Psychological Wellbeing in School (Studies on Perpetrators and Victims of Bullying)

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Abstract

Bullying behavior is difficult to distinguish between perpetrators and victims of bullying. This study aims to identify psychological well-being between students who commit bullying and students as victims of bullying. The subjects in this study were elementary school students and high school students. The sampling technique used was purposive sampling with the number of subjects in this study as many as 76 students. The research instrument used the Bullying Behavior scale to identify perpetrators and victims of bullying and the Psychological Well Being at school scale. Data analysis using the T-Test with the conclusion that there is no difference in psychological wellbeing in perpetrators and victims of bullying where the significance score is 0.283.

Key words: bully, victim of bullying, psychological well being at school.

Introduction

Psychological well-being is the full achievement of one's psychological potential and a state when individuals can accept their strengths and weaknesses as they are, have life goals, develop positive relationships with others, become independent individuals, able to control the environment, and continue to grow personally (Ryff, 1989).

Psychological Well being is a cognitive and affective human evaluation of life which is a component of a person's quality of life. Perception and health are influenced by well-being which consists of positive influences, negative influences and life satisfaction (Dinner, 2006). Psychological Well being is a concept that seeks to explain the function of positive psychology, which is associated with how mental conditions are considered healthy and function maximally. Based on these presentations, it can be concluded that psychological well being is a condition where individuals are able to understand both the advantages and disadvantages they have and can optimize these conditions well, have good social relationships, have clear life goals and avoid symptoms of depression. Well-being is defined as happiness, health, and desired well-being. However, well-being is also related to self-fulfillment, positive and negative emotional balance, and living conditions (Ben–Arieh & Frønes, in Kosher, Arieh, Jiang & Huebner, 2014).

Psychological well-being has a positive influence on academic performance, the higher of the psychological well-being, the higher of the academic performance (Turashvili & Japaridze, 2012). Students who have psychological well-being will have a purpose in life, see difficulties in the environment as challenges, the difficulties experienced are not considered as problems by them. Life goals and a tendency to grow and develop help them overcome daily
difficulties. Certain coping strategies, such as rational action, are considered effective coping responses by college students. Well being at school is the psychological well-being of students in school where students are able to actualize themselves well, think positively and have a positive relationship with their peer group. Based on this description, it is concluded that school well-being is student satisfaction to meet basic needs in school which include having (school conditions), loving (social relations), being (self-fulfillment), and health (health status). Furthermore, it is stated that school well-being is a condition that allows a person to satisfy his basic needs, both material and non-material needs. This understanding was developed by Konu and Rimpela based on Alldart’s theory of well being (Konu & Rimpela, 2002). These two needs by Konu and Rimpela (2002) are divided into having, loving and being. Aspects of psychological well being in school: Self-acceptance, Positive relationships with others, Autonomy, Environmental control, Life purpose and Personal growth. One aspect of Psychological Well being in schools is positive relations, namely positive relationships with others, both peers and parents, teachers and those around them. An individual’s failure to foster relationships with others will severely impair the individual’s ability to achieve psychological well-being. Social standing in peer groups is an important aspect of adolescent life, especially in schools, students tend to form social hierarchies in which similarity and visibility of play have an important role. Students will enter a social status where there is a difference between liking and perception of popularity. Hospitality refers to the extent to which a person will be accepted (liked) versus rejected (disliked) by peers. Popularity refers more to dominance, status, and visibility within a peer group. Peers are those that many people want to spend time or hang out with peers. From the findings of previous research we know that being a victim of bullying is associated with social standing in the classroom. It has repeatedly been found that victims of bullying generally score high on social rejection and low on social acceptance and are perceived as less popular. Low victim status in peer groups can be understood as a cause and consequence of victimization. Low social status can be considered as a reason to be victimized, as previous studies have stated that most bullies tend to choose so-called “easy targets” against victims.

Violence committed by peers and in the school environment affects students’ psychological well being and social support in adolescents (Alcantara, 2017). The measuring instruments used are the Peer Victimization and Aggression Scale (EVAP); the Social Support from Family and Friends Scale (SSA). The results of this study showed that aggressiveness and bullying were negatively correlated with students’ psychological well being. Meanwhile, aggressiveness and intimidation are positively correlated with support social. The next research on Psychological well being of students was conducted by Aghababaei (2014) which examined the relationship of religiosity, Psychological well being and personality. The results showed that aspects of extraversion, honesty correlated with SWB.

Bullying is common in primary and secondary schools around the world, with estimates ranging from 15 – 25% among various countries, including Australia, Austria, the United Kingdom, Finland, Germany, Norway, and the United States (Pan, Liu, Lau, & Luo, 2017). Victims of bullying are difficult to identify, as are bullies. Perpetrators of bullying are usually people who have been victims of bullying. Usually perpetrators start bullying at school at a young age, by terrorizing boys and girls emotionally or psychologically bullying. Children annoy for various reasons. Usually seek attention from their peers and parents or also feel important and feel in control. Many bullying in schools is also caused by imitating the actions of adults or television programs. Bullying is an aggressive act carried out by an individual or group committed against a weak individual. Olweus stated that bullying is a negative action that is raised by individuals and groups that is carried out repeatedly from time to time. Bullying is defined as repeated acts of aggression through which an individual (or group of individuals) intentionally harms someone physically, verbally, or psychologically. Furthermore, this happens regularly over time, is intentional, and involves an imbalance in power between bully and victim (Vigil Pani, 2017).

A measurement tool on bullying has been developed previously by Robenson in 2009–2010 HBSC Items Targeting Bullying Victimization (Roberson & Renshaw, 2017). HBSC (Health Behavior in School-Aged Children) consists of 22 items, 11 items to identify as a bully and 11 items to identify as a victim. In this bullying scale, the aspects used are Verbal, Exclusion, Physical, Relational, Racial, Religious, Sexual, Comp, Cell, CompOut, and CellOut. The next study is the relationship between bullying behavior and psychological well-being at school (Hansen, Edh, Rd, & Undheim, 2014). This study also identified perpetrators and victims of bullying. There was no mention of the measuring instrument used.

A study of bullying shows that bullies and victims are associated with a number of adjustment difficulties in childhood and adolescence. While student victims may suffer from a range of psychosomatic problems e.g., high levels of anxiety, academic difficulties (e.g., decreased academic performance) and health problems (e.g., headaches), studies have shown that bullies also face a number of adjustment difficulties e.g., substance abuse and excessive drinking (Pan et al., 2017). Thus, unique groups of students who bully others (bullying) as well as those bullied by others (victims of bullying) will face difficulties. Studies have shown anxiety, depression, and psychosomatic symptoms are common among perpetrators and victims of bullying. Bullying is definitively a phenomenon that negatively affects children. In essence, they as perpetrators and as victims of bullying have a negative impact on their development. Borba (2010) explains the signs of students who are victims of bullying: Unable to explain signs of physical abuse, cuts, bruises, scratches and tears on clothes; Unable to explain the reason for his missing money, missing toys and
missing school equipment; Fear when left alone, not wanting to take the school bus, wanting parents to be around him when school is over, suddenly becomes sticky with his parents; Frowning, quiet, evasive and talking about loneliness; Experiencing behavioral changes and typical changes; Having headaches, stomach pains, and frequent trips to the school treatment room; Having nightmares, difficulty sleeping, crying during sleep, bedwetting; Start bullying siblings, smaller and weaker people around you; Arriving home, usually go directly to the bathroom; Eat lunch greedily, because of the possibility of pocket money being taken away by bullies; Difficulty concentrating and experiencing periodic decreases.

Characteristics of Students Who Become Bullies: Bullies have problems with the academic process; The socioeconomic background of the bully’s family is generally concerning; Bullies are generally carried out by more senior students; The average bully is a male student; Bullying activities carried out are physical, verbal and sexual harassment (Corolosso, 2006).

Perpetrators and victims of bullying are generally unhappy and uncomfortable in school and lack good social acceptance from peers. According to Nazir & Nesheen (2015), individuals who have high psychological well being will have high support in aspects of skills, good academic performance and have life satisfaction.

Previous research says bullying behavior begins with intimidated, this behavior involves both the bully and the victim. In the next development, it became the third group, namely victims of bullying and then also became bullies (Haynie dkk., 2001; Veenstra et al., 2005; Cook et al., 2010). Departing from the perpetrator of bullying, who was originally a victim of bullying, it will be difficult to identify who is a victim and becomes a perpetrator. The next problem that arises is that researchers want to know the difference in psychological wellbeing of perpetrators and victims of bullying, although it is known to be the same low but between perpetrators and victims it will be known which is lower. In research (Hansen et al., 2014) mentions that bullies and victims of bullying alike have low psychological well being. Perpetrators and victims of bullying have a tendency to decrease psychological well being. Based on the explanation above, the researcher raised the theme of research on the difference in Psychological Well Being at school in perpetrators and victims of bullying.

The underlying theory of bullying and psychological well being at school is attribution theory (Van Der Ploeg, Steglich, Salmivalli, & Veenstra, 2015). Attribution theory states that a person’s behavior can be caused by environmental forces or internal forces including environmental dispositions. Environmental forces consist of stressful situational factors, giving rise to certain behaviors. The experience of bullying at school causes students to have low psychological well being. Students feel depressed so that students become stressed and ultimately affect students’ academic performance (Guckin, 2007).

Based on this description, the formulation of the problem in this study is how the description of Psychological Wellbeing in schools on perpetrators and victims of Bullying. The theoretical benefit of this research is to add to the repertoire of science, especially in the fields of educational psychology and clinical psychology, while the practical benefit of this research is to provide information to teachers and parents about the condition of psychological wellbeing in schools in perpetrators and victims of bullying.

Method

Participants

The participants of this research is the main source of research data, namely those who have data about the study (Azwar, 2013). The subjects of the study were MIN 1 Blitar students and high school students in Malang City. The sampling technique used is to use purposive sampling. This study used a sample of 76 subjects.

Research Instruments

The data collection used in this study is a scale to identify perpetrators and victims of bullying and a scale of Psychological Well Being at school, which was developed based on the theoretical framework already explained. Researchers have drawn up a scale of bullying at an early stage of this research process (Hidayati & Istiqomah, 2023). This scale for identifying bullies and victims consists of 20 items to identify victims of bullying and 20 items to identify bullies. The Psychological Scale at school consists of 24 items developed based on aspects of Psychological Well Being at school. After a try out, the scale of bullies obtained reliability of 0.873 and the scale of victims of bullying with reliability of 0.841 and for the scale of Psychological Well Being at school from 24 items developed, there were 11 invalid items with reliability of 0.747. Researchers revised 11 invalid and unused items in the study from items developed only items that met the loading factoring > 0.30 used in this study.
Data Analysis Techniques

The research procedure carried out in this study is to look for phenomena that occur today related to perpetrators and victims of bullying. The next process is to understand the theory and compile methods and compile measuring tools that can be used to identify perpetrators and victims of bullying.

The analysis used is to perform item analysis on a scale developed to find out which items can be used and this is a selection of items to test the validity and reliability of measuring instruments. The next stage is to test the difference in psychological well being at school in perpetrators and victims of bullying using the T-Test.

Results and Discussion

Results

Based on the results of data analysis from 76 research subjects, 17 students were identified as bullies and 59 students were victims of bullying.

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>SE</th>
</tr>
</thead>
<tbody>
<tr>
<td>well being a Victim</td>
<td>59</td>
<td>47.678</td>
<td>5.920</td>
<td>0.771</td>
</tr>
<tr>
<td>Well being a perpetrator</td>
<td>17</td>
<td>49.529</td>
<td>7.203</td>
<td>1.747</td>
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Table 2. Independent Samples T-Test

<table>
<thead>
<tr>
<th></th>
<th>t</th>
<th>df</th>
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<tbody>
<tr>
<td>well being</td>
<td>-1.081</td>
<td>74,000</td>
<td>0.283</td>
</tr>
</tbody>
</table>

Note. Student’s t-test.

Based on the results of data analysis, there was no significant difference in psychological well being in both bullies and victims of bullying \( t = -1.081 \ df = 74,000 \) significant = 0.283. The average psychological well-being in perpetrators was 49,529 and in victims was 47,678. So it can be concluded that psychological well-being in perpetrators is higher than victims.

Descriptives Plot

![Descriptives Plot](image-url)
**Discussion**

Based on the results of the study showed that from the results of screening many students became victims of bullying. Of the 76 students, 59 students were indicated to be victims of bullying. Many victims of bullying are carried out by peers so that it will corner the victim more. Alcantara’s research (2017) states that the cause of students becoming victims of bullying is that victims tend to be alone and feel they have no friends. Victims of bullying usually have fewer friends, less sociable and less open. Nazir & Nesheen (2015) mentioned that to bully students into victims of bullying, parents must change the way they treat students at home, stop bullying at school by working together with various parties, in the classroom all teachers must anticipate all forms of harassment and the school asks counselors to deal with bullying by giving direction that bullying will affect the lives of victims.

The screening results showed that 17 students were indicated to be bullies because students who had been victims of bullying would have a tendency to become bullies. Many factors make a child able to think and behave oppressively to his friends. Students only follow along, afraid of becoming victims or because they develop into selfish individuals because there are feelings of resentment against others who have been bullying them. The results of the study (Hansen et al., 2014) showed that bullies at school were caused by reduced psychological well-being at school.

The results of the analysis showed no significant difference in psychological well-being in perpetrators and victims of bullying. This shows that both perpetrators and victims of bullying both have low psychological well-being but when compared between perpetrators and victims of bullying, bullies have higher psychological well-being than victims of bullying. This is in accordance with research conducted by (Alcantara, 2017) which states that involvement in bullying, the victims, perpetrators and perpetrators of the victims all score lower on psychological well-being than those who do not engage in bullying behavior. A model was also presented that explains 42% of psychological well-being understands how bullying relates to psychological well-being.

Factors that affect psychological well-being consist of internal factors, namely introverted personality, pessimistic, lack of confidence, difficulty in adjusting, tend to be quiet, coping strategies, hope, pray, while external factors are in the form of social support, parents, friends and teachers.

The weakness in this study is that research subjects lack the courage to respond openly to the measuring instruments presented. Students tend not to acknowledge that he or she is either a perpetrator or a victim. Students at the elementary school level find it difficult to understand about bullying behavior that has actually been experienced. This study should also involve junior high school students so that the results can be more complete.

**Conclusion**

Based on the results of the analysis and discussion, it can be concluded that there was no significant difference in the psychological well-being of bullies and victims of bullying and the 76 students who were the subjects of this study, there were 59 students who were indicated to be bullying corps and 17 students who were bullies. Based on the average value, subjective wellbeing in bullies is higher than victims of bullying.

**Implication**

The first implication of this study is for parents, namely: parents should always accompany their sons and daughters both in learning and daily activities. Motivation and parental guidance will greatly help students not to become victims of bullying or as bullies. The next implication is for teachers, namely: it is expected that teachers are able to provide appropriate treatment to perpetrators and victims of bullying so that bullying behavior can be controlled and victims of bullying can get appropriate treatment. The last implication is for the school, namely and hope that the school will be able to create well being at school so that students feel happy and comfortable at school.

**References**


