

1. AN IN-DEPTH ANALYSIS OF ADOLESCENT BULLYING PATTERN IN SCHOOLS ENVIRONMENT OF THE REPUBLIC OF MOLDOVA



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Introduction. Throughout time, the term “bullying” has evolved, its root originating from the English word “bully”, which initially had a positive meaning, describing a pleasant, beloved person. Nevertheless, the term has taken on an increasingly ominous meaning, frequently “bullying” expresses acts of intimidation and terror. This shift in meaning has become prevalent globally, particularly in schools. Furthermore, the phenomenon of bullying in schools is commonly encountered in the Republic of Moldova, yet its particularities are less studied.

Aim of study. To explore the phenomenon of bullying patterns in the school environment among children and identifying potential consequences.

Methods and materials. A specialized search was conducted within the main reports, guides, and programs published by the Ministry of Education and Research of Moldova and UNICEF for the last 5 years. The keywords used were: bullying, children, school environment. The reported results were compiled in narrative form.

Results. Following reviewing the specialized literature sources, it becomes apparent that globally, half of pupils aged 13-15 faced different types of violence within the school environment. Statistics indicate that one in three children worldwide becomes a target of bullying on a monthly basis. A closer look at the situation in the Republic of Moldova during the 2022-2023 school year reveals alarming figures. In the first semester, there were reported cases of violence, including 1540 instances of physical violence, 988 cases of psychological violence, and 16 cases of sexual violence. Notably, there was a significant increase during the subsequent semester, with 1778 cases of physical violence, 974 cases of psychological violence, and 22 cases of sexual violence. In the context of bullying, a comprehensive research study highlighted that a staggering 86.8% of pupils in grades of 6 to 12 in the Republic of Moldova experience bullying. This translates to a troubling reality where any given school day, 8 out of 10 children aged 12-18 grapple with the detrimental effects of bullying. Manifestly, pupils subjected to various forms of bullying are especially prone to diverse emotional challenges, anxiety disorders, depression, eating disorders, self-harming tendencies, and distressingly, may even be at risk of suicide.

Conclusion. Bullying in the Republic of Moldova is often disregarded, yet its impacts are profound, irreversible, and at times fatal. In most instances, both aggressors and victims are identified within the school environment. It is crucial to underline existing methods promoting safety and well-being of children and update prevention through new research.