Social Support and Individual Support for Bullying Prevention among Adolescents in the School: A Systematic Review

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Abstract--- The number of bullying incidents has increased, primarily in adolescents at school; it has a negative impact on the physical and mental health of students. This study aims to provide social support and individual support for bullying prevention of the adolescent at school. The study uses a systematic review with the preferred reporting items for Systematic Reviews and Meta-Analysis (PRISMA) approach. A literature search was conducted in Scopus, ScienceDirect, and ProQuest databases. The search utilized the Boolean phrases "bullying OR aggression" and "adolescent" and "school" with publication limitation of 2015 until 2019. The subject of this study was adolescent victim without specific ages and classification at school. One of the interventions carried out is to increase social activities involving students. The systematic review finally identified nine articles from 209 articles that were most relevant to this study. The result showed that the prevention of bullying at school was influenced by social-supportiveness and individual support. In terms of the intervention most effective in dealing with bullying at school, the results of this review suggest the importance of collaboration; all of the elements of school, teachers, and school regulation are key to suppress bullying in an adolescent.

Keywords--- Adolescent; Bullying; Prevention; School

I. INTRODUCTION

Bullying is still a significant problem in adolescent health [1]. Bullying incidence in adolescents has increased every year; this is still a global concern [2]. Bullying has an impact on the learning process and interactions while at school, bullying victims tend to choose to avoid learning activities and attendance while at school [3]. Society considers that bullying is natural and essential, but bullying has an impact on the growth and development of children during the process of knowing and learning about their environment [4]. The wrong assumption about bullying is due to the lack of information about the type of impact of bullying on children, so the parents, educational institutions, the community and government institutions need to know about bullying [5].

Bullying is defined as an aggressive treatment by someone to hurt others, carried out repeatedly, and aims to show the power of the offender to his victims [6]. Bullying refers to an act that is detrimental to others carried out repeatedly and intentionally due to differences in power [7]. Research in Spain from 2006 to 2014 shows that stability in reported bullying ratings continues to increase, with three categories of physical, verbal, and relational bullying [8]. Adolescents are very vulnerable to various factors due to lack of knowledge and approaches [9]. This is in line with the WHO (2018) in that the age at risk of environmental change is teenagers. Indonesia is one of the countries having high aggressive acts,

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such as bullying behavior in adolescents [10]. The survey results from the Ministry of Social Affairs show that 1 in 2 men or 47.45% and 1 in 3 women or 35.05% in the age range 18-24 years had experienced violence, either physical violence, sexual violence, or emotional violence, before they were 18 years [11].

The negative impact of bullying can affect several aspects, including physical and mental health [12]. The impact of bullying does not only affect victims of bullying, but bullies and witnesses; the negative consequences include poor physical health, anxiety, depression, increased risk of suicide, poor school performance, decreased enthusiasm for learning and bad behavior, and aggression in the future [13]. Various factors trigger bullying include family factors such as family conflicts, school factors, peer groups, social environment, and television and print media [14]. Furthermore, to identify the features-related variables, a global review of bullying prevention should be performed. Thus, this study aims to contribute to bullying prevention in adolescents by conducting a systematic review focused on prevention.

AI. METHODS

• Search strategy

The literature were searched on the electronic databases of Scopus (medical, Social sciences and nursing subjects category), ScienceDirect, and ProQuest starting from January until February 2020. Search terms were "bullying", "aggression", "prevention", "prevention program", "adolescent" and "school".

• Inclusion criteria and study selection

Articles were limited to those published in English during the last five years between 2015 and 2020 which focus on the bullying prevention among adolescents at school and were included in this review study. Type of article is original article and available in full text, but systematic review study was excluded. Type of study design included was not only interventional controlled clinical trials (randomized and non-randomized), but also reviews and qualitative and observational studies. Researchers did not look for age in certain subjects; researchers only used adolescents on the maximum subject and size in the school environment.

• Review method

The author reviewed the article steps with the title, abstract and keywords. The relevant articles were found by manual review for all of titles during the database research. The titles that implied the presence of bullying through their inclusion of certain words, such as prevention and school, were reviewed and retrieved. Articles were not reviewed if their titles indicated that the research was not at school or had adolescent as subject.

• Ethical clearance

Ethical issues in preparing the manuscript of systematic reviews are as follows: 1) avoiding redundant or duplicates; 2) avoiding plagiarism; 3) the transparency of screening article, process analysis, and evaluation; 4) ensuring accuracy, and 5) flagging suspected piracy or fraudulent research [15].

- Study selection

Search of Scopus, ScienceDirect and CinaHl databases. Search terms: (bullying OR aggression) AND (bullying AND prevention) OR (bullying AND prevent) AND (adolescent OR juvenile) AND (student OR students) AND (School)

Records identified through database searching: (517)
Scopus: (140) ScienceDirect: (301) ProQuest: (76)

↓

Records screened after removing duplicates
(n = 487)

→ Records excluded based on title and abstract
Not relevant topic
(n = 392)

↓

Full-text articles assessed for eligibility (n=92)

→ Full-text articles excluded due to: irrelevancy with bullying and duplicate articles (n=86)
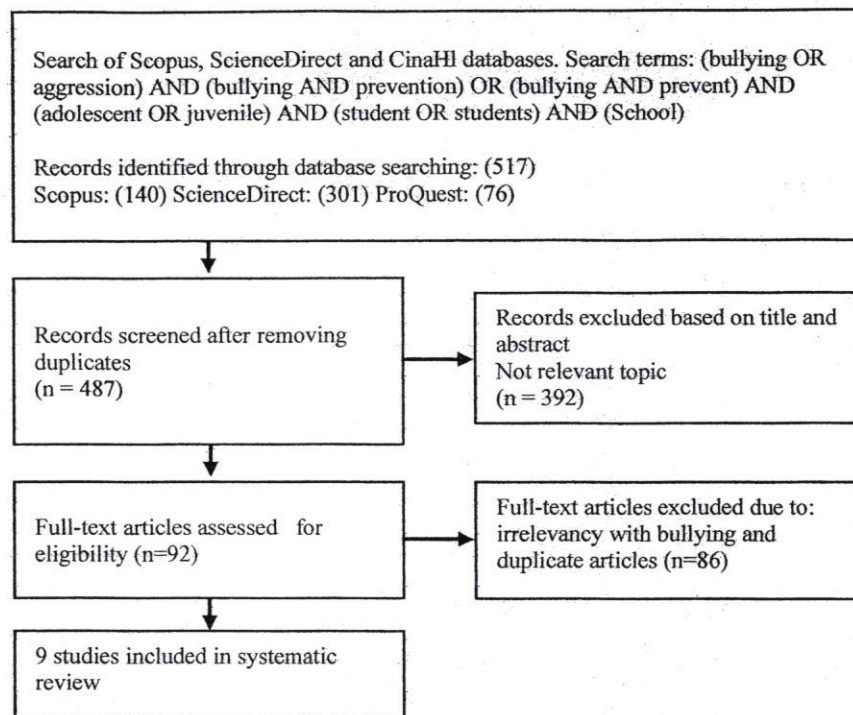
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9 studies included in systematic review

Figure 1 – Articles selection process. Adapted from Moher,2009 [16]

The discussion result determines the final results of the articles that have been obtained for the final analysis. The research process follows the Cochrane guidelines [17]. Finally, nine articles were found following diabetes mellitus and included in the final report. The specific flow diagram is shown in Fig 1 following identification, screening, eligibility, and included.

BI. RESULTS

- Type of studies

Based on nine articles that have been analyzed by researchers in Table 1, the data show this study uses publication data from 2015 to 2020 with the type of quasi-experimental research, randomized controlled test (RCT), and qualitative research with proportions 55.56%, 22.22%, and 22.22%, respectively.

- Characteristics of the prevention program

There are many bullying prevention programs at school in many countries. The frequency of bullying program varied among individual factors: 22.2% (two studies) were provided by individual factor such as motivation, while social factors were found in seven studies (77.7%) that were divided by teachers' role (25.9%) and communicative media information (17.2%). Meanwhile, the number of subjects in this study was more than 100 s, but there are two studies that use qualitative design with under 50 subjects.

- General features and type of studies

The results obtained from the nine articles have been analyzed by identifying the research design, sample size, research variables. The results show that all of the bullying prevention programs that have been implemented in schools and directly tried to students were effective programs. Several factors influence the optimization of bullying prevention in

schools, including support from schools; it is an essential factor that can reduce the number of bullying incidents [18]. The schools can determine the policies and regulations applied in each institution.

Based on an overview, several articles find that internal and external factors can be classified as factors affecting bullying prevention. Individual aspects or internal factors also influence the incidence of bullying by proven attitudes during at school [19] and motivation to take actions that are not followed by physical violence, verbal bullying, and cyberbullying [18]. To ensure that there are no problems faced by intimidation, some researches discussed programs that need to be implemented in the school environment during the learning process through the role-playing of bullying incidents and other health informative media [20].

IV. DISCUSSION

The current systematic review showed that school programs can significantly reduce the amount of bullying. Bullying is an act that intends to harm others and is carried out continuously due to a power struggle between the victim and the bullies [21]. Several types of bullying can affect the learning interest of students at school; bullying that can be categorized as follows: verbal bullying, physical bullying, social and cyberbullying [22]. In general, victims will suffer physical or psychological trauma [23]; psychological effects include low self-esteem, depression, loneliness, anxiety, and emotional problems [24]. Both victims and school bullies can experience these consequences, with the potential for mutual influence [25].

Based on the analysis, various programs are carried out comprehensively in decreasing the number of bullying incidents, which can be categorized according to researchers from within individuals, social and environment. Previous studies have shown that internal factors have an essential role in preventing bullying, which can be demonstrated through an excellent attitude and good self-motivation to create a competitive school [19]. Correspondingly, research conducted by Morrow through the HEART program found the degree of bullying can be suppressed through habituation to honesty, excellence, awareness, respect, and tolerance [26]. Recent studies that address the current conviction of intimidation, in the form of a policy without tolerance, are ineffective in bullying and school violence [27].

Other research finds social aspects can also be applied to bullying prevention in schools. Students who can accept the changes and differences of each other are not opposed to deviating or becoming bullies; they will consider and approve the multicultural existence around them [26]. Models of understanding and accepting differences can be applied during the learning process at school, one of the methods used to touch hearts and broaden students' perspectives on bullying is to do role play, so students can directly play the role of victims and bullies [20].

On the other hand, in addition to the role of individuals and social aspects, policies and the school environment have a role in reducing the incidence of bullying [18]. Social support provided by teachers and parents will help students understand the process of bullying in school [28]. To support the role of teachers and parents, we need communicative media information to increase students' knowledge about bullying prevention and the impact [29].

There are many limitations to this review that should be mentioned. Firstly, programs found in the research are taken from various countries, so that in order that they can be applied in Indonesian territory, they need to be adjusted to the policies and regulations in Indonesian schools. Secondly, the majority of studies conducted have a high bias risk, so a better consideration is needed to strengthen the findings of the current study.

V. CONCLUSION

The systematic review study was conducted by the researchers from nine articles that were determined based on inclusion criteria and shows that programs implemented in schools have a positive impact on reducing bullying. This can make students more confident to show their talent or ability, get academic achievement, and be able to understand the concept of bullying widely. Future researchers are expected to use this systematic review as a basis for interventions that can be developed in schools to improve student achievement.

CONFLICT OF INTEREST

No conflicts of interest have been declared.

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APPENDIX

Table 2. Summary of selected studies

Author	Design	Sample	Variable	Results
J. S. Hong and D. L. Espelage, 2012 [26]	Qualitative	628 students	Bullying program, prevention	There are many programs to prevent bullying, such as HEART program (honesty, excellence, awareness, respect, tolerance). Education in multicultural awareness and social justice.
A. M. La, G. Jill, L. Mufson, and S. Chan, 2016 [30]	Quasi-experimental	14 adolescents	Interpersonal Psychotherapy–Adolescent Skills Training, bullying	UTalk intervention appeared feasible to conduct in a school setting and was acceptable to the adolescents who participated.
M. Rana, M. Gupta, P. Malhi, S. Grover, and	Quasi-experimental	106 are government and 69 are private schools.	Bullying, self-esteem	School administrator, teachers and parents have an important role for these programs. Motivation and full co-operation will make a successful program.

Author	Design	Sample	Variable	Results
M. Kaur, 2018 [18]				
C. Costantino, A. Casuccio, C. Marotta, S. E. Bono, and G. Ventura, 2019 [19]	Quasi-experimental	9 school institutions (402 students participated)	Physical, verbal, and indirect bullying, the role of observers, prosociality, and resiliency	Positive attitudes can reduce the amount of bullying.
J. Goodwin, S. K. Bradley, P. Donohoe, K. Queen, M. O'Shea, and A. Horgan, 2019 [20]	Qualitative descriptive design	50 students	Drama, humor communication, bullying	Drama-based bullying reduced the number of bullying and explored the student's perspective about bullying. Teachers' humor fosters communicating information to educate individuals and promote awareness.
L. M. Chen, 2018 [29]	Quasi-experimental	1712 students	Bullying attitude, anti-bullying strategies	Schools preferred to use posters, assemblies, invited speakers, and videos to prevent and intervene in school bullying. Many effective strategies identified by researchers, such as cooperative group work, enhancing student social skills, modifying student attitudes and beliefs, and focusing on students' emotional control.
S. Albayrak, A. Yildiz, and S. Erol, 2016 [31]	Experimental research design	367 students	Educational, bullying	Aplikasi pencegahan bullying lebih efektif melalui pembelajaran yang disampaikan melaui guru dan didukung dengan adanya informasi bullying di majalah / koran
D. Exner-Cortens, D. Wolfe, C. V. Crooks, and D. Chiodo, 2020 [32]	Randomized to treatment and control groups	212 youth from Southwestern Ontario	Bullying, peer relationship	Bullying victimization was mediated by an increased intention to seek help from a mental health professional following the program.
R. M. Rapee et al., 2019 [33]	Randomized controlled trial	8732 children	Depression, victimization	Antibullying policies may be having a positive impact. Empowering targets of bullying to take their own control by teaching them social and assertiveness skills to reduce anxiety and depression makes good theoretical sense based on established risk factors.