

ORIGINAL

Gender-based Variations in Psychological Well-being of Bullying Victims: an Indonesian Perspective

Variaciones basadas en el género en el bienestar psicológico de las víctimas de acoso escolar: una perspectiva indonesia

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Cite as: Muqodas I, Ifdil, Bariyyah K, Kurnia Jayadinata A, Imaddudin A, Pratiwi Fadli R, et al. Gender-based Variations in Psychological Well-being of Bullying Victims: an Indonesian Perspective. Salud, Ciencia y Tecnología. 2025; 5:2249. <https://doi.org/10.56294/saludcyt20252249>

Submitted: 06-03-2025

Revised: 18-07-2025

Accepted: 04-10-2025

Published: 05-10-2025

Editor: Prof. Dr. William Castillo-González 

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ABSTRACT

Bullying is a serious, widely recognized public problem that affects many students worldwide, creating profound impacts on their well-being, including psychological well-being that vary by gender. This study objective to analyze the differences in the psychological well-being of bullying victims in Indonesia based on gender. This type of research used is comparative research. The sample in this study was 3296 students ($M = 0,50$; $SD = 1,15$) consisting of 37,2 % male and 62,8 % female. The Scales of Psychological Well-Being (SPWB) was used to collect data on student psychological well-being of bullying victims in Indonesia. The analysis technique used is descriptive and differences with the Welch test. The results showed that the average psychological well-being of males was higher than that of females, with a statistically significant difference. These findings suggest that gender differences in experiences and responses to bullying affect psychological well-being differently. Females tend to be more vulnerable to the emotional impacts of bullying, such as shame and low self-esteem, while males may be better able to cope with negative feelings through external coping mechanisms or suppressing their emotions.

Keywords: Psychological Well-Being; Bullying; Gender; Victims.

RESUMEN

El acoso escolar es un problema público serio y ampliamente reconocido que afecta a muchos estudiantes en todo el mundo, creando impactos profundos en su bienestar, incluido el bienestar psicológico que varía según el género. Este estudio tiene como objetivo analizar las diferencias en el bienestar psicológico de las víctimas de acoso escolar en Indonesia según el género. Este tipo de investigación utilizada es la investigación comparativa. La muestra en este estudio fue de 3296 estudiantes ($M = 0,50$; $SD = 1,15$) compuesta por el 37,2 % de hombres y el 62,8 % de mujeres. Las Escalas de Bienestar Psicológico (SPWB) se utilizaron para recopilar datos sobre el bienestar psicológico de los estudiantes víctimas de acoso escolar en Indonesia. La técnica de análisis utilizada es descriptiva y las diferencias se evaluaron con la prueba de Welch. Los resultados mostraron que el bienestar psicológico promedio de los hombres era más alto que el de las mujeres, con una diferencia estadísticamente significativa. Estos hallazgos sugieren que las diferencias de género en las experiencias y respuestas al acoso afectan el bienestar psicológico de manera diferente. Las mujeres tienden a ser más vulnerables a los impactos emocionales del acoso, como la vergüenza y la baja autoestima,

mientras que los hombres pueden ser más capaces de lidiar con los sentimientos negativos a través de mecanismos de afrontamiento externos o suprimiendo sus emociones.

Palabras clave: Bienestar psicológico; Acoso escolar; Género; Víctimas.

INTRODUCTION

The issue of bullying is a grave concern that has a profound impact on the psychological welfare of individuals,^(1,2,3,4) with effects that may vary depending on their gender.^(5,6,7) Within Indonesia, the problem of bullying has garnered more scrutiny, notably on the differential impact of this experience on male and female victims. Research has demonstrated that victims are at a higher risk of experiencing poor psychological adjustment than non-victims.⁽⁸⁾ According to⁽⁹⁾ a meta-analysis identified causal relationships between bullying and mental health issues, including anxiety, depression, non-suicidal self-injury, and suicidal ideation and behaviours. In the same vein, a longitudinal study on adulthood outcomes discovered that individuals who were tormented between the ages of 7 and 11 exhibited elevated levels of psychological distress between the ages of 23 and 50, which included suicidal tendencies and depression.⁽¹⁰⁾ Consequently, children who were bullied, particularly those who were bullied frequently, may be at risk of negative outcomes for nearly four decades following their exposure, which can have a lasting impact on their adjustment to maturity.⁽¹¹⁾

Existing research has demonstrated that the psychological consequences of bullying, such as stress, anxiety, and depression, can differ based on gender variables,^(12,13,14) indicating the necessity for further comprehensive investigation of these disparities. Despite the fact that the impact of school bullying victimisation on the well-being of students has been the subject of extant empirical evidence,^(15,16) However, tormenting victimisation at school is one of the most widespread educational issues worldwide, and it has the potential to significantly reduce SWB. Bullying victimisation is typically defined as a pattern of repeated aggressive physical and/or verbal behaviour that is the result of a power imbalance between the bully (agent) and the victim (student).^(17,18,19) Recent evidence from 79 countries suggests that 23 % of secondary school students have been the victims of school bullying at least a few times per month.⁽²⁰⁾ The severity of school bullying varies across countries.⁽²¹⁾

It is crucial to investigate the well-being of students, as it is associated with improved academic performance,⁽²²⁾ positive school functioning,⁽²³⁾ and later-life health and socio-economic advantage,⁽²⁴⁾ spirituality.⁽²⁵⁾ Therefore, it has been appropriately characterised as a pedagogical objective.⁽²²⁾ Nevertheless, there is a burgeoning global concern regarding the decreases in the life satisfaction of adolescent students,⁽²⁶⁾ particularly in developed countries.^(27,28) This particularly alarming trend may be the result of a variety of factors, including the rise in mental illness,⁽²⁶⁾ academic demands,⁽²⁹⁾ family background, and socio-economic status (SES),⁽³⁰⁾ as well as the school and classroom climate,⁽³¹⁾ psychological well-being is crucial to support student well-being.⁽³²⁾

Cultural and societal aspects in Indonesia significantly influence the behavioural responses of individuals towards bullying. Divergent gender norms and societal expectations frequently shape the experiences and coping mechanisms of males and females in relation to bullying. For instance, it is more probable for males to encounter instances of physical bullying, but females are more prone to endure instances of emotional or relational bullying. These disparities may affect individuals' mental well-being in distinct ways, requiring customised methodologies in research and treatments. Furthermore, gender inequality at the societal level can increase the prevalence of power-based bullying and gender norms. This activity also successfully helped students understand that traditional gender norms, such as toxic masculinity, exacerbate social pressures in schools.⁽³³⁾ These norms not only lead to bullying behavior but also hinder the emotional development of students, especially boys, who are often forced to suppress their feelings to meet societal expectations.⁽³⁴⁾

While extensive research has been conducted on the effects of bullying on psychological well-being, most existing gender-focused research comes from a Western context and that its findings cannot be directly applied in Indonesia due to its unique sociocultural gender norms. Prior studies frequently fail to thoroughly distinguish between the effects of bullying on boys and females or neglect to consider the distinct local social and cultural circumstances. Therefore, the purpose of this research project is to analyze the differences in the psychological well-being of bullying victims in Indonesia based on gender.

METHOD

Research Design

Comparison research is a research strategy that involves comparing and analysing phenomenology or factors in two or more separate groups. Comparative research can be used to investigate many groups. Within the scope of this discussion, comparative research can be utilised to compare the levels of fear that are experienced by individuals of different genders. The variables continue to be the same as the independent variables of the study; however, the samples are selected from a number of different groups or there are two sample groups.

⁽³⁵⁾ In the study of the psychological well-being of bullying victims, bullying victims were identified using the Bullying Victim Identification Instrument (BITES) based on the criteria of Solberg & Olweus.⁽³⁶⁾ Participants were classified as victims if they reported experiencing bullying at least once a week (a score of ≥ 3) on one of the scale items. This determination served as the basis for examining the relationship between bullying experiences and the psychological well-being of the study participants.

Sample and Data Collection

The sampling technique used in this study was accidental sampling, which is a non-probability sampling technique. This method allows researchers to select online respondents based on opportunity. The sampling technique used in this study was snowball sampling, which is a non-probability sampling technique. This method starts by identifying a small number of initial respondents who meet the study criteria. These respondents then refer or recruit other participants from their network who also meet the criteria, creating a “snowball” effect that increases the sample size gradually. Snowball sampling is especially useful for reaching populations that are difficult to access or when a sampling frame is not readily available. This approach leverages social networks to gather more respondents based on opportunity and referral.^(37,38) In other words, individuals who were met by the researcher through online advertisements, emails, blogs, social media, and the online group of the Indonesian Guidance and Counseling Teachers Council were selected to distribute the Psychological Well-being Questionnaire to students spread across various provinces in Indonesia, namely: In Aceh there were 9 samples, Bangka-Belitung had 55 samples, Banten 8 samples, and Bengkulu 5 samples. Jakarta recorded 20 samples, while Jambi showed the highest number with 215 samples. West Java had 1,763 samples, followed by Central Java with 231 samples and East Java with 513 samples. East Kalimantan reported 9 samples, West Kalimantan 20 samples, and South Kalimantan 46 samples. West Papua recorded 15 samples, East Nusa Tenggara 44 samples, and South Sumatra 55 samples. West Sumatra had 175 samples, North Sumatra 13 samples, South Sulawesi 80 samples, West Nusa Tenggara 6 samples, and North Sulawesi 10 samples. Riau Province had the lowest number of samples with 4 samples. Written consent was obtained electronically before data were collected from respondents. The sample in this study was 3296 students ($M = 0,50$; $SD = 1,15$) consisting of 37,2 % male and 62,8 % female. The sample in this study consisted of junior high school students (SMP) aged 12 to 15 years. This age range was selected because adolescence is a crucial developmental stage marked by significant physical, cognitive, emotional, and social changes. During this period, students are particularly vulnerable to bullying, which can profoundly affect their psychological well-being.

Measures

Scales of Psychological Well-Being (SPWB)

The Scales of Psychological Well-Being (SPWB) was adapted into an Indonesian version based on the theory^(39,40) based on six aspects of psychological well-being of bullying victims, namely: autonomy, environmental mastery, personal growth, positive relations, purpose in life, and self-acceptance. SPWB is a scale consisting of 18 items, where the items are answered in a six-point response format, including: very appropriate to not appropriate. Examples of items include “In general, I feel able to control the situation at home.” This scale has acceptable reliability (Cronbach’s of 0,89; item reliability on Rasch of 1,00) and good validity with Raw variance explained by the size of 40 %.^(41,42,43,44)

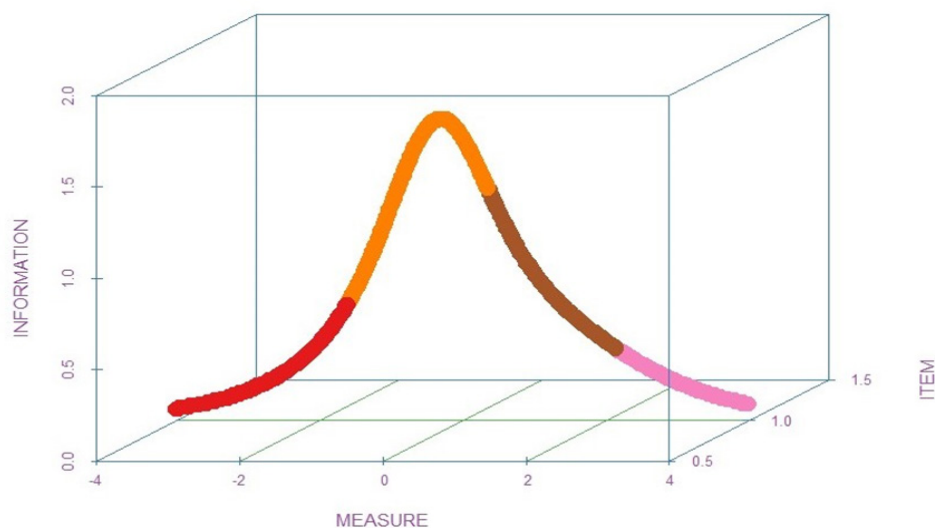


Figure 1. Information from the Quality of the Scales of Psychological Well-Being (SPWB)

According to the psychological well-being instrument's testing, this instrument is capable of quantifying a variety of psychological well-being that respondents have encountered. The Scales of Psychological Well-Being (SPWB) instrument used in this study consists of 18 items that have demonstrated very good psychometric quality for measuring psychological well-being. The Mean Square (MNSQ) values for all items fall within the acceptable range of -1,5 to 1,5, indicating a good fit to the measurement model. Furthermore, the Differential Item Functioning (DIF) analysis by gender showed probabilities above 0,05, confirming that these items are free from gender bias and function equivalently for both male and female respondents. This ensures that the instrument provides reliable and valid assessments of psychological well-being regardless of the respondent's gender. The quality of the Scales of Psychological Well-Being (SPWB) is very good, allowing this scale to measure an individual's psychological well-being effectively and accurately (figure 1).

Analyzing of Data

In this particular investigation, the method of analysis that was utilised was the Item Response Theory (IRT) approach, more especially the Rasch Model analysis. The utilisation of this methodology offers a solid structure for analysing the characteristics of the test items and the reactions of the participants. Both descriptive statistics and comparative analyses were used into the research project in order to further investigate and validate the findings. The Welch test was utilised to determine whether or not there were any differences between the groups, as suggested.^(45,46) Methodological insights from⁽⁴⁷⁾ were referenced in the statistical analyses that were carried out with the help of the Winsteps computer programme (version 5.1.5). These analyses were carried out in accordance with the rules that were stated in the program's manual.⁽⁴⁸⁾ In alignment with the study's objectives, several key analyses were conducted. These included: 1) a descriptive psychological well-being of bullying victims' test; 2) a gender-based psychological well-being of bullying victims difference test, designed to identify any significant variations in psychological well-being of bullying victims' levels between male and female participants; 3) distribution of bullying scores in the world, 2015.

Ethics Statements

Ethical permission for this study has been given by the Indonesian Counsellor Association, an official professional organisation in Jakarta, Indonesia, under the approval number 399/EC/IKI/VI/2024. This ethical clearance guarantees that all study procedures adhere to the most stringent ethical criteria, safeguarding the rights and well-being of participants. Prospective participants were provided with comprehensive information regarding the nature and objective of the study prior to their involvement. The participants also provided their full agreement to participate. All aspects of this procedure were meticulously designed to guarantee strict adherence to the ethical principles established by the Indonesian Counsellor Association. Therefore, the privacy and anonymity of participants were ensured throughout the whole research process and in the dissemination of research findings. The implementation of these stringent ethical criteria demonstrates a firm dedication to ethical honesty and safeguarding the best interests of participants. The objective of this study was to not only fulfil but also surpass ethical standards in social research, therefore guaranteeing dependable and ethical outcomes.

RESULTS

A comprehensive analysis will be conducted on the outcomes of this study in relation to the psychological well-being of bullying victims in Indonesia, specifically focusing on gender disparities. Incorporating all of these factors will facilitate a more profound comprehension of the well-being experiences of male and female victims, as well as in pinpointing possible domains for future investigation in this area. The investigation of psychological well-being in individuals who have been bullied has garnered growing interest, leading scholars to examine the subtle variations in how males and females express their quality of life. The quantitative findings of a descriptive study on gender disparities in psychological well-being are shown in tables 1 and 2.

Table 1. Psychological well-being of bullying victims in terms of gender

Person Count	Mean Measure	S.E. Mean	Median	SD	Model Separation	RMSE	Code
3296	0,50	0,02	0,58	1,15	2,81	0,41	*
2070	0,40	0,03	0,58	1,31	2,88	0,46	F
1226	0,67	0,02	0,58	0,75	2,43	0,31	M

Table 1 illustrates the psychological well-being of bullying victims based on gender. Of the total 3296 respondents, 2070 were female and 1226 were male. The overall mean psychological well-being was 0,50, with females having a lower mean (0,40) than males (0,67). Although the median psychological well-being for all groups was the same (0,58), the standard deviation of females (1,31) was higher than that of males (0,75),

indicating a greater variation in females' psychological well-being. The overall model separation was 2,81, with females having a value of 2,88 and males 2,43, indicating the model's ability to separate the levels of psychological well-being in the two groups. The RMSE for the entire data was 0,41, with females having a value of 0,46 and males 0,31, indicating that the estimation of male psychological well-being was more accurate than that of females.

This table 2 shows the differences in psychological well-being of bullying victims based on gender using the Welch test. The results show that males (M) have significantly higher psychological well-being than females (F), with a mean difference of -0,26. The standard error of this difference is 0,04, indicating that the estimate of the difference is quite accurate. The t-value of 6,81 and the degrees of freedom (d.f.) of 3293 indicate that this difference is statistically significant with a probability value (p) of 0,000. This indicates that there is a significant difference in psychological well-being between males and females.

Table 2. Differences in psychological well-being of bullying victims in terms of gender						
Welch						
Person	Code	Mean Measure	S.E.	t	d. f.	Prob.
F	M	-0,26	0,04	6,81	3293	0,000

The significant differences between the psychological well-being of male and female victims of bullying, as shown in the table, may be caused by various psychological, social, and emotional factors that affect the two groups differently. Females are more vulnerable to the emotional impact of bullying due to stronger social pressures related to self-image, interpersonal relationships, and societal expectations. They may tend to internalize negative feelings arising from bullying, such as shame, low self-esteem, or social isolation, which ultimately lowers their psychological well-being. In contrast, males are often taught to demonstrate emotional resilience or suppress their feelings, which may help them in some cases to be less emotionally burdened by the bullying experience. In addition, male coping mechanisms may be more related to external actions, such as physically confronting the bully or ignoring the situation, which may make them appear more resilient and result in higher psychological well-being.

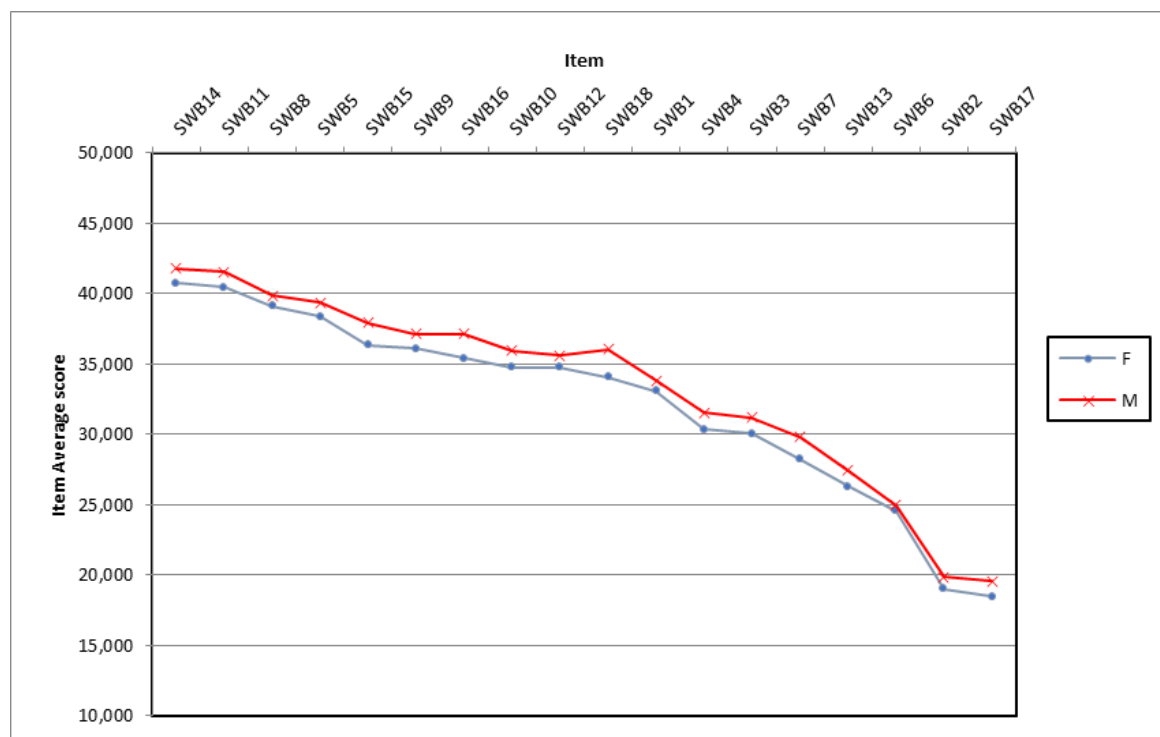


Figure 2. Differences in psychological well-being of bullying victims in terms of gender

The figure 2 illustrates the disparities in psychological well-being scores between male (M) and female (F) victims of bullying, as determined by the content of the items. The mean score of males is represented by the red line with crosses, while the mean score of females is represented by the blue line with circles. Males typically exhibit higher psychological well-being scores than females on the majority of items. Nevertheless, psychological well-being scores in both categories decrease as item quality increases. This implies that

individuals of both genders tend to report lower levels of psychological well-being on items that are more difficult to endorse, such as those reflecting high self-acceptance or strong autonomy. Psychological well-being scores between males and females are generally comparable on certain items that are easier or less challenging to endorse, like SWB6, which states that maintaining close relationships is difficult and discouraging. This suggests that minimal gender disparities exist on less challenging items, while the gap widens on more difficult items, highlighting an important nuance in how psychological well-being manifests differently across genders depending on item difficulty. items of higher quality.

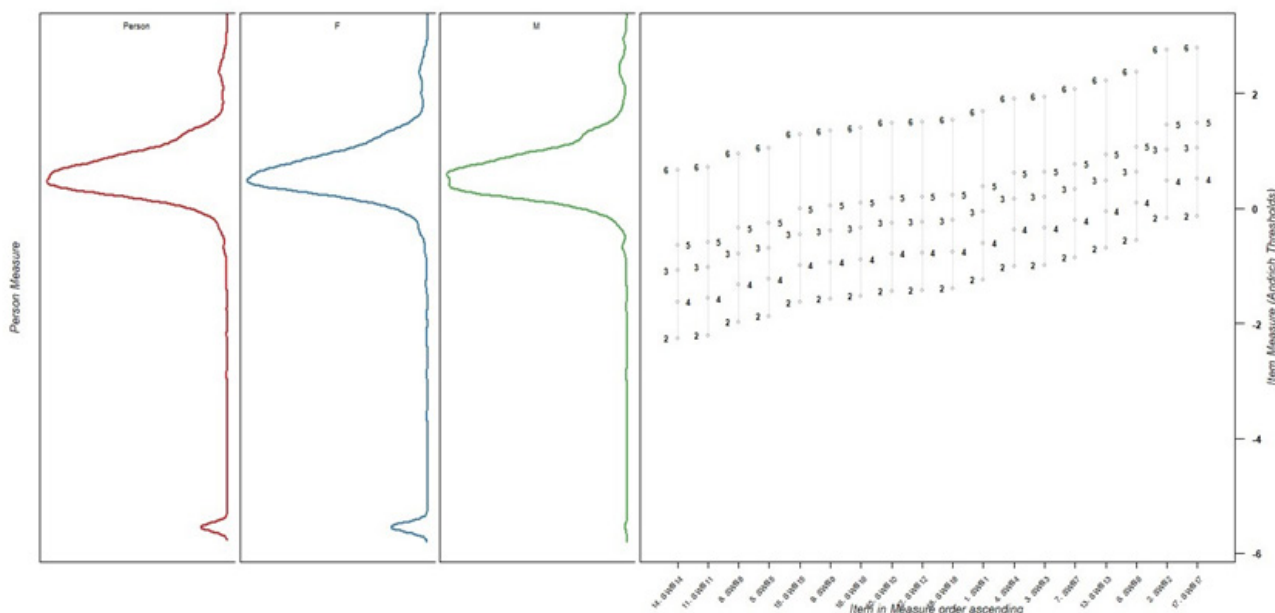


Figure 3. Differences in psychological well-being of bullying victims by gender across six categories

The figure illustrates the disparities in psychological well-being among abuse victims as a function of their gender, specifically male and female, across six categories of item quality. The distribution of overall psychological well-being (Person), the distribution for females (F), and the distribution for males (M) are depicted in the graph on the left. The lower position of the female graph suggests that, in general, females have lower levels of psychological well-being than males, as indicated by these distributions. The graph on the right displays the average subject scores for item categories that are arranged by quality or difficulty. Each item category has an average score that illustrates the range of psychological well-being, from low to high. This graph demonstrates that the disparities in psychological well-being between males and females become more apparent in upper item categories, where males typically achieve higher psychological well-being scores than females. In summary, this figure demonstrates that the psychological well-being of bullying victims is contingent upon the quality of the item and the gender of the victim. Males generally exhibit higher levels of psychological well-being than females on items that are more challenging or of higher quality.

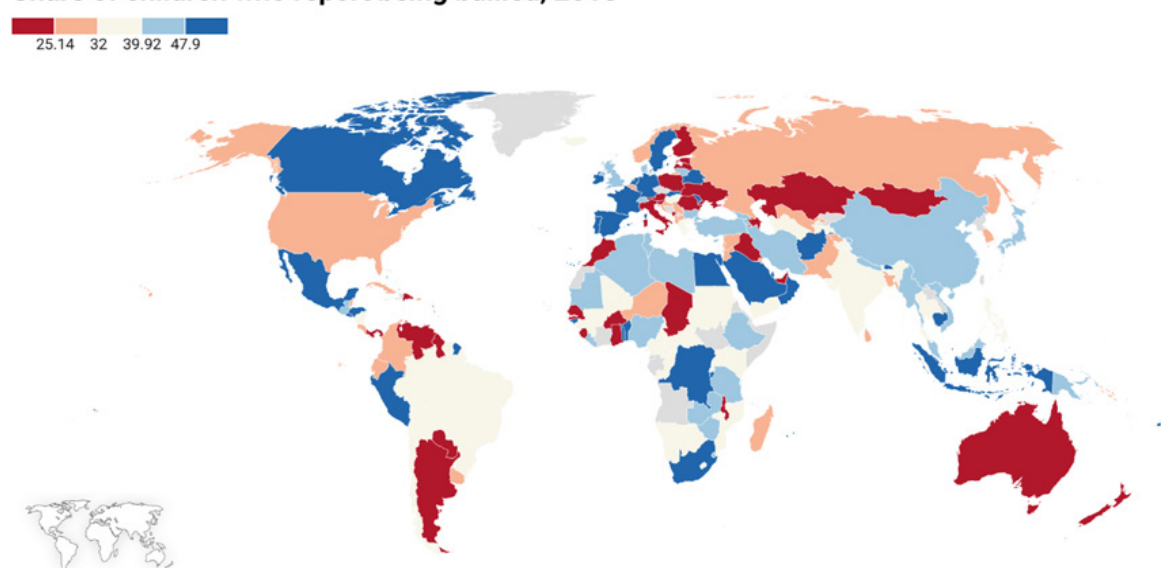
DISCUSSION

The findings of this study indicate a statistically significant difference between male and female in terms of the level of psychological well-being of bullying victims experienced, where the p value related to psychological well-being of bullying victims ($\text{sig} = 0,000$) is below the threshold of 0,05. Consistent with the findings of ⁽⁴⁹⁾ female adolescents exhibit diminished self-esteem, report higher levels of negative emotions, and experience lower levels of well-being compared to their male counterparts. Conversely, boys tend to have more positive emotions and favourable experiences. Consequently, this downward pressure diminishes their self-esteem levels.⁽⁵⁰⁾ The observed results appear to support prior research ⁽⁵¹⁾ indicating that boys exhibit a higher frequency of both perpetrating and experiencing bullying and cyberbullying compared to girls. One possible explanation for this phenomenon is that females, due to their greater levels of empathy, may have a greater ability to effectively avoid conflict situations by exploring alternatives to aggressiveness.⁽⁵²⁾ The ease with which girls communicate their negative emotions such as fear, anxiety, sadness, or rage may be attributed to a disparity in gender socialisation regarding the permissiveness of discussing these emotional experiences.⁽⁵³⁾

Research has demonstrated that those who have been victimised are more susceptible to experiencing compromised psychological adaptation compared to those who have not been victimized.⁽⁸⁾ An empirical study

conducted by Moore et al.⁽⁹⁾ revealed a causal relationship between bullying and many mental health issues, including depression, anxiety, non-suicidal self-injury, and suicidal thoughts and actions. Similarly, a longitudinal study on adulthood outcomes revealed that persons who experienced bullying between the ages of 7 and 11 exhibited elevated levels of psychological distress, such as depression and suicidal tendencies, between the ages of 23 and 50.⁽¹⁰⁾ Hence, children who experienced bullying, particularly those who were bullied often, may face long-lasting consequences up to forty years after being bullied, which can significantly affect their ability to adapt into adulthood.⁽¹¹⁾ It is important to specifically investigate gender differences in bullying experiences and their psychological impacts in Indonesia because cultural, social, and educational contexts uniquely shape how boys and girls perceive, respond to, and cope with bullying. Understanding these gender-specific dynamics within the Indonesian setting is crucial for developing effective, culturally appropriate interventions that address the distinct needs of male and female adolescents to improve their psychological well-being and support mechanisms.

Share of children who report being bullied, 2015



Source: <https://ourworldindata.org/grapher/share-of-children-ages-13-15-who-report-being-bullied> • Created with Datawrapper

Figure 4. Distribution of Bullying Scores in the World, 2015

The figure shows the percentage of children aged 13 to 15 who reported being bullied in 2015 in various countries around the world. The color gradient in the map represents the proportion of children who reported being bullied, with dark blue indicating the highest percentage at 47,9 %. On the other hand, red reflects the lowest percentage at around 25,14 %. Countries in Africa, the Middle East, and parts of Latin America generally have higher rates of reported bullying, shown in red to orange. On the other hand, countries in Western Europe, Australia, and East Asia show lower rates, shown in blue and light blue. Indonesia is included in the group of countries with high rates of reported bullying victims, marked in dark blue on the map. This indicates that bullying among teenagers is a serious problem in Indonesia, and greater efforts are needed to address it. The majority of bullying incidents occur in the context of the family and school. According to a study conducted by ⁽⁵⁴⁾ the incidence of bullying has a substantial and linear effect on the reduction of children's SWB. When children are subjected to bullying, their life satisfaction is diminished. Positive adjustment is significantly predicted by life satisfaction. Despite the fact that certain studies have elucidated the impact of bullying on the SWB of children in various countries. ^(54,55,56) These global patterns of bullying prevalence, along with evidence showing the significant negative impact of bullying on psychological well-being, underscore the importance of examining how such adverse experiences affect psychological well-being differently between male and female adolescents in Indonesia. Understanding these gender-specific influences is crucial for identifying the distinct challenges and coping mechanisms of each gender, which can inform the development of tailored interventions aimed at effectively improving mental health outcomes and overall well-being for both boys and girls exposed to bullying.

The prevalence of bullying conduct observed in 27 districts in West Java substantiates the notion that bullying is a common occurrence in the daily lives of many kids.⁽⁵⁷⁾ During the data collection phase, several children expressed their satisfaction to the enumerators for the chance to take part in the study and divulge their negative experiences. Their findings indicated that a limited number of adults possessed genuine awareness of

the issue and mistakenly believed that bullying was an inherent aspect of everyday life for pupils, which they had to adjust to. Although children expressed discomfort with the experience of being victims of bullying, they lacked the necessary bravery to report the incidents to their instructors or parents.⁽⁵⁷⁾ Implementing Cummins' theory of homeostasis, we may elucidate the elevated scores in subjective well-being (SWB) among certain children due to the buffers that enable them to sustain their SWB level even in the presence of bullying.⁽⁵⁸⁾

The global public health problem of bullying among children and adolescents can have enduring consequences throughout adulthood, affecting mental and overall health, financial status, and social interactions.⁽⁵⁹⁾ This reinforces the need for gender-sensitive approaches in understanding and addressing the impact of bullying. As such, designing intervention programs that account for gender differences in psychological responses to bullying can help tailor support more effectively and improve outcomes for both male and female victims. The study findings revealed profound disparities in psychological well-being between male and female individuals who were subjected to bullying. Hence, it is crucial to design intervention programmes that consider these gender disparities. The programmes developed should be customised to address the unique emotional and psychological requirements of each gender, emphasising suitable coping strategies and pertinent assistance.

It is crucial to conduct further research on the factors that contribute to these gender disparities, such as cultural influences, social conventions, and the distinct coping mechanisms employed by each gender. Interventions that are more specific and customised to the psychological requirements of males and females could also be examined in future research. Furthermore, longitudinal studies may offer a deeper understanding of the gradual evolution of psychological well-being and abuse experiences. This research has the potential to establish a more robust foundation for the creation of effective prevention and support strategies that can effectively mitigate the effects of abuse in gender-specific contexts.

This study drew heavily from Java, with a significantly larger sample size than other regions in Indonesia. This resulted in uneven sample distribution across regions, preventing the results from being fully generalizable to the entire Indonesian student population. This constitutes a significant limitation of the study that warrants consideration. Furthermore, the study has several limitations that should be acknowledged. First, the reliance on self-reported data may introduce bias, as participants might be influenced by social desirability or recall issues when reporting their experiences with bullying and psychological well-being. Second, the cross-sectional design limits the ability to determine causal relationships between gender and psychological well-being in bullying victims, as data were collected at only one point in time. Longitudinal studies are needed to gain a deeper understanding of the long-term effects. Third, while the study focuses on an Indonesian perspective, it may not capture variations in bullying experiences and psychological well-being in other cultural contexts, meaning the findings may not be fully generalizable beyond Indonesia. Additionally, the study did not fully explore other potentially influential factors, such as socio-economic status, family dynamics, or cultural beliefs, which could impact the psychological well-being of bullying victims. Future research should address these limitations by incorporating more diverse samples, longitudinal designs, and additional variables to provide a more comprehensive understanding of gender-based variations in the psychological well-being of bullying victims.

CONCLUSIONS

The results showed that the average psychological well-being of males was higher than that of females, with a statistically significant difference. These findings suggest that gender differences in experiences and responses to bullying affect psychological well-being differently. Psychological, social, and emotional factors play a role in explaining these differences. Females tend to be more vulnerable to the emotional impacts of bullying, such as shame and low self-esteem, while males may be better able to cope with negative feelings through external coping mechanisms or suppressing their emotions. Differences in how males and females cope with bullying contribute to the observed differences in levels of psychological well-being.

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ACKNOWLEDGEMENTS

The authors have no support to report.

FINANCING

This research was funded by *Riset Kolaborasi Indonesia* (RKI) the Universitas Pendidikan Indonesia, Indonesia, under Grant Number 807/UN40.LP/PT.01.03/2024.

CONFLICT OF INTEREST

The authors have declared that no competing interests exist

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