

Bullying Victimization and Its Impact on Delinquency: The Case of Asian American Adolescent

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Received: September 29, 2021

Accepted: November 10, 2021

Available online: November 23, 2021

doi:10.11114/ijsss.v10i1.5367

URL: <https://doi.org/10.11114/ijsss.v10i1.5367>

Abstract

Despite a great deal of research on Asian American students that mainly highlight the eccentric academic performance, previous research has not deeply shed light on the obstacles that Asian American students face in their life path. One of them that those previous studies pay less attention to is bullying victimization many Asian American students experience due to their racial and ethnic status in the U.S. Using the data from the National Longitudinal Study of Adolescent Health (Add Health) targeting Asian American students aged between 12 and 18, this research aims to examine (1) how serious it is for Asian American adolescents to commit delinquent activities due to bullying victimization and (2) how much impact each social institution makes on young Asian Americans' potential criminal activities after being victimized by bullying. The results suggest that bullying experience makes its victims having a higher risk of engaging in criminal activities. Especially, physical bullying makes a considerable impact on the future delinquent behavior of Asian American adolescents that leads to commit various crimes ranged from serious violent crime to nonserious misdemeanor crime. In addition, certain institutional conditions also increase the risk of criminal offense committed after being victimized by bullying, such as a consistent interaction with delinquent peers but decrease the chance of engaging in criminal activities despite having bullying victimization, such as a tight parental supervision.

Keywords: bullying, victimization, juvenile delinquency, social institution

1. Introduction

Bullying is a form of assault that is physically or emotionally imposed on a person by someone who has more power or strength than a victim (Olweus, 1993), and it is a complex form of interpersonal aggression, which is repeatedly performed, serves different functions, and is manifested in different patterns of relationships. Bullying is recognized as a group phenomenon rather than a simple problem between a bully and a bullied occurring in a social and cultural context in which various factors contribute to promote, maintain, or suppress bullying activities (Olweus, 2001; Rodkin & Hodges, 2003; Salmivalli, 2001). Bullying is one of the most prevalent issues affecting adolescents in the U.S. According to statistics from the School Crime Supplement survey from the 2012-2013 school year published by the U.S. Department of Education's National Center of Education Statistics, 21.5 percent of students between the ages 12 to 18, or nearly 5.4 million students, reported being bullied at school (National Center for Education Statistics, 2017). However, there is 10 percent more reporting in the type of physical bullying victimization than in emotional bullying victimization, such as verbal and social bullying (Wang, Iannotti, & Nansel, 2009).

This widespread social phenomenon led a growing body of research on the bullying. Specifically, previous studies on bullying often focus on the negative impact of bullying on the adolescents, such as loneliness and withdrawal, anxiety, depression, suicidal ideation and attempt, and school dropout (Graham & Juvonen, 1998a; Kaltiala-Heino, Rimpelä Marttunen, et al., 1999; Hawker & Boulton, 2000; Kumpulainen, Räsänen, Henttonen, et al., 1998; Kaltiala-Heino, Rimpelä, Rantanen, et al., 2000; Bonanno & Hymel, 2010; Rigby & Slee, 1999; Sharp, 1995).

Despite the substantial research on the bullying and its impact on victim's subsequent life, however, little research has been done into bullying victimization and its impact on the adolescent's involvement in criminal offense. Furthermore, bullying also makes a significant impact on the lives of many Asian American adolescents, but they have been mostly overlooked in previous research. For example, overall fewer Asian American adolescents (18%) are bullied, compared

to Whites (35%), Blacks (31%), and Hispanics (28%), but their victimization is more likely to be caused by their racial background (11.1%) compared to Whites (2.8%), Black (7.1%), and Hispanic (6.2%) (Roberts et al., 2010).

Thus, the primary purpose of this study is to extend the limited results of previous studies on the bullying victimization of Asian Americans while focusing on the impact of bullying victimization on Asian American adolescents' criminal activities utilizing a nation-wide data from the National Longitudinal Study of Adolescent to Adult Health (Add Health). In order to effectively examine the main research question, however, this study was also aimed to examine the extent to which social institutions affected the likelihood of committing criminal offense by Asian American adolescents who have gotten victimized by some forms of bullying activity. Next, I explain the data and analytic method that are used for this study. And then, I describe the findings and discuss the main results. Lastly, I discuss limitations of this study and implications for future research and practice. But, before tackling these major research components, I present the overview of previous studies on the bullying experience within Asian American adolescents in the next section.

2. Literature Review

2.1 *Bullying Victimization and Asian American Adolescents*

Asian Americans is often perceived as “model minorities” in American society that gives the challenges and hardships to many Asian Americans. Despite making many significant successes in many areas in the U.S., many Asian Americans continue to experience discrimination and unfair treatment at different institutional levels of society, such as in the workplace and labor market, but those sufferings are mostly overlooked (Chou & Feagin, 2010). One area that is unnoticed by previous research is the bullying victimization that Asian American students experience, a topic that is often overshadowed because of the high level of academic achievement of many Asian American students (Pew Research Center, 2020).

Studies show that Asian American students were most likely to be the victimized ethnic group (Moultapa, et al., 2004), and higher levels of physical, verbal, and social bullying than other racial and ethnic groups (Fisher et al., 2000; Qin, Way, & Mukherjee, 2008; Rosenbloom & Way, 2004; Way et al., 2008), and it is mainly caused by stereotypes of Asian Americans. Qin, Way, and Rana (2008) found that many Chinese American students reported being bullied because of speaking a different language or English accent. Many Asian American students also experienced hatred from peers because of their higher academic achievement that possibly makes teachers treat Asian American students more favorably than their non-Asian American students (Qin, Way, and Rana, 2008). Interestingly, Asian American students reported being more bullied even if they belong to majority in the group (Moultapa, et al., 2004). Thus, it suggests that the rates of bullying victimization for Asian Americans are somewhat comparable to and even higher than other racial/ethnic groups.

Like the general population, the negative psychological and social impact of bullying victimization have also been linked to Asian American adolescents, such as low self-esteem, distress, depression, alienation from peers, and general well-being (Greene et al., 2006; Grossman, 2005; Grossman & Liang, 2008; Kuo, 1984; Juang & Cookston, 2009; Liang et al., 2007; Qin, Way, & Mukherjee, 2008; Liang et al., 2007). However, many existing studies mainly used White American samples when examining bullying and it led them to be unconvincing to analyze the bullying victimization based on ethnicity because they inadvertently paid little attention to Asian American adolescents who should be the part of a different social circumstances (Brookmeyer et al., 2006; Crooks et al., 2007).

In addition, previous studies are relatively limit the bullying experiences of Asian Americans in localized contexts and in a single point in time, so they eventually restrict their ability to make broader generalizations with respect to trends at the national level and over time (Hovey et al., 2006; Kim & Cain, 2008; Liang et al., 2007; Moultapa, et al., 2004; Rosenbloom & Way, 2004; Shin, et al., 2011). Moreover, some research suggests that bullying victimization is closely related with consequential offending, such as involvement in minor delinquency or violent delinquency (Hay & Evans, 2006; Daigle, Cullen, & Write, 2007), but limited attention has been given to examine the risk of various types of criminality among Asian American bullying victims.

2.2 *Consequence of Bullying Victimization on Adolescent*

Previous studies suggest that bullying victimization makes various negative impacts on adolescent's life circumstance that consists of undesirable emotional, behavioral, social, and educational outcomes. Especially, as compared with youth who never experiences bullying victimization, bullying consistently contributes to numerous emotional hardships on bullying victims, such as anxiety, depression, loneliness, and negative self-concept (Arseneault et al., 2010; Gini & Pozzoli, 2013; Knack et al., 2011; Lester et al., 2012; Menesini et al., 2009; Pollastri et al., 2009; Craig, 1998; Hammen & Rudolph, 2003; Farrington et al., 2011; Garber & Horowitz, 2002; Leen-Feldner et al., 2006; Menesini et al., 2009; Ttofi et al., 2011; Graham & Juvonen, 1998a; Kaltiala-Heino, Rimpela, Marttunen, et al., 1999; Graham & Juvonen, 1998b). Due to these worsened health conditions, bullying victims have the high likelihood of suicidal ideation

(Bonanno & Hymel, 2010; Kaltiala-Heino, Rimpela, Marttunen, et al., 1999; Kim, Koh, & Leventhal, 2005), eating disorders, self-harm, and hyperactivity (Kaltiala-Heino, Rimpela, Rantanen, et al., 2000; Hay & Meldrum, 2010; Kumpulainen, Räsänen, & Puuraet, 2001).

Bullying victims also experience the weakened social relationships because bullying victimization negatively affect the level of social skill they have (Chango et al., 2012; Kvarme et al., 2010; Rodkin & Berger, 2008) that eventually makes less accepted and more rejected by peers (Cullerton-Sen & Crick, 2005; Graham et al., 2007; Veenstra et al., 2007). Thus, these stressful life events make them feel that the world is a threatening place, leading to more worry about peer interactions (Kearney, 2001; Wolke, Copeland, Angold, et al., 2013).

In addition, these negative emotional and social outcomes caused by bullying victimization also makes negative impact on the educational outcomes of victims. Especially, bullying victimization negatively influence victims' social bonding at school that results in the negative education outcomes and the lower level of school satisfaction because victims have the low level of commitment and attachment with their schools (You et al., 2008; Popp & Peguero, 2012; Dulmus et al., 2006). Also, the low level of social bonding at school causes them to be unhappy, feel unsafe, be truant, have poor academic achievement, and drop out of school (Card et al., 2007; Graham et al., 2007; Juvonen et al., 2000; Konishi et al., 2010; Schwartz et al., 2005; Slee & Rigby, 1993; Smith, Talamelli, Cowie, et al., 2004).

Lastly, bullying victimization is closely associated with specific acts of deviance, such as violent offense (Carbone-Lopez et al., 2010; Daigle, Beaver, & Hartman, 2008; Ford, 2008; Friedlander, 1993; Menard, 2002), property offense (Menard, 2002; Popp & Peguero, 2012), substance abuse (Carbone-Lopez et al., 2010; Cullen et al., 2008), disorderly conduct (Agnew, 2006; Cullen et al., 2008), and truancy (Popp & Peguero, 2012; Robinson & Esplage, 2012). Especially, it manifests in the development of aggression among those bullying victims (Burton et al., 2013; Salmivalli & Nieminen, 2002) due to greater depression, caused by peer rejection in school (Ferguson & Dyck, 2012; Panak & Garber, 1992). In other words, bullying is more likely to be functioned to enhance the risk for depression for the bullying victims because victims are more likely to think that the world is a very dangerous place to live and makes them feel vulnerable (Stark et al., 1996). Some bullying victims become aggressive enough to bully others in order to overcome cognitive and physical vulnerability (Bandura, 2002; Hymel & Bonanno, 2014; Hymel et al., 2010) because they are emboldened by the attitude of having "nothing else to lose" and are eventually inclined to be a bullying perpetrator in their life (Cullen, et al., 2008; Macmillan & Hagan, 2004).

However, the impact of bullying victimization on committing crime is also moderated by several underlying factors, and the brief description of those important factors are briefly catalogued in the next section.

2.3 Factors of Engagement in Criminal Offense

2.3.1 Bullying Victimization

Previous studies on bullying have been diversified in term of what kind of bullying they focused on. The trend shows that research work on bullying focused on the direct and physical bullying in early days (Olweus, 1993), followed by the indirect and emotional bullying in 1990s (Smith, Cowie, Olafsson, et al., 2002), and then the cyberbullying became the major area of research on bullying in 2000s because of the growth of technology (Law et al., 2012; Williams & Guerra, 2007).

However, as mentioned above, there is a racial/ethnic difference in the pattern of how an individual is encountered with bullying. For example, when comparing students from other racial/ethnic groups, Asian Americans are more likely to experience emotional bullying than physical bullying, specifically verbal harassment and social isolation and have higher levels of peer discrimination than students from other racial groups (Alvarez et al., 2006; Fisher et al., 2000; Greene et al., 2006; Rosenbloom & Way, 2004). This racial/ethnic difference in the pattern of bullying victimization is so meaningful that it is necessary to scrutinize the type of bullying and its impact on an adolescent's behavioral development because each bullying form differ in terms of the extent in which it makes the impact on a victim's involving in delinquent activities. Therefore, I categorized bullying into several form rather than grouped it into a single form. And, bullying experience is obviously a decisive factor of one's engaging in criminal offense, but there are other crucial circumstances that need to be considered because they are closely connected with many bullying victims' engaging in criminal offense, and the following section briefly describes some important factors.

2.3.2 Social Institutions: Family, Peer, and School

Family is one of the major social institutions that is thoroughly involved in the process of one's socialization. Because of this significance, certain family-related factors are deeply connected with engaging in criminal offense, such as family environment triggering family members' involvement in deviant activities (Baldry, 2003; Barboza et al., 2009; Bowes et al., 2009; Cook et al., 2010; Espelage, Bosworth, & Simon, 2000; Espelage & Swearer, 2010; Ferguson et al., 2009; Pepler, Jiang, Craig, & Connolly, 2008), distant relationship between parents and their children (Flouri &

Buchanan, 2003), and inadequate parenting style resulting in poor parental supervision, parental communication, and parental support (Duong et al., 2009; Stevens et al., 2002). Thus, it suggests that these family-related factors are connected with the increasing likelihood of bullying experience.

Peer is another crucial institution to make a massive impact on one's delinquent activities because adolescents spend much time interacting with peers in schools, neighborhoods, communities, and through social media (Pepler, Craig, & O'Connell, 2010). Some peer-related factors, such as affiliation with delinquent peers even increase the likelihood of engaging in criminal offense because the development of deviant behavior often occurs within a close friendship (Mishna et al., 2008; Wei & Jonson-Reid, 2011) in that there are shared values and cultural practices leading to the normalization of delinquency (Rigby, 2004; Jones et al., 2009; Nesdale et al., 2008). Therefore, it is assumed that engaging in the bullying practice not only forces some participants to be victimized by bullying, but at the same time they also learn the norm of delinquency that helps them to engage in criminal activities because they are fixated with maintaining an identity based on the norm of delinquency.

School is another crucial institution that is also increase one's chance to engage in criminal activities, and it is linked to the characteristics of school environment. Especially, the positive or negative school climate impacts the likelihood of one's chance to participate in bullying, such as school environment supportive of student's academic achievement and safety and students' perceptions of the school climate (Crooks et al., 2007; Brookmeyer et al., 2006), but the way in that teacher treat his/her students and their knowledge and relationship with the students are also crucially influence the degree in that adolescents are engaged in bullying (Bauman & Del Rio, 2006; Bacchini et al., 2009; Doll et al., 2004; Richard et al., 2011).

As seen in this literature review, there has been a great deal of research on the issue of the characteristics of social institutions and their impact on the odds of one's committing criminal offense, but the majority of research has not singled out the group of bullying participants in order to examine the role of social institution on criminal offense committed by bullying victims.

2.3.3 Demographic Factors: Gender and Age

Some demographic factors, such as gender and age, would be related with the probability of bullying involvement. There are different gender patterns in prevalence of bullying for different forms of bullying, but the rates of bullying others and being bullied by others on the whole are higher among male than female. (Currie et al., 2012; Fleming & Jacobsen, 2010; Wilson et al., 2013). Moreover, there is relatively consistent pattern in the inverse relationship between the rates of bullying involvement and age. In other words, there is a significant age-related decline in the pattern of bullying involvement (Due et al., 2009; Fleming & Jacobsen, 2010). However, some study suggests that there is no statistically association between age and bullying involvement (Wilson et al., 2013). In addition, the research by Currie et al. (2012) found that the reported prevalence of bullying others significantly increased in between ages 11 and 15, whereas the prevalence of being a bullying victim declined between ages 11 and 15.

3. Research Questions

Based on surveying these several factors of bullying involvement and victimization, I aimed to answer the following questions:

1. How does bullying victimization impact delinquent involvement among Asian American adolescents? How does the effect of bullying victimization differ by offense type?
2. Do certain characteristics of a social institution have the impact on young Asian Americans' potential criminal activities after being victimized by bullying? To what extent are family, school, and peer associated with criminal offense committed by Asian American adolescents?

4. Method

4.1 Sample and Data

In order to examine the research questions, I used a data set called the National Longitudinal Study of Adolescent Health (Add Health) Wave 1-Wave 5. Add Health is a longitudinal study collecting detailed information on environmental, behavioral, and biological information of a nationally representative sample of adolescents in grades 7-12 in the United States in 1994-95 who have been followed through adolescence and the transition to adulthood, and this transition to adulthood were measured in five waves of data spanning 28 years of data collection (Harris et al., 2009). The data were collected by various ways of research techniques, such as, an in-home interview, an in-school survey, and a school administrator survey. Through random, stratified sampling of schools in the US, Wave 1 of Add Health study surveyed about 90,000 adolescents across 80 high schools and 52 middle schools that were chosen to ensure representation with respect to school size and type, ethnicity, urbanicity, and region of country. Out of the total

sample, a subsample of 20,747 students and their parents filled out an in-depth home interview survey. Wave 2 of Add Health was completed in 1996, containing only the students who were in 8th-12th grades (excluding senior students) (N=14,738). A sample of 15,197 young adults and their partners (ages 18-26) responded in Wave 3 survey. Wave 4 collected data from 15,701 adults (ages 24-32), and Wave 5 surveyed 12,300 subjects (ages 32-42). For additional details regarding the Add Health sampling design and the application of sampling weights, see Chen and Chantala (2014).

As I aim to examine how bullying victimization influences the scope and pattern of the involvement of criminal activities, the data used in this study were divided into two different sample groups who took part in Wave 1 and 2 of Add Health study. The first group was selected from Asian Americans who had referred to the justice system when they had attended middle or high school (7th – 12th grade), and the sample size was 454 out of 6312. This sample was used to examine the impact of bullying victimization on Asian American adolescents' involvement of criminal offense. Based on the first sample group, the second sample group was selected to Asian American adolescents who had been victimized by bullying to examine the extent to which major social institutions influence the scope and pattern of criminal activities made by young Asian Americans who are victimized by any form of bullying. So, the second sample group was narrowed down to the group of Asian American adolescents who had experienced bullying victimization and had referred to the justice system after experiencing bullying, so the sample size was 119 out of 6312.

4.2 Measuring Dependent and Independent Variables

4.2.1 Dependent Variable

As the primary interest of this study is the impact of bullying victimization on subsequent criminal activities, criminal offense was used as dependent variable based on a question in Add Health data, "had you actually committed this/these crime(s)?" that counted crimes committed by each respondent. However, I categorized this variable into two sub-categories based on the crime type defined by FBI's Uniform Crime Report (UCR) in order to scrutinize the extent and level of impact of bullying victimization on criminal activities' involvement: Part I and Part II offense. This itemization follows the definition of the FBI's Uniform Crime Report that aimed to classify a crime in terms of the level of seriousness between Part I offense (serious crime) and Part II offense (nonserious crime). For more information about how Uniform Crime Report define a criminal offense, see also 2019 version of Crime in the U.S. (2020). In Add Health data, I selected eight Part I offense which are felony offense: aggravated assault, forcible rape, murder, robbery, arson, burglary, larceny-theft, and motor vehicle theft and 8 Part II offences which are misdemeanor offense: drug abuse violations, runaways, disorderly conduct, driving under the influence, vandalism, simple assault, weapon violation, stolen property. Thus, dependent variable in this study was divided by two variable clusters in accordance with the type of criminal offense, and each variable cluster consisted of 8 dummy variables that were combined to be converted into interval level variable in which value scale is 0 through 8. And then, I converted these values into dummy variable, which is 0 for 0 and 1 for 1 through 8. Thus, value "1" means committing Type I felony offense or Type II misdemeanor offense.

4.2.2 Independent Variables

As indicated in the section of Factors of Criminal Offenses, there are several causal factors that possibly impact one's behavioral pattern that is related with engaging in various criminal offenses. They are not only bullying victimization (physical and emotional) but key some social institutions and demographic factors, and they are variable clusters that are made up a set of relevant variables identified by Add Health. However, there are three different ways of building a variable cluster, and it depends on the levels of measurement of variables that a variable cluster is composed of.

The physical and emotional victimization respectively is a variable cluster that consists of a set of dummy variables (Yes/No) that counted the number of respondents who were victimized by a certain physical and emotional bullying. And, those dummy variables are combined to convert a variable cluster interval level in which value scale is 0 through 4, and then I converted these values into dummy variable, in which I recoded 0 as 0 and 1 as 1 through 4. Thus, 0 means a respondent with no bullying victimization, 1 means a respondent with some form of bullying victimization.

In order to build the physical victimization, thus, seven questions are selected in Add Health data: 1) someone pulled a knife or gun on you, 2) someone shot or stabbed you during your school years, 3) someone slapped, hit, choked, or kicked you during your school years, 4) someone pushed or shoved you during your school years, 5) someone threw something at you that could hurt during your school years, and 6) someone physically forced you to do something against your will during your school years. Furthermore, among the questions from Add Health, I selected the following questions to create the variable cluster, emotional victimization: 1) someone called your names, 2) someone insulted you, 3) someone treated you disrespectfully in front of others, 4) someone swore at you, 5) someone ignored you, and 6) someone told lies or spread false rumors about you.

For variable clusters that are built by the combination of ordinal variables, such as parental supervision, delinquent friend, school environment, and teacher's attitude, I added up values of these variables to convert these ordinal variables into an interval level variable cluster, and a total score for each was calculated.

There are several family related topics in Add Health, but as this study mainly focuses on the role of parental supervision, a set of items being rated on 5-point scale (0 = strongly disagree to 4 = strongly agree) within a topic that characterize this research concentration were used: 1) your parents usually ask you where you are going when you go out on weekends or evenings, 2) your parents usually know what is going on in your life, 3) your parents usually guide you when making decisions, 4) you regularly talk with your parents about your school work and grade, 5) your parents regularly ask you about someone you're dating, or a party you went to, and 6) your parents regularly ask you about a personal problem you have.

As the current study focuses on the role of delinquent friend on one's engaging criminal activities, items rated on 5-point scale (0 = strongly disagree to 4 = strongly agree), that specifically identify one's friend who are engaged in various forms of delinquency, are selected for this study: 1) your friend said something bad about someone behind his or her back, 2) your friends took part in a fight where a group of your friends was against another group, 3) your friends threatened or take things belonging to someone with force, 4) your friends have hit and pushed others, 5) you have had problems with your friends because of binge drinking, and 6) you have had problems with your friends because of using drugs.

Regarding the role of school on one's future engagement in criminal offense, the current study focuses on the school environment and teacher's attitude characterized by the following items that are rated on 5-point scale (0 = strongly disagree to 4 = strongly agree). School climate is measured by the following items: 1) you have felt unhappy to be at the school you attended, 2) you have felt insecure in the school you attended, 3) you have felt distant to people at the school you attended, and 4) you have felt that the students at the school you attended were prejudiced, while teacher's attitude is measured by items like 1) your teacher have attempted to isolate some students from other students, 2) your teachers at the school you attended have treated students unfairly, and 3) your teachers have compared some students with other students, and 4) your teacher have treated some students with disrespect.

In addition to these variables, other variables of measuring individual characteristics are added in this study including age and sex of the participant who have experienced bullying victimization and been engaged in criminal offense in order to examine the role of those individual characteristics on the propensity to engage in criminal activities.

4.2.3 Analytic Strategy

First of all, descriptive analysis was used to show evidences about general characteristics of variables used in this study: the types of criminal offense committed by respondents who were victimized by bullying, their actual bullying victimization, family-related characteristics (parental support/relationship), school-related characteristics (school environment/ teacher's attitude), friend-related characteristics (delinquent friend), and respondent's age and sex. Next, I used a logit model with maximum likelihood estimation to examine the relation the relationship between each criminal offense as dependent variable and the set of independent variables. The reason why I used a logit model is related with the fact that the main purpose of this study is to examine the impact of bullying victimization and other key causal factors on the commission of crime in one's life.

5. Results

Table 1 shows the percentage of young Asian Americans with each bullying victimization by the type of offense. It also presents the gender difference in the type of criminal offense committed by Asian American adolescents who have been victimized by bullying and measured by the percentage. First, about 7 percent of young Asian Americans in the sample were victimized by some form of physical bullying, and 18 percent of them experienced emotional bullying victimization. More than one third of respondents reported they were involved in at least a Type I offense which is categorized as felony offense in the Uniform Crime Report and about two thirds of them committed Type II offense are misdemeanor offense in the Uniform Crime Report. These results indicate that young Asian Americans are more likely to be a victim of emotional bullying than physical bullying, but they were engaged in misdemeanor offense much more than felony offense. In addition, the majority of bullying victims who were engaged in some forms of criminal activities were male adolescents.

Table 2 presents the mean of the impact of the key determinants on criminal offense by young Asian Americans who have been the victim of bullying. This table also shows several important points. First, those bullying victims who committed Type I felony crimes reported that they experienced more parental supervision and had delinquent friends than ones who committed non-serious Type II misdemeanor crimes. Moreover, undesirable school environment and punitive teacher's attitude toward student made young Asian Americans commit more felony crimes than misdemeanor

crimes. Finally, misdemeanor offenders were slightly older than felony offenders in this sample.

The next two tables present logistic regression analyses that were conducted to the effect of bullying victimization and other causal factors on the risk of committing criminal offense. Table 3 analyzes the extent to which bullying victimization and other causal factors have on the risk of committing Type I felony offense by Asian American adolescents who have experience bullying victimization, while the association between those key causal factors and the risk of committing Type II misdemeanor offense are presented in Table 4.

Table 1. Difference in Offense Type on Descriptive Statistics of Binomial Variable Clusters

Variable	Type of Offense	
	Type I Offense Committed by Sample (n=176) N (%)	Type II Offense Committed by Sample (n=278) N (%)
Type of Bullying Victimization		
Physical Bullying Victimization (N = 34)	9 (5)	25 (9)
Emotional Bullying Victimization (N = 85)	16 (9)	69 (25)
	Type I Offense Committed by Bullying Victims (n = 25) N (%)	Type II Offense Committed by Bullying Victim (n = 94) N (%)
Demographic Factor		
Gender (1 = Male) (Male = 106; Female = 13)	23 (92)	86 (91)

Source: National Longitudinal Study of Adolescent Health

The regression analysis presented in Table 3 suggests that the odds of young Asian Americans who were victimized by physical bullying are about 20 percent more likely to commit serious crimes than ones who had never experience physical bullying. However, there is no statistical relationship between the victimization of emotional bullying and committing felony offense although an increased emotional victimization is negatively associated with committing felony offense.

When I narrowed down the sample group to the group of Asian American adolescents who have been victimized by physical and emotional bullying in order to survey the impact of social institutions on serious crimes committed by Asian American adolescents who, not every social institution was significantly related with young Asian Americans' criminal offense despite bullying victimization.

Parental supervision was negatively associated with the commission of felony offense, while teacher's attitude toward students and felony offense was positively associated with each other. In other words, if Asian American adolescents had parents who vigorously control their personal life matter, the odds of committing felony offense would be lower, but having teachers who treat students unreasonably, they were more likely to commit felony offense. Furthermore, delinquent peer and hostile school environment were positively associated with higher odds of committing felony offense although they were not statistically significant.

Lastly, demographic factors also made an impact on the commission of felony offense by bullying victims. Specifically, among the group of bullying victims the older Asian American adolescents were, the more they were likely to commit felony offense, and Asian-American male students were about 15 percent less likely to commit felony offense than female students, but it was not statistically significant.

Table 2. Difference in Offense Type on Descriptive Statistics of Interval Variable Clusters

Variable	Type of Offense	
	Type I Offense Committed by Bullying Victims (n=25) Mean (SD)	Type II Offense Committed by Bullying Victims (n=94) Mean (SD)
Family Parental Supervision	9.03 (1.91)	8.91 (2.09)
Friend Delinquent Friend	2.89 (4.34)	2.55 (4.15)
School School Environment	8.42 (2.68)	8.21 (2.74)
Teacher's Attitude	1.06 (2.24)	0.79 (1.68)
Demographic Factor Age	16.05 (1.44)	16.41 (1.35)

Source: National Longitudinal Study of Adolescent Health

Table 4 shows the impact of those major determinants on young Asian Americans' committing Type II offense that consists of various misdemeanor offense after they have experienced some forms of bullying victimization. Unlike the case of Type I offense, the impact of both physical and emotional bullying victimization on the commission of Type II offense were statistically significant. In other words, when holding other variables constant, Asian American adolescents who were victimized by physical bullying were about 30 percent more likely than ones who did not experience any physical bullying to commit misdemeanor offense.

Family, school, and friend also made the impact on the commission of misdemeanor offense by young Asian Americans who were victimized by bullying, and the causal relationship were statistically significant except the relationship between school environment and the commission of misdemeanor offense. Specifically, parental supervision lowered the odds of committing misdemeanor offense by those Asian American bullying victims and had bigger impact on the commission of misdemeanor offense than other peer and school-related factors. Having delinquent peers and hard-hearted teachers were positively associated with greater odds of the commission of misdemeanor offense by young Asian American victims. However, the impact of malfunctioned school environment on committing misdemeanor offense was not statistically significant among those victims.

Demographic factors are partially related with those young Asian Americans' committing misdemeanor offense. Older adolescents were slightly more likely to commit misdemeanor offense than younger adolescents among Asian American adolescents who have experienced bullying victimization. And, male students are less likely to be engaged in misdemeanor offense, but the gender impact is not statistically significant.

6. Discussion

Based on the findings of previous studies, it is believed that bullying largely makes extensive negative impact on its victims, such as unwanted social, emotional, physical, and behavioral consequences. Thus, this study attempted to develop the findings of previous studies, focusing on Asian American adolescents and their participation in various criminal activities in their lives because of the bullying victimization at an early state of their lives and hypothesized that bullying victimization would negatively impact on the development of their future behavior as result of increasing the likelihood of the participation in criminal activities.

Table 3. Logistic Regression of the Commission of Type I (felony) Offense on Causal Factors

Value	Type I Offense Committed by Sample (n=454)		
	Coefficients	Robust Standard Error	Odds Ratio
Type of Bullying Victimization			
Physical Victimization	0.17	0.12	1.18* (0.99-1.41)
Emotional Victimization	-0.04	0.05	0.95 (0.86-1.04)
	Type I Offense Committed by Bullying Victims (n=25)		
	Coefficients	Robust Standard Error	Odds Ratio
Family			
Parental Supervision	-0.03	0.05	0.96** (0.87-1.07)
Friend			
Delinquent Friend	0.02	0.06	1.02 (0.89-1.16)
School			
School Environment	0.01	0.02	1.01 (0.97-1.06)
Teacher's Attitude	0.03	0.03	1.03* (0.98-1.09)
Demographic Factor			
Age	0.05	0.08	1.06** (0.90-1.21)
Gender (1=Male)	-0.15	0.07	0.84 (0.73-0.97)

Robust confidence interval in parentheses

***p < 0.001; **p < 0.01; *p < 0.05

The finding has shown that having experience in bullying victimization increase the odds of committing felony and misdemeanor offenses among Asian American adolescents, and it not only confirmed the hypothesis but also broaden the findings of previous studies (Ttofi & Farrington, 2008; Wolke, Woods, Bloomfield, et al., 2000; Menard, 2002; Popp & Peguero, 2012; Carbone-Lopez et al., 2010; Daigle, Beaver, & Hartman, 2008; Ford, 2008; Friedlander, 1993; Menard, 2002).

However, this study did not fully establish the causal relationship between emotional bullying victimization and the commission of felony offense. Based on these findings, therefore, it is assumed that, for the most part, experiencing bullying as victims during their adolescent years increases the likelihood of engaging various criminal activities among many Asian Americans, and the hypothesis of this study corresponded with findings of the majority of previous studies that bullying victimization is positively related with one's having various behavioral problems.

Table 4. Logistic Regression of the Commission of Type II (misdemeanor) Offense on Causal Factors

Value	Type II Offense Committed by Sample (N=454)		
	Coefficients	Robust Standard Error	Odds Ratio
Bullying Victimization			
Physical Victimization	0.25	0.11	1.28* (1.10-1.49)
Emotional Victimization	-0.07	0.07	0.93* (0.80-1.08)
	Type II Offense Committed by Bullying Victims (n=94)		
	Coefficients	Robust Standard Error	Odds Ratio
Family			
Parental Supervision	-0.10	0.05	0.89** (0.77-1.02)
Friend			
Delinquent Friend	0.03	0.03	1.03* (0.97-1.10)
School			
School Environment	0.02	0.05	1.02 (0.93-1.12)
Teacher's Attitude	0.08	0.07	1.08* (0.95-1.23)
Demographic Factor			
Age	0.12	0.05	1.13** (1.01-1.25)
Gender (1=Male)	-0.21	0.06	0.80 (0.71-0.90)

Robust confidence interval in parentheses

***p < 0.001; **p < 0.01; *p < 0.05

In terms of the role of social institution on the likelihood of criminal offense committed by young Asian Americans with

bullying experience in their lives, this study confirmed the hypothesis and expanded the findings of previous studies in some degree. Previous studies have shown that certain family conditions increase the likelihood of one's engaging in criminal offense, such as inadequate parental supervision, low parental communication, lack of parent emotional support, and authoritarian parenting, inappropriate (Duong et al., 2009; Stevens et al., 2002). However, based on focusing young Asian American, this study extends the findings of previous studies that mainly focused on the role of parental supervision on juvenile delinquency in Western cultural setting (Georgiou, 2008; Flouri & Buchanan, 2003; Frey et al., 2009) and suggested that tight parental supervision based on a close parent-child relationship decreased the probability of committing criminal offense in one's life despite having bullying victimization.

The current study also showed that the certain condition of peer and school had an impact on the likelihood engaging in criminal activities among the group of Asian American adolescents who have experienced bullying activities, and some of the findings verify the hypothesis of this study and partially supported previous studies. For example, it suggested that interacting with delinquent friends made Asian American adolescents more likely to commit non-serious crimes after experiencing bullying, and it is somewhat consistent with the majority of previous studies that focused on the non-bullying victims (Espelage, Holt, & Henkel, 2003; Ferguson et al., 2009; Jones et al., 2009), but this study did not suggest any causal relationship between having delinquent peer and young bullying victims' committing serious crimes.

Furthermore, overall learning environment did not influence those bullying victim's engaging in serious crimes, but insensitive and callous teacher's attitude toward his/her students increased the likelihood of committing nonserious crimes among the group of young Asian American bullying victims. Thus, it did not fully support the findings of previous studies that mainly acknowledged the role of school environment on adolescents' behavioral development leading to engaging in any forms of criminal activity (Wang, Berry, & Swearer, 2013; Bauman & Del Rio, 2006; Richard et al., 2011). Based on the results of this study, therefore, it is assumed that having inadequate learning environment is more likely to influence adolescents' committing nonserious crimes rather than felony crimes.

7. Conclusion

This paper has documented the impact of bullying victimization on the consequential behavioral development leading adolescents to be engaged in some form of criminal activity while focusing on Asian American adolescents. As shown in the findings, bullying experience makes its victims having a higher risk of engaging in criminal activities. Especially, physical bullying makes a considerable impact on adolescents' behavioral development that leads to commit various crimes ranged from serious violent crime to nonserious misdemeanor crime.

In addition, certain institutional conditions also increase the risk of criminal offense committed by bullying victims, such as a consistent interaction with peers who are at a high risk of being delinquent and with teachers who have the uncaring and cold-attitude leading have the lack of knowledge and relationship with those bullying victims. However, this study suggests that even if adolescents experience bullying victimization in these catastrophic institutional circumstances, they are more likely to engage in less serious crime rather than violent crime. Moreover, as long as they are closely supervised by their parents, it is more likely to prevent them from commit any type of crime whether or not it is a serious crime.

As mentioned, the main purpose of this study is to add to the limited knowledge of the role of bullying victimization on the risk of criminal delinquency in Asian American context, however, this study is not without limitations that need to be addressed for future research. First, while this study has examined the bullying experience that Asian American adolescents have, the heterogeneity among Asian American adolescents was not addressed. Differences within Asian ethnic groups can be as important as findings with pan-ethnic Asian American groups, so it would be useful to pay attention to findings on specific subgroups, such as Korean American or Chinese American and not just highlight all Asian Americans into one category. In addition, it would be also beneficial to compare two Asian American subgroups or compare Asian American groups with other racial/ethnic groups, such as white, black, or Hispanics in order to highlight the distinctiveness of a specific Asian American subgroup or the whole Asian Americans in the comparative aspect. Furthermore, this study attempted to examine the role of social institutions on criminal activity committed by adolescents who have experienced bullying victimization, but mediating effect of bullying victimization was not fully explored, so it would be better if future study aimed to identify the type of institutional condition that helps people remain resilient against bullying victimization for the development of psychosocial intervention to alleviate vulnerability.

Despite the limitations noted above, the present study contributes to the growing body of literature illustrating that bullying experience is detrimental to the life of racial/ethnic minorities because the findings of the current research have various clinical and practical suggestions. Specifically, school officials or health practitioners who serve Asian clients may benefit from screening for their bullying experiences and help them develop awareness of the connection between perceived bullying victimization and future delinquency.

In addition, taking into consideration the changing ethnic composition of the US population (Pew Research Center, 2020) and growing anti-Asian sentiments (Gover et al., 2020; Lee & Waters, 2021), the present study reminds practitioners and public policy makers of the importance of building criminal justice system that helps to prevent racially motivated hate crime.

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