

Impact of attachment style and school bullying

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Abstract. Bullying, a form of violence, inflicts profound psychological impact, especially on high school students. The present study examines the impact of attachment relationships and school bullying, shedding light on the influencing mechanism between the two variables. Attachment theory, pioneered by John Bowlby, reveals that attachment relationships are innate and crucial for human development. It influences not only childhood interactions but also lifelong behaviors. Attachment styles include secure, anxious-avoidant, and anxious-resistant, which can persist into adulthood. School bullying is characterized by repetitive and harmful verbal or physical violence behaviors. Victims often experience suffer from decreased social functioning, emotional distress, and learning disability. Attachment styles can transform from childhood to adulthood, impacting relationships and emotional regulation. Securely attached individuals tend to fare better in handling negative emotions, while insecure attachment may lead to mental health issues. The impact of school bullying is far-reaching, affecting victims' mental health and academic performance. The influencing mechanism between attachment style and school bully still need further empirical study.

1 Introduction

Bullying falls under the category of violence, which is why it has psychological effects. The target of this is often individuals who perceive themselves as weak or unpopular, aiming to make them feel intimidated, intimidated, and lacking in power. High school students suffer from immense psychological stress as a result of bullying. Bullies experience significant pressure due to their perception that they are disregarded or ridiculed by others. Both perceptions from external sources and personal feelings of inadequacy can contribute to stress. Retelling the following content is required to only change the semantics. The components of the sentence cannot be increased or decreased. In order to maintain good health, one must consume a well-balanced diet, engage in frequent physical activity, and obtain sufficient rest. Suffer self-esteem. If you believe you are a victim of bullying, your self-esteem may decrease and you may start questioning the presence of justice and fairness in the world. The numeral preceding the word "rewrite" is 3. Enhances the probability of bullying happening. When it comes to bullying students, other forms are not considered as dangerous as bullying. The power it possesses can inflict significant harm upon its victims, pushing them towards collapse [1].

2. Concept of Attachment Relationships and School Bullying

Firstly, there is the theory of attachment relationships, which was first proposed by a person named John

Bowlby. His theory is that babies naturally form attachment relationships with significant adults in their lives in order to protect themselves from external threats, learn how to interact with the outside world to explore the world, and develop effective social skills. According to Bowlby's hypothesis, attachment bonds have an impact on how mothers and children interact but also affect people's lifelong lives. When the people have no needs, they tend to rely on important people around them. Bowlby referred to the so-called concept relationship system as the way it operates. Sometimes, people learn gradually from the process of interacting with others, utilizing knowledge of oneself and others as a guide for future interactions with the outside world. This behavior is called a Schema by psychologists. People begin to question whether they are deserving of love when their sense of security is not satisfied, they will take secondary attachment strategy [2]. According to Bobby's theory, multiple psychologists have conducted relative experiments on people of different age groups. There are three primary forms of attachment connections for young children, according to developmental psychologist Mary Ainsworth: secure attachment, anxious avoidant insecure attachment, and anxious resistive insecure attachment. Two psychologists, Cindy Hazar and Phillip Shaver, have expanded the theory of attachment bonds to encompass adult relationships. They contend that adult social interactions are a continuation of how children and parents interacted throughout childhood. According to recent research on adult attachment relationships, psychologist Kelly Brennan has found that attachment tendencies could be divided into four dimensions of 2 x 2, with one axis being the anxiety dimension and the

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other axis being the avoidance dimension. Based on this, attachment relationships can be divided into four types: low anxiety and low avoidance safety type, The types of anxiety that are low in anxiety and high in avoidance, high in anxiety and low in avoidance, and high in anxiety and high in avoidance disorder [3].

Secondly, campus bullying refers to the prolonged, repetitive, and highly harmful behavior of a student or group of students towards one or more students on campus. Campus bullying includes the following types:

1. Physical bullying: assault, slapping, abuse.

2. Spiritual bullying: verbal bullying - malicious slander, insults, slanders, false accusations, rumors, etc; Relationship bullying - spreading rumors and forming cliques to isolate and exclude bullies from the group; Online bullying - using social media and other media to spread rumors, insult and ridicule, and other means to carry out insults, defamation, anonymous intimidation, etc. In today's society, campus violence has become increasingly common, resulting in an increasing number of young people being victimized. The general impact on bullies may include:

1. Impaired social function. Bullies often have doubts about themselves, feeling that they are not good enough to be treated like this, or that they are not suitable for interacting with others, thus avoiding socializing with others.

2. Emotional issues. In a long-term state of being bullied, the victim may gradually experience emotions such as anxiety, sadness, loneliness, depression, and even a decrease in appetite, silence, and loss of interest in things around them, which may lead to sleep disorders such as insomnia and nightmares, or psychological illnesses such as depression, and even continue into adulthood. In severe cases, suicide or self harm may occur.

3. It affects normal learning and life. For example, reduced participation in activities, decreased grades, and even leaving the classroom early to avoid bullying, avoiding classes, or long-term drop-outs [4].

3 Types of Attachments Relationships

Three types of dangerous attachment are described by children's attachment, including forced self-reliance, forced caregiving, and forced seeking of care.

To seek approval from others by appeasing and meeting their demands is one form of forced caring; They frequently try to help people who don't need or appreciate their intrusive counsel or behavior, and they frequently do it because they need their attention. The typical childhood experience of this kind of person is that the mother's function cannot play its role because her mother has a heart disease, such as depression or disease. Children take up the role of mothers to care for their parents, siblings, and other family members. Through helping others, this experience will foster a belief and emotional connection [5].

Runbomu seeks a caring source of work. During childhood, there was a state of fear of loss or abandonment when the child was born, such as parents not responding to their child's needs or when their child's needs were cut off. The young mother was under labor control or imprisoned and not at home, and the child could be raised by a parenting institution or cared for by relatives. Their residence may vary. Another scenario is when parents threaten their child with their departure. When harming a child or harming himself or another parent, the child may experience OSY psychological abandonment. This uncertain and unsafe maternal behavior causes anxiety reactions in children, leading to a desire for love and support in these individuals' adult relationships. Due to a strong fear of being abandoned by the attachment, they may exhibit excessive dependence or trust [6].

The compulsive self-dependence type is an opposing manifestation of the compulsive seeking care type, and Bowlby suggests that these two types may have similar childhood experiences. Forced self-dependence refers to shifting oneself away from others rather than connecting with them. They do not trust others and always push them away [7].

4 Impact of Attachment

An individual's propensity to seek and endeavor to maintain physical and emotional intimacy with another person is referred to as attachment, which is a special, positive emotional tie that they create with a primary caregiver.

Specifically, people who become connected to someone have a need to be near others (anxiety while separated from them), a propensity to turn to others when they feel threatened, and a sense of support from them when they are venturing out into the world.

In addition to being a person's first social bond, attachment is a key aspect of emotional socialization. Simply said, each person becomes a social being incorporated into the community through attachment to others rather than a lone individual.

4.1 Bowlby's Research

Bowlby was motivated by Konrad Lorenz's 1935 article on imprinting and concentrated on the behavioral aspects of attachment. Imprinting is a concept derived from ethology, which is the study and biology of behavior. According to Hess, imprinting is an innate emotional connection between a child and its parent. Bowlby defined attachment as the intricacy of imprinting across people using these concepts of imprinting [8].

According to the findings of her Strange Situation Study from 1982, Ainsworth made a further contribution to attachment theory by categorizing infant-parent attachment patterns into three main groups: secure, ambivalent, and avoidant. Infant attachment styles were measured through a 20-minute experiment in which children were placed in a room with toys and either accompanied by their mother, a stranger, or by

themselves [9]. An infant who is securely bonded will seek the comfort of his or her mother upon reunion after a time of absence, according to Ainsworth, before moving on to freely explore his or her surroundings. An newborn who has an ambivalent attachment to his or her mother may want to be physically close to the caregiver in case the attachment figure decides to depart once more. When reunited with the caregiver, a newborn who maintains an avoidant attachment will not display any signs of relief or delight, indicating that he or she no longer wants the attachment bond [10].

4.2 Impact of Attachment on Children's Psychological Development

According to Herbert, Sluckin, and Sluckin, unstable mother-child attachment interactions can affect a child's psychological development in a number of ways. The likelihood of developing childhood depression and anxiety increases with parental avoidance and neglect, which may result in unsatisfactory parent-child attachment bonds, and these attachment problems persist into subsequent relationships. Close physical contact is how attachment security is attained in infancy and the early years of childhood, but in adolescence, this security is mostly attained through dialogue and self-disclosure.

It is thought that even in low-risk circumstances, insecurely connected infant response mechanisms are always active as a result of stress and worry about the caregiver departing. Such excessively cautious behaviors are comparable to anxiety symptoms [10].

4.3 Role of Separation Anxiety and Parental neglect

Separation anxiety, which manifests in infancy and is caused by problems with bonding between parent and child, is the first kind of anxiety. Protest, despair, and detachment are the three stages of the separation response, which might cause such anxiety, according to Bowlby. He called the protest phase—during which the newborn expresses intense grief at the mother's departure and fights for her return—the most significant stage. Strong maternal ambivalence can therefore cause a newborn to experience separation anxiety since he or she believes that the mother will never return.

As the child matures, these symptoms may worsen with additional loss and/or neglect, possibly persisting into adolescence.

Parental neglect and previous episodes of stressful conflict can both contribute to severe forms of separation anxiety. Multiple bad family events, such as parental threats of abandonment or the passing of a parent or sibling that the child feels responsible for, may be the root of such conflicts. Separation anxiety can be overcome, although it may take some time following a reunion for a relationship to become more securely bonded. As a result, separation anxiety, which was brought on by negative experience, must be reversed, and considerable positive experience is required to achieve a sense of security [11].

Attachment can affect people's lives in various ways. Compared to children with insecure attachment types, children with secure attachment types are more likely to get along with friends. Children with insecure attachment styles could have trouble controlling their own actions and feelings. Teenagers who have safe attachments do not have as many emotional issues as those who do not, and this pattern frequently continues into adulthood.

In general, adults who experienced a secure attachment throughout their development are better at managing unpleasant emotions than those who did not. The development of the brain may be impacted by attachment, according to a longitudinal study that followed participants over an extended period of time. Regardless of whether they receive good care or bad care, caregivers become important to human growth. However, trauma or abuse suffered by youngsters might have an impact on their health. Because of this, children with insecure attachments are frequently more prone than children with safe attachments to experience mental health issues in the future.

5 The impact of school bullying

5.1 General Discussion about the Impact of School Bullying

The main influencing factors of campus bullying include family environment, school education, and social atmosphere. Family environment is one of the main sources of students' personal personality and coping strategies. School education mainly affects students through the teaching process. The social atmosphere will directly affect whether students encounter campus bullying incidents or are ostracized by those around them during their school years. In addition, the teacher-student relationship is also an important reason for the occurrence of campus bullying. When teachers do not respect students, they may feel neglected and become more willful or selfish. They can easily use campus bullying to vent their dissatisfaction.

It may hurt the mind, make one tired from studying, or even cause one to leave school. Bullies must pay for therapy and possibly even compensation if they hurt someone else. They may even be prevented from continuing their education because of the harsh criticism and instruction they must endure from school personnel. It is difficult for society (mostly families and schools) to recognize their actions. Several of the pupils who frequently engage in fighting in elementary and secondary schools, particularly those who join violent gangs, eventually embark on a criminal path. The mind that has been distorted by bullying experiences pleasure as well as torture. Bullying that goes unpunished makes the bully feel lawless, increases the likelihood that they will break the law again, and contributes to social unrest.

Considering the serious harm caused by campus bullying in all aspects, many scholars have conducted research on its governance strategies.

5.2 Prior Study on the Impact of School Bullying

Waasdorp. conducted a survey of 646,70 students studying in 107 junior high schools and high schools in Maryland. The researchers examine the relationship between students' exposure to bullying and their physical health. The results show that people who are obese, suffer from asthma, and lose weight. Students who sleep well are more likely to be bullied; Moreover, students who eat healthily and participate in physical activities are less likely to be bullied by the school. Garden bullying. Ru Yangshu1W analyzed the psychological causes of campus bullying and provided management strategies for psychological intervention.

Scholars provide guidance and education to students in terms of intellectual, emotional and human aspects to reduce the occurrence of bullying on campus. Shen Xinyu believes that in order to improve the effectiveness of preventing and treating campus bullying, it is necessary to engage in both pre- and post-psychological intervention. In order to minimize the possibility of campus bullying through prior intervention, and treat the bully and the victim afterwards, Related practitioners should provide psychological counseling and guidance education for bullies and bystanders to minimize the impact and harm of school bullying [1].

6 Conclusion

Campus violence is a behavior characterized by intentional harm, physical assault, and mental stress. It may lead to the death or disability of the victim, and can also cause serious consequences such as tense family relationships and even social isolation. In today's era of "safety first", campus violence has become an increasingly common problem. Teenagers are in a period of growth and need the care and care of their elders, and campus bullying is using this psychological need to threaten them. Due to parents' high expectations for their children's safety and happiness, they may show excessive protection or favor towards the children they care about. Over time, these so-called "sensible children" began to take pride in their pets and then bully their weaker classmates and friends. The impact of attachment relationships on violent behavior is a very important factor. In this situation, people will choose and trust others based on their similarities, leading to violent behavior. In addition, because people believe that others are more trustworthy, when someone does something disappointing or disrespectful to them, people feel angry and try to react aggressively. This is one of the reasons why campus bullying often involves intimate relationship issues. It is difficult for us to believe that anyone will harm us without reason, especially because some people are mistreated due to special circumstances such as lack of blood or parents not getting divorced. Therefore, people may suspect that someone may have taken something from us, or even not at all human. In order to address these issues and protect oneself from violence, it is first necessary to learn to identify potential dangerous individuals among partners, family, or friends.

Secondly, try to avoid getting involved in any intimate relationships, especially if there are any. Why suffer from campus bullying? This is because attachment relationships have an impact on violent behavior. If you are attacked, it is easy to develop a specific coping style to protect yourself. When people play outside, they may be bullied, and they tend to take some defensive measures to avoid further conflicts. This reaction can be understood as a "rationalized" explanation: "I don't want to fight with others because doing so would make me feel scared or unsafe; Instead of thinking that I cannot resist the oppression of others". On the contrary, if a person can withstand the harm they have suffered, they are also less likely to succumb to aggression or threats. Therefore, whenever people feel afraid, worried, or helpless, they are likely to react similarly to avoid making the problem worse.

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