

Factors Associated with Bullying on Adolescents: A Literature Review

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Abstract

Background: Bullying is deliberate and repeated aggressive behavior toward another person in which there is a real or perceived power imbalance, and the victim of bullying feels vulnerable and powerless to protect himself.

Objective: To determine the factors associated with bullying in adolescents.

Methods: This article is a literature review of research articles conducted by summarizing and analyzing related articles. The search method used three electronic databases, namely Science Direct, Willey, and Pubmed with the keywords bullying, adolescent, factors and mental health. The inclusion criteria for writing were free English articles for the last 5 years, adolescent research samples, quantitative research, full text articles, relevant related articles, and original articles.

Results: There were nine articles that met the inclusion criteria. The findings showed that there are various factors associated with bullying in adolescents.

Conclusion: This study found that bullying in adolescents is influenced by individual, family, peer, and school environment factors. A holistic approach with interventions at multiple levels is needed to create a safe and supportive environment for students.

Keywords: Bullying, Factors, Adolescents

INTRODUCTION

Bullying is deliberate and repeated aggressive behavior toward another person in which there is a real or perceived power imbalance, and the victim of the bullying feels vulnerable and powerless to protect himself or herself (1). Bullying includes physical assault, verbal abuse, and neglect (2). Globally, bullying is widespread among adolescents. In a 2018 UNICEF report, more than a third of 13-15 year old students worldwide said they had experienced some form of bullying (3); data published by the World Health Organization in 2020 showed that more than 100 million children worldwide die each year as a result of violence, including severe domestic violence and bullying (4). In a survey involving 40 developing countries, the results showed that an average of 42% of boys and 37% of girls have been or are being bullied (5).

Evidence from several longitudinal studies on the impact of bullying suggests that experiencing bullying, especially during adolescence, can severely impair one's physical, psychological, and social functioning, leading to risky behaviors, anxiety, depression, and depression (1, 6), lower levels of academic achievement (7), suicidal ideation, suicidal behavior, or self-harm (8, 9, 10). At the same time, as a deliberate and repeated act of aggression that occurs when there is a power imbalance between the

perpetrator and the victim, the perpetrator repeats the act of intimidation against the victim, and the repetition tilts the "balance" between the perpetrator and the victim, making it difficult for the victim to escape from the situation (2), resulting in lasting psychological effects on the victim (11). This has a long-term impact on the victim's psyche. Research shows that the frequency of bullying is one of the factors that affect adolescents' mental health. Teens are more likely to experience more severe depression when they are bullied more often (2), and some victims of bullying may even become perpetrators of bullying, harming peers or others (12 , 13).

OBJETIVE

This study aims to determine the factors associated with bullying in adolescents.

METHODS

This article is a literature review of research articles conducted by summarizing and analyzing related articles. The search method used three electronic databases, namely Science Direct, Willey, and Pubmed with the keywords "bullying" AND "adolescent" AND "factors" AND "mental health". The findings were published using the PRISMA (Preferred Reporting Items for Systematic Review and Meta- Analysis) protocol, which was selected based on the inclusion criteria. The article search was conducted from January to June 2024. The inclusion criteria in the literature search were: (1) free English articles for the last 5 years (2019-2024), (2) research samples of adolescent age (9-12 years), (3) articles with quantitative research, (4) articles in full text, (5) relevant related articles and original articles. While the exclusion criteria are articles that do not have a complete structure, articles in the form of systematic/literature reviews and articles with qualitative research.

It was found that 783 articles came from the Science Direct database, 116 articles came from the Pubmed database, and 457 articles came from the Wiiley search engine, so the total articles found were 1,356 articles. After re-screening the 1,356 articles based on the exclusion criteria, it was found that 1,343 had search exclusion criteria. A total of 13 articles were screened again, and resulted in 9 articles that.

RESULT

Table 1. Journal Extraction

| No | Title, Author, Year | Objective | Methods | Result | Conclusion |
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| 1. | Bullying and Its Associated Individual, Peer, Family and School Factors: Evidence from Malaysian National Secondary School Students | Knowing the prevalence of bullying and associated individual, peer, family | Research design: cross sectional Sample size: 4469 Sample selection: randomized multilevel sampling Inclusion criteria: Malaysian students who were willing to be respondents Instruments: Individual, Peer, Family | 79.1% of student respondents were involved in bullying as perpetrators (14.4%), victims (16.3%), and bully -victims (48.4%) Individual factors showed sig- | High levels and widespread involvement of bullying among students in Malaysia. Age, gender, ethnicity, time |

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| <p>Vikneswaran Sabramani, Idayu Badilla Idris, Halim Ismail, Thiyagar Nadarajaw, Ezarina Zakaria and Mohammad Rahim Kamaluddin 2021</p> | <p>and school factors</p> | <p>and School Factors Questionnaire Kessler Psychological Distress Scale Malaysian Bullying Questionnaire</p> | <p>associations: ages spent on social media, level of psychological distress, number of friends, frequency of domestic conflicts with friends, presence of troublemakers in class, affection of students towards their teacher's, frequency of praise from teachers, attitude of students in helping their friends and deliberate practice of truancy were the most influential factors associated with arguments or fights with peers (OR = 2.12; 95% CI 1.24-3.26) Student delinquency factors were significantly associated (OR = 1.52; 95% CI 1.06-2.06)</p> | <p>95% CI 1.09-1.87) and level of psychological distress (OR=2.55; 95% CI 1.94-3.34) Peer factors, significantly associated were the most influential factors associated with</p> |
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| | | | <p>The factor of students' affection for their teachers (OR = 1.53;</p> | <p>students' involvement</p> |
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| | | | 95% CI 1.06-2.20) Frequency of assessment from teachers (OR = 1.49; 95% CI 1.16-1.94), frequency of friends helping in class (OR = 1.92; 95% CI 1.09-3.38) and frequency of deliberately skipping class (OR = 2.91; 95% CI 2.90-1.72) | in bullying | |
| 2. | Adolescent characteristics and parenting style as the determinant factors of bullying in Indonesia: a cross-sectional study Ilya Krisnana, Praba Diyan Rachmawati, Yuni Sufyanti Arief, Iqlima Dwi Kurnia, Aria Aulia Nastiti, Indah Febriana Nila Safitri and Ayu Tria Kartika Putri 2019 | Analyzing the correlation of demographic characteristics, parental interaction, and parenting style as potential determinants of bullying behavior in adolescents. | Research design: cross sectional Sample size: 705 adolescents Sample selection: selective sampling Inclusion criteria: Adolescents aged 13-18 years old who attend junior or senior high school and willing to be respondents Adolescents who are willing to be respondents Instruments: Parenting Style Dimension Questionnaire (PSDQ) to assess parenting style Parent-Child Interaction Questionnaire-Revised (PACHIQR) to assess parent and | Characteristics such as age, gender, and education level are associated with the incidence of bullying. Older adolescents are more likely to engage in bullying behavior than younger ones Authoritative parenting style (a combination of support and control) was found to have a negative association with the incidence of bullying. In contrast, authoritarian (high control without support) and permissive (high support without control) parenting styles were positively associated with the incidence of bullying Adolescents with authoritative parenting style were less involved in bullying compared to adolescents | Adolescents who experience bullying behavior as both perpetrators and victims. Parenting that is too rigid or too free has a high risk of being a factor in bullying behavior as a perpetrator. Parents are expected to apply an authoritative parenting style to prevent the risk of bullying in adolescents |

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| | | | adolescent interactions | with authoritarian or permissive | |
| | | | Adolescent Peer Relations Instrument to measure bullying behavior | parenting style. Other factors such as socioeconomic background and school environment also influence the incidence of bullying | |
| 3. | Bullying Among Vocational School Students in China: Prevalence and Associations with Personal, Relational, and School Factors Shuqing Xu, Jun Ren, dan Shumei Wang 2020 | Determine the prevalence of bullying among vocational school students in China and identify personal, relational, and school factors associated with bullying occurrence | Research design: cross sectional Sample size: 95,873 adolescents Sample selection: Consecutive Sampling Instruments: Chinese Adolescent Health Behavior Questionnaire to measure bullying behavior Sociodemographic questionnaire including gender, rank, monthly allowance, major, satisfaction with family income, and whether they are the only child in the family Center for Epidemiological Studies Depression Scale (CES-D) to measure emotional/mental state Family APGAR to assess family functioning | Bullying Prevalence: high prevalence rates of bullying among vocational school students in China. Most students reported experiences as victims, perpetrators, or both (bully-victims). Factors Associated with bullying: Personal Factors: Gender and age of students have a significant effect on the incidence of bullying. Males are more likely to engage in bullying than female Relational Factors: Poor relationships with peers and lack of social support from friends and family increase the risk of being involved in bullying School Factors: Negative school climate and lack of effective anti-bullying policies are associated | The importance of friendship support, positive family relationships and school climate in preventing bullying at school |



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| <p>4. A multi-country analysis of the prevalence and factors associated with bullying victimisation among in-school adolescents in sub-Saharan Africa: evidence from the global school-based health survey</p> <p>Richard Gyan Aboagye, Abdul-Aziz Seidu, John Elvis Hagan Jr, James Boadu Frimpong, Eugene Budu, Collins Adu, Raymond K. Ayilu dan Bright Opoku Ahinkorah</p> <p>2021</p> | <p>Identifying the prevalence of bullying victimization and associated factors among school adolescents in Sub-Saharan Africa</p> | <p>Research design: cross sectional Sample size: 25,454 adolescents Sample selection: cluster sampling Inclusion criteria: not specified Instruments: Health behaviors and protective factors measured in the Global School-based Health Survey (GSHS) questionnaire including; alcohol and other drug use, eating behavior, hygiene, mental health, physical activity, protective factors, sexual behavior, tobacco use, violence, and unintentional injuries.</p> | <p>Prevalence of Bullying: Results show that the prevalence of bullying victimization among school adolescents in sub-Saharan Africa varies among the countries surveyed. The prevalence rates indicate that bullying victimization is a significant problem in the region. Factors Associated with Bullying Victimization: Gender: Male adolescents have a higher risk of being bullied than female adolescents. Mental Health: Adolescents with poor mental health are more likely to be bullied. Socioeconomic Status: Adolescents from economically disadvantaged backgrounds have a higher risk of being bullied. Substance Use: Adolescents who use addictive substances such as alcohol and drugs are more likely to be victims of bullying.</p> | <p>Age, loneliness, anxiety, suicidal ideation, suicide attempts, and current cannabis use were associated with an increased risk of being a victim of bullying.</p> |
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| 5. Investigating factors associated with bullying | Identifying factors associated with bullying | Research design: cross sectional Sample size: 12,642 adolescents Sample selection: simple random sampling Inclusion criteria: Adolescents aged 9-12 years Adolescent girls and boys Bullying Involvement: Students who have been involved in bullying as perpetrators, victims, or victim-perpetrators 3. Instruments: Measurement of bullying perpetration and victimization Social-ecological factors | Related Factors: Individual, family, peer and school factors associated with bullying involvement |
| utilizing late class analysis among adolescents | bullying using latent class analysis among adolescents. | | Grade 1 (Uninvolved): These adolescents tend to have strong social support from family and friends, and a positive school environment Grade 2 (Victims): Teenagers who are victims of bullying tend to have higher levels of anxiety and depression, and less social support Class 3 (Perpetrators): Teen-agers who are the perpetrators of bullying often have a history of aggressive behavior and an unstable family environment Class 4 (Bully-Victims): Adolescents who are bully-victims show a combination of characteristics from the victim and perpetrator classes, with very high mental health risks |
| Jin Liu, Siying Guo, Rebecca Weissman, and Hongdou Liu | | | |
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| 6. Variation in the | Identify the | Research design: cross | The results showed Victims of |

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| <p>prevalence of different forms of bullying victimisation among adolescents and their associations with family, peer and school connectedness: a population-based study in 40 lower and middle</p> | <p>prevalence of different forms of bullying experiences and their association with family functioning, peer relationships, and school connectedness among adolescents in</p> | <p>sectional Sample size: 214,080 adolescents cluster sampling criteria: Adolescents aged 11-15 years and participated in the HBSC survey 2. Instruments:</p> | <p>that 8.0% of respondents experienced victims of traditional bullying only (8.8% male, 7.4% female), 2.3% experienced victims of cyber bullying only (2.1% male, 2.2% female), and 1.7% experienced victims of traditional and cyber</p> | <p>traditional bullying are more common among adolescents in LMICs and HICs than victims of cyber bullying. Positive family functioning, strong friend</p> |
| | | | | <p>relationships,</p> |
| | | | | <p>and better school connections are associated with lower risk of bullying victimization of any kind</p> |
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| <p>income to high-income countries (LMIC-HICs) Tuhin Biswas, Hannah J. Thomas, James G. Scott, Kerim Munir, Janeen Baxter, M. Mamun Huda, Andre M.N. Renzaho, Donna Cross, Helal Uddin Ahmed, Rashidul Alam Mahumud,</p> | <p>40 low- and middle- income to high- income countries (LMIC-HICs).</p> | <p>Self-completion questionnaire This questionnaire covers various health indicators, including nutrition, physical activity, hygiene, mental health, alcohol use, tobacco use, drug use, sexual behavior, violence/injury, and protective factors.</p> | <p>bullying together (1.7% male, 1.8% female) three forms of bullying experiences during adolescence were significantly associated with poor family functioning, poor friend relationships, and poor school connections</p> | <p>relationships, and better school connections are associated with lower risk of bullying victimization of any kind</p> |
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| | dan Abdullah A Mamun 2022 | | | | |
| 7. | Parenting style and bullying behavior in adolescents Ariyanti Saleh, Hapsah Hapsah, Wiwik Krisnawati, dan Erfina Erfina 2021 | Knowing the relationship between parenting style and bullying behavior in adolescents at school. | Research design: cross sectional Sample size: 261 adolescents Sample selection: stratified random sampling Inclusion criteria: Adolescents aged 12-15 years old Instruments: Parenting Style and Dimensions Questionnaire (PSDQ) Adolescents Peer Relations Instrument (APRI) | There is a significant relationship between parenting style and bullying behavior in adolescents at school (p = 0.0001) | Authoritarian parenting is related to bullying behavior as a bully, and permissive parenting is related to bullying behavior as a victim |

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| 8. | <p>School Bullying—The Silent Epidemic: Cross-Sectional Study of Factors Associated with Peer Victimization Among Lebanese Adolescents</p> <p>Sahar Obeid Hala Sacre, Souheil Hallit, dan Pascale Salameh</p> <p>2020</p> | <p>Evaluating bullying in schools and identifying factors associated with it among Lebanese school adolescents</p> | <p>Research design: cross sectional Sample size: 1,000 adolescents Sample selection: convenient sampling Inclusion criteria: Adolescents aged 12-18 years old Instruments: Health Behavior in School-Aged Children (HBSC)</p> | <p>Prevalence of Bullying: A significant number of students report having experienced various forms of bullying, including physical, verbal and cyberbullying</p> <p>Influencing factors: Demographic Factors: Age and gender were found to be significant factors. Younger adolescents and females tend to report higher levels of victimization</p> <p>Psychosocial Factors: Higher levels of stress, depression and anxiety were associated with an increased risk of peer victimization. Lack of social support and poor relationships with parents are also associated with higher risk</p> <p>School Environmental Factors: Unsafe school environments and lack of effective anti-bullying policies have also been found to be associated with increased incidences of victimization</p> <p>Mental Health: Students who experience bullying show lower levels of mental well-being and</p> | <p>Peer victimization is closely associated with clinically relevant mental health problems. In addition, factors such as parental and peer support may protect against the negative impact of bullying</p> |
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| | | | more emotional and behavioral problems | |
| 9. School Bullying Victimization and Associated Factors Among School-Aged Adolescents in China | Find out the incidence | Research design: case control Sample size: 6,108 adolescents Sample selection: purposive sampling Inclusion criteria: 1. Adolescents aged 9-12 years Instruments: Multidimensional Peer Victimization Scale (MPVS) 2. | The prevalence of bullying among school adolescents in China is significant. Factors associated with increased risk of bullying victimization include: Gender: Males are more likely to experience bullying compared to females Socio-Economic Status: Students from families with low socio-economic status are more vulnerable to bullying Peer Support: Lack of support from peers increases the risk of victimization School Environment: Schools with a less conducive environment and lack of support from teachers also increase the risk Mental Health: Students with mental health issues are more likely to be victims of bullying | Factors that lead to different types of bullying and victimization have implications for potential measures to prevent bullying |
| Yanyuan Meng, Yaming Yang, Ping Lin, Yue Xiao, Yan Sun, Yining Qian, Ga oqiang Fei, Qiannan Sun, Xuanli Jiang, Xiaoyu Wang, Lorann Stallones, Henry Xi ang, dan Xujun Zhang | | | | |
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rate of bullying and factors associated with bullying victimization among school adolescents in China

DISCUSSION

This study aims to examine the various factors associated with bullying among adolescents. Based on a review of several journals, it was found that the factors that influence bullying are very diverse and include aspects of the individual, family, peers, and school environment.

Levels and Influencing Factors of Bullying

The journal Sabramani, et al. (2021) highlighted the high level and widespread involvement of bullying among students in Malaysia. The most influential factors in students' involvement in bullying include age, gender, ethnicity, social media use, psychological pressure, number of friends, household conflicts, presence of troublemaking students, students' relationship with teachers, frequency of praise from teachers, students' attitude in helping friends, and truancy. This shows that bullying is not only influenced by individual characteristics but also by social interactions and the school environment (14).

Parenting and Bullying

Krisnana, et al (2019) and Saleh, et al (2021) journals highlight the role of parenting in bullying behavior. Parenting that is too rigid or too free increases the risk of adolescents becoming bullying perpetrators, while authoritative parenting is recommended to prevent bullying (15). Article (16) also showed that authoritarian parenting is associated with bullying behavior as a bully, and permissive parenting is associated with bullying behavior as a victim. This emphasizes the importance of a balanced parenting approach in shaping adolescents' social behavior.

Social Support and School Environment

Journal 3, Journal 6, and Journal 8 emphasized the importance of friendship support, positive family relationships, and school climate in preventing bullying. Parental and peer support can protect adolescents from the negative impact of bullying. Positive family functioning, strong friend relationships, and good school connections are associated with a lower risk of bullying victimization of any kind. This suggests that a supportive social environment is key in bullying prevention (17,18,19) .

Mental Health and Risk of Victimization

Journal 4 and Journal 8 highlight the relationship between mental health and victimization risk. Factors such as age, loneliness, anxiety, suicidal ideation, suicide attempts, and cannabis use increase the risk of being a victim of bullying. Peer victimization was strongly associated with clinically relevant mental health problems. This suggests that interventions that address adolescents' mental health are critical in reducing the risk of bullying (20) (19).

Multidimensionality and Prevention

Journal 5 and Journal 9 indicate that individual, family, peer, and school factors are all associated with involvement in bullying. Journal 9 also discusses the factors that lead to different types of bullying victimization and provides implications for potential measures to prevent bullying. A multidimensional approach to understanding and addressing bullying is necessary to create a safe and supportive learning environment for adolescents (21) (21). Overall, the findings from these journals suggest that bullying in junior high school adolescents is influenced by a variety of interconnected factors. A holistic and integrated approach, involving interventions at the individual, family, peer and school levels, is necessary to prevent and effectively address bullying. Strong social support, balanced parenting, attention to mental health, and a positive school environment are key in creating a safe and supportive environment for all students.

CONCLUSION

This study identified that bullying in junior high school adolescents is influenced by various factors

including individual aspects, family, peers, and school environment. Balanced parenting, strong social support, attention to mental health, and a positive school environment are key in preventing and effectively addressing bullying. A holistic approach involving interventions at multiple levels is needed to create a safe and supportive environment for all students.

CONFLICT OF INTEREST

The authors declare no potential conflicts of interest in connection with the research, authorship and/or publication of this article.

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