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**A LITERARY ANALYSIS OF THE SOCIAL IMPLICATIONS OF
BULLYING AND ABUSE IN ADOLESCENTS USING A
SOCIOCULTURAL APPROACH BASED ON THE BOOK THE
PERKS OF BEING A WALLFLOWER BY STEPHEN CHBOSKY
DURING THE SECOND QUARTER OF 2021**

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Resumen

El presente estudio tiene como objetivo analizar las implicaciones sociales que tiene el bullying y abuso en adolescentes de acuerdo a lo que se muestra en el libro *Las ventajas de ser invisible* por Stephen Chbosky, libro sobre el cual la presente investigación está basada. Esto se logró mediante la identificación de las situaciones del protagonista, la relación de las mismas con bullying y abuso, la aplicación de una encuesta a un grupo muestra de adolescentes y, por último, la verificación del enlace entre el libro y la realidad.

Con el fin de lograr el objetivo de la investigación, varios procedimientos se aplicaron. Primeramente, se hizo la lectura del libro *Las ventajas de ser invisible* en conjunto con un cuidadoso análisis del mismo. Adicionalmente, se llevó a cabo investigación extra utilizando fuentes como el internet. Opiniones e investigaciones de otros autores representaron un tercer factor que se tomó en cuenta, incluyendo teorías existentes que apoyaban los objetivos de la investigación. Finalmente, se aplicó una entrevista a un grupo muestra de adolescentes para así obtener resultados mejores y más valiosos.

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Chapter I

Introductory Framework

Society and culture play an important role in the growth and development of individuals. Accordingly, many have claimed that humans are social beings, who are easily influenced by sociocultural aspects. As society and culture are so influential, the behaviors, responses, and personalities of every person are directly related to these. Situations of bullying and abuse are sadly a reality that many people have to go through. Abusive behaviors, just like any other human behavior, are greatly influenced by a person's sociocultural background. Together with this, the social implications that bullying and abuse situations may have on an individual are also dependent on this background. As this topic is of such importance, it is convenient to analyze its implications from a sociocultural approach.

Situations of abuse, and henceforth bullying, are health harming treatments whose consequences are not only physical, but also social, emotional, and mental. Authors from different genres have included themes of abuse and bullying in their literary works. Such is the case of Stephen Chbosky in his novel *The Perks of Being a Wallflower*. In this novel, the author illustrated the implications resulting from traumatic experiences such as abuse and bullying. Ever since its release in 1999, *The Perks of Being a Wallflower* has been categorized as a banned book in multiple institutions and has been deemed as a bad influence for young audiences for its explicit contents. The novel has caused great controversy; however, despite the criticism, the book has reached popularity among younger audiences, especially adolescents.

By introducing adolescent characters, the book portrays how experiencing these situations affected the adolescents. The present study analyzes the implications of bullying and abuse for determining how these situations affect adolescents, specifically. In the same fashion, it analyzes

important concepts, theories, and methodologies that can have a relation with the investigation's objectives. For a further comprehension of the topic, the researcher surveyed a target audience of adolescents in order to determine their opinions and experiences on bullying and abuse. This specific proximity to the target audience seeks to offer a new viewpoint of the social implications of bullying and abuse that can validate the opinions and experiences of adolescents regarding their experiences and opinions on these themes.

This research analyzes the adolescents' survey for determining the influence of sociocultural aspects and verifying the link between the book and modern adolescents. Under those circumstances, this research also wishes to bring light upon a theme that sometimes is dismissed and treated nonchalantly. Bullying and abuse at an age as life changing as adolescence is influential for the overall development of these individuals. Through the present analysis, the researcher hopes to highlight the importance of determining the implications of abusive situations and the influence of society and culture upon these. In this way, it strives for adolescents to understand the importance of speaking openly about these themes.

Through *The Perks of Being a Wallflower*, Stephen Chbosky wrote a story that turned out to be relatable and realistic for many adolescents. By telling a story through the point of view of the main character, who was also an adolescent, the author offered the young audience a novel full of realistic themes that are sometimes disregarded. Chbosky illustrated the themes of adolescence, trauma, and its social repercussions into a story that, although fictional, shows the reality of many teenagers. *The Perks of Being a Wallflower* portrays some of the implications that abuse can have upon an adolescent, thus showing how one can influence upon the other. Thereupon, it is significant to acknowledge Stephen Chbosky's work as a book that shows a reality beyond fiction that is worth analyzing.

1.1 Problem Statement

In the present analysis, the researcher collected information about implications resulting from bullying and abuse, and how sociocultural factors can influence these behaviors in the adolescence. Through this study, a deep analysis of the book *The Perks of Being a Wallflower* is conducted. Together with this, the protagonist's situations are identified for determining the relation with bullying and abuse. In an attempt to further analyze the subject, modern adolescents are surveyed for obtaining their opinions, and later on, verifying the similarities between modern youngsters and the book. Correspondingly, the researcher aims to understand the implications of bullying and abuse in adolescence by studying thoroughly the influences that culture and society represent.

As the implications of bullying and abuse are so wide-ranging, the investigation seeks to better understand these situations by comparing the situations presented in the book with the reality that many adolescents have to face. Henceforth, the researcher hopes to provide an investigation that offers a new approach to the implications of these abusive situations from a sociocultural perspective. In order to safeguard that the objectives are achieved, and the viewpoints are demonstrated, the researcher led a deep analysis of the book *The Perks of Being a Wallflower*, an investigation on internet and books, as well as interviews with an adolescent audience. Thus, the analysis was led under the research question: How does bullying and abuse have social implications upon adolescents?

1.2 Objectives of the Investigation

1.2.1 General Objectives.

To analyze the social implications of bullying and abuse in *The Perks of Being a Wallflower* by Stephen Chbosky, 1999 in adolescents.

1.2.2 Specific Objectives.

- To identify the protagonist's personal situations in the book
- To determine the protagonist's relation with bullying and abuse
- To survey adolescents' opinions and experiences on bullying and abuse
- To verify the link between modern teenagers and the book

1.3 Justification of the Study

The purpose of this investigation is to analyze the social implications that bullying and abuse cause in adolescents based on the book *The Perks of Being a Wallflower* by Stephen Chbosky. This research aims to understand how society and culture influence bullying and abuse situations both, in the book and in real life. Undergoing bullying and abuse are real experiences that many people are faced with. Moreover, these situations can lead to a large amount of implications. Both the implications and the reasons behind these situations can be gravely influenced by sociocultural aspects. In this investigation, the implications of bullying and abuse are analyzed from a sociocultural approach.

The investigation's process consists on a series of steps. Firstly, the researcher leads a deep investigation on relevant concepts, theories, and approaches that preceded the investigation. Through this first step, a broader theoretical, conceptual, and methodological knowledge is obtained. Following, the researcher designs instruments for surveying an adolescent audience. After the adolescents complete the survey instrument, the researcher reviews their responses and

conducts an analysis of the same for comparing them to the cases portrayed in the book. Finally, the investigation concludes by analyzing the bullying and abuse implications in adolescents relating the research's results to the book *The Perks of Being a Wallflower* through a sociocultural approach. Under those circumstances, the research results convenient, relevant, and practical.

The current research is convenient as it provides conceptual, theoretical, and methodological knowledge that forges the basis of the literary interpretation of the topic under study. This investigation presents the theme of bullying and abuse implications on adolescences from a sociocultural perspective that shows the influence of society and culture on these situations. Most importantly, the researcher hopes to study the topic upon existing theories that are relevant to the investigation. As a result, the investigation wishes to determine the relation between the book and reality and relating fiction to the real-life experiences of many adolescents. This, by identifying how society and culture influence an individual and the relation of this influence with the social implications of bullying an abuse presented in the book.

The relevance of the research lays on the fact that bullying and abuse are very real situations experimented by many adolescents. Despite the various attempts that have been made over the years to abolish abuse and bullying, these situations still prevail. Throughout this investigation, not only readers will obtain a different perspective, but also will the adolescents. Readers will obtain an approach to a theme that, although present in the book, is not usually referred to. Further, this theme will be analyzed from a perspective that views society and culture as huge influences on individuals. For adolescents, the research is relevant as it shines light upon this issue, which many adolescents prefer to keep to themselves. Moreover, though a comparison with a book that is so close to reality, adolescents' opinions on the topic are also taken into consideration.

In this investigation, the existing knowledge on bullying and abuse will be extended by approaching the implications from the view of sociocultural influences. Besides, the research will introduce the topic through a literary analysis of *The Perks of Being a Wallflower* for verifying similitudes between fiction and reality. The application of this research will find its bases on relevant, existing theories, and the sociocultural approach that will help obtaining better results at the end of the investigation. Additional to theory, it will find aid on conceptual and methodological notions that will give form to the investigation.

In the book, the adolescent characters go through abusive situations that mark their lives. As this is a reality that many teenagers face, this investigation attempts to analyze this issue by firstly identifying the protagonist's personal situations in the book and determining the relation with bullying and abuse. Likewise, it seeks to survey adolescent's opinions and experiences on bullying and abuse, and later on verifying the link between modern teenagers and the book. An analysis on bullying and abuse and their implications offers readers a clearer understanding of the importance of identifying, acknowledging, and working on these situations. Likewise, this research helps to recognize mental health as a real and important aspect of life that should be talked about more often. Therefore, making a comparison between the book and reality is very valuable, since these themes portrayed in the book through adolescent characters, and in the present investigation, these topics will be approached from adolescents' points of view, opinions, and experiences.

1.4 Antecedents

The Perks of Being a Wallflower was written by Stephen Chbosky and published in 1999 by Pocket Books. Despite being a PG-13 rated novel intended for an adolescent audience, the book has been acclaimed by the adult critiques ever since its release. The novel has appeared in the Banned Book List ever since its release, as it has been challenged for themes such as drug usage, homosexuality, rape, and suicide being unfitted for the age group. Nevertheless, the reviews from adolescent audiences however differ completely from those of adults, as many of them show a great liking for the book. Ever since its release, *The Perks of Being a Wallflower* has sold over 1.5 million copies and was adapted into a movie in 2012. This novel is categorized in the genres of “epistolary novel” and “young adult novel,” and to this day, it remains popular among readers.

Previous literary investigations offer an insight to the genre of young adult literature. Chelsea Rashael Elmore conducted a research in 2017 for Southeastern University on young adult literature. Her research, titled *Young Adult Literature: The Reality on the Page*, aimed to discuss the changes of young adult literature and the impact that those changes represented for the readers. One of the researcher’s objectives was to analyze three novels that disrupted the previously set mindset on young adult novels, among which she pointed at *The Perks of Being a Wallflower* as one novel “that encourages honest teen portrayal.” Likewise, the researcher also analyzed the flexibility of teenagers when it comes to literary identity in order to explain how literature impacts readers. By using a Literature Review methodology, the investigation concluded that although it is almost impossible to predict the future trends on young adult literature, the readers can become aware of a book’s impact, as well as to define their book choices by carefully observing the different changes in a genre.

Regardless of the genre, many books have been used as inspiration for investigations and some of them have even been used as the focus of the research throughout the years. Using different approaches, many researchers have offered literary analysis that result of great usefulness for the present investigation. Such are the cases of the following theses.

In 2017 Selvi Khusnul Khotimah, Masulah, and Linda Mayasari conducted an investigation for the Muhammadiyah University of Surabaya titled: *An Analysis of Charlie's personalities in The Perks of Being a Wallflower Using the Psychoanalytical Approach*. The investigation's objective was to analyze human personality, relating it to Charlie's adult personality in correlation with his childhood. The investigation used the qualitative research methodology to gather and analyze data, and it was developed by using psychoanalytical theories by Sigmund Freud, as well as the book *The Perks of Being a Wallflower* as the object of research. Through the investigation, the researchers concluded that Charlie's personalities were shy, emotional, honest, caring, uncommunicative, hardworking, and with high sexual desire, and that his childhood had a great influence upon the development of these adult personalities.

Likewise, a previous investigation titled *Posttraumatic Growth Experienced by the Main Character in Stephen Chbosky's the Perks of Being a Wallflower*, exposes how traumatic experiences cause a change in Charlie's personalities. The research made in 2015 by Enita Rahmah Febriantary for the State Islamic University, aimed to analyze Charlie's personalities before and after experiencing trauma by using Positive Psychology. From her investigation, the researcher concluded by making a comparison between Charlie's past and present self, at the character's process of growth to become a forgiving, wise, and perseverant person.

Additionally, in a thesis led by Alison Calderon Diaz for Universidad Internacional de las Americas in 2020, the researcher did a literary analysis using the psychological approach. On the investigation titled *a Literary Analysis of Jay Gatsby in The Great Gatsby Through the*

Psychological Approach, the researcher aimed to analyze the main character of the novel by using psychological theories that could explain his personality. In her thesis, the researcher pointed at the psychological approach as controversial for many readers and mentioned that the thesis can serve as a guide to understand literary analysis. Among the conclusions, the researcher pointed at the character's self defense mechanisms as a result of trauma both, in his childhood and his adult life. Through this literary analysis, it can be seen how reality is portrayed through literature, and most importantly for the present investigation, how mental health can be affected by traumas.

As a part of this research, it is also convenient to point at the real life issues that literature sometimes attempts to make clear. As the present investigation hopes to analyze the social implications of bullying and abuse, the following thesis results useful for achieving that purpose. In a thesis conducted in 2013 by Gloriana Chacón Retana for Universidad Internacional de las Américas, the researcher worked an investigation titled "Identificación de los elementos para detección de prácticas de Bullying y las estrategias de intervención utilizadas por parte de los docentes de preescolar y primaria de la escuela de atención prioritaria San Rafael de agosto a octubre 2013." Said investigation aimed to identify the elements for the detection of bullying and the intervention practices used by teachers. Among the objectives, the researcher aspired to define the concept and characteristics of bullying, as well as to determine the teachers' knowledge about the bullying topic and the training received concerning this theme. Through her investigation, the researcher offered the concept and characteristics of bullying, the characterization of the people involved, types of bullying, risk factors, and consequences of bullying. When identifying the consequences of bullying, the investigation pointed at an affection in mental health with the development of anxiety disorders, personality disorders, low self-esteem,

and self-harming behaviors as some of the social implications that bullying can have upon mental health.

1.5 Scope

The current investigation aspires to analyze the social implications of bullying and abuse through a sociocultural approach, since this theme is a reality that affects the integral development of many adolescents. The focus of the research is the book *The Perks of Being a Wallflower* by Stephen Chbosky, seeing that this novel portrays how these traumas have a direct consequence on the adolescence. Through the investigation, the researcher identifies the protagonist's personal situations in the book for determining their relationship with bullying and abuse. Equally, the researcher aims at surveying a group of adolescents for determining their opinions and experiences on the social implications of bullying and abuse and implementing interviews and questionnaires with the adolescent audience as a means to reach the objectives of the investigation. Finally, the researcher verifies the link between modern teenagers and the book for determining the relation between the novel and reality.

Chapter II

Theoretical Framework

This research is conducted under a sociocultural approach that offers knowledge about how society and culture influence individuals. In relation to the approach, the research is led under three literary theories: behavior theory, psychoanalytical theory, and social impact theory. These theories provide the investigator with essential antecedents for the interpretation of the book and its relation with modern reality. In this chapter, the researcher will analyze the different theories and elements that are necessary for the development of the investigation. Each of the mentioned theories offer different insights regarding the investigation that allow the researcher to form concise and theoretically supported conclusions. In this way, this approach and theories will help to understand how individuals can be affected by others.

As society is so influential, some individuals are considered targets for a greater control. When it comes to interpersonal relations, all individuals are different. Some are stronger and some weaker, and the weak are more susceptible to be influenced. The vast majority of time, the weakest members of society represent a target for influence. Those targets are most of the time considered social misfits who usually find it hard to blend in with the rest of society. The 'misfits' often end up being subject of abusive behaviors from stronger and bigger groups of society. From an adolescence's scenario, these situations are no different.

Adolescence is a tough stage for many. A lot of adolescents have suffered at least once from bullying and abuse situations. In these situations, the socially stronger and bigger group takes advantage of the lonely, weakest individual. The implications that come from these circumstances can be wide-ranging and greatly dependable on each individual and their

experiences. Moreover, the happening of these situations is sometimes directly related to sociocultural factors.

More than just social influence, abusive behaviors can be driven by society- and-culture-related factors. These factors are acquired by individuals since a young age. On that note, “children’s social and cultural interactions shape and help develop their thinking and their view of the world” (Johnson, 2019, p.63). Following this belief, individuals behave accordingly to the standards they were taught, for example from their parents, teachers, peers, or society in general. That is to say that the abusive behaviors, or rather the weak ones, were most likely learnt from a young age and influenced by social and cultural backgrounds.

In an attempt to relate the situations presented in the book *The Perks of Being a Wallflower* with reality concerning bullying and abuse, the research aims to analyze the real social implications of these situations and how fiction meets reality. By leading a deep analysis on the book, as well as relating it to modern adolescents’ real opinions, the research can achieve better results. In order to do so, however, the book interpretation and surveys are not enough. Rather than that, many concepts and theories have to be analyzed to find what better fits the investigation’s goals.

Society and culture are important influencers in the development of individuals. Sociocultural backgrounds play an essential role in the growth of each persona. Adolescents, who just like children are going through a stage of changes, represent a group which is very vulnerable to influences. Likewise, the social influences are so great that this age group is often faced with situations where they strive to fit in with the rest, and not being able to do so might lead to being a target. As adolescents are often described as rebellious, they might find it difficult to voice out the situations that affect them. Given these points, this chapter contains the different concepts,

theories, and elements that will later on work as a basis for the interpretation and analysis of the topic of study.

2.1 Literary Theories and Approaches

By considering the established objectives, the research uses a sociocultural approach to better understand the social implications of bullying and abuse situations. The sociocultural approach “is an emerging theory in psychology that looks at the important contributions that society makes to individual development. This theory stresses the interaction between developing people and the culture in which they live” (Cherry, 2019). Seemingly, the sociocultural perspective offers a closer approach to the topic of study. At the same time, the chosen approach leads the researcher through a positive investigation advance, directing the analysis to relevant conclusions. In order to achieve the investigation’s objectives, a deep analysis on literary criticism and some relevant literary theories had to be conducted. Before engaging into the theories, it is first important to define the needed concepts of literature and literary theory.

Overall, there is an infinity amount of definitions referring to literature. As literature has been around for centuries, different people have given multiple meanings to the term. From an etymological point, the term originally comes from the Latin word *Litteratura* which, according to the Online Etymology Dictionary (n.d.), means “writing formed letters.” Literature, then, refers mainly to written words and could be related as merely having the ability to write and read. Nevertheless, as not many agree with these shallow definition, other meanings have been assigned to the term over the years. Differing from some propositions on literature, Helichi (2016) comments that considering literature as any written work “eliminates the important oral traditions upon which much of our literature is based, including the English epic *Beowulf*” (p.2). To put it differently, Helichi proposes that ‘written’ does not equal ‘literature,’ as many written

things do not possess any literary significance, whence some oral narratives are a great pillar to literature. As it can be seen, there is no wide definition for literature as it encloses much more than a selected number of books.

It can be said that literature's definition is subjective and that the variables of this form of art are dependable on culture, age, society, and individual points of view. Although, many theorists and researchers have tried to give a proper definition for every aspect that literature encloses, nobody has been able to provide an official broad definition for the term. Literature could be also defined as a form of art that, written or oral, creates a link between the text/narration and reader. This definition, as Talif (2017) states, "may include old narratives, folk songs, playground rhymes, pop songs, comics, and popular novels" (p.3). Thereof, it can be settled that literature is not just written words. This form also encloses any expression with a content-reader connection. Granted that there is still to exist an official wide definition for literature, as a vast amount of people agree that literature are mostly written works surrounding specific subjects. Moreover, many theories have emerged over the years trying to explain different subjects and elements of literature.

Literary theories are hypotheses typically useful in the literature field. Upstone (2017) defines literary theory as "a range of texts or ideas often associated with literature but not explicitly concerned with it, that offer perspectives useful in the discussion of literature's scope, content, and form" (p. 3). In other words, literary theories could be defined as perspectives that are sometimes, yet not exclusively, useful when discussing, analyzing, or studying a work of literature. As literary theories can result useful for literary investigations, it is essential to fully understand what the term encloses, its difference with literary criticism, and how different theories have emerged and developed over time.

The term literary theory, as Upstone asserts, refers to different perspectives proposed over time to discuss the meaning behind a literary work. Adding to that proposition, in the book *Literary Theory: The Complete Guide*, it is suggested that “a ‘literary’ text is different from just words on a piece of paper- literary theories are conjectures, hypotheses, about what those differences are” (Klages, 2017, p.1). To put it differently, besides offering useful insights for analysis, literary theory explains the difference between what is considered literature and other forms of writing. From Upstone’s and Klage’s definitions, it can be inferred that literary theory explains perspectives, ideas, and hypotheses surrounding literature. Notably, when these authors refer to literature, they mean specific pieces of writing and not simply any word written or said.

With this in mind, it can be stated that literary theory attempts to analyze and explain literature in all of its aspects. Just like that, Klages (2017) proposes that the essence of literary theory is “to examine and explain why the category “literature” has enduring cultural importance, and to interrogate the forces that manipulate how we describe that importance” (p.1). In other words, the objective of literary theory is to explain the cultural significance that literature represents. This importance is shown through a contrast between literature and other types of writing. By denying the proposition done by many who claim that literature is any written word, literary theories provide conceptions for analysis only useful for those works which are actually literary.

Regardless many tend to confound the definitions of literary theory and literary criticism; these terms are not to be mistaken as “Criticism is where we find the interpretation of literature. Theory, in contrast, is where we find the tools to facilitate that interpretation” (Upstone, 2017, p.4). According to this differentiation, literary criticism represents the direct immediate interpretation of literature. Literary theory, on the other hand, offers the means for that critic interpretation. It could be said, then, that literary theory and criticism are directly related to

one another. While literary criticism happens during or immediately after the reading, literary theory merely simplifies the process of the reader's criticism. Equally, literary theory, is sometimes yet not exclusively directed towards literature. Different from theory, literary criticism is always related to the interpretation of a literary work.

Accordingly, Bertens (2017) points at the relation between literary criticism and literary theory by saying that the terms 'interpretation' and 'theory' cannot be separated. He argues that "when we interpret a text we always do so from a theoretical perspective, whether we are aware of it or not, and they would also argue that theory cannot do without interpretation." It can only be assumed that literary criticism and literary theories are dependable of one another. In order to do a literary interpretation, the researcher first has to consider the existing theories. In the same way, theorists have to first do the literary interpretation previous to conforming a theory. In order to develop a credible literary analysis, it is necessary to complement interpretation with theory.

Overall, literature is subjective to the views of each individual, and literary theory are hypotheses sometimes used to facilitate literary interpretation. By using interpretation together with existing literary theories related to the investigation topic, the literary study will result more precise. For this literary analysis, three theories will be implemented together with literary criticism. Through an analysis of each theory, the researcher will highlight which propositions adjust better to this investigation. Namely, the three literary theories under which the investigation is done are behavioral theory, psychoanalytical theory, and social impact theory. An analysis of each theory is executed as follows.

2.1.1 Literary Criticism.

Studies on literature have existed ever since the roots of the first human civilizations, but only later on, they were given the name of ‘literary studies.’ In regards to the term’s definition, Trimpi (1970) proposes, “A working definition of literary studies can be stated, like an old-fashioned telegram, in seven words or less: The understanding and preservation of literary texts” (p.187-192). In other words, literary studies are not merely reading and memorizing certain subjects related to literature; rather than that, it refers to a deep analysis of a piece of literature. In order to analyze literature, it is necessary to first understand. Referring to this Trimpi clarifies that “understanding and preservation are mutually prerequisite, and hence, correlative.” In essence, the faithfulness of the literary study is directly related to the complete understanding of the text, that is to say that misunderstanding a text could lead to a deviation from its original lexical form.

In the book *Literary Criticism*, Joseph North categorizes literary studies into two main branches: scholar and critical. Correspondingly, he explains the modern inclination towards the scholarly approach rather than the critical one, and also describes the terms by writing the following,

There has been what I will call a “scholarly turn,” by which “scholarly” approaches, which have tended to treat literary texts chiefly as opportunities for cultural and historical analysis, have replaced “critical” approaches, which, in their day, had tended to treat literary texts as means of cultivating readers’ aesthetic sensibilities, “aesthetic” here of course being understood in a range of rather different senses. (North, 2017, p.2)

For the present investigation, it is most convenient to focus on literary criticism. From North's explanation, it can be inferred that the critical approach of literary studies not only focuses on the study of established linguistic forms and texts, but rather on a more sensible and fresh methodology. Similarly, in his book *Edward Said and the Authority of Literary Criticism*, Nicolas Vandeviver explains the broadness of literary criticism by stating, "Criticism should therefore transcend the boundaries of narrow formalism and textuality, and move into broader, more humanistic directions, including metaphysical and psychological elements besides linguistic and rhetorical ones" (2019, p.48). For a better understanding of Vandeviver's notion on literary criticism, it results convenient to fully comprehend what he means by the terms 'formalism and textuality,' which he contrasts to his view on criticism. "For some formalists, known as the Russian formalists, how literature is written, not what it is about, constitutes the essential component of literature that distinguishes it from other types of writing such as history or science" (Ryan, 2017, p. 20). To put it differently, Russian formalism focuses on the writing of the text rather than on its content. This approach considers structure, imagery, grammar, language, and the like, as the main emphasis of the literary studied.

Estimating the meaning behind Vandeviver's words when he contrasted literary criticism with narrow formalism, it can be assumed that he referred to Russian formalism when he described it as 'narrow.' Most importantly, it can be inferred from his words that, contrary to formalism, criticism approaches literature in a more sensible way, not focusing completely on the text's form, but rather on its meaning. In a similar note, it is important to point out that although the emphasis of criticism is placed upon humanistic and sensible pillars, the rhetorical and linguistic factors are not disregarded.

Although, it may be true that literary criticism corresponds to a sensible and aesthetic approach, critics should not fall into fallacy. To put it differently, the person who does the study should not be compelled merely by emotions and feeling as a means to conduct the investigation. Just like Vandeviver states, “Literature should be studied on its own, universal terms, not on the basis of its contingent effects on whoever happens to be reading it” (p.50). Of course, emotions play an important role in literature, but leading an investigation with feelings as the main influence could result in a subjective criticism. In addition to this, Vandeviver (2019) cites Wimsatt and Beardsley (1949), when referring to emotions in literary criticism by writing the following:

To be clear, this does not mean that we should discard feelings and emotions altogether. On the contrary, emotions influence a reader’s evaluation of a literary work and may even result in the unique type of non-conceptual knowledge that literature can offer, but they are simply too vague and verge upon the unconscious- it is, after all, hard to be aware of an emotion in itself- and can therefore never be a concern of objective criticism. (p.50)

It could be said, then, that literary criticism should be objective and sensible at the same time. As emotions can sway the reader’s evaluation of a literature piece, they are very important, especially while using an approach as sensible and aesthetic as literary criticism. This branch of literary studies, as inferred from the previous passage, should not focus too much on emotions, yet neither should it disregard them in order to keep the objectiveness of the investigation.

All things considered; literary studies refer to the understanding of literature beyond words. When doing a study in literature, the researcher ought to understand fully the meaning behind the text, for a misconstruction could lead to a complete deviation of the investigation and the form of the original text itself. Moreover, when referring to the branch of literary studies

known as literary criticism, its meaning should be understood before attempting to use the approach. As it has been noted, literary criticism is broader than just a formal analysis as it trails, among others, humanistic and psychological directions. Criticism, as North (2017) points out, is “viewed as a programmatic commitment to using works of literature for the cultivation of aesthetic sensibility, with the goal of more general cultural and political change” (p.2).

2.1.2 Behavioral Theory.

The behavioral theory emphasizes on observable conducts rather than mental or emotional aspects. This theory proposes that the personality of each individual stems from interaction between each person and the surroundings. Moreover, it suggests that behaviors are learned rather than inherited. “Behavioral theory seeks to explain human behavior by analyzing the antecedents and consequences present in the individual’s environment and the learned associations he or she has acquired through previous experience” (Angell, 2013). Notably, the behavioral theory aims to explain behavior as a consequence of what is learned from experiences and surroundings. Behaviors are a direct consequence from experience, thus any individual “regardless of his or her background, can be trained to act in a particular manner given the right conditioning” (Cherry, 2021). As a result of the different situations experienced by an individual, as well as the social and cultural surroundings, personality and behaviors develop over time.

Opposite to Freud’s psychoanalysis, the behavioral theory does not consider the unconscious mind as valuable for investigation. Rather than that, it only focuses on the behaviors that can be visibly observed, neglecting thoughts and emotions. Among its propositions, the behavioral theory introduces the term ‘conditioning,’ which refers to a way of treating a certain behavior in order to whether increase its occurrence or diminish it. Although, different theorists have proposed various ideas about what the behavioral theory encloses, Skinner and Pavlov were

two of the main influencers of this hypothesis. For one part, Skinner introduced the term ‘operant conditioner’ referring to different methods of rewards and punishments as a means to control behavior. Pavlov, on a similar note, provided the conceptualization of ‘classical conditioning’ stating that if a neutral stimulus was put together with an unconditioned stimulus, these would equal an involuntary response. To put it another way, in Pavlov’s beliefs, putting together a natural stimulus with a neutral one would eventually cause for the neutral stimulus alone to evoke the same response as if the two were present.

Although, the behavioral theory is most usually implemented on learning-teaching ambits, the principles that it encloses can also help to analyze a person’s behavior. As a matter of fact, the theory attempts to explain how an individual reacts around a certain stimulus. In relation to this idea, the behavioral theory proposes the notion of observational learning. In the book *Human Behavior Theory for Social Work Practice*, it is asserted that observational learning “involves individuals acquiring behaviors by observing other people, which they then translate into social roles and behaviors” (Koenig et al., 2019, p.304). To clarify, this particular principle of the behavioral theory proposes that individuals acquire behaviors by copying them as a result of social influence. Social acceptance, for example, is a stimulus which can lead a person to attain a particular behavior.

Previous-life experiences can lead to particular behaviors, and those behaviors can, at the same time, result on implications for the individual and/or those around. Concerning this implications, Jessor (2016) expresses that, “The incorporation of behaviors into the rubric of risk factors entails a reformulation of thinking about the very concept of risk and about what is at risk.” He then adds: “Although behaviors do indeed have biomedical consequences, they also eventuate in social and personal or psychological outcomes” (p.119). To illustrate Jessor’s statement, the behavior of reacting submissively to abuse or bullying may affect in depression,

isolation, and suicide, to give some examples. Equally, behaving as the abuser may outcome in guilt, or if not, negative implications upon the victim. Understanding this, it may arise the doubt as to why these behaviors occur. As the behavioral theory proposes, they occur from previous experiences and what reaction the stimulus generates. Following the same example, the source of abuse may develop an abusive behavior because of the social accepting environment.

Not only does this theory offer the different hypotheses and conceptualizations behind behavior, but it also provides a practical application. The ideas proposed by the behavioral theory offer an insight on possible techniques that can be applied in real life. These techniques do not only apply to psychological ambits, as they can also be taken advantage of in ambits such as education, parenting, or even literary analysis. By applying the behavioral theory, a particular behavior presented by an individual can be whether diminished or amplified depending on the need. Based on the idea that attitudes in the environment are a possible factor for behavior change, Hagger et al. (2020) predict that behaviors are “modifiable and changeable” (p.445). Henceforth, the behavioral theory, more than merely understanding behavior, also challenges to modify or change it.

As it has been noted, the behavioral theory differs from other society related hypotheses in several ways. “Rather than postulating a hierarchy of stages in cognitive-moral-behavioral development, behavior analysis attempts to explain the emergence of differential human capabilities and expressions in terms of the operation of various forms of empirically supported learning theories” (Greene, 1974, p.135). In other words, carrying out a behavior analysis by using this theory implies considering different hypotheses that can be verified by observation. As the behavioral theory focuses on observable conduct, the ideas proposed can be verified. Contrary to other theories, behavior can be easily observed, hence analyzed with utmost efficiency.

In view of implementing the behavioral theory in the present investigation, the researcher has to lead a deep analysis of the bullying and abuse behaviors present in the book *The Perks of Being a Wallflower*. Certainly, utilizing the behavioral theory in this investigation can help to understand the adolescent characters in the book by analyzing their situations with some of the principles of the theory. For example, by using this theory, the reactions to abusive situations can be determined. Furthermore, it can help to prove how social environment may influence adolescent's behaviors (abused or abusive). As a third aspect, the theory can facilitate the identification of the protagonist's personality and observable behaviors, as well as how these were marked by his past experiences. Most importantly, the behavioral theory may well facilitate determining the implications of bullying and abuse on a behavioral level.

2.1.3 Psychoanalytical Theory: Defense Mechanisms.

Early life experiences considerably influence behavior and personality. Considering this influence, the idea of psychoanalysis was proposed around the 1890's by the physician Sigmund Freud. In an attempt to introduce the ideas proposed by Freud's theory, Upstone (2017) asserts that the psychoanalytical theory has as its main concern what makes a person, and how the individual selfhood is constructed. Moreover, she designated this approach as a "very real-world, practical field of study designed to treat mental health difficulties." Upstone then proceeded to explain the psychoanalytical theory, coined by Freud, by saying that desires, traumas, and tensions are weights that rest on the unconscious and that, although people are not aware of them, defined their behavior. As the psychoanalytical theory focuses on the study of the unconscious, it proposes important elements that result valuable for this research. For this reason, it is necessary to understand the theory's hypotheses, as well as its relevance for the investigation.

Psychoanalysis can be said to be a science of theory and observation. Through this method, existing theory allows the psychiatrist to lead a detailed examination of a patient's

behaviors in order to explain their mental processes. In addition, other authors mention psychoanalysis by asserting that, “Psychoanalytic thought helps knit together different domains of experience: past and present, waking and sleeping, thinking and feeling, interpersonal events and the most private fantasies” (Mitchell et al., 2016). Mitchell’s assert regarding the psychoanalytic thought, highlights how psychoanalytical treatment helps patients to connect situations experienced. With regards to this, the present investigation will be stressed on “knitting together” ‘past’ experiences of bullying and abuse and how these have implications on the ‘present’ adolescents.

In the psychoanalytical theory, Sigmund Freud suggested that the human mind is divided into three main parts: ID, ego, and superego. According to this Freudian theory, the mind is at a constant conflict for gratification, in which the ID seeks instant fulfilment, the superego rationally considers long-term gratification, and the ego acts as a mediator. The ID, as Freud proposes, forms the unconscious. The unconscious can be defined as the complex of mental activities within an individual that proceed without his awareness” (Encyclopædia Britannica, 2021). In other words, no individual is aware of the behaviors or general processes that the unconscious mind causes. In contraposition to the unconscious, there is also a conscious mind which Encyclopædia Britannica explains as “activities within the immediate field of awareness.” Given these points, unconscious and conscious mind are opposing terms. The first refers to behaviors or situations about which the person is unaware, and the second one deals with actions done purposefully or anything of which the person is aware.

As the psychoanalytical theory emphasizes on the working of the unconscious mind, it is also related to how certain traumatic experiences can be unconsciously vanished from a person’s mind. These experiences go directly into the unconscious mind. For example, a person who suffered from a situation of grave abuse during childhood may be ‘unconscious’ in their

adulthood of having been abused. This is just one example of the wide range of implications that trauma can cause according to psychoanalysis. In relation, Eagle et al. (2017) proposed that, “Environmental failures and trauma (e.g., abuse, misattunement, and lack of responsiveness) can contribute to pathology, including developmental deficits.” In other words, apart from environmental factors, trauma can weigh in a future ill health.

Altogether, from Upstone’s statement at the beginning and Eagle’s previous quotation, it can be inferred that the implications of trauma can be deciphered by using the psychoanalytical theory as a tool for interpretation. Psychoanalysis observes the influences of the unconscious, and it usually involves analyzing how early-life experiences affect an individual. Still, understanding the definition and some aspects of the approach is not enough. Thereupon, it is also necessary to review Freud’s conceptions on the psychoanalytical approach related to trauma, and what he proposed to be the reactions to trauma.

In 1894, Sigmund Freud introduced within the psychoanalytical theory, the conceptualization of defense mechanisms. Freud proposed that every person uses different means to protect their ego. According to his theory, when a person faces a conflictive situation, a need to cope with it surges. In order to face these situations, people’s psyche creates psychological defense mechanisms, all of which differ from one person to another. Cramer (1990) proposed that, “Defense mechanisms are theoretical constructs used to make assumptions about how the mind works.” Equally, Cramer proposed that these mechanisms help to clarify certain behaviors that would be incomprehensible. In the light of the defense mechanisms’ conceptualization, this term is not to be confused with defense behaviors. Defense behaviors refer to the actual conscious or unconscious processes that the mind generates as a shield. Referencing Gill (1963) and Wallerstein (1967), Cramer explained that defensive behaviors, as an unconscious process, may mean the following three events: (a) The person is unaware of the actual behavior that

constitutes the defense (e.g., is unaware of a thought); or (b) the person, while aware of the behavior, is unaware that it is serving a defensive purpose; or (c) the person is unaware of the impulse or affect that prompted the defense (Cramer, 1990).

As it can be inferred from the previous statement, a defensive may be unconscious if the person is unaware of the behavior, its purpose, or the cause behind it. The defense behaviors depend greatly on the person who casts them; henceforth, these can be identified by analyzing the behavior. Concerning the defense mechanisms as theoretical explanations, many theorists and psychoanalysts have proposed new mechanism defenses apart from the ones originally proposed by Freud. There is an infinite amount of proposed defense mechanisms; nonetheless, for the purpose of this investigation only 20 of them will be addressed. The first mechanism is idealization, which refers to only perceiving the good traits in a person, viewing them as perfect. Repression is another defense mechanism, and it corresponds to one of the originally mechanisms proposed by Freud. It suggests that a person ‘bottles up’ the causes behind stress or anxiety, yet these can later on be reflected on behaviors or dreams. Third, projection consists of projecting feelings or fears on someone else. Denial is the fourth mechanism, and it attempts to deny behaviors, situations, or fears in order to avoid stress or anxiety. In addition, social comparison is the fifth mechanism, which consists on the individuals comparing themselves to others who are worse or best off in order to feel better. As a sixth mechanism, undoing refers to attempting to undo a behavior or situation out of guilt. The seventh mechanism is wishful thinking, which corresponds to an attempt to avoid an unwelcome situation. Eighth is suppression, which is a mechanism in which the person consciously tries to suppress a feeling, memory, behavior, etc. Splitting refers to a defense mechanism in which the person categorizes everything into right or wrong and does not accept what considered ‘wrong’ or ‘inconvenient.’

By the same token, a tenth mechanism is the self-serving bias, which seeks to protect from self-criticism by exaggerating achievements or blaming others for failures. Regression is another mechanism, and in this one the individual goes back to behaviors from early ages in order to cope with stress. Additionally, rationalism is a mechanism that consists of creating excuses for behaviors to avoid accepting reality. The thirteenth defense, introjection, refers to taking stimuli (behaviors, ideas...) from the environment and adopting them. Identification is another defense mechanism which aims to adopt other people's behaviors in order to avoid rejection. Likewise, humor is defined as a more mature mechanism to cope with stress. Disassociation refers to feeling separated from the real world as a means to escape reality. In addition, displacement is another defense tool in which the individual directs the feelings or actions towards someone who is not at fault. Additionally, avoidance refers to simply neglecting to face a certain situation. Anticipation is a defense mechanism through which the person mentally prepares for all the possible outcomes of a situation. Lastly, aggression refers to reacting to a situation in a violent way. (Waude, 2016)

In order to apply the Psychoanalytical Theory in the investigation, the situations faced by the book's protagonist have to be deeply analyzed. As in *The Perks of Being a Wallflower* the adolescent characters are portrayed as 'misfits' who experienced traumatic situations, it is necessary to identify these situations by implementing the psychoanalytical theory. Moreover, Freud's theory and the distinct defense mechanisms proposed over the years provide an opportunity to identify possible social implications of trauma present in the book and how each of the characters faced them. For this investigation, the relevant defense mechanisms will be identified according to the quotes and situations in the book object of study. As Freud's theory explains how the unconscious affects the mind, and how trauma can have implications in a person's social life, it is necessary to analyze the literary work under those beliefs. The

propositions of Freud's hypothesis completely relate to the protagonist and his friends, as each of them adopt different reactions to cope with stressful or traumatic situations.

2.1.4 Social Impact Theory.

Social life is made off of interpersonal relations. In order to coexist in society, individuals experience a certain extent of social influence, each individual being a target or a source of the influence. In 1981, Bibb Latané proposed the Social Impact Theory. This social approach emerged from the psychological field and expanded the Social Identity Theory proposed by Tajfel in 1978. The Social Impact Theory considers interpersonal influences and behaviors in a group. Although, it generalizes all individuals as passive beings, this theory is essential for this research; thus, it is necessary to understand what it is about, the hypotheses it proposes, and its relevance to the present investigation.

Society has a direct impact on various aspects of an individual's life, such is the case of thoughts and behaviors. Being social equals being subject to influence, and this influence may happen whether consciously or subconsciously. According to Latané's theory, every person is influenced by society in one way or another. In his beliefs, with the correct amount of social pressure any person can be swayed. Under those beliefs, he proposed that in order to refer to social influence there are three laws of behavior that have to be taken into account: social forces, psychosocial law, and divisions of impact.

Social force is the pressure exerted on a person to change a certain aspect of their behavior. Latané's Social Influence Theory offers a precise conjecture based upon two principles. Said principles propose that "[1] Social influence was a function of the number, strength, and immediacy of others, and [2] that its impact could either be multiplied or diffused" (Forgas et al., 2016). In other words, the amount of influence that society-or a certain group of society- can

have upon an individual is dependable on the social force exerted. Namely, social force is made of by how strong, numerous, and close that group is.

To clarify, each of the three functions proposed in the Social Influence Theory, mostly known as social forces, work correlatively. 'Number' argues that the more people in a group, the greater the exertion of social influence, 'strength' alludes to the power or the status in society that a certain group possesses. Moreover, 'immediacy' refers to the closeness among the group members. That is to say, if a group has more members, high power and close immediacy, the amount of influence that can be exerted on an individual will increase (Moeller et al., 2007). Taking the social forces as a basis, Latané provided a mathematical formula to sort the social influence phenomena, suggesting that social impact equals the adding of those social forces, and it is represented as $i = f(SIN)$.

The second law of behavior proposed by Latané corresponds to Psychosocial law. According to psychosocial law, the first source of influence has the greatest impact on the target person. That is to say, the impact does not double or triple depending on the number of influential sources. To clarify, Pearson Education Limited (2015) offers the following example: "The effect is more like that of a lightbulb in a dark room. One lightbulb will have a dramatic effect, a second will improve the lighting conditions, but as more lightbulbs are added, the effect becomes less pronounced" (p.20). As illustrated through the lightbulb example, the psychosocial law provides an insight on how the gradual increase of sources does not necessarily overexert the effect that the first source caused. For example, in an abuse scenario, repeating a command numerous times does not maximize the affect that the first utterance had on the victim.

Finally, Latané proposed that the influence of a source is shared equally among the targets. This proposition is known as the divisions of impact, and it refers to the third behavioral law. According to the idea of divisions of impact, if there is only one target, the impact would be

greater than it would be if there were five targets; in that case, each target would share one fifth part of the influence. The greater the amount of targets, the lesser the influence of the source. To illustrate through a bullying scenario, if the abuse is directed towards a single individual, the implications would be greater than if the abuse was directed to three individuals. This happens because, as the division of impact suggests, the more targets there are, the more it decreases the social force of the source group.

Humans are greatly influenced by society. As the Social Impact Theory proposes every individual is whether a target or a source for social influence. Although, most of the investigations done related to this theory have been related to obedience, its ideals adjust to different topics. By using the three laws of behavior proposed by Latané, researchers are able to best analyze a certain phenomenon by implementing a social approach that explains interpersonal influences on a person's life. In comparison, the theme of bullying and abuse present in *The Perks of Being a Wallflower* and its implications in adolescents can be approached using Latané's social theory. The sources, or bullies, exert a certain social force upon the targets, or victims, and the influence of these social forces is dependable on factors like the psychosocial law and the divisions of impact.

The Social Impact Theory can be applied in the current investigation; therefore, the situations surrounding themes of bullying and abuse present in the book must be analyzed thoroughly. *The Perks of Being a Wallflower* portrays the story of adolescents who are considered 'misfits' in society and are sometimes bullied for it. In relation, the social forces are exerted upon these adolescents, as the bullies possess strength, immediacy, and number. Despite being misfits, the adolescents in the book considered themselves stronger when together. Moreover, as Latané's social theory explains how source groups can affect individual targets and how the increase in the amount of targets diminishes the social influence, it is necessary to

analyze the literary work under those principles. This proposition entirely relates to the book's protagonist; whose behaviors change when surrounded by his misfit friends. The interpersonal influence and the behaviors of their peers influenced greatly the protagonist of the book and his misfit friends; thereof, the relevance of the Social Impact Theory for this research.

2.2 Author's biography: Stephen Chbosky

Born in Pennsylvania in 1970, Stephen Chbosky is a well-known novelist, director, and screenwriter. Chbosky attended the University of Southern California's Film Writing Program, where he wrote screenplays and worked on his first film *The Four Corners of Nowhere*. In 1994, Chbosky decided to work on his now most recognized novel, *The Perks of Being a Wallflower*, taking inspiration from classic young adult literature. It is said that Chbosky's ideas for this best-selling novel were influenced, among others, by the classics *The Catcher in the Rye* and *Rebel Without a Cause*. After six years of work, in 1999, Stephen Chbosky released *The Perks of being a Wallflower*. The novel, intended for a young adult audience, illustrates controversial themes, such as drug usage, abuse, suicide, mental health issues, sexual assault, and bullying, among others. Due to this, Chbosky's book was challenged by many critics, who claimed it was inappropriate for the audience's age group.

Almost a decade later, Chbosky piloted a project to adapt his book into a movie. Chbosky had an active role in the making of the film. Together with the filmmaker, Chbosky participated in the production of the movie. In 2012, *The Perks of Being a Wallflower's* movie adaptation was released, earning numerous awards. In like manner, Stephen Chbosky's contributions to the film and literary culture did not end or start with *The Perks of Being a Wallflower*. After writing this famous best-selling novel, Chbosky wrote for the drama *Jericho* in

2006; however, the show got cancelled two years later. In the present time, Stephen Chbosky is said to live in California, where he is working on a new project.

2.3 Plot

In need to talk with someone, a year after the suicide of his best friend Michael, Charlie started writing anonymous letters remitted to his “dear friend.” Charlie spoke about his family life. His parents seemed quite distant, his brother went to study abroad, his aunt Helen died in an accident, and his sister seemed to be trapped in abusive love relationships. At high school, Charlie’s life was not any better. The 15-year-old entered high schools and found it socially difficult to blend in and was often bullied. Charlie, who had an excellent academic development, managed to make only one friend: his English teacher, Bill, who always challenged him in literature and writing. Besides Bill, any adolescent seemed to be at the least aware of Charlie’s presence in high school.

Charlie’s high school life remained lonely until one day he approached Patrick, a classmate of his. By approaching him, Charlie also met Sam, Patrick’s stepsister. After meeting the siblings, Charlie became closer to the siblings and their friend group, often accompanying them to The Rocky Horror Picture Show. From hanging out with them, Charlie learned many things. Firstly, he realized that Patrick and Brad, the football captain, had been romantically involved for quite a while; however, they had to keep it a secret as Brad had an abusive father and he did not want to get bullied for being gay, as Patrick did-. In addition, he learned that Sam suffered from sexual harassment since she was a child, and was bullied for being an “easy girl.”

In his birthday, Charlie found himself sad, as it reminded him of Aunt Helen’s dead. Later, he admitted that Aunt Helen had been sexually harassed in her childhood; henceforth, she started with substance abuse. As Charlie started feeling depressed, he opted to do drugs. When

Sam and Patrick had to go away for college, Charlie worried that he would “get bad” again. One night, when he was saying goodbye to Sam, she attempted to make a move on him; however, when she touched him, he started to cry and realized that Aunt Helen had also touched him that way when he was a child. Charlie fell into the realization that Aunt Helen molested him when he was under 7 years old and, afterwards, his parents took him to stay in a psychiatric hospital. After two months, Charlie was released and went for a ride with Sam and Patrick, feeling renewed and finally happy.

Chapter III

Methodological Framework

Through this chapter, the researcher presents the methodology implemented in the investigation; moreover, it will be introduced the research's approach and design, sources of information, analysis categories, instruments, and processes for the data collection. In this chapter, the tools for the development of the investigation are presented; that is to say, that the results of the investigation derive from the data included in this chapter. As a result, this chapter allows the reader to further comprehend the investigation's process by reviewing the methods that were implemented for the designing of the instruments and approaches. As it provides the methodology utilized in the investigation, this chapter is primordial for achieving the investigation's results.

3.1 Research Approach

The qualitative research route is an approach based on data observation, collection, and analysis, which allows the investigator to understand a certain topic from the point of view of those who experience it. Hernández et al. (2018) explain that the investigation under the qualitative approach focuses on comprehending the phenomena, exploring them from the participant's perspective in their natural environment and in relation with context (p.390). In other words, this is a naturalist and interpretative route where the investigation's results derive from the interpretations of the participants of a certain process according to the realities that they face. These realities may vary from a participant to another as the investigation advances, which makes of this type of research something flexible and natural.

In order to carry out this approach, there are different available research designs whose application depends on the investigation's objectives. For this reason, it is primordial to establish

clear objectives before defining the usage of a specific investigation route. Equally, it is vital to have a sample population that has experience on the investigation's topic to manage the pertinent data collection and analysis.

In the current investigation, the qualitative approach is applied with the main objective of analyzing the social implications of bullying and abuse in adolescents using a sociocultural approach based on *The Perks of Being a Wallflower* by Stephen Chbosky during the second quarter, 2021. Through the implementation of this route, a deep analysis on the book is conducted. On the same note, a sample adolescent population is surveyed, so that more details can be interpreted to know and understand their opinions and experiences on the topic of study. By doing this, the researcher verifies the link between the book and modern adolescents' reality.

3.2 Research Design

The research design is the strategy used for the data collection. Accordingly, Hernández et al. (2014) state that the research design refers to the plan or strategy used to obtain the desired information in order to solve the problem statement (p.128). There are plenty of research designs, each depending on the research approach. For this investigation, the phenomenology design is carried out. For this, it is convenient to reference Álvarez-Gayao (2003), when he suggests that phenomenology is a philosophical current characterized for its focus on personal experiences, instead of the study of a phenomena from a group or interactional point of view. According to Gayao, phenomenology lays upon four key concepts: time, space, corporality, and human relation (p.85). In other words, phenomenology is a design applicable for the qualitative route, which focuses on the understanding of the experiences lived by the population of study. By carrying out an investigation based upon this design, it is necessary to interact with the subjects of study by asking them questions and listening to their opinions and experiences regarding a theme. Equally,

it could be assumed that the sample population for the study must be constituted by subjects with experience concerning the phenomenon of study. In this way, these subjects are able to narrate their experiences, thoughts, and feelings regarding the object of study. For this reason, it is important for the researcher to implement this design without preconceived ideas and always open to participants' contributions.

In this research, phenomenology analyzes the social implications of bullying and abuse in adolescents based on the book *The Perks of Being a Wallflower*. This was achieved through the implementation of a survey to a sample of adolescents in order to understand their individual experiences, and the common elements among them. Therefore, by doing this, the investigation implemented the five steps proposed by Amdeo Giorgi, (as cited by Álvarez-Gayou, 2003), when he proposes obtaining verbal data, read the data, group the information, organize, and express the data from a disciplinary perspective, and lastly synthesize the data for presenting it (p.88). Thus, to get the required data for this investigation, the researcher created a survey. Hence, the perspectives and the organization of the results were focused based on this scrutiny.

3.3 Information Sources

Information sources represent a necessary base for the development of this investigation. As these sources are primordial for an efficient implementation and analysis of the research's instruments, they must be chosen wisely. Information sources are divided into three categories: primary, secondary, and tertiary sources. In an attempt to obtain valuable and trusty results, the information sources are chosen and categorized as follows:

3.3.1. Primary sources.

According to Gallud (2015), primary sources are those that have not been formerly interpreted, or at least not in the sense which concerns the investigation's focus or with the desired amplitude. These sources are original, in the sense that nobody reunited the information before. A primary source can be a book that is analyzed, a manuscript that is interpreted, recently compiled statistic data, surveys, the telling of an ocular witness, or some document about which there is no previous analysis (p.21). It could be said, then, that primary sources are those which make of an investigation something authentic. As these are sources which have not been profoundly interpreted previously, they become a basis, which offer innovation and authenticity to the investigation. It results convenient to understand the term's definition; as primary sources were implemented in this investigation. This research utilizes the book analysis of *The Perks of Being a Wallflower*, as well as the sample adolescent population as its primary sources.

3.3.2. Secondary sources.

Secondary sources, as Gallud (2015) points, include material which has already been analyzed by other experts. These sources are facts and materials known and transmitted by others. They are books of critics and, generally, the interpretations which have been done about a certain topic (p.21). It could be inferred then that secondary sources offer credibility to an investigation, as they include acknowledged information which has been previously studied by experts about a specific topic. For this reason, it is important to include secondary sources in an investigation. Despite not being new information, these sources provide the pillars upon which new studies can be based on. For the purposes of this analysis, it results necessary to acknowledge the definition of secondary sources as these represent the basis of the same.

3.3.3. Tertiary sources.

Tertiary sources are those “that index, abstract, organize, compile, or digest other sources. Some reference materials and textbooks are considered tertiary sources when their chief purpose is to list, summarize or simply repackage ideas or other information” (University of Minnesota Crookston, 2015). In other words, tertiary sources represent existing works on other primary or secondary sources in which information is exposed in a simpler or summarized manner. Dictionaries, websites, and some textbooks are examples of tertiary sources. For this investigation, tertiary sources will provide definitions and additional information and ideas on the topic of study.

3.4 Analysis Categories

Analysis categories are analytic conceptualizations developed by the researcher to organize the result or discoveries related to a phenomenon or human experience under investigation (Hernández et al., 2018, p.474). To put it differently, the analysis categories provide an outline for the investigation. These categories allow the researcher to create conceptual limitations, which make it possible for the investigation process to advance smoothly, making it easier for the researcher to select and analyze relevant information. The analysis categories are a tool that provides organized conceptualizations concerning the analysis units of a certain phenomenon. Through the analysis categories, the main, general topic is divided into different sub-dimensions that are refined, as the research process advances. Moreover, by establishing clear organized analysis categories, can make a difference in the accomplishment of a successful investigation.

Glaser et al. (as cited by Álvarez Gayou, 2003) expressed that the categories and their properties must present two essential elements: [1] they must be analytical, that is to say, designate entities and not only characteristics, and [2] they must be awareness-raising, meaning,

provide the reader the possibility of vividly seeing and listening the studied people (p.93). It can be inferred, then, that analysis categories are firmly linked to the study's primary sources. Besides, they must provide a real proximity to the investigation's subjects and their experiences concerning a phenomenon. This categorization would be then developed through the identification of primordial elements for the object of study and the connection between the same. Henceforth, the analysis categories are referred to as "el procedimiento general por excelencia del análisis cualitativo" [the overall, per excellence procedure of qualitative analysis] (Álvarez-Gayou, 2003, p.164). For the present investigation, it results primordial to understand the concept and functionality of the analysis categories. This, in order to be able to structure the obtained results in an organized way. In this investigation, the researcher expects to have clear analysis categories. These categories originate from each of the investigation's main objectives.

3.4.1 Literary Analysis.

As the first analysis category, it is necessary to understand the conceptualization of Literary Analysis, as it implies the interpretation of the literary work. Accordingly, the term can be defined as follows, "A literary analysis is a careful examination of the mechanism of a literary work and a discussion of how that mechanism functions to reveal meaning" (Skrabanek, 2014). As explained, a literary analysis refers to an intense scrutiny of a piece of literature. This analysis is performed with the objective of interpreting the meanings behind the literary work. More specifically, the literary analysis focuses on a 'mechanism,' or, in other words, it emphasizes on a specific theme or aspect from the book. Overall, it can be said that a literary analysis offers a deep investigation of certain aspect in the literary work that aims for an interpretation of meaning.

3.4.2 Bullying.

For the present investigation, it is also necessary to understand the concept of bullying. A broad definition on this term is provided by Astor et al. (2015, p.32), where bullying is defined as behavior that intend to harm individuals in a physical or emotional way. Astor's definition includes many manifestations of bullying, among which it is mentioned "face-to-face, electronic media related bullying, verbal and social violence, physical violence, stealing and damaging of property, weapon use, and sexual harassment and assault." As stated, the term "bullying" encloses multiple acts of violence against a person that can result in a different range of repercussions. Most importantly, bullying is not reduced to one single type of violence, but rather comprises multiple actions and treatments that intend to harm an individual or a group.

3.4.3 Abuse.

Not only is it important to know the meaning of bullying, but also the concept of abuse. By itself, "abuse" has a broader meaning that encloses, among others, situations such as violence, bullying, sexual harassment, and emotional abuse. In an article for the website Healthy Place, Tracy (2012) proposes that, "abuse is when one person purposefully hurts another" and adds to this definition by stating that "abuse really means control. When a truly abusive situation exists, it is because one party is seeking to control the other through abuse." Situations of abuse, and henceforth bullying, are health harming treatments whose consequences are not only physical, but also emotional and mental.

3.4.4 Adolescent.

As important part of this investigation, it is essential to understand the term adolescence, as this age group corresponds to the subjects of investigation. “Adolescence, transitional phase of growth and development between childhood and adulthood. The World Health Organization (WHO) defines an adolescent as any person between the ages 10 and 19” (Csikszentmihalyi, 2021). Adolescence, then, is a development stage that includes people from the ages of 10 to 19, where many changes and growth occur.

3.4.5 Implications.

In order to understand the ‘implications’ of bullying and abuse, it is first necessary to define the term. The word ‘implication’ is a countable noun, often used on its plural form, that refers to “the effect that an action or decision will have on something else in the future” (Cambridge Dictionary, n.d.) To put it differently, in this context implications are a synonym of consequences or effects.

3.4.6 Society.

Related to the investigation’s approach, society is another term to conceptualize. In the Collins Dictionary Definition of Society (n.d.), two definitions result relevant. The first one suggests that “society is people in general, thought of as a large, organized group.” The second definition refers to society as a “a system of human organizations generating distinctive cultural patterns and institutions and providing protection, security, continuity, and national identity for its members.” By all means, society alludes to people as a group, that cooperate one way or another in a set system.

3.4.7 Culture.

As the investigation's approach suggests, analyzing the theme from a sociocultural point of view, the term culture must be conceptualized. Accordingly, culture is defined as "the characteristics and knowledge of a particular group of people, encompassing language, religion, cuisine, social habits, music and arts" (Zimmermann, 2017). In like manner, the definition provided by The Center for Advance Research on Language Acquisition (2019) states that culture is defined "as the shared patterns of behaviors and interactions, cognitive constructs, and affective understanding that are learned through a process of socialization. These shared patterns identify the members of a culture group while also distinguishing those of another group." Thereupon, culture are the shared aspects between a group of people.

3.5 Data collection Instruments

Data collection instruments are tools for gathering relevant information from the subjects and objects of study. These instruments are "used in the design of research projects based on action research, ethnography or conversational analysis." In the same way, "gathering research data following these methodologies often implies preparing situations, tasks or activities that engage participants to interact around a specific theme or to mobilize certain communication skills" (Canals, 2017, p. 390). For the present investigation, these ideas were considered in the designing of the instruments. As a means to achieve each of the investigation's objectives, the researcher implemented 3 different types of data collection instruments.

3.5.1 Analysis Tables.

As a way for gathering information related to the first and second objective, the analysis table was chosen as a data collection instrument. The analysis table offers an organized structure for examining selected information from the book. Correspondingly, “this process examines data selected from the data values for all columns of a table in order to compute the functional dependencies for the table. Table analysis finds associations between different columns in the same table” (Sherman, 2015). That is to say, analysis tables provide a way of analyzing the data by associating the different columns. This instrument is convenient for literary analysis, and more specifically, the second objective, as it helps identifying relations among key ideas.

For the present investigation, analysis tables were used as means to define the first and second objective. With these tables, a further analysis of the book was made. The tables were designed with three columns. In the first column, the table comprised quotes and situations that occurred in the book. The second column contained the data gathered for the literary theories by relating them to the situations in the book. Lastly, the third column alluded to the second objective, which was to determine the relation of these situations with bullying and abuse.

Quotes and situations	Literary Theories	Researcher’s interpretation

3.5.2 Survey.

One of the investigation’s objectives aimed to survey the adolescents’ opinions and experiences with bullying and abuse. In an attempt to reach this specific objective, a survey was chosen as one of the data collection-instruments. A survey is a convenient data collection instrument when doing a qualitative investigation. Correspondingly, this term is defined as “a

system for collecting information from or about people to describe, compare, or explain their knowledge, attitudes, and behavior” (Fink, 2003). Among its many benefits, surveys offer ease of participation; hence, sometimes resulting in more respondents who are willing to take part. Likewise, as they are anonymous, participants tend to be more honest when filling them. It must be remembered, nonetheless, that the success of the investigation depends greatly on the application of the instruments. For a survey to result useful for the research, it must be clear, understandable, and incite the subjects to answer with accuracy.

3.6 Collection Data Process and Data Analysis

The collection data process, according to Hernández et al. (2018), consists of applying one or more collection instruments to gather information relevant to the study’s variables in the selected sample or cases (people, groups, organizations, processes, events, etc.) (p.226). This process implies having clear investigation’s objectives. Moreover, it remarks the importance of establishing an organized plan that contains the steps to follow in order to achieve the conclusions, as well as the sources and methods that lead to them. For the purpose of leading an effective process, Hernandez proposes that the researcher must clearly understand which are the sources for the data-collecting process, where those sources can be found, the method used for the data collection, and the way in which these data will be analyzed. In this way, the research can answer the problem statement. Following the proposed procedure, for this investigation the data collection process is developed from three main sources.

The first source refers to the beginning of the investigation. During this stage, the researcher led a merely theoretical investigation. Previous investigations, books, articles, and theories offered a guide for the present study. Moreover, these external sources worked as antecedents. External sources not only provided background, theoretical, and conceptual knowledge relevant to the research, but also an idea of methodology and form. Secondly, the

book *The Perks of Being a Wallflower* represented a main source of information. As the investigation is based upon a literary analysis, the novel served as a means of interpretation. The whole basis of the investigation was casted down on the theme of bullying and abuse presented in the novel. In fact, the extraction of quotes, situations, themes, and other elements from the book allowed the researcher to obtain valuable information for the study. Most importantly, the examination of the book offered the researcher an opportunity to approach it from a sociocultural view and draw conclusions and interpretation based on existing theory.

As a final source, a sample group of adolescents worked as the subjects of the investigation. By providing their honest opinions and experiences, the target audience offered a different, fresh perspective on what modern youth considers and experiences concerning the theme of study. Equally important, this specific source offered an insight on interpersonal relations and, henceforth, the social influence on the bullying and abuse's implications. Through their participation, the sample population of adolescents provided significant, first-hand information for this research.

Under those circumstances, the data collection process was developed by the gathering of information from three main sources. The researcher led the process of data collection by using external sources, the book -object of study-, and the adolescents as a target audience. Each source provided valuable elements for reaching the objectives of these investigation. For this reason, the gathering of data from these sources allowed the investigator to advance with the next step of the investigation. Once the collection data process was completed, the analysis process will follow.

Chapter IV

Data Analysis

In this chapter, the researcher seeks to analyze the literary work. To accomplish this, the theories presented in Chapter II, as well as the methodology proposed in Chapter III, are implemented. Together with those basis, the investigator's interpretation supports the theories by offering a written analysis that explains the connection between the established theories and the book. Henceforth, the present chapter involves a three-way-investigation, which encloses information from the literary work, experts' proposals, and investigator's analysis. This analysis is supported by the literary theories and book quotes supported by the researcher's intervention, the results obtained from the investigation's instruments, and a further literary analysis of the themes, symbols, and motifs present in the book.

4.1 Approaches to the investigation

An approach is "a way of doing something" (Cambridge Dictionary, 2021). In literature approaches, they are used "for understanding the role of historical context in interpretation as well as the relevance of linguistic and unconscious elements of the text" (Brewton, 2021). Under the light of those definitions, it can be said that approaches in literature refer to the way in which researchers conducts their investigation, considering different elements in the piece of literature and their own interpretation. The literary approach the investigator chooses provides a clearer idea of where the investigation is heading. Moreover, this approach offers pre-established views on a certain topic that help the investigator forming a clearer analysis, based on existing and trustworthy bases.

In the case of the current investigation, the researcher selected the sociocultural approach as that one which best suited the literary analysis based on the topic and objectives. Among other things, the sociocultural approach emphasizes the influence of society and culture on individuals. “Sociocultural philosophy is concerned with how individual, social, and contextual issues impact human activity, especially learning and behavior” (McInerney et al., 2011, p.12). In other words, the sociocultural approach analyzes the way in which social and cultural factors effect individuals and groups of people. Through this approach, it is proposed that society and individuals are forged based on a set of pre-established norms that lead them to learn and, thus behave in a particular manner. Thereupon, this investigation implements the sociocultural approach as a means to identify and analyze the implications of bullying and abuse in adolescents.

4.2 Theories vs literary work

There will be analyzed the selected parts from the literary work, each supported by established literary theories. This segment aims to provide a clear book analysis by utilizing analysis tables. These tables include the literary theories implemented, relevant book quotes, and the researcher’s interpretations regarding these. In this way, the readers can have a sharper visual comparison, which allows them to identify the relation between the quotes and theories respectively, using the researcher’s interpretation as an illustration for the comparing.

4.2.1 Book Analysis.

As previously mentioned in Chapter II, the research is based upon three literary theories: behavioral, psychoanalytical, and social impact theories. The following charts display each of the theories respectively accompanied by book quotes and the researcher's interpretation of each. Said quotes and situations extracted from the book portray the connection the researcher attempts to show between the book and the established theories. Forthwith, the column titled researcher's interpretation explains that link. Following, the first table contains the behavioral theory, the second one includes the psychoanalytical theory, and the third one encloses the social impact theory.

Table 1. Fragments or quotes from the book *The Perks of Being a Wallflower* alongside the Behavioral Theory and the researcher's interpretation.

Literary Theories	Quotes and situations	Researcher's interpretation
Behavioral Theory	<p>“Then, Sam took my hand and stood me up on the dizzy floor. “C’mon. We’ll get you a milkshake.” As we were leaving, Sam turned to Bob. “I still think you’re an asshole.” All Bob did was laugh. And Sam finally laughed, too. And I was glad that everyone</p>	<p>The way in which an individual behaves is, many times, the portrayal of an imitation from other people. As they are in such an impressionable age, adolescents are often susceptible to these conducts of imitation. Just like the behavioral theory states, observable behaviors are learnt from copying other people’s</p>

	<p>seemed as happy as they seemed.”</p> <p>(Part 4, page 24)</p>	<p>actions. Equally, these conducts emerge from the need to fit in a certain group or status. As portrayed in the given book quote, Charlie acted cool in a situation in which he was taken advantage of because of the mere reason of keeping the other people in at the party happy and laughing. Charlie was drugged without consent, but still he behaved relaxed, trying to fit in a group of people who, just like him, were considered misfits. Although, his lifestyle and personality differed a lot from that of this group of friends, he acquired their behaviors for the sake of keeping others happy and making sure they liked him. Like this situation, Charlie tended to behave in these sorts</p>
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		<p>of ways for the same purpose: fitting in with his new and only group of friends. The situation presented illustrates how the need to fit in pushes a person to behave in a certain way by imitating actions seen as acceptable or nonchalant in a group; thus, changing their own personality to be socially accepted.</p>
	<p>“I thought about the time when she and her friends painted my fingernails, and how that was okay because my brother wasn’t there. And the time she let me use her dolls to make up plays or let me watch whatever I wanted to watch on TV” (Part 3, page 67)</p>	<p>The behavioral theory states that personality and observable behaviors develop based on the individual’s social and cultural surroundings. From the given situation, it can be perceived how Charlie’s personality and observable behaviors changed gradually because of his brother’s and father’s chauvinistic ideals. During his early years, Charlie did</p>

		<p>activities and presented behaviors that gender norms usually classify as feminine, such as playing with dolls, painting his nails, kissing a boy, or crying. As the situation reads, “when my brother wasn’t there,” it illustrates the point of showing that Charlie was not supposed to behave a certain way when his brother or father were around. This necessity to fit the ideals of others (father and brother) drove Charlie to learn new behaviors by imitating patterns. Although, these two figures did not abuse him physically, their expectations and ideals represented a grand pressure for Charlie. From observing his father and brother, for example, he deducted that he was not</p>
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		<p>allowed to cry, even less do it in public, which is very ruthless both mentally and emotionally. These constructs can be classified as a type of abuse that deny him from behaving authentically and instead, pushed him to show conducts that are expected from an adolescent male.</p>
	<p>“It’s like if I blamed my aunt Helen, I would have to blame her dad for hitting her and the friend of the family that fooled around with her when she was little. And the person that fooled around with him. And God for not stopping all this and things that are much worse. And I did do that for a while, but then I just couldn’t anymore.</p>	<p>According to the behavioral theories, the experiences that a person lived in their past directly influence their future conducts. The way a person behaves when facing an adversity may define permanent conducts in the future, or affectations of another sort. Aunt Helen suffered from many traumas and abuses during her life, and her resulting conduct and personality imitated the</p>

	<p>Because it wasn't going anywhere. Because it wasn't the point.”</p> <p>(Part 4, page 118)</p>	<p>same she suffered. That is to say, Aunt Helen's acquired behaviors translated into her past experiences. The behavioral theory enters when it is analyzed that this traumatic, past experience left such an impact in Aunt Helen that her acquired behavior was a similar copy to what she suffered. This time inverting the roles and switching from the abused to the abuser. In Charlie's case, his whole personality changed after the abuse situation. From that moment onward, he behaved submissive with friends, family, and whomever crossed his path.</p>
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Fragments or quotes from the book The Perks of Being a Wallflower alongside the Behavioral Theory and the researcher's interpretation. Source: researcher's creation

Table 2. Fragments or quotes from the book *The Perks of Being a Wallflower* alongside the Psychoanalytical Theory and the researcher's interpretation.

Literary Theories	Quotes and situations	Researcher's interpretation
Psychoanalytical Theory	<p>“I don't know if you've ever felt like that. That you wanted to sleep for a thousand years. Or just not exist. Or just not be aware that you do exist. Or something like that. I think wanting that is very morbid, but I want it when I get like this. That's why I'm trying not to think. I just want it all to stop spinning.”</p> <p>(Part 2, page 54)</p>	<p>The psychoanalytical theory proposes a consideration of thoughts, emotions, and behaviors when linking together past and present experiences. Charlie expressed his desire to not exist, or merely disappear as a way to cope with stress. In the quoted situation, Charlie explained he was “trying not to think,” thus trying to avoid his worries.</p> <p>This way of coping with trauma, as the theory states, is denominated avoidance and consists of simply attempting to neglect every feeling, thought, or emotion that may lead to the hurtful situation. In Charlie's case, he was</p>

		<p>attempting to avoid thinking on the problems he had been experiencing with his friends and family, and unconsciously, he was-also dealing with the abuse trauma.</p>
	<p>“I don’t really want to talk about the questions and the answers. But I kind of figured out that everything I dreamt about my aunt Helen was true. And after a while, I realized that it happened every Saturday when we would watch television.”</p> <p>(Part 4, page 117)</p>	<p>More than anything, the psychoanalytical theory proposes how the unconscious mind is often the cause of behaviors, feelings, and general ways of acting. This theory indicates how the unconscious can conveniently hide deep inside a person’s mind traumas in order to avoid implications in a greater, earlier stage. Having suffered from a childhood abusive situation might be unknown to the adult; although, it did happen. For Charlie, this theory</p>

		<p>approached exactly his situation. This teenager was abused when young by his most beloved aunt, yet he was unaware that happened for many years. His memories of the abuse were blocked by his unconscious mind; thus, he was not consciously responsive of what had happened. It was not until a triggering situation came to be, that he remembered fragments of his trauma. When his friends left for college and he was left alone all over again, his mind brought him past memories, which included this fragment of him and his Aunt Helen watching TV on Saturday nights. Once Charlie told everything to his psychiatrist,</p>
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		<p>she helped him approach the situation by putting the pieces together and confirming that he had suffered from sexual abuse. The psychoanalytical theory linked his past experience to the behaviors he presented after, during his adolescent years, which were all defense mechanisms to cope with the pain that trauma brought.</p>
	<p>“The first thing Mary Elizabeth said was, “That’s original.” I just reminded myself that she didn’t say it mean. She wasn’t making fun of me. She wasn’t comparing. Or criticizing. And she really wasn’t. Believe me” (Part 3, page 73)</p>	<p>Fear is one of the emotions that can be analyzed by the propositions of the psychoanalytical theory. This situation’s fragment illustrates Charlie’s fear of being judged, criticized, or made fun of. This fear most likely derives from previous experiences in which he was made fun of because of his preferences.</p>

		<p>Additionally, as he was a smart student, many classmates took advantage of that for their own benefit, using him as a means to get good grades or simply pass the school year. Despite knowing of these situations of bullying, nobody did anything to help him (or really none of the victims). Throughout the book Charlie introduced himself as an introverted teenager, who did not have any friends before Patrick and Sam, except for his deceased friend, Michael. Moreover, in his letters Charlie voiced how he was often told he was weird. As his likes differed from those of most adolescents from his generation, Charlie was made</p>
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		<p>fun of for being different. For this reason, he unconsciously felt attacked when Mary Elizabeth replied to him gifting her his favorite book. Charlie anticipated a negative reaction before it actually happened. This, as his previous experiences, transformed him in an insecure person that expected to be laughed at.</p>
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Fragments or quotes from the book The Perks of Being a Wallflower alongside the Psychoanalytical Theory and the researcher's interpretation. Source: researcher's creation

Table 3. Fragments or quotes from the book *The Perks of Being a Wallflower* alongside the Social Impact Theory and the researcher's interpretation.

Literary Theories	Quotes and situations	Researcher's interpretation
Social Impact Theory	<p>“The thing that Brad yelled at Patrick. “Faggot!” Brad’s football buddies start laughing. A few tables got quiet as Patrick turned around. He was mad as hell. I’m not kidding. He stormed up to Brad’s table and said, “What did you call me?” God, he was mad. I’d never seen Patrick like that before. Brad sat quiet for a second, but his buddies kept egging him on by pushing his shoulders. Brad looked up at Patrick and said softer and meaner than the last time, “I called you a faggot.” Brad’s buddies started laughing</p>	<p>The impact which bullying can have upon an individual, increases when coming from a strong, numerous, and close group according to the Social Impact Theory. This book situation illustrates how the strong and numerous group of football players, Brad’s friends, attempted to belittle Patrick by making fun of him for his sexual orientation. Brad himself was queer, yet he did not admit it in front of anyone other than Patrick (his partner) and the misfit friends group. This, because of his father’s homophobic ideals and his status as a popular, white, football player. In the</p>

	<p>even harder. That is, until Patrick threw the first punch. It's kind of eerie when a whole room gets quiet at once, and then the real noise starts. The fight was hard. A lot harder than the one I had with Sean last year. There was no clean punching or things you see in movies. They just wrestled and hit. And whoever was the most aggressive or the most angry got in the most hits. In this case, it was pretty even until Brad's buddies got involved, and it became five on one. That's when I got involved."</p> <p>(Part 4, page 84)</p>	<p>bullying situation presented, Brad acted as the abuser and felt the strength of his numerous group of friends, who backed him up when offending Patrick. Likewise, the physical and psychological damage that was inflicted upon Patrick increased in force when Brad's buddies intervened in the fight. The social impact theory is portrayed in this situation as it proves that the victim is more exposed if the abuser is stronger, numerous, and closer. As the abuser, Brad is stronger and popular, he had many friends that helped him to bully Patrick; he was also close to the victim, as they were partners. These three factors, just like the theory</p>
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		proposes, represent a greater impact on the victim.
	<p>“I will not say who. I will not say when. I will just say that my aunt Helen was molested. I hate that word. It was done by someone who was very close to her. It was not her dad. She finally told her dad. He didn’t believe her because of who it was. A friend of the family. That just made it worse. My grandma never said anything either. And the man kept coming over for visits. My aunt Helen drank a lot. My aunt Helen took drugs a lot. My aunt Helen had many problems with men and boys. She was a very unhappy person most of her life. She went to</p>	<p>The social impact theory also points at the hypotheses that the first influence has the greater impact. This psychosocial law argues that in many cases, the first experience or situation is more influential to the victim than many that may follow. In other words, even if an abusive situation was repetitive, the most impactful for the victim would be the first time it occurred. This was the case for Aunt Helen and also for Charlie. Although, they both suffered from plenty traumatic experiences, nothing marked them more than the first time. This first source of abuse left permanent traces in</p>

	<p>hospitals all the time. All kinds of hospitals. Finally, she went to a hospital that helped her figure things out enough to try and make things normal, so she moved in with my family.”</p> <p>(Part 2, page 52)</p>	<p>their adult/adolescent life. In the situation presented, for example, the trauma left by the abuse Aunt Helen suffered impacted her to the point of affecting her mental, physical, psychological, and emotional health. Even more, the impact from the first trauma was so much that she even developed the same abusive behavior towards her own nephew, repeating the abusive pattern she suffered.</p>
	<p>“I didn’t know that other people thought things about me. I didn’t know that they looked. I was sitting on the floor of a basement of my first real party between Sam and Patrick, and I remembered that Sam introduced me as her friend</p>	<p>According to the social impact theory, the more targets there are, the less the abuser’s influence represents. To put it differently, together, victims, become stronger, such is the case in the quoted situation.</p> <p>When Charlie met Patrick and Sam, he was introduced to a</p>

	<p>to Bob. And I remembered that Patrick had done the same for Brad. And I started to cry. And nobody in that room looked at me weird for doing it. And then I really started to cry. Bob raised his drink and asked everyone to do the same.</p> <p>“To Charlie.”</p> <p>(Part 1, page 25)</p>	<p>new world. He, who had never had a group of friends, found himself accepted within a group that, although behaved fairly different from him, shared very important characteristics. All the members in that group of friends had suffered from some sort of abuse. They were all considered outcasts at school. They were the Misfit toys. Although Charlie still felt odd about his introverted personality and out casted status, he found comfort in knowing that there was a group of people who had suffered just as he had, and whom he knew would be there for each other when needed</p>
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Fragments or quotes from the book The Perks of Being a Wallflower alongside the Social Impact Theory and the researcher's interpretation. Source: researcher's creation

4.3 Themes, Motifs, and Symbols

In order to elaborate a literary analysis, it is first necessary to understand the concept of some literary terms. Themes, symbols, and motifs are always present in literature; henceforth, it is necessary to know the definition of each term, the differentiation between them, and some examples of the same in other literary works.

4.3.1 Themes.

In literature, a theme refers to an “idea that runs through a literary work” (Didau, 2021). Every work of literature possesses at least one theme. Likewise, many different literary pieces have portrayed similar themes throughout the years. To give some examples, *The Catcher in the Rye* portrays the themes of innocence, maturing, and transitioning into adulthood. Similarly, *A Portrait of the Artist as a Young Man* by James Joyce illustrates the theme of innocence and maturing through a coming-to-age story. In relation to this concept, Ben-Amos (2020) states that themes are sometimes mistaken with motifs and that to solve this confusion, it is appropriate “designating the minimal narrative unit as motif and its essential and maximal meaning as theme” (p.129). In other words, themes are the essence of a literary work, or the meaning that the author wishes to convey.

Table 4. Fragments or quotes from the book *The Perks of Being a Wallflower* alongside themes in the book and the researcher’s interpretation.

Themes	Quotes and situations	Researcher’s interpretation
Trauma and abuse	“When I fell asleep, I had this dream. My brother and my sister and I were watching television with my	Trauma and abuse are the main themes present in the book. The protagonist suffered from a traumatic experience at a very

	<p>Aunt Helen. Everything was in slow motion. The sound was thick. And she was doing what Sam was doing. That's when I woke up.”</p> <p>(Part 4, page 116)</p>	<p>young age, when he was abused by his beloved aunt. Charlie presented a series of traumas and other implications that resulted from this abuse.</p> <p>Moreover, as he did not know how to individually deal with this trauma, his unconscious mind blocked the memories of the traumatic experience, and instead created a series of defense mechanisms and behaviors. From this citation, it can be said that the protagonist's trauma was such it was not until an event triggered his mind that he remembered part of what had happened.</p> <p>Nevertheless, Charlie was not able to remember everything clearly. It is also important to analyze that not only Charlie suffered from trauma, but also</p>
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		<p>most of the people surrounding him, including family and friends. Some examples are his sister, his aunt, Patrick, Sam, and all the group of wallflowers. In fact, every person surrounding Charlie was also a victim of abuse and dealt with trauma in an unhealthy way, added to the fact that he did not understand how to deal with everything in an appropriate manner. As the people around him reacted to abuse by reciprocating it or submissively accepting it, Charlie learnt that there was no healthy way to cope with that burden.</p>
Bullying	<p>“I keep quiet most of the time, and only one kid named Sean really seemed to notice me. He waited for</p>	<p>Bullying is another one of the themes present in <i>The Perks of Being a Wallflower</i>, as some of its characters, including the</p>

	<p>me after gym class and said really immature things like how he was going to give me a “swirlie,” which is where someone sticks your head in the toilet and flushes to make your hair swirl around. He seemed pretty unhappy as well, and I told him so. Then, he got mad and started hitting me.”</p> <p>(Part 1, page 6)</p>	<p>protagonist, are victims of it. In this extract, the protagonist narrated how in his new school, there was this one boy who constantly bullied him with threats and, one day, even hit him. Being an introverted, smart teenager, Charlie was one of the main targets for bullies. Even, situations such as the one with Sean did not take place anymore, as he found himself a group of friends that, although were also misfits in the adolescent society, made him stronger. Charlie was not the only character in the book who suffered from these situations. Patrick, Sam, and most of his friends were bullied in different ways because of their likings, personalities, appearances, and behaviors, among other things.</p>
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		<p>Bullying, although not present as the main theme of the book, offers and insight to what these abuses implied, how social factors may affect, and the implications that it can have. Despite not completely halting bullying, the union of the misfit group made each member stronger, so that they each counted with more help to face these situations.</p>
<p>Sexual Harassment</p>	<p>“I looked over to Sam. “He raped her, didn’t he?” She just nodded. I couldn’t tell if she was sad or just knew more things than me. “We should tell someone, shouldn’t we?” Sam just shook her head this time.” (Part 1, page 21)</p>	<p>Charlie, Aunt Helen, and other characters in the book were implicated in situations of sexual harassment. This book fragment shows Charlie’s worry when he found out that Dave, one of the most popular football players at school, raped his girlfriend. The theme of sexual harassment is one of the main themes present in the book. The</p>

		<p>protagonist struggled to deal with this experience and unconsciously blocked it from his mind; his Aunt Helen, who was also a victim of this type of abuse, became an abuser; and Dave's girlfriend accepted the abuse.</p>
<p>Suicide</p>	<p>"It's hard to remember. But Dave with the awkward glasses told us that Michael killed himself. His mom played bridge with one of Michael's neighbors and they heard the gunshot." (Part 1, page 4)</p>	<p>Suicide is an important theme mentioned in the book. Charlie is a boy who suffered from trauma; however, he started writing the letters in order to heal from the abuse, as well as his best friend's suicide. In this excerpt, Charlie remembered the day Michael killed himself. This moment was very impactful to Charlie, so impactful that it triggered to start writing as a way to control his emotions. Furthermore, suicide is presented as a</p>

		<p>possible consequence of untreated traumas. Although, the reason behind Michael's suicide was never mentioned, it did say that he had problems at home. Although, suicide is just a minor theme in the book, its huge impact on Charlie and the relevance of the theme itself makes it worth mentioning.</p>
Sexuality	<p>"I opened the door, and I saw Patrick kissing Brad. It was a stolen type of kissing. They heard me in the door and turned around. Patrick spoke first. "Is that you, Charlie?" "Sam's making me a milkshake." "Who is this kid?" Brad just looked real nervous and not in the Bob way. "He's a friend of mine. Relax." Patrick then took me out of the room</p>	<p>Through this citation, sexuality can be analyzed as another theme present in the book. This fragment shows the tussle that sexuality represents to society when not referring to straight, cis individuals. In this fragment, it is shown how Patrick openly admitted his sexuality when Brad was scared of doing so. Sadly, Brad's fear is the same many people with a different sexual orientation have to face</p>

	<p>and closed the door. He put his hands on both of my shoulders and looked me straight in the eye. “Brad doesn’t want people to know.” “Why?” “Because he’s scared.”</p> <p>(Part 1, page 24)</p>	<p>daily because of social prejudices. At the time when the book was written, the theme of sexual orientation was considered unacceptable and taboo for many, still the author shows two sides for this theme. Patrick is illustrated as a gay male who did not let anyone define him because of whom he liked, but rather who he was as a person. Most importantly, nearing the end of the book, he managed to teach Brad to accept and love himself, as his worth did not lay on his sexual preferences.</p>
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Fragments or quotes from the book The Perks of Being a Wallflower alongside themes in the book and the researcher’s interpretation. Source: researcher’s creation

4.3.2 Symbols.

In an attempt to explain the concept of symbols in literature, Mazur (2016) suggests that “When an unconscious idea fits a conscious one, a new meaning emerges. The symbol is exactly that: meaning derived from connections of conscious and unconscious thoughts” (p.11). Symbols, then, are ideas, objects, gestures, characters, or settings that the author uses in the literary work in order to convey a greater meaning. Symbols are very used in literature as they allow the author to add meaning and expression into the writing in a subtler way. Symbols, according to Didau, are only mentioned once or twice within the book. In the famous book *Frankenstein*, for instance, fire is a symbol that represents both, warmth and pain, alluding to Victor Frankenstein’s thirst of knowledge through which he was rewarded by giving life, but punished when creating a cruel creature that ends ruining his life.

Table 5. Fragments or quotes from the book *The Perks of Being a Wallflower* alongside symbols in the book and the researcher’s interpretation.

Symbols	Quotes and situations	Researcher’s interpretation
Mix tape	<p>“My dad said I couldn’t drive until the weather cleared up, and it finally did a little bit yesterday. I made a mix tape for the occasion. It is called “The First Time I Drove.” Maybe I’m being too sentimental, but I like to think that when I’m old, I</p>	<p>In the book, mixtapes were mentioned several times. The two meanings, which can be alluded to this symbol have a good connotation. In this extract, Charlie mentions creating two mixtapes: one to remember his first drive and the other as a gift to his deceased</p>

	<p>will be able to look at all these tapes and remember those drives. The first time I drove alone was to see my aunt Helen. It was the first time I ever went to see her without at least my mom. I made it a special time. I bought flowers with my Christmas money. I even made her a mix tape and left it at the grave.”</p> <p>(Part 2, page 53)</p>	<p>aunt. Regarding the firstly mentioned mixtape, it represents an eventful or important moment in Charlie’s life, something he wanted to remember forever. Thus, Charlie incorporated that moment into an object: a mixtape. The mixtape, then, symbolizes a physical representation of memories. Likewise, the second mixtape in the extract represents a gift that Charlie offered to the people he gave them to: this gift was love and friendship.</p>
Drugs	<p>“I don’t really know what I’m saying. I probably shouldn’t write this down because I’m still seeing things move. I want them to stop moving, but they’re not supposed to for another few</p>	<p>Although Charlie used to be a teenage boy with no vices, he started doing drugs once he met his new group of friends. The use of these substances was mentioned several times throughout the book; hence,</p>

	<p>hours. That’s what Bob said before he went to his bedroom with Jill, a girl that I don’t know.”</p> <p>(Part 2, page 55)</p>	<p>they represent an important symbol. The book offers a negative connotation for this symbol. Firstly, like in this extract, it portrays how lost Charlie felt when on drugs, this as drugs represented an escape. Just like Sam described it later in the book, drugs created a trance, which caused the consumer to not be able to focus on his/her surroundings. This trance or escape provided Charlie a way to escape from his suffering, at least from a short while.</p>
Books	<p>“I gave Patrick On the Road, Naked Lunch, The Stranger, This Side of Paradise, Peter Pan, and A Separate Peace. I gave Sam To Kill a Mockingbird, The Catcher in the Rye, The</p>	<p>Books, just like mixtapes, symbolize Charlie’s offering of love and friendship. In this excerpt, it is narrated how Charlie took his time to give copies of his favorite books to Sam and Patrick, whom he</p>

	<p>Great Gatsby, Hamlet, Walden, and The Fountainhead. Under the books was a card that I wrote using the typewriter Sam bought me. The cards said that these were my copies of all my favorite books, and I wanted Sam and Patrick to have them because they were my two favorite people in the whole world.”</p> <p>(Part 4, page 109)</p>	<p>appreciated so much. Charlie did this as a token of his love and gratitude for them and what they had done. Equally, it is important to analyze that, books are carefully chosen by Charlie depending on the person he would gift them to. This, as he was observant and wished to fit their likings. Maybe by proving that he knew them and gifting them books that they would most likely enjoy and would reciprocate the same feelings of love and friendship. Likewise, it is important to mention that this symbol is not only illustrated through Charlie, but also through his English teacher, who gave him many books as a way of saying, without words, that he was there for Charlie.</p> <p>Overall, this symbol represents</p>
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		a wordless way of expressing support, love, and friendship.
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Fragments or quotes from the book The Perks of Being a Wallflower alongside symbols in the book and the researcher's interpretation. Source: researcher's creation

4.3.3 Motifs

Motifs are often confused with symbols and even themes. Motifs are “yet another way to extend metaphors throughout a text... A motif may represent a theme, but it will be distinct from it” (Didau, 2021). Motifs are representations with a meaning that contribute to the development of themes. Although, they have symbolic meaning, motifs are different from symbols. Contrary to symbols, motifs are constantly repeated and shown throughout the book. To give an example, weather is a motif present in *The Great Gatsby* by Scott Fitzgerald. In this novel, the weather is mentioned repeatedly, and it works as a representation of the emotions in the narrative.

Table 6. Fragments or quotes from the book *The Perks of Being a Wallflower* alongside motifs in the book and the researcher's interpretation.

Motifs	Quotes and situations	Researcher's interpretation
The Rocky Horror show	“Of all the things I've done this year so far, I think I like The Rocky Horror Picture Show the best. Patrick and Sam took me to the theater to see it on Halloween night. It's really fun because all these kids	The Rocky Horror show is constantly mentioned throughout the book. This show represents a motif, as it implicitly or metaphorically presents itself as a place or situation where each person can be authentic without having to

	<p>dress up like the people in the movie, and they act out the movie in front of the screen.”</p> <p>(Part 2, page 29)</p>	<p>worry about being judged, bullied, or criticized. In this fragment, Charlie expressed his liking towards the Horror Show and how he considered it enjoyable. Moreover, later when he got the chance to act as Rocky, in this same show, he found himself feeling liberated. All of this happened because acting out as another persona gave Charlie the freedom that he could not have by being himself. He could not do it because of his timid personality, as well as, of course, social standards. The Rocky Horror Show elucidated a safe space where “wallflowers” could be themselves, feel liberated, and act in ways which society often denies. Somewhere to be</p>
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		authentic without being judged or bullied.
The Tunnel	<p>“There’s something about that tunnel that leads to downtown. It’s glorious at night. Just glorious. You start on one side of the mountain, and it’s dark, and the radio is loud. As you enter the tunnel, the wind gets sucked away, and you squint from the lights overhead. When you adjust to the lights, you can see the other side in the distance just as the sound of the radio fades to nothing because the waves just can’t reach. Then, you’re in the middle of the tunnel, and everything becomes a calm dream. As you see the opening get closer, you just</p>	<p>The tunnel is another motif, repeatedly mentioned in the book. This motif represents a golden moment, as it embodies freedom and happiness. In the present fragment, Charlie mentioned how everything became calm once he “hits the tunnel.” The tunnel was a place where Charlie, Sam, and Patrick could freely express their emotions: sing, shout, or laugh with no care. The tunnel, it can be said, represents a transition between the restless daily life and a calm limbo. It is the brief space and time that offered calmness to Charlie’s busy mind. In addition, it represents his journey that started from darkness and suddenly reached</p>

	<p>can't get there fast enough.</p> <p>And finally, just when you think you'll never get there, you see the opening right in front of you.”</p> <p>(Part 4, page 108)</p>	<p>blinding lights. Metaphorically, this represents his traumatic past and how his life suddenly changed when he met his new group of friends. All of this blinding journey led to the opening of the tunnel, which was discovering himself, his real memories, and learning to slowly overcome them to keep up living his life.</p>
<p>Letters</p>	<p>“All I remember from the rest of that night was looking all over the house for an envelope and a stamp. When I finally found them, I wrote your address and walked down the hill past the trees to the post office because I knew that if I didn't put it in a mailbox that I couldn't get it back from, I would never mail</p>	<p>The book consists of a compilation of letters Charlie sent anonymously to a recipient, who is unknown to the readers. Because the book is an epistolary novel, it is all based on letters. These letters, at the same time, represent a motif as they not only are the body of the book, but they are also mentioned by Charlie many times. In this excerpt,</p>

	<p>the letter. It's weird how important it seemed at the time. Once I got to the post office, I dropped the letter into the mailbox. And it felt final. And calm.”</p> <p>(Part 3, page 55)</p>	<p>Charlie appeared desperate to send the letter. It can be analyzed that for Charlie, letters represented a means to control his emotions. By writing these letters, Charlie was able to control his emotions and work on his traumas. Likewise, the letters offered Charlie a safe place to hide his troubled and happy feelings, as well as simple everyday events.</p>
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*Fragments or quotes from the book *The Perks of Being a Wallflower* alongside motifs in the book and the researcher's interpretation. Source: researcher's creation*

4.4 Survey Analysis

As surveys gather information from the subjects' experiences and knowledge, it resulted incredibly convenient for the investigation, as the present analysis considers the adolescent audience as an important source of information to draw conclusions on the topic. By applying the survey, the researcher collected information on the personal opinions and experiences of a sample group of adolescents between the ages of fourteen and sixteen, concerning the topic of bullying and abuse from a sociocultural perspective. Said survey was designed through the tool google forms. Through this application, a complete 14-question survey was designed in a way in which it would not result too wordy for the adolescents. After designing and revising the survey, the online application generated a link that was later send to the respondents. Each participant was able to easily answer the survey from their devices (cellphone, tablet, laptop, or computer). Once the respondents were finished, the results were immediately available in the researcher's account.

Figure 1.

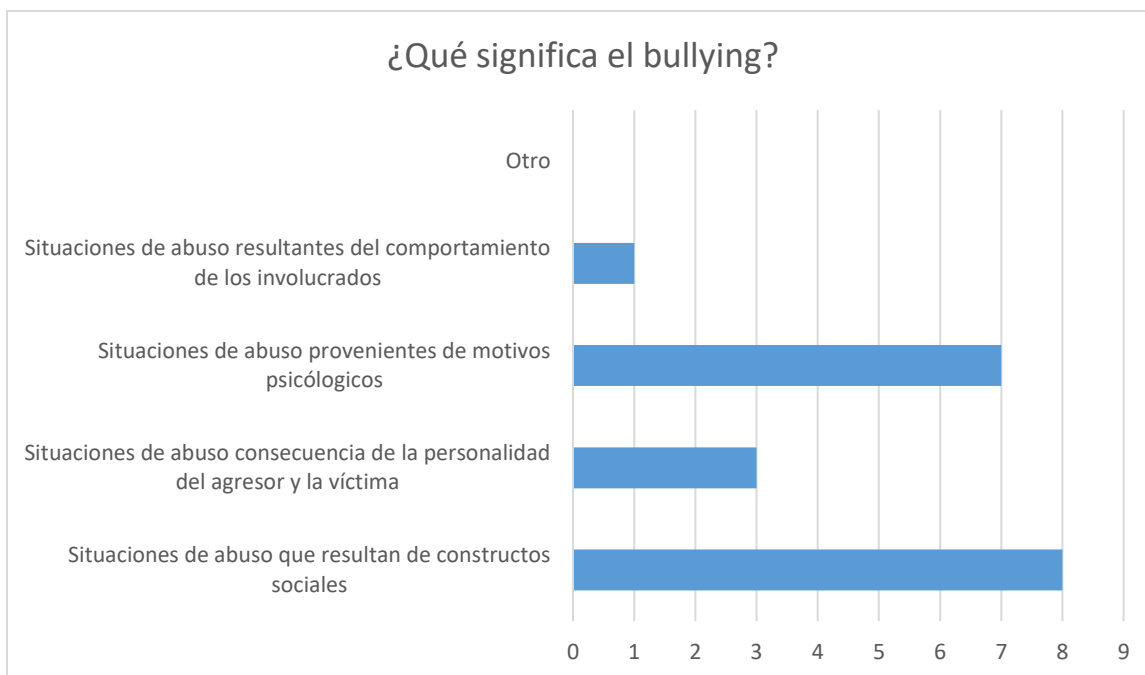


Figure 1. ¿Qué significa el bullying para usted? Source: researcher's survey

This figure shows that eight of the subjects defined bullying as situations resulting from social constructs. Following, 7 of them said to believe bullying originates from psychological motifs. Only 3 out of the eleven subjects surveyed, defined bullying as consequence from the abuser's and victim's personality. One subject considered it results from the involved people's behavior. Finally, none of the surveyed proposed another definition- cause for the term. These results are based upon the experience and beliefs of the subjects; thus, they only provide a shallow insight to the adolescent population opinions on the topic. Through the results from this table, it can be stated that according to the subject's perceptions, bullying mainly results from society or social constructs, followed by psychological factors, and lastly influence by behaviors and personality.

Figure 2.

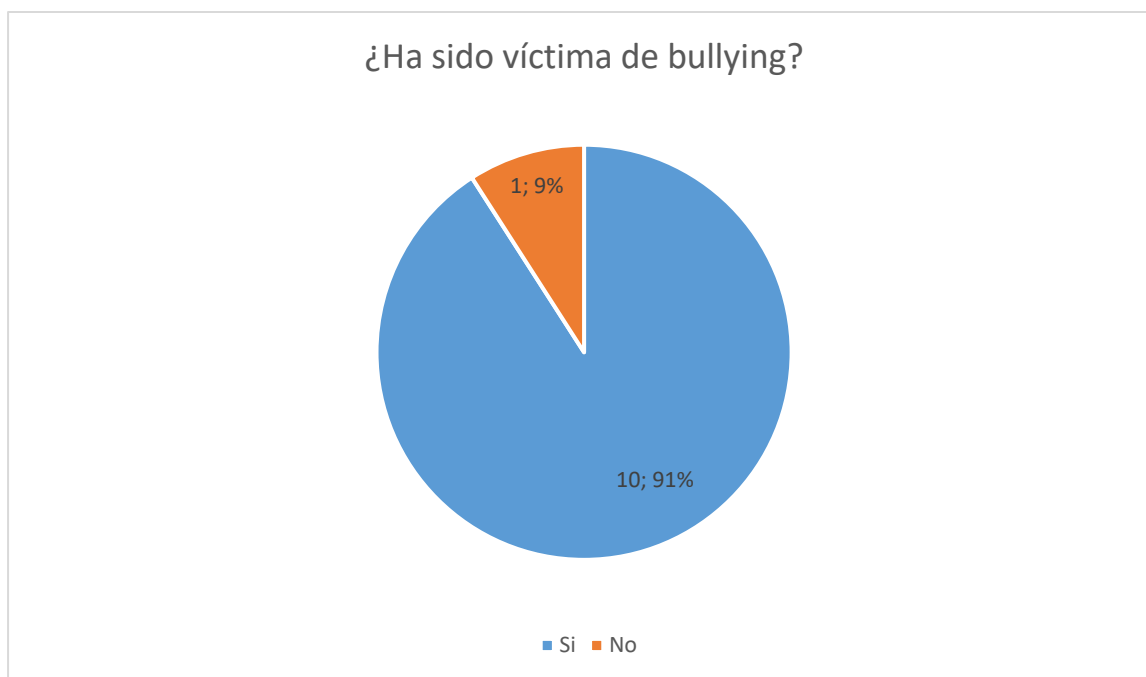


Figure 2. ¿Ha sufrido de bullying o abuso? Source: researcher's survey

This figure shows that ten out of the eleven subjects who participated in the survey have been victims of bullying or abuse situations. Only one subject said to have never suffered from bullying. These results are based upon the real experience of the subjects; thus, they do provide a reliable source of analysis. From the table's results, it can be inferred that bullying situations are not seldom circumstances that occur to a minority of people, but on the contrary, a reality faced by many youngsters, just like *The Perks of Being a Wallflower* illustrates, a whole group of 'misfit' adolescents who experienced abuse, groups of real-life teenagers also suffer or experienced abusive situations.

Table 7.

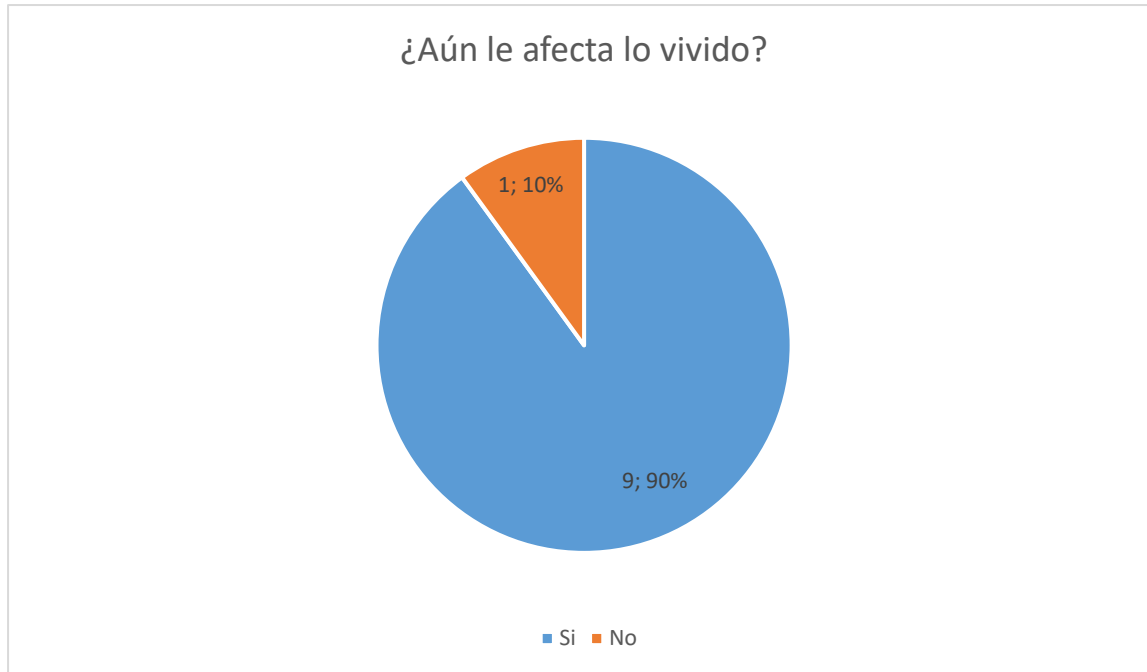
R/1	<p>Escuela, mis “amigos” en ese momento decidieron que no iban a hablarme y juntarse conmigo por todo un mes solo para ver qué hacía yo al respecto, cuando intentaba socializar con nueva gente dentro de mi sección siempre los escuchaba decir “miren a Mr. Solo tratando de hacer nuevos amigos”, esto cambió muchísima la perspectiva que tuve sobre las personas a mí al rededor y principalmente sobre mí mismo</p>
R/2	<p>Por mi apariencia física solían molestarme, por mi peso o incluso color de piel. Me dejaban de lado o me decían apodos que me terminaron afectando a futuro, terminé aportando a mi propia baja de autoestima simplemente aceptando que estas situaciones se repitieran.</p>
R/3	<p>Cuando estaba en la escuela un compañero me hacía bullying verbal (al principio) pero luego este se convirtió en físico, me insultaba y me agredía, me golpeaba y en hubo un punto en el cual casi me deja inconsciente producto a sus golpes.</p>
R/4	<p>Sucedió en la escuela y en ella se burlaban de mí por mis gustos, hacían comentarios ofensivos acerca de mi físico y en algunas ocasiones se metían con situaciones delicadas de mi familia por lo que muchas veces llegaba llorando a mi casa donde tampoco recibí mucha ayuda. En una ocasión incluso empezaron a fotografiarme sin ningún permiso, y en otra me golpearon en la nariz. Y no sé si se considera bullying porque si es abuso, pero en este caso de parte de mi</p>

	familia, en la que se burlan de mi manera de ser o situaciones personales que si me afectan o me mantienen muy estresada
R/5	Sucedió en mi escuela, mi "amiga" obligó a todas las demás a dejarme de hablar, nunca supe porque, así fue todo el grado de sexto, hasta que llegué al colegio tuve amigas que no hacían eso y entendí que no era normal.
R/6	La mayoría de veces fue porque creo que resultaba alguien insoportable para esas personas, así que solo buscaban cualquier cosa para hacerme sentir menos, escuela/colegio
R/7	En mis últimos años de escuela fui constantemente agredida verbalmente por mis supuestas amigas. Me mandaban mensajes con palabras degradantes y me excluían de cualquier actividad.
R/8	Fue cuando estaba en la escuela, más específicamente entre cuarto y quinto grado, fue básicamente por mi peso y por no ser el típico estereotipo de una persona "atractiva", el bullying llegó a tal punto en el que me hicieron que me sangrara la nariz en distintas ocasiones por golpes.
R/9	Decían constantes comentarios sobre mi apariencia, sobre lo fea que era, sobre lo mal que se veía mi cuerpo y en otras ocasiones sobre lo "tonta" que era (todo sucedió en el colegio). También sufrí de cyberbullying debido a que decidí dar mi opinión sobre ciertos temas en internet y un grupo de hombres se tomó las cosas de una manera muy personal y decidieron atacarme por medio de redes

	<p>sociales, incluso incluyeron cosas sobre mi vida personal que ni siquiera llegaban al tema por el que me estaban atacando.</p>
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¿Puede contarme acerca de esa vivencia y en qué lugar ocurrió (escuela, colegio, hogar, trabajo u otros)? Source: researcher's survey

This table encloses the personal narrations of the subjects concerning their experiences as bullying victims. In general, they narrated how during their school and high school years they have been abuse victims. This abuse, as they narrated, came in many different forms, and was triggered by different causes. Six of the subjects mentioned verbal abuse as one of the forms of abuse, they experienced. Three of them mentioned they were victims of physical abuse. Three subjects told they were excluded and badmouthed. One of the subjects also remarked having been a victim of cyberbullying. Likewise, four of the subjects commented on having been bullied because of their physical appearance. Three of them also mentioned their likings, preferences, and opinions as one of the reasons as to why they were bullied. This table portrays the real-life abuse experience of adolescents, which provides an insight to their familiarity with the topic. With this table, as well as the previous book analysis, the link between the abuse situations in the literary piece and this adolescents' reality results visible. Just like in the book, these adolescents have suffered from situations of verbal, psychological, physical, and emotional abuse that originated from reasons like their appearance, likings, preferences, or personality.

Figure 3.*Figure 3. ¿Cree que aún le afecta lo vivido? Source: researcher's survey*

This figure illustrates that, nine out of the ten subjects who said-to have been victims of bullying, are still affected by it. Only one of the victims stated that he is no longer affected by the situations. As the figure indicates, it can be inferred that abuse situations have implications whose duration term vary from one individual to another. In comparison to the book, the protagonist can be related to the nine adolescents who said that the experienced situations still affect them, as the book's protagonist presented observable behaviors, and expressed emotions that portrayed the affectations that an abuse situation during childhood, had on him.

Figure 4.

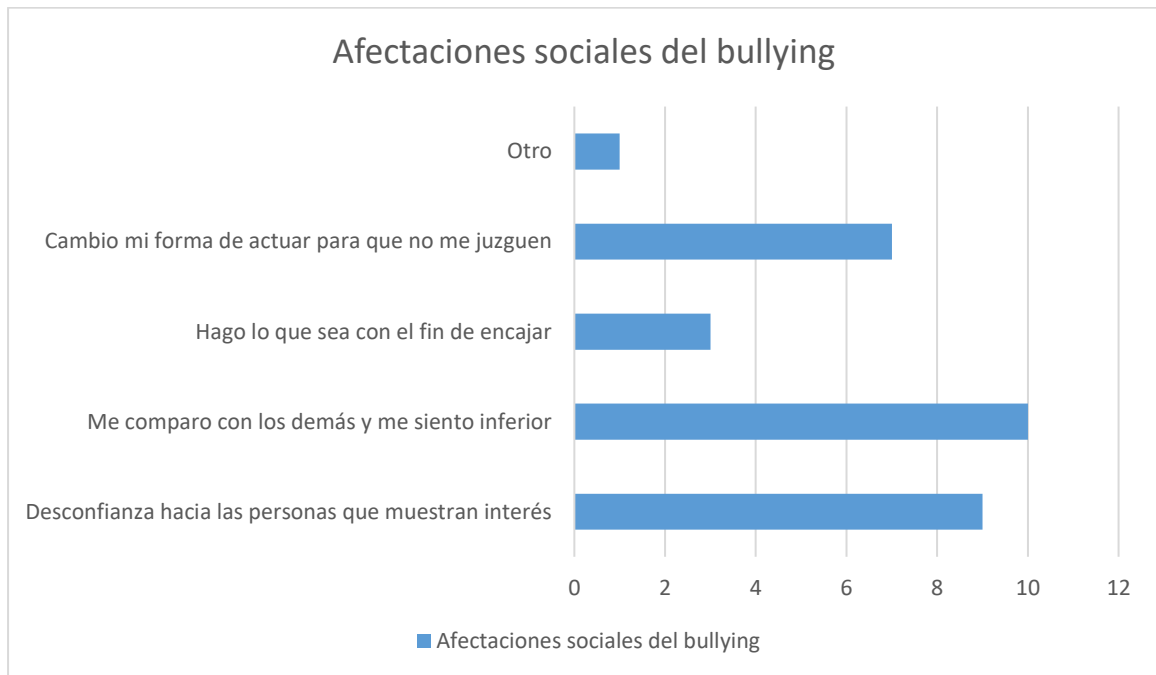


Figure 4. ¿Cómo considera que la vivencia de bullying o abuso le afectó a nivel social (relaciones con otras personas)? Source: researcher's survey

Si una de sus respuestas en la pregunta 7 fue "otro", escriba aquí su respuesta. R/1: Me costaba relacionarme con otras personas

The chart illustrates the social implications that the subjects have derived from abusive situations. Ten out of the eleven subjects said that they compare themselves with others and feel inferior. Following, nine subjects also stated to feel distrust towards people who try to get close to them. Seven of the surveyed individuals said that they changed their ways of behaving in order to avoid being judged. Only three of the subjects said to do anything in order to fit in. Finally, one subject chose the option other, and proposed another social affectation and developed it as having issues developing social relations with other people. In comparison to the book, the majority of subjects considered themselves misfits or wallflowers; in other words, they feel inferior, as if the issues were in them and not on others. Likewise, many mentioned changing their behaviors to avoid judgement, just like the protagonist did in some instances of the book.

Contrary to the book protagonist, only a minority of subjects chose acting in certain way with the purpose of fitting in. Finally, the option proposed by one of the subjects can be also related to the book protagonist who, just like the subject, found it difficult to develop social relations.

Figure 5.



Figure 5. ¿Pudo superar la situación? Source: researcher's survey

This chart illustrates that, eight out of the ten subjects who suffered from bullying moved on from the experienced situation, and two of them still have not been able to do so. It is important to note how in chart 4.4.4, it can be seen that nine of the subjects said they are still affected by the abuse. When comparing, it can be seen that although the majority of the subjects got over the situation, they still have affectations derived from it. In other words, getting over the abuse does not imply the affectations to vanish. Just like the protagonist in the book, who forgave his aunt, he continued to be affected by the abuse he was victim of; the majority of subjects who participated in the survey got over the abuse, but still present affectations in different ambits of their lives.

Figure 6.



Figure 6. ¿Qué le ayudó a superarlo? Source: researcher's survey

In this figure, six subjects said that they overcame the abuse situation by themselves, while four of them mentioned their friends as the reason they surpassed the experience. In comparison to the book, the protagonist and characters who were victims of abuse did not count with much help from their family or teachers, but rather with the support from friends to whom they could relate to. Just like in the book, the subjects mentioned they overcame abuse by themselves and their friends. They did not choose any other person as a source of help. It is important to note how adolescents may not be getting enough attention on topics such as abuse by adult figures like parents or teachers.

Figure 7.

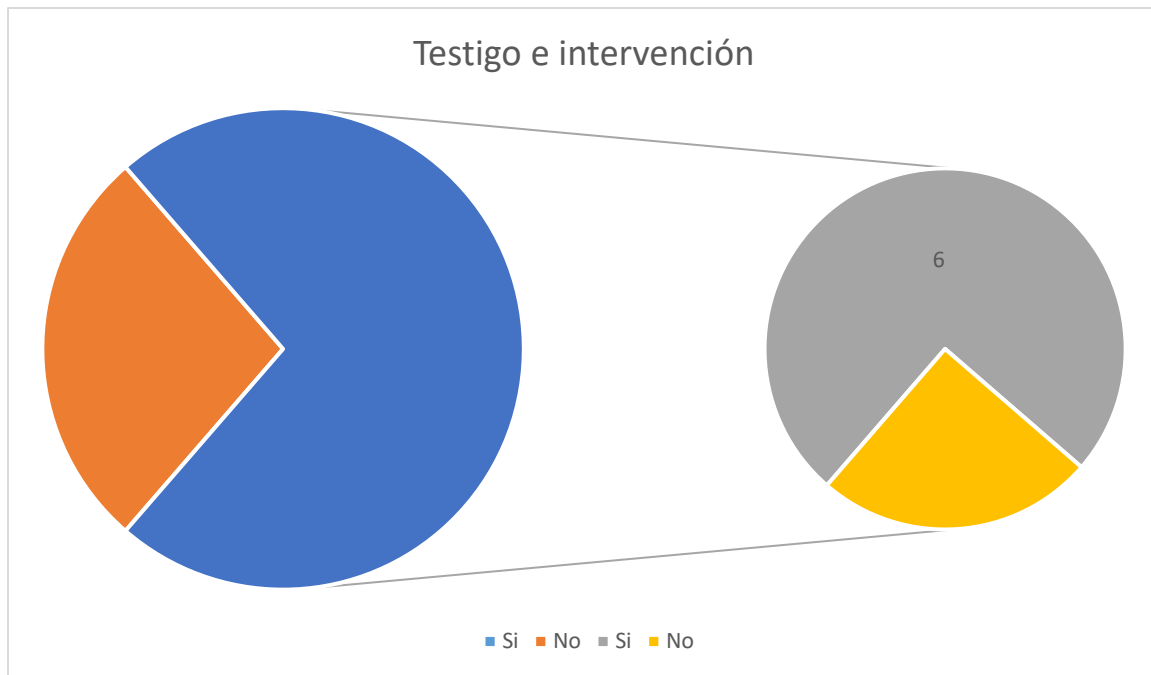


Figure 7. ¿Ha sido testigo de alguna situación de bullying? ¿Intervino? Source: researcher's survey

In this figure, subjects were asked if they have witnessed an abuse and so, if they intervened. A majority of eight subjects said they have witnessed at least one bullying situation, while a minority of two said they have not. Out of the eight witnesses, six intervened and two of them did not. In comparison with the book, when in presence of bullying situations many of the witnesses stood by and did not intervene. Nevertheless, the protagonist, just like the majority of the surveyed adolescents, interceded in an attempt of helping the victim. It is important to note how the results given by this figure show that bullying is still unrelenting that a great majority of the subjects have witnessed these situations at least once.

Table 8.

R/1	La primera vez que fui testigo de bullying estaba pequeña por lo que no pude decir algo mejor o intervenir de la mejor manera, pero le dije a la persona que estaba haciendo bullying que cosas como las que dijo no se debían comentar ya que no eran algo en lo que se debía meter y que también eran cosas que la persona no podía cambiar en el momento, por lo que era mejor que se quedaría callada y que pidiera perdón
R/2	Afronté al abusador en el momento y después me mantuve alerta por si volvía a pasar, por dicha no pasó a más
R/3	Me peleé con la persona provocadora
R/4	Le comenté al agresor las posibles consecuencias de sus actos y también le di el ejemplo de como a mí me había afectado para que se percatara de el daño que le podía estar generando a la víctima, también intenté ver si al agresor le pasaba algo.
R/5	Defendiendo a la persona ya que la mayoría de cosas eran mentira, así que conté la verdad y eso no se volvió a repetir. Y en otras ocasiones hablé con ciertas personas haciéndoles saber que a ellos no les importaba lo que hicieran los demás, y lo hablé con la orientadora del colegio en los dos casos para que interviniera en lo que yo ya no podía

R/6	Me gustaría decir que sí, pero antes en muchas ocasiones lo vi como algo normal y lo dejé pasar, en otros casos si intervine ayudando a la persona (víctima) y enfrentando al abusador
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¿Cómo intervino? Source: researcher's survey

In this figure, two of the subjects who said to have intervened, commented how there were previous situations in which they only observed without intervention. One of the subjects mentioned having related to the situation and explained to the abuser the affectations that their actions could have using themselves as an example. Another of the subjects commented they searched for help in other instances, the high school teacher, to stop the situation. Finally, the majority of the subjects mentioned confronting the abuser and offering their help to the victim.

Table 9.

R/1	<p>Siempre me he preguntado por qué le cuesta tanto a las personas amarse a pesar de las circunstancias, cuál es la necesidad de discriminar a los demás por “x” o “y” razón, muchas veces he escuchado a alguien decirle algo a otra persona sin pensar en la manera en la que le podría afectar, uno nunca sabe el impacto que va a tener sus palabras en las otras personas, pero a pesar de esto uno conoce los límites, hay personas que no lo diferencian, que escupen sus palabras con el fin de de causar un sentimiento negativo para la víctima, y esto es demasiado perjudicial, debido a esto, la persona puede cambie su perspectiva sobre él mismo y los demás, su manera de ver el mundo, su manera de actuar, su manera de expresar sus emociones y hasta puede llegar a realizar cambios físicos con un fin de no ser diferente a los demás.</p>
R/2	<p>El bullying puede causar un daño psicológico en una persona de una manera increíble, incluso cuando lo que se dijo o hizo fue la mínima cosa muchas personas pueden verse afectadas de gran manera por lo sucedido. Muchas veces estos traumas incluso intervienen en la vida de la persona, afectándolos en ámbitos sociales o incluso en su vida personal, causando que tengan problemas para realizar nuevas amistades debido a que viven con el miedo de que vuelva a suceder un acto de abuso o bullying.</p>
R/3	<p>El bullying afecta a la víctima de una manera impresionante, logra, en la mayoría de los casos, que la persona se sienta inservible y sin ningún valor.</p>

	<p>Crea un trauma que afectará las interacciones sociales futuras y crea una gran inseguridad en la persona.</p>
R/4	<p>Cada persona va a ser afectada de una manera diferente y esto depende mucho de la estabilidad de esta persona, creo que hay una gran necesidad en saber cómo detectar este tipo de situaciones para prevenirlas lo más posible. Muchas personas son afectadas a un nivel mayor por el mismo trauma que les han dejado estas situaciones y es muy difícil para cada uno afrontarlas, por eso creo que cada víctima merece tener alguna manera de apoyo, ya que el mismo bullying y las consecuencias de este intervienen en el desarrollo (ya sea académico o personal, por ejemplo) de la víctima.</p>
R/5	<p>No se habla lo suficiente sobre las consecuencias que éstas pueden tener en la vida de manera permanente en la víctima</p>
R/6	<p>Las víctimas pueden llegar a sufrir bastantes afectaciones sociales y los agresores pueden dejar una huella permanente en los afectados, me parece que se debería siempre comunicar la situación, en mi caso, lo comuniqué a la orientadora y se solucionó porque estaban más al tanto de la situación y le llamaban la atención al agresor.</p>
R/7	<p>Creo que si alguien ha sufrido bullying, o ha participado en esto para hacérselo a alguien más debería tratarse psicológicamente, ya que si fue víctima pueden crear daños, aunque sea mínimos y en el inconsciente, donde la persona tal vez crea que ya no le da importancia pero en situaciones por ejemplo de escoger algún atuendo, si se burlaron de su físico puede que una pequeña voz le haga</p>

	<p>pensar que no se ve bien, o repita las palabras de los acosadores. En el caso de los que hicieron el daño creo que deberían hacerlo porque no es normal querer hacer daño a alguien por lo que es, y quizá haya algún factor que lo esté manejando para hacer esto, que en realidad es como un grito de ayuda, o en algunas ocasiones una forma de reflejar sus problemas en otros.</p>
R/8	<p>Claramente es algo malo, pero siento que por más que se trate de educar a las siguientes generaciones no va a parar, ese abuso ya es parte de la sociedad que hemos creado como sociedad</p>
R/9	<p>Pues... muchas veces la persona afectada cambia su forma de ser y se aleja de las personas, lo cual muchas veces le dificulta socializar y volver a tener confianza en nuevas personas, ya que creen que van a ser iguales a las que le hicieron daño</p>
R/10	<p>Yo pienso que estas situaciones se presentan mucho en nuestra vida diaria, y siempre hay comentarios o acciones que son dañinas hacia otra persona, estas palabras pueden afectar muchísimo a cada quien de diferentes maneras.</p> <p>Socialmente se puede denotar traumas en la personalidad o manera de actuar de las personas, por ejemplo desconfianza o asocialismo, ser parte de la sociedad como pieza perfecta que encaja es difícil sabiendo que hay que lidiar con nuestros pensamientos dañinos y otros.</p>

¿Cuál es su opinión sobre las afectaciones sociales (relaciones con otros individuos) del bullying y el abuso en la víctima? Source: researcher's survey

This table shows the opinions of the subjects on the social affectations of bullying.

Two of the subjects expressed that these social affectations can be portrayed through the way in

which the victim behaves from that moment onwards, including changes in their words, actions, or physical appearance. Three of the subjects also mentioned changes in the victim's personality. They also mentioned insecurity, low self-esteem, feelings of unworthiness or uselessness, and personality disorders, as some social affectations which also include psychological factors. Overall, the subjects mentioned social affectations as having issues with relations, fearing the abuse will take place again, developing trust issues and insecurities, and shutting down from other people. Two of the subjects even agreed that abuse represents a permanent mark in the victim. Finally, one of them concluded that bullying will not disappear, as sadly it is part of the society we have created. In relation, *The Perks of Being a Wallflower* illustrates most of these affectations through the protagonist or his group of misfit friends.

Chapter V

Conclusions and Recommendations

Through this chapter, the conclusions obtained from the investigation are presented. Moreover, the researcher will provide the concluding result from each of the initial objectives. Additionally, the research question formulated at the beginning of the thesis will be restated in an attempt to answer it with the data collected throughout the investigation. Finally, in this chapter the investigator also offers some recommendations concerning the topic of study which may result useful for following researches.

5.1 Purpose of the Conclusion

The purpose of the conclusions, presented in this chapter, is to provide the results of the analysis made throughout the paper in an attempt to achieve an ending point for the investigation. In this final part, the researcher aims to clearly restate the results of the investigation in previous chapters and provide a further analysis of the same for offering a well-defined closing. The purpose of this analysis answers to the objectives established in the first chapter, as it targets solving of the hypotheses created at the beginning of the investigation. To put it differently, the purpose of the conclusion is to define whether or not the objectives established at the beginning, were answered with the data collection and analysis. Moreover, through the conclusion, the investigator intends to verify the link between *The Perks of Being a Wallflower* and modern adolescents with the identification of the social implications of bullying and abuse in hopes to prove this connection to readers and other researchers.

5. 2 Conclusions

At the beginning of Chapter I, a general objective and four specific objectives were established as a mean to define the purpose of the investigation. As the investigation is forged upon the objectives, each of the chapters follow these aims. Likewise, the conclusions present in this chapter follow the purposes stated in the general and specific objectives. In these conclusions, the researcher develops the investigation's objectives and offers the results obtained from the data collection and analysis of each. For this reason, the objectives presented in the first chapter will be rewritten in order to establish a closing idea for each of them. Through the following conclusions, it is portrayed the analysis carried out and, most importantly, the results it gave.

5.2.1 To identify the protagonist's personal situations in the book

As a restatement of what it was mentioned in previous chapters, the situations experienced by an individual can influence grandly their behaviors and personality. The influence situations like bullying and abuse cause, is enormous, and in adolescents it only increases. Being such an impressionable age, adolescence represents a risk factor for the development of behaviors and personality subject to random experiences. Henceforth, it is important to identify personal situations which may eventually lead to other implications.

The first objective was achieved by leading a deep analysis on the bullying and abuse situations experienced by Charlie in *The Perks of Being a Wallflower*. In order to do so, the theories presented in the theoretical framework were used in the data analysis together with relevant situations extracted from the book. Through this analysis, the protagonist's personal situations in the book could be identified. The researcher identified the personal situations that resulted relevant to the investigation. Among them, the dead of his best friend, the realization his

sister was victim of physical abuse, meeting new friends, opening up to a new environment, and realizing he was a victim of abuse, were the main ones.

5.2.2 To determine the protagonist's relation with bullying and abuse

As it was stated various times throughout the investigation, the traumatic experiences individuals overcome represent a great factor in the development of their behaviors or personality. Through a deep analysis of the book, the researcher identified the situations experienced by the protagonist to develop the first objective and from this, she studied those experiences to verify if there existed a relation between bullying and abuse. Just like it was explained in the theoretical framework and data analysis, the behavioral, psychological, and social ways of a person all root from trauma, in this case abuse and bullying.

The second objective was achieved by analyzing the situations experienced by the protagonist in an attempt to relate them with the topic of bullying and abuse. It was determined that the protagonist had a close relation with bullying and abuse. First, he was a victim of bullying product of his submissive behavior and personality. Secondly, he closely witnessed abusive situations surrounding him, starting with his violent grandfather, then his physically abused sister, and also his verbally and physically bullied friends. Lastly, the protagonist was victim of sexual abuse by his aunt.

5.2.3 To survey adolescents' opinions and experiences on bullying and abuse

In the book, there were introduced many bullying and abuse situations experienced by the characters. Similar to the book, many adolescents have had, or still have, to face bullying and abuse. It is incorrect to assume that the experiences and opinions of this age group are not valid. For this reason, the present analysis implemented adolescents' real-life experiences and opinions, as one of the primary information sources.

This third objective was achieved through the implementation of a twelve-question survey, in which eleven volunteer participants took part. Through the application of this instrument, the research collected valid information for the investigation. The survey concluded that 90.9% of the interviewees had been victims of bullying at least once in their lives and 90% of them are still affected by it. From this, as well as from the participants' answers in Chapter IV, the researcher concluded that despite the efforts, bullying is an issue that prevails and probably will do so in the future, as it originates from the society that has been forged over the years by stronger groups who step on the weaker individuals. Moreover, its affectation on the victim is not something to take lightly, as it can have long-term implications whose severity depends on each person.

5.2.4 To verify the link between modern teenagers and the book

Besides the obvious similarities between modern adolescents and the characters in the book regarding age, they are also related in terms of the implications that bullying and abuse experiences represented to them. After analyzing the different situations in the book, as well as in the survey conducted to a group of adolescents, the researcher was able to relate the existing connection between the two. This fourth objective was achieved by putting together the analysis tables and survey results. When doing this, the research verified the link between the situations experienced by both the characters and adolescents. From this, the researcher concluded that the occurrence of bullying and abuse situations can have its origins on behavioral, psychological, or social sources.

The researcher concluded that the link between the book's characters and modern adolescents laid upon three main interrelated points: the experienced situations, the causes of these situations, and the social implications that they had on the individual. The first point

referred to abuse and bullying experiences suffered by both the characters in the book and the adolescents that were interviewed through the survey. The second point concluded that these situations originate from social constructs, psychological motifs, abuser and victim's personalities, and the behaviors of the people involved. Lastly, the third point established the main social implications as changes in behavior, psychological aftereffects, personality changes, and issues in developing social relations.

5.3 Restatement of the Research Question

Through the introductory framework, the main goal of the researcher was proposed. This initial objective was to analyze the social implications of bullying and abuse in adolescents in *The Perks of Being a Wallflower* by Stephen Chbosky, 1999. After conducting the research, this objective formulated in Chapter I was answered; hence, the research question surrounding the whole literary analysis was also solved. Throughout the investigation, the researcher was able to analyze the social implications that bullying and abuse have on adolescents by using the literary study and modern adolescent's experiences as a mean to obtain the aimed results, thus answering the question established at the beginning: "How does bullying an abuse have social implications upon adolescents?"

From the analysis, the researcher concluded that the implications that bullying and abuse have upon an individual in a social level can be very prejudicial to their social and personal development in later years. Among these implications, the investigation points at issues when developing social relations, changes in behavior such as copying with others, and personality changes such as hiding their true self, as the most present in the book and indicated by the surveyed subjects. These affectations, pointed in the investigation, also depend greatly on the individual and the help they might obtain from the people around them. The impact that bullying

and abuse has upon an individual is relative and dependent on a number of factors such as the ones proposed by the theories presented in the theoretical framework. Although, these situations are probably never going to stop, modern adolescents show a tendency to seek for help among themselves and relate to other people their age who have suffered from equal or similar situations. Likewise, they no longer turn a blind eye on bullying and abuse, but they rather defend the victim, just like the protagonist did in the book.

5.4 Recommendations

As the investigation concludes, it is important to provide recommendations which may result useful for investigators in the future. These recommendations are given based on the researcher's experience in an attempt to offer advice concerning the experience of writing the investigation work. This part includes suggestions about the investigation process and future investigations on the same literary work. Following, the researcher offers three main recommendations to future researchers related to the investigation process and an additional suggestion regarding topics in the book that deserve some more study.

In the first place, it is primordial to have a clear idea of what the investigation would like to answer to. By having a well-defined idea of what is to be investigated, the researcher can clearly state the objectives of the investigation. Likewise, having developed sharp objectives, the investigation can follow a smooth line of thought through which the ideas connect effortlessly. Doing this, even choosing secondary sources such as books and internet articles may result easier, as the researcher will already have a strong idea of what they are searching for. As a result, achieving the goals of the research can become less problematic than if the topic and objectives were not clearly defined since the beginning.

As a second recommendation, it is also important to understand that conducting an investigation of this nature requires time and effort. Due to the nature of a literary analysis, this type of research requires a lot of reading of not only the book but also further sources of information. The literary piece upon which the investigation is based on must be read not only once, but as many times as required. This in order to fully obtain the necessary details for achieving the necessary knowledge in the research's development. Likewise, the mere reading of the book is not enough, as it is necessary to highlight, mark, and extract the ideas that result useful for the investigation.

A third recommendation is to organize the tasks and time efficiently. As stated in the previous paragraph, investigation projects, such as this one, require a lot of time. For this reason, it is primordial for the investigator to manage time resourcefully. It is not appropriate to only write to add pages and meet a deadline, nor is it correct to fully dedicate to the investigation with no rest. If the researcher is too tired, the investigation will most likely not be as great as it could have been if done when well rested and inspired. It is not about being lazy or overworking, rather than that, the completion of an investigation is about truly focusing on the task at hand in order to achieve the best results.

Finally, *The Perks of Being a Wallflower* is a book with many themes and characters worth analyzing. For future investigations, researchers could consider analyzing the book implementing distinct approaches such as the feministic approach or the queer theory, among others. All things considered, this research can be useful not only for future investigators, but also for readers, adolescents or adults, who would like to educate themselves on the topic and maybe, attempt to make a small change to prevent bullying and abuse situations, as insignificant as they may seem, surrounding them.

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Appendixes

6.1 Tables

Literary Theory	Quotes and situations	Researcher's interpretation

Themes	Quotes and situations	Researcher's interpretation

Symbols	Quotes and situations	Researcher's interpretation

Motifs	Quotes and situations	Researcher's interpretation

6.2 Survey Questions

1. ¿Cuál es su rango de edad?
 - a. 11-13 años
 - b. 14-16 años
 - c. 17-20 años
2. ¿Qué significa bullying para usted?
 - a. Situaciones de abuso que resultan de constructos sociales
 - b. Situaciones de abuso consecuencia de la personalidad del agresor y la víctima
 - c. Situaciones de abuso provenientes de motivos psicológicos
 - d. Situaciones de abuso resultantes del comportamiento de los involucrados
 - e. Otro
3. Si en la pregunta 2 seleccionó “otro”, escriba aquí su respuesta
4. ¿Ha sufrido de bullying o abuso?
 SI () NO ()
 Si su respuesta es afirmativa, continúe con la siguiente pregunta, sino, avance a la pregunta 10
5. ¿Puede contarme acerca de esa vivencia y en qué lugar ocurrió (escuela, colegio, hogar, trabajo u otros)?
6. ¿Cree que aún le afecta lo vivido?
 SI () NO ()
7. ¿Cómo considera que la vivencia de bullying o abuso le afectó a nivel social (relaciones con otras personas)?
 - a. Desconfianza hacia las personas que muestran interés
 - b. Me comparo con los demás y me siento inferior
 - c. Hago lo que sea con el fin de encajar
 - d. Cambio mi forma de actuar para que no me juzguen
 - e. Otro
8. Si una de sus respuestas en la pregunta 7 fue "otro", escriba aquí su respuesta
9. ¿Pudo superar la situación?
 SI () NO ()

Si su respuesta a la pregunta 7 es afirmativa, conteste las preguntas 9 y 10. Si no, proceda a partir de la pregunta 10

10. ¿Qué le ayudó a superarlo?

- a. Yo mismo ()
- b. Familia ()
- c. Amigos ()
- d. Orientador ()
- e. Psicólogo ()
- f. Otro ()

11. ¿Ha sido testigo de alguna situación de bullying?

SI () NO ()

12. ¿Ha intervenido?

SI () NO ()

13. Si la respuesta es afirmativa, ¿cómo intervino?

14. ¿Cuál es su opinión sobre las afectaciones sociales (relaciones con otros individuos) del bullying y el abuso en la víctima?

Tribunal Examinador

Esta Tesina fue aprobada por el Tribunal Examinador de las Carreras de Inglés de la Universidad Internacional de las Américas, como requisito para optar por el grado de Bachiller en inglés.

Lic. Joshua Masís Bermudes
Tutor(a)

Lic. Lawrence Vega Miranda
Lector

Lic. Leslie Elizondo Mora
Director de las Carreras de Inglés



Universidad Internacional de las Américas Código de Ética

La suscrita Joselyn Tatiana Zúñiga Sánchez, número de carné: 117800945 graduada del grado de Bachillerato en Inglés de la Universidad Internacional de las Américas, se compromete a cumplir, durante el ejercicio profesional, con el Código de Ética de la Institución, que se rige por los siguientes principios:

PROBIDAD: actuar siempre con rectitud y honradez.

PRUDENCIA: actuar con pleno conocimiento de la materia sometida a su consideración.

JUSTICIA: permanente disposición hacia las funciones de la profesión, bajo los lineamientos legales que debe respetar todo profesional.

RESPONSABILIDAD: cumplir con los deberes, tanto en calidad como en oportunidad.

DISCRECIÓN: guardar respeto sobre los hechos o informaciones de los que tenga conocimiento con motivo del ejercicio profesional, sin que esto perjudique las funciones y responsabilidades.

INDEPENDENCIA DE CRITERIO: no involucrarse o comprometerse con situaciones, intereses o actividades contrarias a la moral, a la sana crítica y que, por ley, sean incompatibles con las funciones profesionales correspondientes.

DIGNIDAD Y DECORO: actuar con sobriedad y moderación.

TOLERANCIA: evidenciar una actitud paciente y de comprensión ante las opiniones divergentes que puedan expresar otras personas.

EQUILIBRIO: desempeñar las funciones profesionales con sentido práctico, buen juicio y equidad.

ACTUALIZACIÓN: comprometer parte del tiempo en actualizar los conocimientos y adaptarlos en el desarrollo de la actividad profesional.

VOCACIÓN: mostrar siempre apego al trabajo y a la educación recibida, como fundamentos para el desempeño laboral.

BUENA FE: toda conducta o comportamiento, criterio emitido y labor desempeñada debe basarse en los más altos principios éticos y tendrá como fundamento la buena fe.

Joselyn Zúñiga Sánchez

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