

# Criminals are more likely than others to have experienced school bullying in childhood

Hanqi Ni<sup>1, \*</sup>

<sup>1</sup> School of Media and Communication, University of Leeds, Leeds, England.

\*Corresponding author: me20hn@leeds.ac.uk

**Abstract.** This article examines the correlation between childhood school bullying experience and later criminal behavior. In this study, I will propose an experimental design to examine the correlation between these two variables more straightforwardly. The first experiments would presuppose that children or teenagers who bully others or experience bullying stand a higher chance of committing crimes and exhibit certain antisocial tendencies than children and teenagers who have not gone through situations connected to school bullying. When children or teenagers experience bullying at school, their mental health and behavioral changes will be the primary internal factors when examining criminal motivations. The author will also use this perspective to pinpoint further criminals' personality features that may motivate their criminal behavior and link. A reference group of white men with comparable traits and social backgrounds was used in the pre-determined experiment. Considering the follow-up time and sample size, we controlled the age range of the follow-up samples to a specific value. We thus set up two environments to conduct control experiments. Questionnaires will be the primary procedure for collecting scores and will be calculated and organized based on these data. And to analyze the final score, statistical analysis methods such as two-way repeated measures ANOVA will be used. Overall, the project focuses on different sections, including the introduction, experimental design based on our topic, hypothesized results, and a discussion section on confounding variables and implications for future experiments.

**Keywords:** Childhood trauma, School bullying, Possibilities of criminality, Bullies and victims, Aggression, Prevention.

## 1. Introduction

In general, "school violence" describes the violent persecution of students on campus by various racial and ethnic groups. Teachers, students, school personnel, and those outside the school can all be violent sources. The minor ones will result in property damage and skin trauma; the serious ones will jeopardize the victim's bodily, mental, and even life safety. Both will negatively impact everyday campus life and academic order. While campus bullying is frequently committed by outsiders, non-teaching staff, people involved in instructional activities, etc., most of those responsible are on-campus students. "School bullying" takes on more complicated forms; they include verbal bullying, social bullying, and bullying that involves using violence or other humiliating behaviors. Violence-related bullying is more prevalent than the first two types of school bullying, mainly manifesting as violent beatings, abuse, and related physical disputes. Even if a future third party mishandles it, it will result in criminal offenses. With a conservative estimate of 25% of children exposed to violence in the home, school, and community worldwide, child victimization and exposure to violence fall under the category of serious social problems. Many of these children are particularly vulnerable to severe developmental disruption and long-term negative consequences, including substance abuse and high criminal risk. Though severe and persistent maladaptation is assumed to be linked to traumatic history, the connection between violent childhood events and juvenile crime remains highly questionable. This is also the main focus of this study, that is, to understand the interaction between traumatic experience and crime and thus to study the logical relationship between these two factors.

This essay makes the case that painful experiences as a youngster and the emergence of antisocial behavior are inextricably linked. In addition, the timing, duration, and chronic mishandling of traumatic events like school bullying can affect the crime risk and trajectory. Children who

experienced abuse or violence are more likely to engage in criminal behavior and have arrest records in post-adolescence or adulthood.

## **2. Background and hypothesis**

School bullying is a serious problem today that threatens the healthy development of children and adolescents, whether it is physical assault, psychological abuse, ridicule, or discrimination from peers. While most school bullying may occur in middle and high school, statistics show that school bullying also occurs in early childhood. For example, a staggering 20.4% of children were physically bullied, and another 14.6% were verbally teased by other students in kindergarten [1]. Overall, the author assumes that the children or adolescents who bullied others or suffered from bullying stand a higher chance of committing a crime than those who did not.

## **3. Method of previous findings**

In short, the final research focuses on developing a testable hypothesis to investigate the relationship between adverse childhood experiences and adult criminal behavior. More specifically, the author is interested in the impact bullying at school has on kids and whether that impact makes it simpler for those kids to commit crimes as they age. The author used past academic journals and articles to our benefit when putting up the planned experiment by evaluating their significant findings and procedures and then adapting them to the research.

### **3.1 Participants**

The 50 eligible participants will include incarcerated men, all charged with violent crimes. All participants were referred by the criminal justice system and evaluated for the following eligibility requirements: (a) white male, (b) eighteen years of age and older, (c) within the prior twelve months, At least one violent crime every month, (d) more than one child in the family.

In this experiment, a control group was specially set up, and the other 50 participants from the society who had also experienced school bullying were used as sample references. Unlike the experimental group, these 50 white men had no violent criminal records. Age and family background was the same as the fifty participants in the experimental group. This ensured that the variables were as stable as possible to obtain plausible experimental results to support the conclusion.

### **3.2 Childhood trauma questionnaire (CTQ)**

The Bernstein scale of childhood traumatic experiences [2] was used, the general applicability of which has been verified in offenders' post-adolescence. This questionnaire contains 26 questions, such as "when I was growing up, I got hit by someone in my family that I had to see a doctor or go to the hospital." The scale uses a 5-point score, with one indicating that the frequency of experience occurred is "Never true," and five means that these experiences are "Very often true." The questions on the scale are some of the respondent's upbringing as a child or youth, and the Likert scale is used to illustrate feelings, even if some of the questions are personal.

### **3.3 Procedure**

Eligible subjects were screened in US prisons, and the subjects were divided into two groups:

Group 1: Crime from prisons. Group 2: ordinary people from society

After being sent the scales with scores of 1-5, the subjects were expected to complete the Childhood Bullying Questionnaire; the parents completed the Parental Information Scale (\*The higher the score, the more bullying behavior the child exhibited and the more informed the parents were about the bullying behavior. were about the bullying behavior.) Finally, the scales were collected, and the scores were thus calculated. This study will be statistically analyzed using a two-way repeated analysis of variance (SPSS).

#### 4. Findings and Discussion of the Previous study

Physical abuse, such as school bullying, is more common than other types of childhood trauma. Many academics in the field have pointed out that physical abuse is one of the predictors of antisocial behavior, that individuals who experience violent abuse are at risk of externalizing, antisocial, and criminal behavior, and that experiences of bullying are associated with aggressive behavior in childhood and adulthood. Criminal conduct is closely linked. In this process, violent behavior is easily replicated and leads to the involvement of physically abused individuals in the crime of school bullying. The following case studies and experimental findings provide evidence for a causal link between school bullying and criminal behavior, including criminal activity, and its underlying causes, including behavioral issues and neurobiological alterations. This paper examines the relationship between childhood trauma and the likelihood of offending as an adult. Bullying is an early indicator that bullies may engage in more antisocial severe conduct [3]. In Sourander's study "Childhood bullies and victims and their risk of criminality," interactions between bullies and victim groups related to three areas of psychopathology: Behavior, Hyperactivity, and Mood. Significant positive interaction scale scores were found between bullying status, behavior, and hyperactivity. In the research by these scholars, groups of frequent bullying victims and bullying victims were further divided into screening positive and negative according to the symptom checklist of parents or teachers, that is, a third party. For instance, screen-positive and screen-negative common bullies and victims were at a higher risk for possible future criminal behavior. Almost every youngster in the group of bullying victims tested positive, which is also helpful in inferring future criminal behavior [4].

In Cuevas' study "Juvenile Delinquency and Victimization," the discussion of the correlation between bullying experience and subsequent criminal risk is again mentioned. The authors believe that bullying victims and attackers tend to be male (74% and 67%, respectively), as physical aggression is often male-dominated. In the absence of significant differences in age across the experimental groups, bullying victims were significantly higher than aggressors and had a significantly higher rate of witnessing than aggressors (90% and 57%) [5]. Additionally, based on other scores, bullies had much more excellent adversity ratings than aggressors; when analyzing psychological stress, bullies had significantly higher levels of rage, despair, and anxiety than aggressors. Overall, bullying victims had much higher crime rates than their aggressors. In addition, the delinquent and control groups also scored significantly better on anger, depression, and anxiety than the non-violent group.

Witnessing or direct exposure to school victimization may be associated with future juvenile delinquency; it may also cause stress reactions in adolescents who have experienced similar traumatic events, according to the research paper written by Wahab and Sakip. Numerous longitudinal studies have demonstrated a strong and continuous correlation between school bullying and eventual criminal activity. Bullying adolescents were more likely to participate in antisocial and criminal behavior than adults. In other words, they were more likely to be criminally active in post-adolescence, and bullies were much more likely to commit crimes than non-bullies. And bullies (3.39 per 100 person-years) were also significantly more likely to report mental illness than non-buyers (1.17 per 100 person-years). It also suggests that bullies are more at risk than non-bullies of developing mental illness, which leads to antisocial behavior and even violent crime. In 2011, according to a report compiled by other academics, 40.8% of the 71 bullies were convicted of offenses between the ages of 15 and 20. And in our non-bullying group, 24.8% of 331 were affected. Some experts believe that after 12, there is a considerable correlation between school bullying and future criminal behavior [6]. In the study mentioned above by Sourander, bullying at age eight was also found to be a significant predictor of adult crime rates (male only) [4]. Olweus is also exploring the relationship between school bullying and later crime. Those who had previously bullied people at school were severely overrepresented on the crime register. Between the ages of 16 and 24, almost 55% of these individuals had at least one conviction, with as many as 36% having at least three convictions. The odds ratio was extremely high because the matching numbers for boys in the same grade and school were substantially lower. Compared to people who haven't committed any crimes, the odds of getting convicted as an

aggravated repeat offender (with at least three convictions) are over five times higher. For the variable of violent crime, bullies had six- to eight-times higher odds of being violent offenders than non-bully victims [7]. This shows quite a significant association.

Our findings in a cohort of prison inmates showed high rates of adverse school bullying experiences during childhood. Our approach was designed as a population-based prospective study of children who were bullied, victims of bullying, or results of late adolescence offenders. The nature and etiology of crime must be understood before effective measures against it can be vastly developed. We found that youths who were bullied frequently as children were more likely to engage in criminal behavior as they matured into adulthood. A higher probability of recidivism and violent behavior after puberty was seen in young men who were frequently bullied as children. As an illustration, repeat offenders accounted for 21.1% of victims of frequent bullying and 15.9% of those who were just frequently bullied. In contrast, only 6.8% of those who did not exhibit frequent bullying behaviors were repeated offenders. Even though they only made up 8.8% of the entire sample, frequent bullies and victims of bullying were judged accountable for all crimes committed during a four-year period between the ages of 16 and 20, which is 8 to 12 years after the original assessment [4].

The study results will have significant ramifications for early crime prevention. They support the notion that a major priority in children's public health policy should be bullying-focused early crime prevention. Frequent bullying may signal that preventive severe, or corrective measures are required. High levels of psychotic symptoms are present in almost all school bullying victims, which is a condition that indicates future criminal activity. The most frequent bullies exhibit severe psychiatric issues while they are young. Second, a key childhood indicator of delinquency in late adolescence is childhood trauma linked to recurrent victimization, bullying, or bullying victimization.

For our design experiment, reference samples of 50 white male offenders from the same prison are randomly selected from the same workgroup (all are clerks of the same financial company); the fifty males chosen for the study were all involved in violent crime. They were divided into groups of similar ages for the interviews. This was done to guarantee that the variables were as stable as feasible and that the experimental findings were consistent with our conclusions. The questionnaire was also created to specifically target students who have been the victims of bullying at school as well as their parents. The details of the designed questionnaire can be improved by using the childhood friends of the offenders as alternative interviewees to supplement and improve the data because the parents of the offenders may not have sufficient knowledge of the school bullying situation and the subsequent treatment. This point should be adjusted and modified according to the actual experimental situation and the obtained data collection. Despite this, our planned experiments still have a lot of flaws. First, the expected experimental results were severely constrained because we only did in-depth research on one gender and completely excluded women. This is because sex differences research is not achieved during the entire method. This is not an authoritative enough source to investigate common human behavioral reasons and criminal behavior. Second, it's still unclear how broad the confounding variables we used are. For instance, it specifies the familial background, which is too general to be an independent variable. Whether the offender's parents were divorced or whether one of them passed away or not wasn't grouped separately as a variable that could have influenced the experimental findings when the questionnaire was being created. Third, there is a wide range of possible answers on the questionnaire, which ranges from 1 to 5. This uncertainty among respondents regarding the possible range of answers was not considered during the experimental process.

Additionally, the base number is too small due to the survey subjects. The questionnaire should only accept responses up to a particular number to reflect the scenario more truly. However, to fulfill the experiment's predetermined assumptions and avoid creating preconceived notions, we also set up the study's control group by purposefully choosing members of the general public who had relevant experience with school bullying but did not appear to have engaged in any criminal behavior. To prevent the experimental results from being impacted, we carefully controlled variables like age, gender, and ethnicity within an undefined range.

## 5. Future implication

Schools are the central place to prevent campus bullying, not only because campus bullying mainly occurs within the campus but also because schools have the responsibility to cultivate students' ability to deal with campus bullying effectively. Schools must take school bullying prevention as their daily work and integrate it into their daily teaching and management. Improving students' coping skills can start with understanding the definition of school bullying. Keynote speeches, extracurricular practices, anti-bullying posters, and brochures are all feasible means. In addition to regular measures, activities such as carrying out anti-bullying theme day activities, organizing and watching movies or documentaries on campus bullying, or inviting legal experts to give keynote lectures should all be included in the school's plan. In addition, it is essential for people who have been bullied into creating a secure environment with less violence and trauma, and more pupils succeed. Students may benefit from professional attention or possible community resource referrals from school counselors [8]. The overall results, including bullying victims, also confirm the need for school counselors to provide specific students with targeted intervention strategies and general prevention programs to improve the overall school climate. In addition, victims facing severe trauma due to bullying should have access to therapeutic services. Counselors' responsibility is to assist children in coping with the trauma of bullying and the potential criminal risk it poses by teaching them effective coping mechanisms and acceptable ways to handle the anxiety or despair that often follows trauma. Students and their families facing chronic and frequent bullying can also be referred to community counselors for ongoing intervention.

Fuguo's questionnaire also revealed a higher incidence of bullying among abandoned children, children from relocated families, and children from low-income families, which may also be related to a lack of parental support. If the local government can take measures to promote the employment of rural laborers in the local area, ensure that families relocating from different places can find employment where they move in, provide financial support for families in difficulty, and increase the time for parent-child interaction. Then the bullying status of these groups of people will improve [9].

Bullying is a component of a significant antisocial trajectory that is relatively consistent over time and consists of many offenses. Although bullying is associated with a higher likelihood of delinquency, a more thorough evaluation of children's behavior is still required to reduce the prevalence of juvenile delinquency [4] effectively. In addition to the emotional costs and misery these bullies impose on their classmates, these severe and pervasive phenomena will result in enormous public costs. Prioritize investments in prevention systems and processes in children's natural surroundings (e.g., home, school) while tailoring interventions to the needs of children, their families, and the welfare systems in which they are placed. These series of measures are particularly critical for reducing the experience of school bullying among young people. Moreover, reducing the variables that favor such actions (known as risk reduction) and teaching children excellent prosocial interpersonal skills are essential components of the primary prevention of bullying and being bullied [10]. Overall, Early intervention has been advocated as the most appropriate way to prevent bullying [11], and it is currently the best way to address youth violence.

## 6. Conclusion

Extensive theoretical and operational data from this study imply that school bullying, a chronic repeating abuse, may elicit a stressed reaction in teenagers who have experienced similar traumatic events. Bullying and its devastating impacts can result in physical, psychological, emotional, cognitive, and social repercussions with long-lasting ramifications, including aggressive criminal activity. Future research must better comprehend the relationship between school bullying and trauma.

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