



DETERMINANT FACTORS OF BULLYING IN ADOLESCENT

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ABSTRACT

Adolescence has great energy and turbulent emotions but rudimentary self-control. Many cases of bullying occur during this period due to internal and external factors. Identifying determinants and factors affecting bullying behaviour is crucial in preventing bullying incidents. Objective: The study aimed to identify the determinant factors of adolescent bullying behaviour. The design of this study used a correlation descriptive survey with a simple random sampling technique. The respondents are 7th-grade Senior High School students in Surakarta, with a total respondents 88 students. The instruments used were the Olweus Bully Victim Questionnaire, Rosenberg Self-Esteem Scale, personality questionnaire, self-actualization questionnaire, emotion regulation questionnaire, social support questionnaire, social media questionnaire, and DASS. The data analysis used the Pearson correlation (parametric data) and the Spearman-rho test (non-parametric data). The results of the study indicated that the majority of respondents were female, which was 52.3%. There was no significant association between depression-anxiety-stress, self-actualization, personality, self-concept, family support, social media, and emotional regulation. Peer support has a significant relationship with bullying behaviour. Peer support tends to reduce the risk of bullying behaviour among adolescents. This result suggests that peers have a significant impact on bullying behaviour.

Keywords: adolescent; bullying; determinant factor

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INTRODUCTION

Adolescents are a population group in the age range of 10 to 18 years (Ministry of Health, 2014) and 10-19 years old (WHO, 2021). Adolescence is a time of revolutionary sexual development, and it is also a time when environmental socioeconomic factors and living conditions have a significant impact. Emotional and behavioral problems are one of the major mental health problems faced by adolescents (Harikrishnan & Sailo, 2021). Previous research revealed that 6.5% of adolescent respondents from the community and 23.3% of adolescent respondents from schools had a significant prevalence of emotional and behavioral problems (Malhotra and Patra, 2014).

Emotional disorders that often occur in adolescents include anxiety disorders and depression. Anxiety and depression can affect adolescents' performance in school such as school attendance, completion of schoolwork, loneliness and self-isolation. Depression can also lead to suicide (Harikrishnan & Sailo, 2021). Behavioral disorders are more common in younger adolescents aged 10-14 years than older adolescents aged 15-19. Many problems arise in adolescents, one of which is emotional changes that affect their lives. Emotional changes that occur in adolescents tend to be volatile and adolescents' ability to manage emotions is still not fully developed (Kamilah and Rahmasari, 2023). Adolescents often exhibit pressure, emotions of uncertainty, dread, and worry when they are confronted with issues since they are not accustomed to handling the emotional impacts of these situations well. Adolescents who have conflicts and stress are likely to develop negative emotions in individuals (Amanda & Tobing, 2017). Individuals' ability to manage their emotions in the school environment is not

optimal, such as when interacting with peers, they tend to use high tones, use offensive language or are not easily understood by other friends, causing unwanted actions, this action is often known as bullying behavior (Ningrum et al., 2019)

Bullying is defined as unpleasant verbal, physical, and social behavior by individuals or groups that causes someone to feel uneasy, wounded, and depressed in both the real world and online (Sawitri, 2017). The previous research showed forms of bullying behaviors such as physical bullying and verbal bullying that often occur in students carried out by seniors against their juniors in the school environment, such as hitting, making fun of and giving nicknames to victims (Nurlia & Suardiman, 2020). According to WHO (2021), bullying behavior in female adolescents averages 37% and male adolescents 42%, which the types of bullying behaviors that occur are physical and verbal violence. According to Agisyasputri et al., (2023) bullying occurs worldwide, with 245 million children becoming victims of bullying behavior every year. Based on prevalence data from (UNESCO, 2017) in 5 Asian countries, namely Vietnam (79%), Cambodia (73%), Nepal (79%), Pakistan (43%) and Indonesia (84%). Based on data from the Federation of Indonesian Teachers' Unions (FSGI), there were 16 cases of bullying that occurred in the school environment, in the period from January to August 2023. Cases of bullying that occurred in the school environment were in Islamic boarding schools, each with a percentage of 6.25%, in Senior High Schools (SMA) and Vocational High Schools (SMK) with a proportion of 18.75%, while in Elementary Schools (SD) and Junior High Schools (SMP) had a percentage value with a proportion of 25% which means that they had a value of 25%. Bullying behavior in adolescents has an impact on changes and disturbances in the physical, psychological, and social functions of adolescents which will also lead to risky behavior, anxiety, depression, a decrease in achievement levels, suicidal ideation to suicidal behavior (Sawitri, 2017).

Five factors affect bullying behavior, namely the family environment, school environment, peer groups, social environment and social media (Sawitri, 2017). Factors that affect bullying behavior that often occur are in the school environment. Factors in the school environment include personality factors, peer factors, and interpersonal communication between children and their parents (parenting). One of the factors in the school environment that influences bullying behavior is the peer factor, which can have a negative and positive influence (Sulistiowati et al., 2022). Based on the results of research by (Zakiyah et al., 2017), peers have a negative impact on relationships. One example is if one of the friends commits bullying behavior to a friend, the friend does not break it up but takes part in the behavior as well as supporting the bullying behavior carried out by the theme against the victim.

Another factor affecting bullying behavior is emotion regulation. Research according to Agustina (2017) states that emotions play an important role in bullying if a person cannot control their emotions or regulate emotions, then bullying behavior is easy to occur. Adolescents are often considered to lack high bullying behavior, because they are not able to regulate their emotions optimally. Internet use behaviors, such as excessive use of social media, have been reported to cause a decrease in the significance of individual daily functioning as well as related to adolescent mental health (Younes et al., 2016). Drestya (2013), mentioned that one of the motives for someone to use social media is related to how social media becomes a convenient tool motif that makes users feel represented in venting their emotions. Excessive use of social media triggers the emergence of cyberbullying, in the form of derogative, suppressive and violent words when commenting on social media accounts, which can have a secondary effect on endangering one's self-esteem, which can later affect one's self-actualization. The aim of the study was to analyze the determinants factors of bullying behavior in adolescents.

METHOD

The study used a correlation descriptive study with a cross-sectional approach. The study was conducted in a Junior high school in Surakarta, Indonesia, in June 2024. The sampling technique used quota random sampling. The population of first-grade junior high school students is 260, and the sample size is 88. The sample size was measured using the Slovin formula: $n = N / (1 + (N \times e^2))$. The instruments used were the Olweus Bully Victim Questionnaire, Rosenberg Self-Esteem Scale, personality questionnaire, self-actualization questionnaire, emotion regulation questionnaire (Gross & John, 2003; Radde et al., 2022), social support questionnaire (Sovianita et al., 2024), social media questionnaire (Zariah et al., 2023), and Depression Anxiety Stress Scale (DASS). All the questionnaires were valid and reliable. Data analysis in this study used univariate and bivariate analysis with Pearson correlation test (parametric data) and Spearman-rho test (non-parametric data) using the SPSS for Windows version 25 program. The researcher informed all the respondents about the aims and procedure of the study. They are allowed to withdraw at any stage of the study. The study's ethical clearance is derived from the Ethic Commission of STIKes Nasional, with the number 93/EC/KEPK/V/2024.

RESULT

Table 1
Respondent characteristics (n= 88)

Respondent characteristics	f	%	Mean	Deviation standard/SD	Median	Min-Max
Gender						
Female	46	52,3				
Male	42	47,7				
DASS/ Depression, anxiety, stress			15,88	6,77	16	0-36
Low	37	42				
High	51	58				
Self-actualization			34,68	6,57	35	21-49
Low	42	47,7				
High	46	52,3				
Personality			23,95	3,19	24	16-33
Low	34	38,6				
High	54	61,4				
Self concept			81,05	10,11	82	52-101
Low	39	44,3				
High	49	55,7				
Family support			68,27	14,11	70	37-99
Low	39	44,3				
High	49	55,7				
Peer support			67	10,92	70	37-90
Low	36	40,9				
High	52	59,1				
Using social media			60,65	6,49	60	44-81
Low	48	54,5				
High	40	45,5				
Emotion regulation			85,33	11,22	85	56-110
Low	10	11,4				
Medium	76	86,4				
High	2	2,3				
Bullying behavior			93,6	12,06	91	68-118
Low	0	0				
Medium	36	40,9				
High	52	59,1				

Table 1 showed that most of the respondents were female (53,3%). The respondents had DASS score in the high category (58%), self-actualization in the high category (52,3%),

personality in the high category (61,4%), self-concept in the high category (55,7%), family support in the high category (55,7%), peer support in the high category (59,1%), using social media in the low category (54,5%), emotion regulation in the medium category (86,4%), and bullying behavior in the high category (59,1%),

Table 2
The cross-tabulation between determinant factors and bullying behavior in adolescents (n= 88)

Variable		Bullying behavior				Total		P Value
		Medium		High		f	%	
		f	%	f	%			
Depression, anxiety, stress	Low	15	40,5	22	59,5	37	42,	0,952
	High	21	41,2	30	58,8	51	58	
Self-actualization	Low	18	42,9	24	57,1	42	47,7	0,722
	High	39,1	28	28	60,9	46	52,3	
Personality	Low	14	41,2	20	58,8	34	38,6	0,968
	High	22	40,7	32	59,3	54	61,4	
Self-concept	Low	13	33,3	26	66,7	39	38,6	0,968
	High	23	46,9	26	53,1	49	61,4	
Family support	Low	12	30,8	27	69,2	39	44,3	0,084
	High	24	49	25	51	49	55,7	
Peer support	Low	9	25	27	75	36	41	0,012
	High	27	51,9	25	48,1	52	59	
Using social media	Low	19	39,6	29	60,4	48	54,5	0,782
	High	17	42,5	23	57,5	40	45,5	
Emotion regulation	Low	3	30	7	70	10	11,34	0,354
	Medium	33	43,4	43	56,6	76	86,36	
	High	0	0	2	100	2	2,27	

Table 2 showed that peer support is the only factor that significantly correlates with bullying behavior in adolescents (p value 0, 012; CI 95%).

DISCUSSION

The study identified a significant correlation between peer support and bullying behavior, while other factors did not have a significant correlation. A total of 75% (27 respondents) had low peer support and high bullying behavior. The odd ratio score (OR) is 0.309, which means that adolescents with high peer support have a 0.309 times lower chance of bullying behavior compared to respondents with low peer support. In line with this study, previous studies found that peer support is necessary for adolescents. Negative experiences in adolescents can encourage young people to seek a better future elsewhere and bullying in schools can have the same impact on urban adolescents and rural adolescents. Prevention programs aimed at reducing intimidation and supporting victims will not only result in better psychological conditions and social adjustment. The program has a positive long-term impact on adolescent retention and re-migration rates (Bjarnason et al., 2021). Other study identified that adolescents who have peer support were more likely to be resilience than students who do not have peer support. Peer support can be used against bullying victimization (Biswas et al., 2020). Different school climates are associated with physical adolescent relationship abuse (ARA) in schoolchildren and students across California. and that these relationships differ based on gender and victims of oppression. Schools play an important role in adolescents' lives, shaping their knowledge, attitudes, and behaviors about academics and also social behaviors, including intimate relationships (Jain et al., 2018). While other factors such as mental health condition, self-actualization, personality, self-concept, family support, use social media, and emotion regulation have no significant correlation with bullying behavior. Previous research has shown that victims of bullying are the least able to adapt. Overall, popularity seems to protect adolescents from social anxiety-related matters, and victimization is associated with internalization issues (Turunen et al., 2024).

Bullying in schools negatively impacts short-term academic outcomes and remains detrimental in the long term. The strongest impact is on mental health, and the impact of unemployment and income is measured at 25 years. Some evidence has been found that the intensity of bullying plays an important role. Violent oppression alone plays an important role; in addition to the combination of the two, violence and non-violent intimidation also have an important role. Similarly, mental health (which is poor) can also be affected by a combination of bullying with violence and non-violence (Gorman et al., 2021). This study's results differ from other studies that state that self-actualization is related to bullying behavior. Research shows that student learning experience, media, resources, extracurricular activities, and student comfort at school in these 5 aspects must be as good as possible. Basic education is the initial provision for students to find their identity. The role of an educator is indispensable, and strengthening physical and spiritual aspects must always be fostered and supervised. This needs to be understood by students because exploration and competitiveness cannot be separated from these five aspects. In this case, these five aspects will greatly influence the ability to self-actualize and minimize bullying behavior individually (Susandi et al., 2021).

The results of this study show that personality is not a determinant of bullying behavior. This is in contrast to previous research, which found that some personality and emotional-based driving factors that cause bullying and victimization have also been identified. These include increased anger, impulsivity, positive attitudes toward violence, and disinterest in morals (van Noorden et al., 2015). Indignity in the classroom at the initial measurement predicts bullying behavior at a later time. In contrast, bullying at the beginning does not predict disrespectful behavior in the classroom at the next time. Research shows that there is stability in class disrespect over time, providing empirical support for class disrespect as a precursor to bullying behavior. Disrespect in the classroom not only negatively impacts the learning environment but may also be involved in contributing to the circumstances that encourage bullying behavior in adolescence. Based on these findings, it is necessary to address the importance of limiting uncivilized behavior before it develops into a more severe form of behavior (Spadafora & Volk, 2024)

The results of this study show that self-concept is not a determinant of bullying behavior. This result is different from previous research that explains that self-image in adolescents may be related to bullying that occurs. In line with research by (Urano et al., 2020) shows that there is no significant interaction between cyberbullying victimization (CV) and emotional competence (EC) in predicting self-esteem. The perception of gingival bleeding may harm social life among adolescents, thus causing a higher incidence of verbal bullying. Research shows that dental shyness, difficulty speaking, and the thought of bothersome teeth are associated with more episodes of verbal bullying.

The results of this study show that family support is not a determinant of bullying behavior. This result differs from the previous study that family support has a role in bullying behavior. Individuals with higher resilience and parents with more positive parenting styles may reduce the adverse impact of media exposure to violence on adolescents' attitudes toward bullying at school. Teachers' attitudes toward bullying at school (school factors) contribute to predicting adolescents' attitudes toward bullying at school (Moon & Lee, 2020). Previous studies have found that slapping as a parental discipline practice is associated with an increased risk of bullying involvement in early adolescence, and warm parenting does not moderate the relationship between slapping and bullying involvement. This study demonstrates the need to identify risk factors for family bullying involvement and the effects of physical discipline.

Parents should be told that the use of slapping as a disciplinary practice against their children cannot be justified even if they implement a warm parenting style as it will likely increase their risk of becoming a victim of bullying and victimization (Fujikawa et al., 2018).

The results of this study show that using social media is not a determinant of bullying behavior. This result differs from the previous study that using social media can increase cyberbullying (Solomontos & Strohmeier, 2021). Likewise, the results of the study showed that there was no relationship between emotional regulation and bullying behavior, in contrast to previous studies. Another study that focuses on the moderate effect of Emotional Competence (EC) in the relationship between cyber-bullying (CV) victimization and mental health among adolescents through regression analysis shows that there is a significant direct influence of CV on psychology, namely self-esteem, and the adverse effects of victimization. The results also showed that high intrapersonal EC weakened the relationship between CV and psychological stress, while high interpersonal EC strengthened the relationship between CV and psychological stress (Urano et al., 2020) Emotional regulation and bullying behavior, different from previous research. Another study that focuses on the moderate effect of Emotional Competence (EC) in the relationship between cyber-bullying (CV) victimization and mental health among adolescents through regression analysis shows that there is a significant direct influence of CV on psychology, namely self-esteem, and the adverse effects of victimization. The results also showed that high intrapersonal EC weakened the relationship between CV and psychological stress, while high interpersonal EC strengthened the relationship between CV and psychological stress (Urano et al., 2020)

In the present study, samples derived from a singular place or one junior high school may exhibit considerable homogeneity. Consequently, it is imperative to pursue further study by broadening the region scope of the study. Furthermore, using a mixed-method design could facilitate a more profound exploration of the determinant factors of adolescent bullying behavior. As peer training is a significant determinant factor that is correlated with bullying behavior, it is also recommended to investigate the role of peer support training in decreasing bullying behavior in adolescents.

CONCLUSION

The study highlights that peer support had a significant correlation with bullying behavior in adolescents. The study clarifies why adolescents who experience a lack of peer support are more likely to engage in bullying behavior. Schools need to pay more attention to providing bullying prevention with a peer support approach. Further research can investigate the role of peer support training in decreasing bullying behavior in adolescents.

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