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A Cross Sectional Study

# Correlation of Bullying with Anxiety among Teenagers

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## ARTICLE INFORMATION

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## ABSTRACT

**Introduction**: Bullying is an aggressive behavior of someone or a group of people which attack, insult and ostracize the helpless people repeatedly. Bullying is well known as a social problem that is often found especially in teenager. The impact that usually appear as the effect of bullying behavior is anxiety. Anxiety is a 'not fun' emotional condition that can affect his perception about something and the physical condition from the individual that can be happened in any situations.
**Objective**: the objectives of this research is to know the relationship between bullying and the teenager anxiety level
**Method**: method in this research was a quantitative research with cross-sectional approach. Sample was taken by using total sampling, as many as 32 respondents. This research instrument used HARS questionnaire by sharing check list sheet to the respondents which was consisted of 20 questions.
**Result**: the result in of research showed teenager in little anxiety category as much (3,1%), moderate anxiety (34,4%), severe anxiety (12,5%) very severe anxiety (50,0%) verbal bullying category (50%), nonverbal bullying (50%).
**Conclusion**: there is a significant between bullying occurrence in teenager and the very severe level of anxiety because p-value < a (0,00 < 0,05).

## INTRODUCTION

Bullying is the behavior of a person or group of people who do bullying repeatedly, and its goal is hurting the victim mentally and physically. It usually occurs in adolescents who are carried out by peers (Yang, Teenagers, & Performing, 2017). The types of bullying include verbal bullying and non-verbal bullying (Wulandari, Muis, & Pd, 2012). Verbal bullying is a kind of oppression that is done by men or women. The example of verbal bullying is verbal oppression can be shouted at in the playground mixed with the frenzied noise heard by the supervisor, ignored because it is considered a stupid and unsympathetic dialogue among his friends (Wulandari et al., 2012).

Nonverbal bullying is indirect behavior, such as manipulating friendships to broken, silencing someone so that the person becomes cornered, and deliberately excludes others (Korua, 2015). Bullying is a problem that has an impact on both the victims and the perpetrators (the bully) (Febriana et al., 2015). The impact on victims is closely related to depression, loneliness, and low self-esteem (Kartianti & Pd, n.d.). The victims will have a chronic impact on their health, finance and social life in adulthood. The impact on the bully is that they will be socially disturbed psychologically which often arises are depression, social, loneliness, and social isolation (Yang et al., 2017).

Anxiety is a very tense situation that forces us to do something (Setiawan, Ediati, & Winarni, 2017). Anxiety is a conflict of ID, ego, and superego about the control system or psychic energy that exists (Setiawan, Sopatilah, Rahmat, Wijaya, & Ariyanto, 2018). The anxiety level is divided into four, namely: mild anxiety associated with tension that occurs in everyday life, this anxiety can be a motivation to learn and produce growth and creativity (Firmansyah, 2018). Medium anxiety allows individuals to focus on things that are important and set aside others, so individuals are not selective attention but can focus on more areas if directed (Psibernetika, 2016). This severe anxiety, individuals will tend to focus on something detailed and specific and not think about anything else. On anxiety panic level and anxiety can occur detailed things are broken up from the exposure, because of lossing control that makes individuals experience panic and not able to do something even with direction (Andriani et al., 2011). Adolescence is a period of transition from childhood to adulthood, which is often referred to as puberty (Youth, Junior High School, & Kundre, 2018). According to Hurlock in Salemba Medika (2010), various characteristics of adolescents as follows: adolescence is a transition period, adolescence is a period of change, adolescence is a period of searching for identity, adolescence is a period that causes problems, adolescence is an unrealistic period, adolescence is a period of adulthood. Teenagers are also divided into three parts: early adolescents from the age of 12-15 years (middle school age), middle teens from ages 15-18, late teens in the age of 18-21

years (Khasanah, Damayanti, Agustin, & Sirodj, 2017).

## METHOD

This research was conducted on June 6th, 2018 in SMPN 4 Ciamis at 02 Tentara Pelajar Street, Ciamis. This type of research is quantitative research with cross sectional research methods, namely research methods with the main purpose of connecting two variables. The sample used in this study is 32 teens that had experienced bullying in SMPN 4 Ciamis in 2018. The sampling method uses total sampling technique by paying attention to the criteria of exclusion and inclusion. The tool used to collect data in this study is in the form of a questionnaire filled directly by the students who have experienced bullying, so the data used in this study is primary data that is directly obtained from the respondents.

The research instrument was used to measure anxiety levels using the HARS (Hamilton Anxiety Rating Scale) method. To assess the level of anxiety is by providing a value with category 0 = no symptoms, 1 = mild symptoms, 2 = moderate symptoms, 3 = severe symptoms, and 4 = severe symptoms / panic. In this study, the researchers did not use certain actions that could endanger the respondents and the researchers also gave informed consent before conducting the research. The results of the study are presented in the form of frequency distribution tables and cross tables

## RESULTS

From the results of data collection on the Relationship of Bullying with Teenager Anxiety Levels, the following analyzes were obtained:

### *Univariate*

Table 1 Variable Univariate

| Variables | Category | f | % |
|---|---|---|---|
| Anxiety Level | Mild | 1 | 1.1% |
| | Medium | 11 | 34.4% |
| | Severe | 4 | 12.5% |
| | Panic | 16 | 50.0% |
| Work Motivation | Verbal | 16 | 50.0% |
| | Non-verbal | 16 | 50.0% |

### *Bivariate*

Table 2 Bivariate Analysis

| Anxiety Level | Work Motivation | | n | *p* value |
|---|---|---|---|---|
| | Verbal | Non-verbal | | |
| Mild | 1 | 0 | 2 | |
| Medium | 11 | 0 | 30 | 0.000 |
| Severe | 3 | 1 | 42 | |
| Panic | 1 | 15 | 1 | |

Based on table 1, it is known that from the 32 respondents the highest frequency of anxiety was in the category of panic (50.0%).

It is known that the types of bullying that occur among adolescents in SMPN 4 Ciamis from 32 respondents obtained verbal bullying types of 16 people (50.0%) and nonverbal 16 people (50.0%).

The results of cross tabulation analysis between adolescent bullying and anxiety levels were obtained from 32 teen respondents in SMPN 4 Ciamis, the highest teen bullying was nonverbal bullying with very severe \/panic anxiety levels from 15 people (93.8%).

## DISCUSSION

### The level of anxiety in Teenager

Based on the data in table 4.1, it can be concluded that the majority of adolescents in SMPN 4 Ciamis experience panic anxiety levels of 16 people (50.0%). According to Olivarez (2009), there are three aspects to anxiety, namely, forms of social avoidance and stress experienced in general, forms of social avoidance and feeling depressed in new situations or when dealing with new people / strangers, and fear of negative evaluation from other people. Anxiety also has several impacts, including teenagers with high levels of anxiety having fewer friends, negative perceptions of themselves, impaired social functioning, and have problem in developing their abilities in the community.

This research is in line with the study of Septia (2014) which said that victims of verbal bullying felt insecure and worried, causing anxiety to the victims. The results showed that the average respondent had a victim score of verbal bullying, it is 22. The average respondent has an anxiety score of 18, when referring to the HARS questionnaire, the results of this study are at the level of mild anxiety. Based on the results of the Spearman test, it is known that there is a significant relationship with the medium correlation and the direction of the positive correlation between the relationships of the victims of verbal bullying and anxiety experienced with p-value 0,000 and r = 0,546, so the higher the verbal bullying, the higher the victim's anxiety. Then it is expected that all teachers can supervise or be able to provide direction on bullying behavior so that it can reduce bullying actions. In this study, 21 people experienced moderate anxiety.

According to Struart (2007), anxiety is allowing individuals to focus on things that are important and override others. This anxiety narrows the field of individual perceptions. Those individuals become not selective attention but can focus on more areas if directed to do so. Excessive anxiety can have a detrimental effect on the mind and body and can even cause physical illness. According to Carina (2012), the impact of anxiety can result in mood symptoms, cognitive symptoms, and motor symptoms.

### Types of bullying in adolescents

Based on the results of univariate analysis, it shows the frequency of the type of bullying that occurred among

adolescents at SMPN 4 Ciamis from 32 respondents, it was found that there were 16 types of verbal bullying (50%) and 16 nonverbal (50%).  Owusu (2011) state that bullying can occur in schools that have a low level of ethical supervision and guidance, low discipline, weak school regulations. To deal with bullying in schools, it is necessary to create an order and every student and participant is obliged to sign a statement of ability to carry out school discipline and be approved by the parents or guardians of students.

KPAI (2014) states that the prevalence in the United States in 2009 was 20.8% in physical bullying, 53.6% veral, 51.4% social, and 13.6% electronic. Data from the KPAI from 2011 to August 2014 showed that the number of bullying cases was ranked top with 365 cases of complaints about bullying problems in the educational environment. Based on the results of a survey of women and community empowerment agencies in Yogyakarta, there were 50.8% cases of violence committed by peers, adolescents involved in bullying were at risk such as psychiatric abuse, alcohol abuse and suicide. The short-term and long-term negative effects of bullying such as depression, anxiety, and low self-esteem.

This study is in line with Gitry's research (2015), with the results of bullying studies that most often occur and experienced by schools among students, it is verbal bullying by 47%.  In this study the majority of the types of bullying that are the most are verbal bullying with a frequency of 16 people (50%). According to the theory suggested by Rosada (2012), verbal bullying can be in the form of name nickname, reproach, slander, cruel criticism, insult, and statements nuanced by sexual invitation or sexual harassment. In addition, verbal abuse can be in the form of seizure of pocket money or belongings, rude telephone calls, intimidating emails, canned letters containing threats of violence accusations that are not true, and gossip.  Bullying is common in schools that have a level of supervision and low ethical guidance, weak low-regulation discipline. To overcome bullying in schools, it is necessary to make an order and every student bow to it (Yang et al., 2017).

Bullying is a desire to hurt and most must involve an imbalance of power and the person or group that is victimized is that has no power and this treatment is repeated and attacked unfairly (Yunita et al., 2010).

Based on the data in table 3 shows that the number of respondents who experienced verbal bullying is 16 people (50%), nonverbal bullying 16 people (50%) and based on bivariate analysis showed that there was a relationship between bullying with anxiety levels in adolescents at SMPN 4 Ciamis. It is because the value of p value 0.00 (0.00 <0.05).

According to Murphy (2009), Bullying as a desire to hurt and most must involve an imbalance of power and the person or group that becomes a victim who has no power and this treatment occurs repeatedly and is unfairly attacked. In measuring the incidence of bullying the author uses the results of the BK teacher interview.

The results of this study were supported by Akbar (2013) who stated that the bullying cases that occurred in SMPN 5 Samarinda were mostly carried out by male students and some of them were conducted by female students. This is in line with the research conducted by Adila (2009). In his journal concluded that male students more often used bullying actions against other students both directly and indirectly compared to female students.

 In the results of the gradual or simple model regression analysis test on the lonely variable with social anxiety of bullying victims, it was found that there was a positive and significant relationship between loneliness and social anxiety of bullying victims in SMPN 27 Samarinda students, with t count = 7.508> t table = 1,987 and p = 0,000 <0.050.

This is in line with the statement of Miller, et al. (2007) that social anxiety as a result of bullying has a relationship with loneliness, individuals who suffer from loneliness also often suffer from social anxiety. In general, people's behavior that experiences loneliness and social anxiety is almost the same, it is negative attitudes toward others, passive behavior and unresponsiveness with others, and acting negatively towards others in some circumstances (Hallion, Tolin, Assaf, Goethe, & Diefenbach, 2017).

## CONCLUSIONS
Based on the results of the analysis, it can be concluded that there is a significant relationship between the incidence of bullying in adolescents at SMPN 4 Ciamis with a very heavy/panic level of anxiety with the results of p value = 0.00 <a = 0.05.

## IMPLICATION
From this study we can recommend to improve status of knowledge the dangerous of bullying to depress number of diarrhea accidence. Nurse as educator can collaborate with other health practitioner to give health education to improve knowledge status (Setiawan, Ediati, & Winarni, 2017) .

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