

## Bullying In Children: A Concept Analysis

Eni Hidayati, Andria Pragholaapati, Suhartini Ismail

### Abstract

Bullying can occur in various settings, including workplace, home, neighbourhood, playground and others. The framework for examining bullying in the current narrative employed 8 methodical processes for concept analysis, including selecting a concept, determining the analysis's goals or purpose, identifying all of the concept's applications, identifying its defining characteristics, developing additional cases, building a case model, identifying antecedents and consequences, and selecting empirical references. The current narrative review comprised search on ProQuest, PubMed and Scopus databases for relevant literature with the aim of improving understanding related to bullying, which is wrong as it hurts other people.

**Keywords:** Goals, Bullying, Bibliometrics, Hurting, Forcing, Intimidating.

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### Introduction

Bullying in schools is a problem that has to be handled. Bullying in schools is more likely since students are often at a formative stage of development when they are more curious and eager to learn about others. As a result, bullies sometimes get carried away, and commit violent acts against their peers. Bullying is a type of aggressive conduct that involves a child or group regularly using their superior status to harm classmates purposefully.<sup>1</sup>

There are three forms of bullying in schools, with physical bullying accounting for 30% of all cases;<sup>2</sup> including pushing, kicking, pulling hair, spitting, pulling clothes, upsetting the victim, and telling the victim to do something that they are not supposed to. The bullies may also beat or kick their friends.<sup>3</sup> Furthermore, 47% youngsters in the verbal bullying category use inappropriate language, swear, speak obscenely to the victim, make fun of the victim's body, and make fun of the victim's upbringing and financial situation. Cyberbullying, which accounts for 23% of all bullying incidents, involves kids distributing false information about victims and

defaming them with their activities.<sup>3</sup>

Bullies frequently operate in bunches. Bullies are typically female; they intimidate peers who are weaker and less economically skilled than them, as well as physically intimidating victims who are less attractive and have perceived flawed bodies. Meanwhile, bullies say that girls are more likely to be bullied than boys, and obese students are more likely to be bullied than the rest.<sup>4</sup>

Regardless of whether bullying occurs online or in person, it frequently results from connections that are disrupted at school, making schools the ideal setting for investigating how children's social interactions are influenced by the larger social context they are entrenched in.<sup>5</sup> The youngsters pick up a lot of knowledge in schools, including general knowledge, mathematics, social knowledge, history, religion and character development. Children can explore a variety of extracurricular activities offered by schools as well.

Bullying is influenced by the environment that kids are in at home and at school. Bullying occurs more frequently in circumstances where kids have possessive parents and families who frequently have disputes at home.<sup>6</sup> Bullying can also be influenced by an unfavourable school climate, such as persistent fights among students.<sup>7</sup> In the literature, several terms are used to describe bullying among school students, including intentional harm.<sup>8</sup> Many of these terms do not describe the intensity of bullying behaviour. The current narrative review was planned to conduct a conceptual analysis of school-age bullying with the aim of clarifying the meaning of the term "school-age bullying", developing an operational definition, and contributing to human knowledge about school-age bullying.<sup>9</sup>

### Materials and Methods

The current narrative review comprised search on ProQuest, PubMed and Scopus databases for relevant literature published between 2018 and 2022. The search terms were 'bullying of school-age children', 'intentional harm', 'inconvenience', 'making threats', 'repetitive aggressiveness', 'controlling others who were despised'.

Child bullying concept analysis was done using the approach identified by Walker and Avant that has 8 steps: choosing an idea, deciding on the analysis's goal,

Faculty of Medicine, Universitas Diponegoro, Semarang, Indonesia.

**Correspondence:** Suhartini Ismail. e-mail: [suhartini.ismail@fk.undip.ac.id](mailto:suhartini.ismail@fk.undip.ac.id)  
ORCID ID: 0000-0002-6714-3212

identifying all potential applications of the concept, defining attributes, identifying model cases along with borderline, related and conflicting cases, identifying antecedents and consequences, and defining empirical references. A concept is a term that captures the essence of a phenomenon in a single phrase, and concepts can even be somewhat abstract.<sup>10</sup>

## Results

The main focus of concept analysis was bullying in school-age children.<sup>7</sup> Bullying is manifested by choosing actions that humiliate, intimidate, demean and defame others,<sup>11</sup> disturbs, causes persistent nuisance, is troublesome, and leads to accidents, disasters and distress.<sup>12</sup> It also involves making fun of someone, mentioning someone's shortcomings to provoke a laughter, and it may involve words, actions or behaviours.<sup>13</sup> A person's behaviour that hurts or frightens those who are smaller or less powerful, often forcing them to do things they do not want to do.<sup>14</sup> The aim of bullying is to hurt someone, and it is carried out continuously.<sup>15</sup> Bullying is a pattern of behaviour, not an occasional incident. Bullying is a very common, complex and potentially destructive form of violence among children and young people. It is defined as unwanted aggressive behaviour involving a real or perceived imbalance of social power. This behaviour is repeated, or has the potential to be repeated, from time to time (therefore, the definition does not include occasional or minor incidents). This action is intended to hurt or make the victim uncomfortable.<sup>16</sup>

There are various types and characteristics of child bullying mentioned in literature, including harming others<sup>10</sup> intentional hurtful emotional behaviour,<sup>17</sup> often occurs with power imbalance between the two sides,<sup>18</sup> and negative interpersonal interactions with others.<sup>19</sup>

Cases are identified as methods to illustrate and support analysis by providing examples of concept use and examples. Cases can be real examples and can be found in the literature, or they can even be contributed by researchers. The model case must be a pure example and cover all the critical attributes of the concept.<sup>14</sup> The case below is an example that includes the attribute of child bullying, which was used as a model case in the current narrative review:

*Thomas is a fourth grader and a new student, who only one week ago joined his new school. Thomas is from the area, Thomas's friends at the new school look smart, rich, and from educated families. Thomas was able to enter the school because of a recommendation from his uncle. Thomas is a smart student, diligent and likes to help his friends. Thomas introduced himself in front of the class, then his new friends*

*asked him questions by belittling his shortcomings in front of the class, intimidating and laughing. During the class meeting, Thomas felt humiliated by his new friends. When Thomas asked about his seat, his new friends deliberately hid Thomas's seat and it was clear to Thomas that he would not receive the support of his new classmates. Thomas felt intimidated, belittled and scared. That night Thomas couldn't sleep and was worried about his future interactions with his new friends.*

In the case of this model, there are two or more people involved in formal roles related to school-age children, and there is an imbalance of power between them. Negative interpersonal interaction is a pattern of actions that aim at hurting another person.

Related cases are the ones that are similar to the concept being studied, but do not contain all the defining attributes.<sup>14</sup> The case below is an example of a related case used in the current narrative review:

*Sixth grader Anny continuously aims at doing only the essential duties of the position. She is frequently interrupted during breaks and would rather study at her desk than play with her buddies. Her classmate Merry is equally irritated by Anny's acts and demeanour. Recently, Anny also grabbed Merry's book without her consent, which contained a group project assignment that Merry had produced for the school.*

In this example, the pattern of behaviour is rude, emotional and demeaning. This example fits the concept of hurting a child, and that makes it a related concept. Anny's action is intentionally hurting other people, which is bullying behaviour. It is also unclear whether a power imbalance exists in the case.

The borderline case is one that contains most, but not all, of the attributes of bullying, but not all, and is therefore considered to be inconsistent with the concept in several ways. Outlines in such cases help in clarifying concepts and defining attributes by explaining model cases and demonstrating consistency.<sup>14</sup>

*Despite being in the fifth grade at an elementary school, Kate has no social standing there. Kate's friend Betty, who is also in the fifth grade, is more well-known in her class than Kate is. Although Kate had a number of projects for her class, Betty wasn't interested in any of them. During a class meeting, Kate went up to Betty and requested that she set up a meeting of the fifth-graders to explore the concept for innovation. Betty expressed her disapproval of Kate's suggestion and showed a clear sign of rage. This fifth grade is a strong and challenging class, according to Betty, therefore we don't need Kate's repulsive notions.*

This is a borderline case in which the attributes of at least two people, in a role in one class in a classroom innovation programme, interact negatively. This case is indicative of power with class members "senior in class" in an attempt to belittle and intimidate others. But in this case, it does not have the attributes of behaviour and action patterns aimed at hurting the others.

The opposite case illustrates what is not a concept.<sup>14</sup> *With two of his pals who have joined other soccer clubs, Peter, a boy, joins the soccer team at his school. Advanced Palloseura members will be brought together to form a new Palloseura team. Pete was chosen to play centre-back alongside players from the club's senior squad. Peter smiled as he presented himself to the other members of the club after noticing his two older pals grinning at him. Peter admits that he has never before attended a football game with some trepidation. Peter's two wiser elder buddies reassured him vocally and nonverbally based on his remarks. They talk about their experiences at baseball games as well. Peter's old buddies are totally behind him when he joins the soccer team. Some of his elder pals also made an offer.*

An antecedent is an event or incident that must occur or be in place before the occurrence of a concept.<sup>14</sup> Factors that contribute to the occurrence of threats to children are unclear roles, intentional emotional behaviour, negative communication or interaction and dual roles in bullying others.

Consequences are considered to be the result of antecedents and attributes.<sup>14</sup> Some of the consequences of child bullying include anxiety, depression, anger, humiliation, avoidance, physical harm, isolation, low motivation and lack of trust.<sup>20</sup> Bullying in children can cause problems in children's growth and development, including children's self-confidence, loss of friends, laziness, and even leaving their role as school-age children.<sup>21</sup> Bullying creates risks to a child's health and safety and affects school activities creating a dysfunctional school environment.<sup>22</sup>

The last step of the conceptual analysis is an empirical reference that presents how the concept is measured or observed.<sup>19</sup> Related terms that have been used in the literature to describe child bullying include "school impoliteness", "social threats", "school-age children", and "emotionally hurting behaviour".<sup>22</sup>

Evaluation of the concept of bullying in children requires an instrument that helps individuals to avoid bullying behaviour from all forms, physical, psychological and social.<sup>23</sup> This instrument needs to be developed to produce a tool that consists of all components related to the

concept of child bullying.

## Discussion

Based on the analysis, bullying in children is operationalised as repeated negative interpersonal interactions between two or more people or groups who have an educational role related to elementary school. There is often an imbalance of power and intention to intentionally hurt others.

Bullying can take many different forms, including verbal abuse, such as calling names, and physical nonverbal bullying, which includes pinching, kicking and hitting. Bullying comes in many different shapes and forms, but it may generally be categorised into three types: physical bullying, verbal bullying, and mental/psychological bullying.<sup>24</sup>

Bullying can cause emotional distress, depression, anxiety, social isolation, low self-esteem, failure or rejection from school, and substance abuse for both victims and perpetrators. In addition, victims of bullying often experience a number of somatic problems, including insomnia, headaches, stomachaches, indigestion, irregular eating habits, dizziness, skin problems and localised pain in the limbs.<sup>25</sup>

Bullying is a problem that happens to people of all ages. While most studies on bullying have concentrated on middle school or adolescents, others have found that bullying occurs among toddlers or kindergarteners as well. Early bullying detection is essential to preventing social and behavioural development issues in kids.<sup>26</sup>

## Conclusion

Bullying in children comprised repeated negative behaviour, interpersonal interactions between two or more children. Often there is an imbalance of power and intention to hurt a person.

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