

# **Bullying Victimization Effect at Physical, Psychological, and Social in Adolescence**

## ***A Systematic Review***

Wildan Akasyah, Hendy Muagiri Margono and Ferry Efendi  
*Faculty of Nursing Universitas Airlangga, Kampus C Mulyorejo, Surabaya, Indonesia*

**Keywords:** Adolescent, Bullying Victim, Bullying Effect.

**Abstract:** Bullying is an experience that occurs when a person feels persecuted by the actions of others and he is afraid that if the bad behavior will happen again while the victim feels powerless to prevent bullying. The aim of this study was to synthesize the bullying victimization effect at bio, psycho, and social in adolescence. This study was a systematic review. Pre-defined keywords were searched in Science Direct and Scopus with relevant literature in any year. First step were selection of primary studies, data extraction, assess studies quality of the included studies with PRISMA. Year and type of study, study design, sample size, sample characteristics, interventions and results were presented. Three key themes were identified from the original research were bullying victimization on physical, psychology, and social. Thirteen studies have been found in its systematic review. Bullying behavior obtained from the results review were verbal, physical, electronic/cyber and relational bullying. Bullying verbally includes mocking, making fun of the physical shortcomings of other students and using unpleasant words, physical bullying such as hitting, kicking, pushing and forcibly taking possession of others. Almost victim of bullying show stress, anxiety, depression, problem with academic, suicide ideas and psychosocial problems.

## **1 BACKGROUND**

Bullying often triggers serious conflict among adolescents (Adams, 2015) and becomes a complex psycho-social problem (Craig et al., 2009; Zhou et al., 2017). The case of bullying in schools is a phenomenon of icebergs, events that occur far more than are visible on the surface, because the reported cases are only a small part. KPAI also mentioned that bullying cases affecting children in Indonesia, both in urban and rural areas are almost the same case (Saubani & Sopia, 2017). Bullying can occur in public schools, private, even international schools (Setyawan, 2014).

Portion of adolescents and children experiencing bullying in schools varies widely, depending on country and research. Schoolchildren experience with bullying verbal (20-65%) is the most prevalent form of violence in school (Pinheiro, 2006). The research from UNESCO in report that 246 million adolescents and children experience violence school bullying and in some form each year (UNESCO, 2011).

In 2014-2015 20.8% of adolescents aged 12-18 years (over 5 million) reported that they had been bullied in school (Lessne & Yanez, 2016). Other data show that 17.6% of boys and 15.3% of girls are reported to be victims of bullying (Rasalingam et al., 2016). Other studies have shown that 15-30% are generally teenagers had been the victim of bullying (Zhou et al., 2017). Other studies have shown that bullying occurs mostly in early adolescence (14-15 years) (Peltzer & Pengpid, 2017, Rhee et al, 2017, Tanrikulu & Campbell, 2015).

The results show that bullying is associated with low levels of psychological adjustment and social adjustment and high levels of psychological pressure, depressive symptoms, and adverse physical health symptoms (Undheim et al., 2016). Emotional mental disorders in bullying victims may progress to more serious disorders such as mental illness if not successfully addressed (Riskesdas, 2013; Zauszniewski and Bekhet, 2012).

Victims of bullying will have a significant negative impact on the physical and psychological health of adolescents, such as, nausea, headaches,

sleep problems, fatigue, self-harming behavior, loneliness (Zhou et al., 2017) depression (Murshid, 2017), psychosis and the idea of killing self (Bang & Park, 2017) than those who do not have such a history. Symptoms of depression are the detrimental effects found in victims of bullying (Zhou et al., 2017).

Bullying causes psychosocial risks and serious academic adjustment to victims and perpetrators (Solberg et al., 2007). Mental health disorders have been shown to have significant adverse effects on welfare, function and development in adolescence, and are associated with decreased academic performance, unemployment, poor social functioning, and substance abuse. This negative effect can continue well beyond adolescence, creating a cycle of continuing dysfunction and loss (Yin et al., 2017).

The impact of education on victims of bullying and violence is very significant. Bullying by teachers or peers can make intimidated children and teenagers feel afraid to go to school and interfere with their ability to concentrate in class or participate in school activities (UNESCO, 2017). They may often lose classes, avoid school activities, and drop out altogether. The unsafe learning environment creates a climate of fear and insecurity and raises the perception that teachers have no control or care for students' welfare. This reduces the quality of education for all students (UNESCO, 2017).

Comparatively little mastery of difficulty by children and families is important to develop resilience to further challenges (Shonkoff et al., 2009). However, stress levels associated with excessive, persistent or uncontrollable difficulty, without the protection of stable adult support may have disruptive effects on brain function (and some organ systems) that can lead to life-long illness and behavior problems (Shonkoff et al., 2009). This systematic review is structured to identify the effects of bullying victimization on physical, psychological, and social in adolescence.

## 2 METHODS

### 2.1 Design

The design of this research is a systematic review of quantitative studies. The review protocol used the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines for the reporting of systematic reviews and the guidelines provided by the Cochrane Collaboration. PRISMA guidelines methods were followed to direct the creation of eligibility criteria and search strategies,

guide study selection process, and inform data analysis.

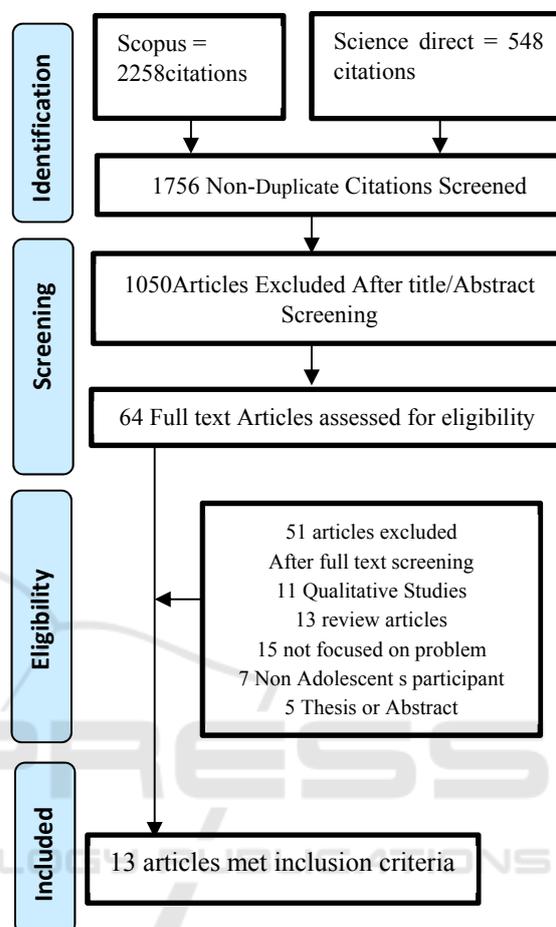


Figure 1: Selection Process.

### 2.2 Searching Strategy

The search strategy yielded a total of 2806 citations, from which we removed 1756 duplicates. 1050 citations were then removed after first-level screening because their titles and/or abstracts did not match eligibility criteria. 64 full-text articles were subjected to second-level screening from which 13 articles were retained for inclusion in the review. Thus the final set included 13 articles on the Bullying Victimization Bio, Psycho, Social Effect in Adolescence. Using the PRISMA tool for quantitative studies, we assessed quality of the included articles. The quality of 13 studies was considered good.

### 2.3 Study Characteristic

The 13 studies (Table 1) were published between 2006 and 2018 and conducted in five countries: seven

studies from United States, one study each studies from the Germany, China, Sweden, two studies each from Canada. All studies were quantitative methods. Quantitative methodologies included descriptive studies, associations, correlations, comparative studies, longitudinal studies, cohort, and retrospective studies. All papers did clearly report their sampling strategy. Sample sizes ranged from 200 to >2000 participants, and the total number of participants included across all studies was >100000. Demographic data reported indicates that most participants were female and the range of experience bullying victimisation was from 1 months to 20 years. Data were collected through questionnaire (n = 9) and survey (n = 3) and analyzed according to a form of content or thematic analysis.

### 3 RESULTS

#### 3.1 Physical Effects

School physical disorder and a lack of positive behavioral expectations were associated with increased risk for multiple forms of bullying. Several gender and age differences were also observed in relation to the patterns of bullying experienced (Bradshaw et al., 2015).

Much of the research on bullying has tended to be focused on the prevalence and correlates associated with the behavior, carried out in a handful of countries (mainly, the United States, Europe, and Australia), and examined cross-sectionally. There remain gaps in understanding how bullying manifests in international contexts, especially because of the widespread variability reported in bullying perpetration and victimization between countries and regions (World Health Organization, 2016). Specifically, being the victim of verbal bullying was associated with greater exposure to adverse health problems, including asthma, rhinitis, and obesity. We also found that being bullied physically was associated with a higher prevalence of obesity (Jennings et al., 2017).

#### 3.2 Psychological Effects

Psychological distress generated by peer victimization impairs a student's motivation and performance in school. Traumatic experiences such as sexual abuse physical abuse and violence have all been found to have a variety of detrimental effects on the psychological well-being of young people (Gustafsson et al., 2009). Anxiety, depression, anger,

posttraumatic stress, dissociation and sexual concerns are psychological symptoms that found in adolescent with bullying (Gustafsson et al., 2009). A recent Canadian study found that 40–46% of adolescents experienced harassment (a composite score that included verbal harassment, threat of physical assault, and actual physical assault), and it predicted poorer physical and psychological (i.e., depression) health status (Abada, Hou, & Ram, 2008).

Examining the precise nature of the relationship between parental rejection and multiple victimization was beyond the scope of the present study, but it maybe that adolescents who perceive their parents as rejecting suffer psychological consequences (e.g., low sense of self-worth, depressed mood, helplessness, anger) that make them more vulnerable to victimization (Cuevas et al., 2007).

Youth with multiple victimizations experienced more psychological distress and earned lower grades than their peers (Holt et al., 2007). A substantial number of youth are bullied by their peers at school, and that this victimization is associated with deleterious psychological and academic effects (Espelage & Holt, 2001)

Targets of bullying report more loneliness, greater school avoidance, more suicidal ideation, lower self-esteem, and more depression than their non-bullied peers (Hawker & Boulton, 2000). Finally, high school students who had experienced high levels of childhood sexual abuse, sexual harassment, and dating violence reported more psychological distress and a lower sense of school belonging than their non-victimized peers and peers with fewer victimization experiences (Holt & Espelage, 2003).

This is alarming because bullying and victimization are severe risk factors for a variety of adverse short- and long-term outcomes: bullying has been linked to antisocial behavior, low prosocial behavior, school failure, or substance abuse, whereas victimization predicts psychosomatic complaints, school absenteeism, low self-esteem, anxiety, loneliness (Rigby, 2003).

#### 3.3 Social Effects

Bullying victimization in adolescence is a significant social problem that can become persistent over time for some victims (Calvete et al., 2017). Children's behavior and social experience, particularly with respect to peer relationships, have received increasing attention from researchers because of their critical role in the socialization process (Yuan, Shao, Liang, & Bian, 2014). Bullying victimization positively predicted children's social anxiety (Wu et al., 2018).

Although previous research suggests that some characteristics of the victims, such as social anxiety

(Storch et al., 2005), can perpetuate the risk of being a victim, there is an overall paucity of research examining the factors that contribute to continued bullying victimization. Symptoms of social anxiety could encourage bullies to choose them as victims, believing that they will have more difficulty defending themselves. Thus, social anxiety could not only be a consequence of victimization, it could also act as a factor that increases the risk of future bullying victimization. Moreover, the role of social anxiety in bullying victimization could be stronger among girls because they usually score higher than boys on social anxiety (Caballo et al., 2014).

## 4 DISCUSSION

This systematic review of quantitative studies has presented the bullying victimisation effect at bio, psycho, and social in adolescence. It was evident from the studies included in this review, that type of bullying, effect of bullying on physical psychology, and social. Three synthesized findings were identified which could create lasting effects on bullying: physical problem, psychology problem, and social problem in child adolescent.

Victims of Bullying have complex problems. Based on previous data and research forms of bullying include physical, verbal, cyber bullying, and social. Psychosocial problems are of primary concern, followed by physical problems. Psychological distress can have a bad impact. Self-esteem, low self-esteem, anxiety, depression, suicidal idea are some of the distress psychology that often appears in victims of bullying (Gustafsson et al., 2009; Holt et al., 2007). More impact on academic changes has also been reported in previous studies. Teenagers with ongoing bullying have problems in the academic field. One example is the declining learning grade, often not attending school for fear, and dropping out or out of school (Cornell et al., 2013; Holt et al., 2007).

In another report mentioned that the victims of bullying also have an impact on physical health problems. Asthma, rhinitis and obesity are some of the physical problems (Jennings et al., 2017).

It is important to note that while this review has highlighted some of the more challenging aspects of bullying victimization effect at adolescents, overwhelmingly it highlights what is done well. The findings have clearly demonstrated that adolescent with bullying victimization have some problem there are physical, psychological, and social. Since it is evident that grief and emotional distress are experienced bullying victimization can be identification. Olweus. (2016) recently published

clinical practice guidelines for bullying intervention program in school which could be used as a platform to develop unit specific guidelines.

The findings of this review would suggest that despite the varying approaches to quantitative inquiry that have been used, the bullying victimization effect in physical, psycho, and social. As such, implications for research can be suggested beyond the bullying victimization effect have been identified The latter is particularly important because the period of time leading up to a decision to control the effect of bullying victimisation. Furthermore, a critical evaluation of existing bullying victimization effect and clinical practice guidelines as well as how these guidelines are actualized in school would help to identify and solidify best-practices.

There are a number of limitations to consider when interpreting the findings of this study. First, as with all meta-aggregation studies, there is a possibility that we misrepresented the original experiences and/or interpretations. This can occur any time one synthesizes aggregated quantitative data from multiple sources. To minimize this potential error, we followed a rigorous systematic review methodology (PRISMA, 2009), including double citation screening and data extraction and only reported on findings deemed unequivocal or credible. The research team also had expertise in review methods, quantitative methodologies. Second, it is possible that our search strategy failed to identify all pertinent literature because we opted to create a narrow search including keywords explicitly relevant to the topic. It is possible that the addition of terms might have produced more results including other contexts of victimization effect. Furthermore, we did not include a grey literature search. The studies we reviewed originated from, Germany, Canada, Sweden, China, and United States. In addition, most of the participants were adolescent and the overall experience described in this paper may not represent accurately adolescent victimisation experiences.

## 5 CONCLUSIONS

This systematic review of quantitative studies from various countries provided an aggregated perspective of the bullying victimization effect at physical, psychological and social in adolescent. Bullying behavior obtained from the results review is bullying verbal, physical bullying, electronic/ cyber bullying and relational bullying. Bullying verbally includes mocking, making fun of the physical shortcomings of other students and using unpleasant words, physical bullying such as hitting, kicking, pushing and forcibly taking possession of others. Almost victim of

bullying show stress, anxiety, depression, problem with academic, suicide ideas and psychosocial problems. Adolescent with bullying victimizations experienced more physical, psychological emotional distress, and psychosocial problem. The topic within this context is complex, multifaceted and has similarities across the world This review expands our understanding of this of bullying victimization effect at physical, psychological, and social in adolescent in that it provides implications for practice and is suggestive of areas for the development of new knowledge by clearly identifying areas for further research.

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Table 1: Summary of studies and reported study results

Author (Year) Country	Purpose/Aim/Research	Methodology/Data Collection/Data Analysis	Sampling and Participants	Main results/themes
Cornell et al. (2013) United States	To search Perceived Prevalence of Teasing and Bullying Predicts High School Dropout Rates	Survey regression analyses	Random N=7,082 ninth-grade students	The predictive values of student and teacher perceptions of PTB were comparable in magnitude to the predictive values for other commonly recognized correlates of dropout rates
Bradshaw et al. (2015) United States	To examine the overlap in four different forms of bullying that youth commonly experience (i.e., verbal, relational, physical, electronic), with the aim of understanding their association with social-emotional correlates (i.e., internalizing symptoms, externalizing symptoms, retaliatory attitudes) and exploring associations with school contextual factors such as supervision, school physical disorder, and behavioral expectations	Cohort web-based survey  A series of two-level hierarchical linear models (Descriptive Analyses, Latent Class Analysis)	Random N=24,620 students	This research indicated significant overlap in the different forms of bullying victimization, with youth experiencing multiple forms of bullying reporting the greatest risk for social-emotional problems
Turner et al. (2016) United States	Groups of youth with specific victimization profiles and identify factors that are associated with membership in each victimization group.	Survey Descriptive characteristics	Random N = 2,312 youth ages 10-17 years	Youth in the polyvictim class experienced the highest number of different victimizations types in the past year and had the most problematic profile in other ways, including greater likelihood of living in disordered communities, high probabilities of engaging in delinquency of all types, elevated lifetime adversity, low levels of family support, and the highest trauma symptom scores
Gustafsson et al. (2009) Sweden	To examined the impact of polytraumatization, operationalized as the number of different potentially traumatic events.	Descriptive statistics of Cross-sectional Questionnaires Checklist  Exploratory analyses. analysis of variance (ANOVA).	Random school aged children (n=270) adolescents (n= 400).	The traumatic event was common in both the samples (63% of the children and 89.5% of the adolescents). The number of different traumatic events, polytraumatization, was highly predictive of symptoms in both samples.

Romano et al. (2011) Canada	To estimate the prevalence of multiple victimization (verbal harassment, threat of and actual physical assault, school social exclusion, discrimination) in 1,036 13–16 year olds. We also examined household (e.g., parental education), family (e.g., parenting practices), and adolescent (e.g., friendship quality) correlates of multiple victimization for the whole sample and separately by sex.	Cross-sectional  National Longitudinal Survey of Children and Youth (NLSCY)  Pearson 2 analyses logistic regression	Stratified multistage probability sample design  N= 1,036 13–16 year olds	There was an increased probability of multiple victimization (2 or more types) in adolescents who reported greater parental rejection, who engaged in more frequent out-of-school activities, and who experienced non-victimization adversity. The probability decreased if adolescents reported greater friendship quality.
Holt et al. (2007) United States	To explore the victimization experiences of urban elementary school students to determine whether subsets of youth emerged with similar victimization profiles (e.g., no victimization, multiple types of victimization). It also evaluated whether multiple victimization was associated with greater psychological distress and lower academic performance.	Cross-Sectional self-report survey Cluster analysis	Random N= 689 5th grade students	Youth with multiple victimizations experienced more psychological distress and earned lower grades than their peers.
Jennings et al. (2017) United States	To examine relationship between bullying victimization and adolescent physical health	Longitudinal examination survey questionnaire descriptive statistics ordinary least squares regression models (OLS)	Stratified multi-stage N= 2101 juveniles	Bullying victimization and perpetration is a significant risk factor for various forms of adverse physical health outcomes including asthma, rhinitis, and obesity.
Schneider et al. (2012) United States	To examine the prevalence of cyberbullying and school bullying victimization and their associations with psychological distress	Surveys binomial logistic regression	The survey employs a census rather than sampling procedure. Youths n=20406	Victimization was higher among nonheterosexually identified youths. Victims report lower school performance and school attachment. Controlled analyses indicated that distress was highest among victims of both cyberbullying and school bullying. Victims of either form of bullying alone also reported elevated levels of distress

Salmon et al. (2018) Canada	To estimate the prevalence of nine types of bullying victimization among adolescents in Grades 7 to 12, and examine how these experiences vary according to gender and school grade	Cross-sectional Self-report Youth Health Survey (YHS) Descriptive statistics multiple logistic regression models	Random N=64.174	Gender and grade differences were noted with girls being more likely than boys to report six types of victimization
Kim et al. (2017) Canada	To examines the association between cyber bullying and adolescent mental health problems and the extent to which this association differs by sex and mental health problem type.	Cross sectional survey  Multilevel structural equation modelling	Probability sample of schools (cluster samples) n= 31,148 students in grades 6–12	Control- ling for age and traditional forms of bullying, cyberbullying was a significant predictor of adolescents' emotional and behavioral problems. Cyberbullying was more strongly associated with emotional problems for females and with behavioral problems for males.
Calvete et al. (2017) Spain	To examines the role of maladaptive schemas, the key concept in schema therapy, as a mechanism of continued bullying victimization	Longitudinal Study Questionnaires Descriptif Statistic exploratory factor analysis (SEM)	Randomly N = 1328 adolescents	Maladaptive schemas of rejection mediate the predictive association between victimization in both the family and at school and future bullying victimization.
Bondu et al. (2016) Germany	To investigate long-term relations between experiences of aggression at school and the development of justice sensitivity as a personality disposition in adolescents.	Longitudinal Study Questionnaire  Descriptif Statistic MANCOVA regression analyses Latent path analyses	Random N= 565	Both bullying and victimization showed long-term influences on victim and observer justice sensitivity, we did not find evidence for the opposite influences of justice sensitivity on bullying or on victimization
Wu et al. (2018) China	To examining the relationship between bullying victimization and social anxiety has mainly been conducted in Western countries, and little is known about the mechanisms underlying this relationship	Correlation Survey Deskriptif Statistic A one-way analysis of variance (ANOVA) was	Stratified sample  N= 1903 children	Latent interaction effects indicated that the protective effect of trait resilience was stronger for girls experiencing high, relative to low, levels of bullying victimization, and psychological suzhi buffered against the detrimental effects of bullying on children's social anxiety.