the satisfaction of subjugating someone to regain their confidence and self-esteem, usually resorting to tricks similar to used by their aggressor (Kokkinos & Panayiotou, 2004). Normally, if such people did not know the condition of victims, they would not place themselves in the position of the aggressor, their attitude being, therefore, only reactivity to what they experienced.

In terms of the consequences of bullying on general health, those who are victims of harassment present consistent risks of acquiring some psychosomatic conditions, but also psychosocial difficulties during the school year, unlike children who do not face the problem of bullying. As for those with preexisting anxiety or depressive symptoms, analyses show that they are substantially more likely to be bullied again during the school year (Fekkes et al., 2006).

In the same vein, the consequences of cyberbullying behavior were highlighted: high absenteeism, school dropout, (with one exception) poor academic results, against the background of health problems, along with low self-esteem, anxiety, and depression (Kowalski and Limber, 2013).

The specialized literature (Olweus, 2003) speaks of the other category, of people who bully unconditionally, characterized by physical force (in any case, better than that of the victim they choose), casualness, and a spirit of rebellion. According to Olweus (2003), aggressors who launch the attack without the excuse of antecedents of aggression feel an intense need to be in control, without emotionally resonating in any way with their targets.

To a possible query of the type: "What's wrong with the initiators of bullying?", the responses of the researchers are based on a wide range of reasons: physical appearance, material level, medical condition, such as a disability/constitutive insufficiency obvious, special needs, sexual orientation (Roberts, 2006), to which can be added cognitive skills (too low or too high), race, ethnicity. In a somewhat different approach, Olweus (2003) does not find that a physical imperfection would necessarily constitute the bully's motivational source, but that everything would depend on individual character, personal tendencies, and habits. In the case of boys, the emphasis is placed on elements of anatomical configuration, such as height, robustness, and other physical features that complete the image of a fighter with potential as a winner.

From a psycho-emotional perspective, bullying is an ambivalent phenomenon, with consequences not only for the victim. Even if the person committing the bullying is not sensitized by the trauma caused to the targeted persons, he is not completely absolved of the possibility of developing emotional or physical problems, resulting from the aggressive behavior. Practically, physical aggression involves risks of hitting, and injury with consequences that can be among the most serious, just as, in the case of harassment by other methods than the actual hitting, the emotional experiences are of considerable intensity (with the exceptions that enter in the psychopathological sphere). Psychobehavioral and somatic disorders such as not attending school, appetite disorders, stomach pains, migraines, embarrassment, restlessness, tension, and depression can equally accompany both the victim and the perpetrator of the act of bullying.

Even those who assist, as witnesses, to an act of aggression, without any form of participation, are not exempt from exposure to risks. They can be impaired, showing symptoms of interpersonal sensitivity and helplessness (Rivers and Noret, 2013).

The reputation of a physical aggressor (bully) will accompany the person in question even after a possible behavioral rehabilitation, his future interactions unfolding, from the perspective of others, with the thought that they are dealing with an individual who may relapse at any moment. This type of behavioral labeling can become emblematic of the individual as part of their identity.

The period of adolescence, which brings with it an outpouring of physiological changes, (which most people know how to manage) should not, under any circumstances, excuse for warlike behavior. However, when they exist, the possibility of not returning, with the maturation and extinguishing of the inner tumult caused by adolescence, is not a certainty.

According to Copeland et al. (2013), bullying is a reliable predictor of future antisocial behavior.

In terms of self-esteem, if victim-aggressors are deeply marked by the low level of it, fighting - by becoming aggressors - to regain it, the aspect loses its validity in the case of aggressors who act on impulse and as a result of such an experience. Moreover, bullying and behavioral disorders are complemented by the absence of empathy and any form of affectivity. (Kokkinos and Panayiotou, 2004).

Rivers and Smith (1994) found an interesting relationship at the level of forms of manifestation of aggression, with age: thus, if in adolescence the impulse to hit is strong, it diminishes later, but is replaced by the externalization of verbal aggression. In addition, among adults, not only is the frequency of aggression not as high as in the case of adolescents, but the methods of oppression are, rather, in the form of attempts to dispossess or damage the victim's property, insults and threats through which to impose their position - supposedly - a dominant one, cultivating fear and the thought of danger, to the opponent.

If among children and young people of school and high school age, under family and institutional tutelage (in the family and at school) bullying can be brought to the attention of parents or teachers, things are different in the case of adults. In this sense, verbal harassment is difficult to prove, especially when it is done through implied or subliminal messages. An adult person has a very good command of the non-verbal register and paralanguage elements of communication, which he can use effectively to achieve the goal of bullying. In addition, bullied people may feel embarrassed to tell superiors or decision-makers what is happening to them, for fear of being ridiculed or labeled as relationally intolerant.

Research on the frequency of workplace bullying (psychological harassment) reveals worrying data: out of a percentage of 72% of cases, in which the person that harassing occupied a higher hierarchical position, approximately 30% are not transmitted to the decision-making structures in the institutions, for fear of possible repressive sanctions (Piotrowski, 2016), and in 62% of cases, the victims' complaints were either ignored or they suffered more (Dowden, 2010).

A defining statement for workplace harassment was proposed by Heinz Leymann: "a social interaction in which the individual is attacked by one or more individuals almost daily and for periods of several months, bringing the person to an almost helpless position with high potential risk of expulsion" (Leymann, 1996, p. 168).
The effects of bullying on health, social and economic condition, and the quality of interactions in adulthood have been extensively studied by Dieter Wolke and his colleagues (2013).

In a selective presentation, the findings were the following: (i) former bullying participants ended up being harassed, in turn, either economically, through social networks, or at the level of physical integrity; (ii) people who had to deal, in an existential stage, with bullying (aggressors and bullied, alike) proved more likely to

engage in antisocial, illegal behavior, ending up consuming prohibited substances, respectively in a state of detention; (iii) the individuals who initiated the bullying (the so-called "pure bullies") were tried by fewer unwanted effects, compared to the victims who metamorphosed into the bully (as a result of the lived experience), who appeared more clumsy, easier to bully, with a fragile self-esteem, and with problems of daily relationships, and of adequate reporting to natural social norms; (iv) as adults, ex-childhood/adolescent abusers tend to lie, are heavy drug and/alcohol users, socially maladjusted, and have run-ins with the law; (v) the highest percentage of activity in damage to personal property and physical aggression was recorded among victims who became aggressors; (vi) victims who in childhood experienced the effects of bullying were more prone to drop out of school, a very limited attendance at university courses, an increased tendency to leave the workplace, and, in general, living the potential of existence in conditions of poverty; (vii) 60% of the victims of the aggressor indicated difficulties relating to their parents, although, regarding friendships, more than half of them stated that they have a close friend or confidant; (viii) in the romantic sphere, the distribution is as follows: the former leader bullies were more likely to be abusive in sentimental relationships, respectively the top representants of unwanted sexual advances, while, for those with a childhood marked by the effects of bullying, the levels of suffering and sentimental disappointment were quite high.

Bullying as a preeminence of suicidal tendencies in adolescents
Suicidal behavior can occur throughout life, being produced by a unique combination of intrapersonal, environmental, social, and situational variables. In response to difficult times in life, suicide and self-destructive behaviors occur among people of all ages, sexes, races, religions, and economic and social classes. However, the shock wave in the act of suppressing life propagates, to the greatest extent, in the teenage years. For the population included in this age category, suicide and accidental deaths due to self-harm are the third leading cause of death among adolescents worldwide, leading to approximately 67,000 deaths per year (World Health Organization, 2017).

It is appreciated that, at the level of public perception, things have acquired different connotations on bullying, since 1983, following a suicidal act committed by a teenager, against the background of his bullying by his peers (Sercombe and Donnelly (2013). The situation attracted the attention of specialists, in the sense of continuing the investigations. Thus, if in 1980 Olweus and his collaborators found that a percentage of 15% of the surveyed subjects affirmed their involvement - in one form or another - in aggressive behaviors, 21 years later (in 2001), using the same instrument of investigation, the author found a more than worrying increase in the percentage of students involved in bullying, namely 80%, the rate of those victimized being 50% (Olweus, 2003).

Among victims-aggressor a marked pre-eminence was identified for panic and depression disorders, but also high risks of suicidal ideation. On the other hand, the

category of true bullies (those who initiate physical aggression without a predetermined cause) has the highest levels of antisocial personality disorders (Copeland et al. 2013).

Having limited life experience compared to adults, teenagers tend to be more focused on the present than the future. Dealing with stress, in its various forms, can lead to a limited view of future possibilities—momentary and immediate solutions can become appealing. Teenagers have limited, or even very limited, ability to wait for gratification. They just don't have the patience; if something is wrong, the teenager wants it fixed right away. The situation is further complicated by the suicidal fantasies that can be common – for a variety of reasons – among teenagers. The combination of adolescent impulsiveness, poor problem-solving skills, and suicidal fantasies can become the perfect recipe for the final act. In addition, teenagers are extremely vulnerable to colleagues' influence. Thus, the motivational background that can lead to one of the most important inability to manage problems is depression, a high-risk factor for suicide.

The results of some studies attest to the correlations between bullying and the risk of committing a suicidal act, among victims of aggression (Y.S. Kim, et al., 2009), at the same time, bullying is also responsible for depressive states, which leads – associated with other types of disorders – to suicide (Gini and Pozzoli, 2009).

In terms of intensity, suicide represents, depending on the geographical area, the main or secondary cause of mortality among teenage girls.

Berman and Jobes (1991) pointed out that the stated intention of a suicide motive in youth is often interpersonal and instrumental. In general, the goals pursued by suicidal behavior focus on the desire to escape the experience of pain, helplessness, hopelessness, emotions, and cognitions associated with the suicidal state. For some, this means seeking solace in death.

Both bullies and their victims have the same risk factors, as is the case with depression. A vicious circle is created in that victims are more prone to be exposed to aggression due to possible disorders they are struggling with (anxiety, fear of threatening scenarios, in general, persistence of fatalistic thoughts). Thus, these unfortunates seem to "attract" the series of problems that, accumulating and gaining - unwanted - force, contribute to the construction, over time, of suicidal behavior.

Research by Beck and Weissman (1974) and Garlang and Zigler (1993) identified various other correlates of increased suicide risk. For example, hopelessness may be one of the best indicators of this type of risk. A deep sense of hopelessness and helplessness about oneself, others, and the future has been strongly linked to depressive conditions and suicide. Other clinical indicators of suicidality may include dramatic and unexplained emotional change; depressed, flat, or eroded affect; experiencing negative

environmental changes (such as loss); feelings of isolation or emptiness; experiencing extreme stress, anger, agitation, and fatigue.

The media coverage of various cases of suicide, which (at least apparently) were related to bullying, caused that, in terms of causality, the phenomenon in question was increasingly taken into account, concerning the issue of suicide.

It is a reality that both children, but especially teenagers, can be very sensitive to the various pressures and expectations of others, including parents, siblings, peers, teachers, and friends or lovers. As noted by Berman and Jobes (1991), it is very important to examine predisposing conditions, precipitating factors, and psychopathology in assessing those forces that may affect a young person with suicidal tendencies. Biological and sociocultural forces also create several predisposing conditions that affect the suicidal adolescent. Berman and Jobes (1991) refer to the fact that suicidal youth often experience a weakening of self-esteem as well as the ability to cope with existential situations.

Although it represents one of the causes with a major risk, in most cases, it is not exclusively harassment that sends the person directly to suicide, such a consideration leads to the wrong tracks of approach, by ignoring other factors (which are no less important), with a role in suicide.

Suicidal youth have more frequent and severe interpersonal problems with peers, are more sensitive, and are less likely to have a close confidant (Tishler & Kelley, 1982). Experiencing the feeling of rejection or humiliation of a precipitating significant event is a factor fueling the suicide rate among adolescents, Shaffer (1988) notes. Thus, a heated argument with parents, the break-up of a relationship, and teasing about a physical shortcoming are common to the experience of all adolescents and therefore relevant in the wider context of everyone's vulnerability to respond with repeated suicidal actions to such stress factors. As Berman, Jobes (1991), and Shaffer (1988) conclude, most likely as many as 90% of completed suicides involve youth with retrospectively diagnosed mental disorders. As conditions related to suicidal behavior, we can mention: mood disorders, especially manic-depressive illnesses or bipolar spectrum disorders, schizophrenia, and personality disorders, especially borderline and antisocial.

The existence of a correspondence between depression and bullying is indubitable, a statement is proven by various research; at least for girls, studies indicate a congruence between bullying, along with depression, and suicide rate (Klomek et al., 2009; Klomek et al., 2010)

The risk of suicide increases as subjectively perceived psychological pain increases. According to Shneidman (1994), the suicidal person is fundamentally trying to free himself from the clutches of psychological pain.

The various expectations and pressures can become overwhelming for a young person amid a suicidal crisis, making effective problem-solving difficult, if not impossible. The intensity of a particularly obvious pressure can overwhelm other objective strengths, resources, and abilities. For example, among teenagers who commit suicide, there is a subgroup of seemingly remarkable victims who "seemed to have it all." In such cases, various physical-intellectual qualities may be irrelevant when excessively high standards and an expectation of unbroken success or perfection rigidly define the individual's self-worth. Such compulsive urges can function as a shield against a fragile and sensitive sense of self. Also, the tendency towards addictions (alcohol, drugs) is more pronounced in the case of those who initiate aggression, the fact of having a tangent - in one form or another with bullying - conditions the presence of long-term harmful effects.

Suicide is a complex behavior usually caused by a combination of factors. Research shows that almost all people who commit suicide have a diagnosed mental illness or substance abuse disorder, or both and that most also suffer from a depressive illness.

When someone commits suicide, there is usually an identifiable event that precedes the act; it may be a conflict or a loss that pushes a person to believe that the pain can no longer be tolerated in any form and that even death is preferable to continuing to exist in such an unfavorable condition. The event itself is what most people believe is the reason for the suicide. In reality, suicide is almost always much more complicated than simply the result of an event in a person's life. History, competing stressors, and the ability to cope are all part of the equation. There are many collateral aspects of the circumstances that add to the whole story.

Adolescence is a significant moment both from a physical, social, and psychological point of view, which, through the physiological changes generated, and through the rapid pace of their production, consists of three periods: early adolescence, falling within the period of 11-14 years, middle adolescence, from about 15 to 18 years and late adolescence, from about 18 to 21 years. Against the backdrop of rapid changes that are still in their infancy, the person facing a crisis will be significantly more affected than someone at a different stage of development. A deeper, more authentic sense of self-identity is formed for the first time, leading to a crystallization of values.

Regarding the development of thinking, the authors Steinberg and Lerner (2004) describe the stage of adolescence as a period "characterized by dramatic changes influenced by the context of the transformations they go through, and not simply a development" (p. 49). In this sense, the two specialists emphasize conflicts with parents and siblings, mood disorders, and involvement in risky behaviors, common (even if not for all), certainly for most teenagers.

Unlike adults, children and younger adolescents are subject to many events over which they have little control; therefore, what they perceive as stressful is often different from

what an adult might perceive. We can also talk about perceptual differences between young people in the first stage of adolescence (who are still minors) and that in late adolescence (18-21 years old).

Werner and Smith (1982) concluded that boys appear to have more mental health problems in childhood, a trend that reverses during adolescence, with girls experiencing more problems directly related to stressful life events. In addition, specific vulnerabilities correlated with the person's gender were identified, as follows: in men, the trend was towards increased vulnerability, related to parental psychopathology, and substance abuse problems, while in the study of the mentioned authors, women appeared more vulnerable to the lasting effects of childhood and adolescent illnesses and problems in their relationships with their families, especially their mothers. It was found that in situations where young people used attributes such as trust, fairness, and pleasure to describe the school setting, committing acts of verbal, physical, and online aggression had a lower level (Williams and Guerra, 2007).

Teenagers are often considered to be unfamiliar with the difficulties and responsibilities of adulthood. This type of approach, based on avoidance and denial, imposed from a cultural point of view regarding the nature of adolescence, and its connection with suicidal behavior could contribute to the lack of an adequate response regarding the general tendency of suicidal attitude of adolescents, appreciate the authors Berman and Jobes (1991).

Extreme consequences of aggression are suicidal thoughts or thoughts of violent revenge.Beyond the complexity of the relationship between bullying and suicide among children and adolescents, it is beyond doubt that involvement - in any form - in bullying brings with it a plethora of consequences, among the most undesirable, the identification and use of effective means of preventing the phenomenon, in its various dimensions it remains an imperative desideratum.

CONCLUSION

If in the (somewhat) distant past the idea of aggression was, according to accounts of the time, associated with the image of boys endowed with strength and imposing physical presence, nowadays the term has not only acquired a new name and additional connotations., but also the forms of manifestation are adapted to the current rhythm and modes of existence. Bullying, in its updated version, involves, in addition to actual physical aggression (a constant that has lasted throughout the centuries), various ways of psychological, verbal, and non-verbal threats (gesture, facial expressiveness, posture, proxemics, paralanguage, etc.), and acts of corruption, threats and various forms of intimidation both directly and through technology.

It impresses the consequences of this phenomenon, which unfolds on a range of important plans of the individual's life, affecting his state of health, destabilizing him

at the individual and social level, or, in the worst case, canceling his chance at life. The frailty of age, the inexperience of the person, and the impressionable character are the assets on which bullying builds its vigor.

Maintaining vigilance in addressing the phenomenon is a collective effort, in which any human entity - individual or collective - must show, convincingly and effectively, its involvement.

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