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The Connection between Children Becoming peer Bullying Perpetrators and Experiencing or Witnessing Violence/Bullying by Adults: A Scoping Review

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Abstract. The objective of this scoping review is to understand the extent and type of evidence of the connection between children experiencing or witnessing bullying or violence by and them becoming (offline or online) peer bullying perpetrators, building on the social cognition theory. The review includes 88 peer-reviewed studies, primarily from China and the USA. The results show that there is a significant connection between adults harming children – although it is measured under different concepts such as child, parental or family abuse, child or family maltreatment, harsh, severe or punitive parenting, corporal punishment, or children witnessing violence in their home and in their community – and children becoming cyber or traditional bullies of their peers.

Keywords: *family abuse, teacher bullying, community violence, domestic violence, social cognition theory, bullying motivation.*

Introduction

(Peer) bullying has no definition supported by all researchers. Dan Olweus, a pioneer of bullying research, defined it as follows: "A student is being bullied or victimized when he or she is exposed, repeatedly and over time, to negative actions on the part of one

or more other students <…> Negative actions can be carried out by physical contact, by words, or in other ways, such as making faces or mean gestures, and intentional exclusion from a group" (Olweus, 1996, p. 265). Bullying among students has been extensively researched, and by now there is a robust body of evidence of the negative impact on both victim and perpetrator in terms of mental health, social exclusion and academic performance (Brown & Taylor, 2008; Eriksen et al., 2014; Ponzo, 2013). But much less has been done on the potential causes and determinants of bullying behaviour (Cunha et al., 2023).

There are competing theories as to why peer bullying occurs; one of them is the social cognition theory (Bandura 1977.Pdf, n.d.; Bandura, 1986), which further developed the initial theory (Miller & Dollard, 1941). The social cognition theory proposes that individuals learn partially through direct instruction and, most importantly, by observing others' behaviours and the consequences that follow (Bandura, 1977). For learning to occur, individuals must (a) attend to the observed behaviour, (b) encode images of the observed behaviour, (c) reproduce those images, and (d) be motivated to perform the behaviour. The motivational component is tied to the consequences that follow certain behaviours; specifically, individuals are more likely to engage in behaviour they have learned that the consequences are valued and rewarding (i.e., reinforced). The social cognitive theory proposes continuous interaction between the social environment (e.g., witnessing others' behaviours), internal stimuli (e.g., cognitions and feelings), and behaviours. Social cognitive theory has been used to explain aggressive behaviours (Bandura, 1978; (Bandura et al., 1961)) and can be applied to the study of bullying by explaining how individuals learn to bully (i.e., via observational learning and reinforcement).

The social cognition theory supports the concept of bullying as a learned behaviour and that to reduce bullying effectively, one must target the bully's psychological, cognitive, and social factors. (Swearer et al., 2014). Studies have found that 10% to 33% of students report being victimized (Schneider et al., 2012); (Perkins et al., 2011); 1% to 11.5% report both bullying others and being bullied (i.e., bully-victims (Dulmus et al., 2006); (Nansel et al., 2001); and 5% to 13% report bullying others (Perkins et al., 2011; Solberg & Olweus, 2003). The studies looking at bully-victims, who are both bullies and victims, however, are only considering the phenomenon in a peer bullying context, and don't consider that those bullies who are not bully-victims per their definition, so their peers do not victimize them, might still be bullied by an adult in school or at home. The research of Bruce Perry (Perry & Szalavitz, 2007) also supports the social cognition theory by drawing the connection between trauma suffered and aggressive behaviour.

While there is currently a research gap looking at the connection between peer bullying perpetration and experiencing or witnessing bullying or abuse by adults in the loved circle (parents, step parents, other influential adults in the home of the child) and adults of authority in the children's lives (teachers, coaches, non-teaching staff at school, and other adults outside of the home with significant presence in the children's

lives), there is research available looking at parental bullying, and much less research on bullying by teaching staff, or sports coaches at schools. For the sake of simplicity, in the text unless referring to other authors studies, bullying by adults in the loved circle might be shortened to bullying by parents, and bullying by adults of authority might be shortened to bullying by teachers. When adults commit acts against children, that in a peer environment would be labelled bullying, the word "bullying" is rarely used, even though it often fits the main components of the definition, such as power imbalance, repetition over time, aggression, or intentional harm (Levy et al., 2012; Olweus, 1996; Huang & Cornell, 2015; Campbell et al., 2019). The phrases generally used to describe bullying behaviour towards children by parents are child maltreatment (Gardner et al., 2019) or child abuse and neglect (Loh et al., 2011; Trickett et al., 2011). Bullying perpetration by teachers or school staff towards children is often called such (Datta et al., 2017); alternative descriptions are teacher violence (Kızıltepe et al., 2020), school misconduct (Demanet & Van Houtte, 2012), psychological and physical abuse (Hyman et al., 1988), maltreatment (Elbedour et al., 1997), and victimization (Khoury-Kassabri, 2006).

As per the social cognition theory, one more concept is necessary to be included to provide the full picture of the connection between adult bullying behaviour and its impact on children becoming bullying perpetrators, and that is when children are not direct victims, only witnessing violent behaviour. There is extensive research on the effects of witnessing (Karakuş & Göncü-Köse, 2023) or being exposed to domestic violence (Meltzer et al., 2009) (also referred to as violence at home, intimate partner violence (Fraga et al., 2022), interparental discord (Christie-Mizell, 2003), dysfunctional family environment (Christie-Mizell, 2003)) or community violence (Davis et al., 2020), and peer bullying behaviour.

The scoping review includes bullying perpetration both offline and online by adults and children. As per previous research, bullying by adults seems to be mainly offline, while children engage in bullying in the offline and the digital world as well, differences are discussed.

As socio-economic background is often highlighted in bullying research, this element was highlighted, as well as the potential reflection of adults on the intentionality of their actions.

Due to the large variety of phrases used for bullying by adults, a scoping review is necessary to give an overview of the research showing the connection between the bullying perpetration of adults and children.

Methodology

A preliminary search of *JBI* (Joanna Briggs Institute) *Evidence Synthesis* was conducted, and no current or ongoing systematic reviews or scoping reviews on the topic were identified.

The proposed scoping review was conducted according to the JBI methodology for scoping reviews (Aromataris et al., 2024). The "JBI method" refers to the methodology developed by the Joanna Briggs Institute, which is a framework for conducting systematic reviews originally in healthcare, emphasizing a comprehensive approach to evidence synthesis.

Review question

1. What are the emerging trends in the recent research literature concerning the connection between children being bullied by adults of authority in their lives or adults in their loved circle and the children becoming bullying and/or cyberbullying perpetrators of their peers?
2. What are the emerging trends in the recent research literature concerning the connection between children witnessing violence and the children becoming bullying and/or cyberbullying perpetrators of their peers?

Table 1

Summary of eligibility criteria applied to identified citations

	Inclusion criteria	Exclusion criteria
Population	School aged children and adolescents aged 4–18 and adults (such as parents, caregivers, grandparents, teachers, non-teaching staff of school, sports coaches) both involved in the research.	Children below 4 years old and university students. Only children, or only adults appearing in the study.
Concept	There must be data on peer (cyber or offline) bullying of children (age 4–18) and the children being exposed to, or experiencing bullying by adults, or domestic or community violence.	Studies focused on only peer bullying, or only on violence, or bullying by adults.
Context	Studies conducted worldwide.	None
Types of evidence sources	Empirical studies (qualitative, quantitative, mixed method, all kinds of study designs).	Systematic reviews (including scoping reviews), meta-analyses, reports, conceptual papers.
Language	English and Hungarian	Languages other than English and Hungarian
Publication type	Scientific peer-reviewed articles, published in or after 2010	Not peer-reviewed articles, articles published before 2010

Eligibility criteria

Eligibility criteria of the review have been formulated in accordance with the Participants, Concept, Context and Types of evidence sources framework of the JBI guidelines (Peters et al., 2020a). Preliminary searches have been undertaken to inform eligibility criteria, whose development represents an iterative process, therefore can be subjected to modifications. Table 1 summarises the inclusion and exclusion criteria that was applied to carry out the study selection.

Studies that considered only a good child-parent relationship or good teacher-student relationship as a mediating factor for bullying were excluded from the study.

Exposure to violence in media, TV or video games did not qualify as exposure to violence, as for the study we were focusing on interpersonal connections.

Siblings were considered peers for the sake of the study.

If the age group was wider than 4–18, the study was included if most of the range was within the eligible age group (for example, 15–19) and excluded if the majority of it was outside of the eligible age group (for example, 17–25). In longitudinal studies, the study was included if bullying perpetration was measured at an age within the eligible age range.

Participants

The scoping review considered studies involving school-aged children aged 4–18 and adults. Adults are deemed relevant participants if they belong to the adults of authority in the children's lives, such as school staff, sports coaches, or to the circle of loved ones, such as parents, caregivers, close family friends, other family members. The relevance of the participant selection is based on the Social Cognition Theory (Bandura et al., 1961), emphasizing the role model status adults play in children's lives.

Concept

This peer review focuses on the connection between adult and peer bullying among children. Adult bullying refers to actions when adults violate children; even though the word "bullying" is rarely used, it often fits the main components of the definition, such as power imbalance, repetition over time, aggression, or intentional harm (Levy et al., 2012; Olweus, 1996; Huang & Cornell, 2015; Campbell et al., 2019). The phrases generally used to describe bullying behaviour towards children by parents are child maltreatment (Gardner et al., 2019) or child abuse and neglect (Loh et al., 2011; Trickett et al., 2011). Bullying perpetration by teachers or school staff towards children is often called such (Datta et al., 2017); alternative descriptions are teacher violence (Kızıltepe

et al., 2020), school misconduct (Demanet & Van Houtte, 2012), psychological and physical abuse (Hyman et al., 1988), maltreatment (Elbedour et al., 1997), and victimisation (Khoury-Kassabri, 2006).

Context

The review considers peer-reviewed studies conducted worldwide, published in or after 2010, to be able to provide a comprehensive picture of the relationship between any specific instances of adult bullying and peer bullying, as there is no study available to the best of the authors' knowledge, that considers multiple types of negative adult behaviours (both from the home environment and the school) and peer bullying simultaneously.

Types of Sources

This scoping review considers empirical studies without restriction to the methodology or study design. Qualitative, quantitative, mixed methods and other study designs are included, provided they meet the criteria, are peer-reviewed, and have been published in English or Hungarian in or after 2010.

Systematic reviews, scoping reviews, meta-analyses, and other types of reviews, as well as conceptual studies and opinion papers, are excluded, and their reference lists are examined to ensure all relevant studies are included in the scoping review.

Only peer-reviewed and already published articles were considered.

Search strategy

The search strategy aimed to locate only published studies. An initial limited search of ERIC and SCOPUS was undertaken to identify articles on the topic (Table 2). The text words contained in the titles and abstracts of relevant articles, and the index terms used to describe the articles were used to develop a full search strategy for Academic Search, Eric, Socindex, Psychinfo, Web of Science, Scopus. The search strategy, including all identified keywords and index terms, was adapted for each included database and/or information source. The reference list of all included sources of evidence was screened for additional studies.

Studies published in English were included (as no relevant studies published in Hungarian were found). Studies published in or after 2010 were included.

The databases searched include Academic Search, Eric, Socindex, Psychinfo, Web of Science, Scopus.

Table 2

Search terms related to the main concepts

Concept	Search term
Adult bullying	Adult AND bullying AND abuse
Parent bullying	Parent* AND bullying AND (violence OR maltreatment OR neglect OR abuse)
Teacher bullying	(Teacher OR School) AND (bullying OR violence OR maltreatment OR neglect OR malpractice OR abuse OR misconduct) AND peer AND bullying
Witnessing violence	(Witness* OR expos*) AND (violence OR (Domestic AND violence) OR (intimate AND partner AND violence) OR (home AND violence) OR (interparental AND discord) AND bullying
Child abuse	Child maltreatment OR neglect OR abuse AND bullying
Social Learning theory	Social (cognitive AND Learning) theory AND bullying
polivictimization	Polivictimization OR polivictimisation AND bullying

Study/Source of Evidence selection

Following the search, all identified citations were collated and uploaded into Screening and data extraction was completed using DistillerSR (DistillerSR. Version 3.4 and 3.5. DistillerSR Inc.; 2024, accessed March-September 2024. https://www.distillersr.com/.) and duplicates were removed. Following a pilot test, titles and abstracts were then screened by two independent reviewers for assessment against the inclusion criteria for the review. Potentially relevant sources were retrieved in full and their citation details imported into the JBI System for the Unified Management, Assessment and Review of Information (JBI SUMARI) (Munn et al., 2019).Two or more independent reviewers assessed the full text of selected citations in detail against the inclusion criteria. Reasons for the exclusion of sources of evidence in full text that do not meet the inclusion criteria were recorded and reported in the scoping review. Any disagreements between the reviewers at each stage of the selection process were resolved through discussion. The results of the search and the study inclusion process are reported in full in the scoping review and presented in a Preferred Reporting Items for Systematic Reviews and Meta-analyses extension for scoping review (PRISMA-ScR) flow diagram (Tricco et al., 2018).

Results

Data Extraction

Two independent reviewers used a data extraction tool developed by the reviewers to extract data from papers included in the scoping review. The data extracted included

specific details about the participants, concept, context, study methods, and key findings relevant to the review question/s.

1. What are the emerging trends in the recent research literature concerning the connection between children being bullied by adults of authority in their lives or adults in their loved circle and the children becoming bullying and/or cyberbullying perpetrators of their peers?
2. What are the emerging trends in the recent research literature concerning the connection between children witnessing violence and the children becoming bullying and/or cyberbullying perpetrators of their peers?

Discussion

In the review, there are 88 peer-reviewed studies included most of them are quantitative studies (81), a few of them use qualitative methods (4), and a small amount mix qualitative and quantitative methods (3). The studies were conducted worldwide, most from the USA (21) and China (20). Most papers used samples from a single country, except two where they obtained data from multiple countries (Belgium, Democratic Republic of Congo, China and Indonesia) and (Spain, UK, Portugal, Poland, Italy, Romania). Only counting the ones in single countries, 45 studies were conducted in Asia, 12 in Europe, 1 in Africa, 26 in North America, and 3 in South America. The cultural context is very relevant when considering the data from these papers, as several of them pointed out, for example in China (although they have signed the UNCRC (Convention on the Rights of the Child, n.d.) that forbids it), corporal punishment is widely accepted as a form of caring and discipline (Cui & Liu, 2020; Fan et al., 2023; X. Wang et al., 2017; Woudstra et al., 2021) and used both at home and school; thus it might seem more 'natural' to children. According to (Chen & Wei, 2011) this might have been the reason why teacher maltreatment didn't have the negative effects on children's self-esteem and depression as they predicted. Regarding cultural factors, it might also be relevant that in the Chinese culture, for example, self-control and endurance are encouraged, leading to potentially suppressing problems in person, which then manifest online in the form of cyberbullying (Zhang, Xu, et al., 2022).

While there are some cultural differences, the trends remain similar, and it seems that those children who feel vulnerable because of their neighbourhood, school or family are more likely to commit violence (Beckwith et al., 2022).

There was a clear imbalance between studies focusing on bullying by the adults in the loved circle (63 studies) or witnessing violence at home, compared to adults of authority committing bullying acts against the children (8 studies). While the role of teachers or school staff has appeared way more often, it was usually investigated as a protective factor in contrast to the violence from home (Merrin et al., 2018). A similar

imbalance of available data was found between studies investigating traditional bullying (82) and cyberbullying (18) perpetration.

Bullying by loved ones

Most studies (63) focused on bullying by adults within the family, revealing that children who experienced bullying, maltreatment, or abuse at home were more likely to engage in bullying behaviour themselves. Studies examining **adverse childhood experiences (ACEs)** found significant links between maltreatment and bullying perpetration, for instance, (Hsieh et al., 2021) and (Reisen et al., 2019) noted that children from dysfunctional families were more prone to bullying, with bullying aggressors having a fivefold increased risk of prior adversities. Similarly (Beckwith et al., 2022) it identified ACEs as one of the key factors driving violence perpetration among children.

Numerous studies explored **parental abuse**, often referred to as **child or family abuse** (Choi & Dulisse, 2021), and found that South Korean adolescents subjected to parental abuse were more likely to engage in bullying. (Emirtekin et al., 2020) linked childhood emotional abuse directly to cyberbullying perpetration. (Ameli et al., 2017) and (Yen et al., 2015) demonstrated associations between physical and emotional abuse at home and increased bullying behaviour among adolescents. Other research, such as (Gómez-Ortiz et al., 2016) and (Özdemir, 2018) suggested that abusive parental practices and exposure to family violence lead to unhealthy peer relationships and increased bullying involvement.

Child maltreatment, encompassing physical, emotional, and psychological abuse, was frequently studied. Findings by (Yuan et al., 2022) and (G.-F. Wang et al., 2019) showed strong correlations between maltreatment and traditional or cyberbullying. Studies also highlighted that emotional maltreatment could lead to increased depressive symptoms, which further predicted bullying perpetration and victimisation (Li et al., 2021). Harsh parenting practices, including punitive and severely disciplinary approaches, were also identified as significant contributors to bullying behaviour, as noted by (Hong et al., 2017) and (Morcillo et al., 2015).

Corporal punishment was often linked directly to bullying perpetration. (Liu et al., 2022) and (Zych et al., 2021) found that corporal punishment was a risk factor for bullying and delinquent behaviour, further aggravated by emotional responses such as anger. Family abuse and violence were also prevalent themes, with multiple studies demonstrating that exposure to family violence significantly increased the likelihood of children becoming bullies or bully-victims (e.g. Bozan et al., 2021; Baek et al., 2019). The overall findings underscore the pervasive impact of familial maltreatment and adverse parenting on children's bullying behaviour, highlighting the critical role of the home environment in shaping aggressive and harmful peer interactions.

Bullying by adults of authority

The review found that only a small number of studies have examined bullying, maltreatment, violence, or unfair behaviour by adults in authority, such as teachers. Out of 88 included studies, only 8 focused on these issues. (Chen & Wei, 2011) measured teacher maltreatment and found that it was not significantly associated with student self-esteem or depression and had no impact on their bullying behaviour. In Italy, (Santinello et al., 2011) found that teacher unfairness in school settings was a significant predictor of bullying involvement among early adolescents. (Ünlü & Avci, 2023) measured teacher violence and reported that student exposure to both teacher violence and peer bullying was highly frequent, with rates of 94.1% and 97%, respectively. These exposures explained 26% of the variance in students' aggression. Similarly (Yen et al., 2015) found that adolescents who experienced physical child abuse and teacher harassment were more likely to be bully-victims than non-victims. These studies collectively highlight the significant role of teacher-related maltreatment in influencing students' involvement in bullying and aggressive behaviours.

Witnessing violence

Most of the included studies (49) examined the effects of **witnessing violence**, either at home or in the community, on peer bullying perpetration. **Witnessing domestic violence** was strongly associated with increased bullying behaviour and, for instance, (Williamson et al., 2018) identified a significant link between exposure to domestic violence and bullying victimisation. Similarly, (Hong et al., 2021) found indirect associations between a child's bullying behaviour, household violence, economic hardship, and maternal frustration. In (Foshee et al., 2016), 70% of children exposed to domestic violence reported engaging in at least one form of aggression. (Karakuş & Göncü-Köse, 2023) found that Child Exposure to Domestic Violence (CEDV) was positively linked to bullying, with the relationship stronger than that with silencing-the-self behaviours (Mustanoja et al., 2011). Found that girls who were victims of violent crimes were more often bully victims than boys.

Some studies focused specifically on **witnessing intimate partner violence** (Knous-Westfall et al., 2012). Found that severe intimate partner violence (IPV) independently contributed to offspring relational peer bullying (Fraga et al., 2022). Indicated that children from low-income families exposed to IPV were more likely to be victims of bullying and become bully-victims. Other research, such as (Le et al., 2017), linked witnessing parental violence to increased bullying perpetration and bully-victim behaviour, especially among those with low school support and frequent sibling conflict.

Several studies explored **witnessing family violence** broadly (Bozan et al., 2021). Found a significant relationship between maternal violence and children's involvement

in bullying (Wu et al., 2024). Demonstrated that witnessing family violence heightened the risk of adolescent cyberbullying, with anger dysregulation serving as a mediator (Lucas et al., 2016). Reported high adjusted odds ratios for bullying involvement among children exposed to severe home violence (Low & Liu, 2023). Highlighted that exposure to family conflict amplified bullying behaviours, particularly among Black youth compared to other racial subgroups.

The connection between **witnessing community violence** and bullying was also widely investigated (Davis et al., 2020). Found that youth exposed to community violence were more likely to become bully-victims, emphasising the link between early exposure to community and parental violence and aggressive behaviours in high school (Azeredo et al., 2023). Identified positive associations between violent school and community environments and bullying perpetration and victimisation (Valdés Cuervo et al., 2018). Supported the hypothesis that exposure to violence in both family and community settings increases the likelihood of bullying (Esposito et al., 2022). Demonstrated that witnessing violence contributed to moral disengagement, which mediated the relationship with bullying perpetration (Dragone et al., 2019). Found that witnessing community violence predicted later bullying perpetration through the development of conduct disorders.

Overall, these studies underscore the significant impact of witnessing violence, whether domestic or community-based, on the development of bullying behaviours, highlighting the complex interplay between various forms of violence exposure and aggressive peer interactions.

Bullying perpetration

Out of the included studies only 18 of them have investigated cyberbullying perpetration (6 of them only cyberbullying, 12 both cyber – and traditional bullying), and 82 of them examined offline bullying perpetration among children (Le et al., 2017). Found that, consistently with previous research, there was a dominance of traditional bullying victimisation and perpetration and high correlations between traditional bullying and cyberbullying.

No relation found or investigated between adult and peer bullying

Not all included studies found or mentioned any relation or connection between experiencing or being exposed to any form of adult bullying and peer bullying perpetration (Modin et al., 2015; Schuster et al., 2012; racial and ethnic disparities among adolescents are well documented, but less is known about health-related disparities

during preadolescence.\nMethods We studied 5119 randomly selected public-school fifth-graders and their parents in three metropolitan areas in the United States. We examined differences among black, Latino, and white children on 16 measures, including witnessing of violence, peer victimization, perpetration of aggression, seat-belt use, bike-helmet use, substance use, discrimination, terrorism worries, vigorous exercise, obesity, and self-rated health status and psychological and physical quality of life. We tested potential mediators of racial and ethnic disparities (i.e., sociodemographic characteristics and the child's school McFarlane et al., 2017; Zhang, Lin, et al., 2022).

No specific relation was stated; only results showed that students involved in bullying as either a bully, a victim, or both a bully and a victim displayed poorer psychosomatic health than those not involved in bullying. Victims of peer-bullying also reported significantly poorer health than perpetrators. Two class-aggregated measures of bullying remained positively associated with ninth-grade student health complaints even when their individual-level analogues were considered. Thus, both the proportion of victims of teacher bullying and peer bullying in the school class appeared to generate health problems that go beyond the directly exposed students. (Modin et al., 2015)

Socio-economic background

Despite the expectations of the authors, the socio-economic background of participants wasn't very prominent in most studies included. Some papers have included socioeconomic status measures in the sociodemographic section of the surveys (for example (Saeed Ali et al., 2017), measuring the hunger index of participating children (Choi & Dulisse, 2021), family income and intactness (Morcillo et al., 2015), maternal education, household composition and poverty status). Still, they haven't made any connections between socio-economic status and the chance for victimisation by adults or bullying perpetration explicitly.

Those included studies that highlighted the connection between socioeconomic status and a chance for victimisation by adults or bullying perpetration often found that lower socioeconomic status indicated a higher chance for both. This is often explained by the financial struggles of the family leading to parental frustration, and/or conflict and violence between the parents, and through that to bullying perpetration of children (Hong et al., 2021). Non-white collar working parents often experience an intense work tempo, increased stress, and uncertain working environments, leading to less time available to be dedicated to their children and to build home-school relations, thus impacting the potential bullying preventing role of parents (Bozan et al., 2021). Children from low socio-economic backgrounds are also more likely to live in neighbourhoods with higher levels of community violence. (Merrin et al., 2018; Stewart et al., 2024) measured household income based on the postal code, assigned the average income for the area as per the last census and found that the bully-victim group were less likely to

be from high-income areas and more likely from low-income ones (Pérez-Martínez et al., 2021). Observed an increase in machismo, which was associated with higher bullying perpetration levels among girls who reported a lower family socioeconomic level. The sample (Sterzing et al., 2020) included only child-welfare-involved girls, 75% of them youth of colour, and they found that compared to the non-child-welfare-involved youth in the USA, these children were 7 times more likely to be bully-victims (Nickerson et al., 2020). Found that socioeconomic adversity predicted exposure to violence, although they did not find a relation between violence exposure and bullying perpetration (Hong et al., 2021). Found a direct relation between the child's bullying behaviour and the family's economic hardship (Merrin et al., 2018). Measured socio-economic status through receiving free or reduced-price lunch at school and found that those children who were eligible for this were more likely to perpetrate peer bullying.

(Low & Liu, 2023) focused on racial disparities and found that black youth had much higher rates of exposure to family conflict, which corresponded to higher levels of bullying involvement. The authors highlight the connection between race and urbanisation, the neighbourhood environment and the family's socio-economic status.

Contrary to the previous findings, the results of the study of (Fraga et al., 2022) conducted in Portugal, show that among children from medium-high income families, all household adversity experiences significantly increased the odds of being victims, bullies, or bully-victims. Thus, although children from medium-high income families are less likely to experience adversity at home when it happens, it has a more significant effect on their behaviour, suggesting that better socioeconomic circumstances do not seem to act as a protective factor. (Park et al., 2021) found that socio-economic status didn't matter, and high abuse and high neglect trajectories did not appear to differ in levels of parental education and annual household incomes.

Research gap

The included literature highlights significant gaps in understanding the complex dynamics between bullying perpetration committed by adults around the children and witnessing violence and peer bullying perpetration among children.

While there is a lack of consensus on the definition of bullying, it is rarely used outside the peer context and in the case of adults, it mainly examines situations in a workplace environment among colleagues. According to the authors, it would be beneficial to consider using bullying as a behaviour description by adults when it fits the main components of power imbalance, intentionality, repetition over time, aggression or intention of harm.

The current wide variety of words describing similar or the same concepts, e.g. child abuse, parental abuse, family abuse or teacher bullying, teacher violence, teacher harassment, or exposure to domestic violence, family violence, and adult family mem-

ber violence, makes it difficult to make generalisations and develop evidence-based practices.

There is a clear need for more studies investigating the negative behaviour of adults of authority around children, mainly teacher-to-student bullying. The scoping review of (Gusfre et al., 2022) teacher bullying highlights the low number of studies compared to the available research on family and the home environment. This is reflected in the available measures; existing studies frequently employ limited measurement tools, such as single-item assessments of teacher harassment, failing to differentiate between various forms, including physical and verbal harassment, and their unique relationships with peer bullying (Yen et al., 2015). Teacher violence, as noted by (Ünlü & Avci, 2023) is a critical aspect of school violence that warrants research attention equivalent to that given to peer bullying. There is also a need to explore how different types of bullying involvement – physical, social, and verbal – relate distinctly to teacher harassment and physical child abuse.

The predominance of cross-sectional designs and reliance on self-reported data from adolescents limit the robustness of current findings, underscoring the need for longitudinal studies (only 12 out of the included studies were longitudinal) and the inclusion of data from multiple sources, such as parents and school records on violent incidents (Jeries-Loulou & Khoury-Kassabri, 2024).

Another gap lies in the limited exploration of perceived child–parent relationships and their influence on bullying dynamics. Future research should consider variations in parental relationships according to children's gender, ethnicity, and cultural backgrounds to better understand how these factors shape bullying and victimization (Bibou-Nakou et al., 2013) Additionally, there is a call for the development of explanatory models that incorporate personal and contextual variables, such as self-esteem, personality traits, and non-punitive disciplinary practices, to understand both bullying and non-bullying behaviors (Gómez-Ortiz et al., 2016) there is a lack of knowledge about the indirect effect of parenting styles in adolescents' bullying involvement through disciplinary practices, although a relationship between parenting styles and disciplinary practices has been shown. The aim of this research was to determine the mediating role of punitive parental discipline (physical punishment and psychological aggression

The literature also highlights the need for studies to address the role of family violence predictors, including sibling bullying, in shaping peer bullying behaviors. The inability to identify bully-victims – a subgroup at particular risk for adverse mental health outcomes – further emphasizes the need for refined measurement tools and targeted research efforts to address this high-risk population (Hsieh et al., 2021).

Conclusion

The results show that there is a significant connection between adults harming children – although it is measured under different concepts such as child, parental or family abuse, child or family maltreatment, harsh, severe or punitive parenting, corporal punishment, or children witnessing violence in their home and in their community – and children becoming cyber or traditional bullies of their peers. There is significantly more evidence connecting parental or family behaviour to bullying perpetration, than the behaviour of adults of authority in the children's lives, indicating a large research gap. No study investigated together bullying by adults in the loved circle, bullying adults of authority, witnessing violence in the home and the community and cyber and offline bullying perpetration. While the connection of adult behaviour impacting child peer bullying perpetration seems clear from the included literature, the research gap concerning bullying perpetrated by adults of authority and studies from Europe and Africa is prevalent.

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Vaikų tapimo bendraamžių patyčių vykdytojais ir jų patiriamo arba stebimo smurto / patyčių iš suaugusiųjų pusės ryšys: apžvalginis tyrimas

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Santrauka

Šio apžvalginio tyrimo tikslas – suprasti ryšio tarp vaikų, patiriančių arba stebinčių patyčias ar smurtą (prieš juos arba jų vykdomą), ir jų tapimo (internete arba realiame gyvenime) bendraamžių skriaudėjais mastą ir pobūdį, remiantis socialinės kognicijos teorija. Apžvalgoje analizuojami 88 recenzuoti moksliniai straipsniai, daugiausia iš Kinijos ir JAV. Rezultatai rodo, kad egzistuoja reikšmingas ryšys tarp suaugusiųjų daromos žalos vaikams. Vis dėlto šis reiškinys matuojamas skirtingomis sąvokomis, tokiomis kaip smurtas prieš vaiką, tėvų ar šeimos smurtas, vaikų ar šeimos nepriežiūra, griežtas, žiaurus ar baudžiantis auklėjimas, fizinės bausmės arba vaikų smurto stebėjimas namuose ar bendruomenėje ir vaikų tapimas kibernetiniais ar tradiciniais patyčių vykdytojais prieš bendraamžius.

Esminiai žodžiai: *šeimos smurtas, mokytojų patyčios, bendruomenės smurtas, smurtas šeimoje, socialinės kognicijos teorija, patyčių motyvacija.*

*Leidinio redaktoriai neatsako už autorių tekstų turinį,
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