Perceived Neglect, Bullying, Emotion Regulation, and Internalizing and Externalizing Problems in Adolescents

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Abstract

The aim of this study is to examine the relationship between perceived neglect, bullying and their internalizing and externalizing problems on adolescents. A correlational research design was employed, involving a sample of 200 male and female students aged 11 to 19 years enrolled in government schools. Data were collected using standardized measures, including the Bully Victimization in Adolescents Scale, the Emotional Neglect Scale, the School Children Problem Scale, and the Emotional Regulation Questionnaire for Adolescents. Statistical analyses, including Pearson product–moment correlations, hierarchical multiple regression, one-way ANOVAs, and independent samples t-tests, were conducted to explore the relationship associations among the variables. Findings indicated that the bullying, emotional neglect, and school-related problems were positively interrelated. Internalizing problems were most strongly predicted by verbal bullying, dominance and control, and internalization, while demographic factors, other forms of bullying, and most emotion regulation strategies showed limited predictive value. Externalizing behaviors were primarily influenced by Dominance and Control, with additional contributions from Internalization, Active Resolution, and Distraction, and the effect of Physical Bullying was mediated through emotion regulation processes. T-test revealed that boys were more likely to engage in verbal and physical bullying, whereas girls demonstrated higher internalizing tendencies; active resolution, social withdrawal, and psychosomatic problems. Class-level differences were observed for behavioral and school-related variables, while bullying and internalizing measures remained relatively consistent across grades. The

study underscores that certain forms of bullying and specific emotional regulation patterns are key predictors of adolescents' internalizing and externalizing problems. These findings provide valuable insights for designing targeted school-based interventions and mental health programs aimed at reducing bullying, strengthening emotional regulation, and promoting resilience. The results may also guide parents, educators, and policymakers in creating supportive environments that foster healthy coping strategies and emotional well-being among adolescents.

Keywords: Bullying, Emotional Neglect, Adolescents, Internalizing Problems, Externalizing Problems, Emotional Regulation, School Adjustment, Gender Differences.

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List of Symbols

Symbols	Full Form
A	Alpha Cronbach's Index of Internal Consistency
B	Establishing Psychometric Property of all Scales
F	Frequency
R	Correlation Coefficient
SD	Standard Deviation
%	Percentage

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