



Subjective Well-Being of Bullied Children in Indonesia

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Abstract

This study aimed to explore sibling bullying and school bullying across three age groups (8, 10, and 12 years old) in Indonesia ($N = 21,002$; 49.44% boys, 50.56% girls) and how these bullying actions (physical, psychological, verbal) affect children's subjective well-being. The study used data from the third wave of Children's Worlds Survey, which was conducted in West Java Province. Bullying actions were measured by reported frequency of experiencing being bullied by siblings and other children during the last month. Subjective well-being (SWB) was measured using the Children's Worlds Subjective Well-Being Scale (CW-SWBS). Data were analysed using structural equation modelling. Being hit by siblings displayed significant effects on the CW-SWBS for Grades 6 and 2, while being called unkind names by siblings showed significant effects in the three grades. Being hit by other children at school did not display a significant effect on the CW-SWBS for Grades 2 and 4, and only a low level of significance for Grade 6. Being left out by children in class showed significant effects for all grades. Being called unkind names by children at school displayed significant effects for Grades 2 and 4 and was non-significant for Grade 6. Many Indonesian children who are victims of bullying seem to have adapted to physical bullying to maintain their level of SWB through buffers (behaviour and good relationships). The incidence of bullying in Indonesian children is very worrying and it must be taken into account by parents and teachers that these children may be at risk, although they remain passive to the situation in apparently a conformist way, by reporting rather high SWB scores.

Keywords Bullying · Children · Subjective well-being · Life satisfaction · School · Siblings · Adaptation

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