

Interpersonal Mistreatments at University and Student Well-being: The Mediating Role of Institutional Dehumanization

Noémie Brison*, Gaëtane Caesens, and Benoit Galand

Université catholique de Louvain, Psychological Sciences Research Institute, Louvain-la-Neuve, Belgium

Author Note

Noémie Brison*  <https://orcid.org/0000-0001-9230-2310>
Gaëtane Caesens  <https://orcid.org/0000-0002-6505-4523>
Benoit Galand  <https://orcid.org/0000-0003-3387-4305>

*Correspondence concerning this article should be addressed to Noémie Brison, Psychological Sciences Research Institute, Place Cardinal Mercier, 10, L3.05.01, 1348 Louvain-la-Neuve, Belgium. E-mail: noemie.brison@uclouvain.be.

This is the prepublication version of the following manuscript:
Brison, N., Caesens, G., & Galand, B. (2025). Interpersonal mistreatments at university and student well-being: The mediating role of institutional dehumanization. Manuscript accepted for publication in *Social Psychology of Education*.

© 2025. This paper is not the copy of record and may not exactly replicate the authoritative document published in *Social Psychology of Education*.

Declarations

Funding

No funding was received for conducting this study.

Competing interests

The authors have no relevant financial or non-financial interests to disclose.

Ethics approval

All procedures performed in studies involving human participants were in accordance with the ethical standards of the institutional and/or national research committee and with the 1964 Helsinki Declaration and its later amendments or comparable ethical standards.

Consent

Informed consent was obtained from all individual participants included in this research.

Data availability

Data is available from the authors upon reasonable request.

Authors' contributions

All authors contributed to the conceptualization and design of this study. NB and BG collected the data. NB analyzed and interpreted the data and drafted the manuscript. GC and BG supervised the research project and commented on the first draft of the manuscript. GC was responsible for the overall reproducibility of results with respect to existing research on interpersonal mistreatment and institutional dehumanization. BG coordinated the research activity planning and execution. All authors read and approved the final manuscript.

Acknowledgments

The authors would like to thank Prof. Philippe Hiligsmann, Dr. Anne Jacot, Mehlika Aktan, Laurie Michot, Nikita Somville, Nevena-Liliana Stoichkova, and Mélanie Warnon for their valuable input and support regarding data collection. The authors would also like to thank Bolanle Ajibola for her careful and meticulous proofreading of this manuscript.

Biographical Details

Noémie Brison is a doctoral student in Work and Organizational Psychology at the Université catholique de Louvain (Psychological Sciences Research Institute) in Belgium. Her research interests include interpersonal mistreatment in the workplace and organizational dehumanization. She is the (co-)author of several peer-reviewed articles published in international journals such as *Journal of Occupational Health Psychology*.

Gaëtane Caesens is an Assistant Professor in Personnel Psychology and Human Resource Management at the Université catholique de Louvain (Psychological Sciences Research Institute) in Belgium. Her research interests include perceived organizational support, work engagement and organizational dehumanization. She is the (co-)author of a number of peer-reviewed articles published in international journals such as *Journal of Business and Psychology*.

Benoît Galand, PhD, is a Professor of Educational Psychology at the Department of Education, Université catholique de Louvain, Belgium. His research interests include violence and bullying in schools, motivation and engagement in learning, and teachers' professional practices.

Abstract

Based on institutional betrayal theory, this research examines whether students' perceptions of being dehumanized by their universities mediate the relationships between different types of interpersonal mistreatment on campus (i.e., bullying victimization, sexual harassment, ostracism) and impaired student well-being. A cross-sectional study ($N = 2,318$) was conducted among Belgian university students using online questionnaires. Structural equation modeling results indicated that, when considered together, all types of interpersonal mistreatment were positively associated with institutional dehumanization. In turn, students' perceptions of being dehumanized by their universities were associated with worsened well-being, including lower life satisfaction, increased depression, and more somatic symptoms. Institutional dehumanization partially mediated the relationship between interpersonal mistreatments and well-being. Theoretical contributions, future research directions, and practical implications are discussed.

Keywords: bullying victimization, sexual harassment, ostracism, institutional dehumanization, student well-being

Interpersonal Mistreatments at University and Student Well-being: The Mediating Role of Institutional Dehumanization

1. Introduction

Over their academic journey, university students may encounter distressing interpersonal experiences, including bullying victimization (e.g., humiliation), sexual harassment (e.g., unwanted touching), or ostracism (e.g., being left out from social gatherings; Cole et al., 2020; Liu et al., 2023). These harmful experiences can negatively impact student well-being, (e.g., increased anxiety and sleep disturbances; Cole et al., 2020; Dodd et al., 2021).

While interpersonal mistreatment may harm students by exposing “the university’s failure to protect students” (Rosenthal et al., 2016, p.374), the role of academic institutions in shaping victimized students’ well-being has been largely overlooked in empirical research. Yet, institutional betrayal theory (Smith & Freyd, 2013, 2014) suggests that victimized students may perceive mistreatment as stemming from the institution itself. Recently, scholars have proposed that these perceptions are best captured by the construct of institutional dehumanization (ID; Nguyen et al., 2022). ID is defined as the experience of any member (e.g., student) of an institution (e.g., university) who feels objectified, denied personal subjectivity, and treated as a mere tool by the institution (Bell & Khoury, 2011). Such perceptions are believed to undermine institutional members’ well-being (e.g., Brison et al., 2022; Baldissarri & Fourie, 2023; Stinglhamber & Caesens, 2024).

Drawing on institutional betrayal theory (Smith & Freyd, 2013, 2014) and the literature on ID (e.g., Brison et al., 2024; Caesens et al., 2019; Sainz & Baldissarri, 2021), this study examines whether ID mediates the relationship between interpersonal mistreatment (i.e., bullying victimization, sexual harassment, ostracism) and student well-being (i.e., decreased life satisfaction, increased depression, increased somatic symptoms). To test these relationships, a cross-sectional field study was conducted with a large sample of university students ($N = 2,318$) using validated scales. These relationships were examined while controlling for an alternative pathway that may explain the impact of interpersonal mistreatments on student well-being (i.e., perceptions of reduced social support; Ho et al., 2020).

This research makes several theoretical contributions. First, it adopts an institutional betrayal perspective to deepen the understanding of how interpersonal mistreatments impair student well-being, emphasizing that academic institutions—and not only victims and perpetrators—may play an active role in this phenomenon (e.g., Christl et al., 2024; Pinciotti & Orcutt, 2021; Rosenthal et al., 2016). It empirically evaluates the relevance of institutional betrayal theory (Smith & Freyd, 2013, 2014) beyond other frameworks (e.g., social support) in explaining the harmful effects of interpersonal mistreatments among university students. Second, most studies on interpersonal mistreatment at university either treat it as an aggregated experience (i.e., combining bullying victimization, sexual harassment, and ostracism; e.g., Ho et al., 2020) or focus on only one form (e.g., Yu et al., 2023), which makes it difficult to distinguish the individual effects each has on students. This is a limitation, as different forms of mistreatment may have distinct features and consequences (Cole et al., 2020; Liu et al., 2023). Similarly, a comprehensive understanding of the relationship between

interpersonal mistreatments and well-being requires a multidimensional approach to well-being itself (Ferreira et al., 2020). Addressing this need, the present study adopts Danna and Griffin's (1999) conceptualization of well-being, which includes general satisfaction (e.g., life satisfaction) and overall health from both psychological (e.g., depression) and physical (e.g., somatic symptoms) perspectives. By integrating these multidimensional perspectives on both interpersonal mistreatment and well-being, this research provides a more nuanced analysis of their co-occurrence in university settings (Cole et al., 2020; Ferreira et al., 2020; Liu et al., 2023).

2. Hypothesis development

2.1 Interpersonal Mistreatments at University

Given the numerous social interactions inherent in student life (e.g., with teaching staff, administrative personnel, fellow students, or roommates), students are likely to encounter negative social experiences during their time at university (Liu et al., 2023). These may include bullying victimization (i.e., non-sexual harmful behaviors at the physical, verbal, or relational level; Lund & Ross, 2017), sexual harassment (i.e., verbal and non-verbal offensive, unwanted, and unreciprocated sexually oriented behaviors; Fitzgerald et al., 1995), or ostracism (i.e., the omission of action to engage another individual when it is socially appropriate; Robinson et al., 2013). Such experiences deplete students' mental resources for self-regulation and cognitive functioning, ultimately impairing their well-being (Jiang & Poon, 2023).

Rooted in multiple theoretical perspectives, student well-being is a multidimensional concept, with its facets varying based on the conceptual approach (e.g., Dodd et al., 2021; Ferreira et al., 2020). Historically, well-being research has followed two main traditions (Dodd et al., 2021). The hedonic tradition conceptualizes well-being as individuals' subjective perceptions of their cognitive (e.g., life satisfaction) and affective (e.g., emotional experiences) states (e.g., Diener et al., 1985). Arguing that such perceptions are too restrictive to fully capture well-being, proponents of the eudaemonic tradition define it in terms of personal growth and optimal functioning (e.g., Deci & Ryan, 2000). Beyond these perspectives, other scholars adopt a health-based conceptualization of well-being (e.g., Ferreira et al., 2020), aligning with the view that health is not merely the absence of mental and physical disorders but also the presence of positive functioning (World Health Organization, 1948). In this framework, well-being encompasses both individual satisfaction (e.g., life satisfaction) and general health, which includes psychological (e.g., depression) and physical (e.g., somatic symptoms) indicators (Danna & Griffin, 1999).

Empirical studies examining the well-being correlates of interpersonal mistreatment at university consistently support this health-based perspective. University students who experience bullying, sexual harassment, and ostracism report lower life (e.g., Buchanan et al., 2009; Yubero et al., 2023) and academic satisfaction (e.g., Huerta et al., 2006; Janke et al., 2024) and higher levels of depression (e.g., Blanco et al., 2022; Li et al., 2021; Niu et al., 2023; Wright, 2016). They also report poorer sleep quality (Chen & Huang, 2015), increased fatigue, and greater muscular tension (Janke et al., 2024) and are more likely to visit a doctor or miss classes due to physical health issues (Huerta et al., 2006). Most studies investigating the well-being correlates of interpersonal mistreatment at university either treat mistreatment

as an aggregated experience encompassing bullying victimization, sexual harassment, and ostracism (e.g., Ho et al., 2020) or focus on a single form of mistreatment (e.g., Niu et al., 2023). An exception is the study by Cole et al. (2020), which examined the well-being correlates of distinct types of interpersonal mistreatment at university while considering them simultaneously. Compared to students who experienced other forms of mistreatment—including bullying victimization and sexual harassment—ostracized students more frequently reported depressive symptoms and heightened stress levels.

In this research, we propose that victimized students' perceptions of institutional mistreatment, best captured by the construct of ID (Nguyen et al., 2022), play a crucial role in explaining declines in well-being among students who experience interpersonal mistreatment.

2.2 The Mediating Role of Institutional Dehumanization in the Relationships between Interpersonal Mistreatments and Student Well-being

Betrayal trauma theory (Freyd, 1996) posits that the negative effects of interpersonal traumatic experiences stem not only from the event itself but also from a sense of betrayal by an important other—someone in whom trust was placed but who violated the victim's expectations of safety in navigating the social world. This theory focuses on the relationship between the victim and the perpetrator. However, in large institutions (e.g., universities, the military, religious organizations), individuals extend their trust to the institution to ensure their safety (e.g., Christl et al., 2024; Pinciotti & Orcutt, 2021). Consequently, when trauma occurs within an institution that is expected to provide protection, it “constitute[s] betrayals, not only by the individual perpetrator but also by the institution at large” (Rosenthal et al., 2016, p. 374). Betrayal trauma theory was therefore expanded into institutional betrayal theory by Smith and Freyd (2013, 2014) to account for the relationship between victims and institutions (for a review, see Christl et al., 2024). This theory posits that the psychological (e.g., anxiety, depression) and physical (e.g., gastrointestinal distress, chronic fatigue, headaches) consequences of interpersonal mistreatment within institutions arise, in part, from perceptions of mistreatment stemming from the institution itself.

Building on this framework, we propose that degrading or humiliating treatment from institutional members (e.g., peers, teaching staff, administrative personnel) may trigger ID among victimized students, ultimately impairing their well-being. Dehumanization, conceptualized as the denial of an individual's human characteristics, is believed to result from interpersonal mistreatment and to have adverse emotional and cognitive consequences for victims (Bastian & Haslam, 2011). Within institutions, individuals often perceive the treatment they receive from institutional members as indicative of how the institution itself regards them (Levinson, 1965). Accordingly, experiencing interpersonal mistreatment from institutional members may lead individuals to feel dehumanized by the institution as a whole (e.g., Baldissarri & Fourie, 2023; Brison et al., 2022; Stinglhamber & Caesens, 2024). Reflecting individuals' perception that the institution denies their subjectivity and treats them as interchangeable tools (Bell & Khoury, 2011), ID threatens individuals' fundamental psychological needs and is, therefore, thought to impair their well-being (Lagios et al., 2022).

Although ID has primarily been studied in workplace contexts (e.g., Baldissarri & Fourie, 2023; Brison et al., 2022; Stinglhamber & Caesens, 2024), scholars argue that the increasing marketization of academic institutions and their strong emphasis on fostering

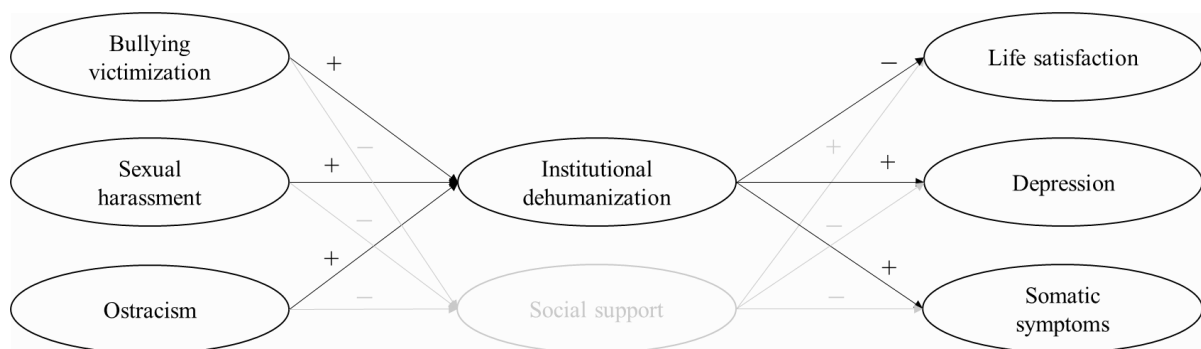
economic growth create fertile ground for ID in higher education (Kahn, 2017). Indeed, students who experience negative interpersonal treatment (e.g., bullying victimization, sexual harassment, ostracism) may perceive that the university values them solely for their academic achievements and the institution's own interests (e.g., protecting its reputation, financial benefits; Smith & Freyd, 2014) rather than recognizing them as human beings with unique needs and aspirations (Mennicke et al., 2020). Such ID perceptions likely undermine students' motivation and psychological well-being (Kahn, 2017).

At the empirical level, experiencing interpersonal mistreatment in workplaces (e.g., abusive supervision, workplace ostracism) has been shown to be positively associated with victimized employees' ID perceptions (Brison et al., 2024; Sainz & Baldissarri, 2021) and, more specifically, to be an antecedent of these perceptions (Brison & Caesens, 2023; Caesens et al., 2019). Additionally, ID has been found to mediate the relationship between interpersonal mistreatments and worsened well-being outcomes, including decreased job satisfaction (e.g., Caesens et al., 2019; Sainz & Baldissarri, 2021), increased depression (Brison & Caesens, 2023), and heightened somatic symptoms (Brison et al., 2024).

Based on these theoretical and empirical foundations, we hypothesize that ID mediates the relationships between interpersonal mistreatments (i.e., bullying victimization, sexual harassment, ostracism) and student well-being (i.e., life satisfaction, depression, somatic symptoms). Since previous research has identified reduced social support as a key mechanism through which interpersonal mistreatments contribute to poorer student well-being (e.g., Ho et al., 2020; Malecki et al., 2008; Pouwelse et al., 2011), this hypothesis was tested while controlling for perceived peer social support as an alternative mediator in these relationships (Figure 1).

Figure 1

Hypothesized Model



Note. Social support was included as a control variable.

3. Method

3.1 Participants and Procedure

A cross-sectional study, approved by the ethics committee of the authors' institution, was conducted. All students from a Belgian university were invited to participate via an email from the academic authorities, flyers distributed on campus, and social media. The online questionnaire was administered in the spring of 2022. Prospective participants were informed about the study's objectives, assured that their responses would remain anonymous and

confidential, and notified that they could discontinue their participation at any time. They were then asked to provide their informed consent by ticking the box stating, “I agree to freely participate in this study.”

Among the 2,344 students who fully completed the survey, 18 were excluded because they belonged to another university, and 8 were excluded because they reported being 15 years old, which is unexpected for university students. The final sample consisted of 2,318 participants ($M_{\text{age}} = 22.56$, $SD = 5.05$), of whom 67.1% were women, 30.4% were men, and 2.5% identified as another gender. Most participants reported that their gender aligned with the gender they were assigned at birth (98.6%) and that they were heterosexual (80.3%). A minority of students reported being racialized (12.6%) or having a disability (2.6%). Participants came from diverse educational backgrounds, including social sciences, politics, and economics (15.6%), psychological and educational sciences (11%), philosophy and literature (9.8%), sciences (9.2%), and law (8.9%). About half of the participants resided on campus (50.2%) and were undergraduate students (51.2%).

3.2 Measures

Unless otherwise specified, all items were assessed using a 7-point Likert scale ranging from “1” (never) to “7” (always). Students were asked how often they experienced different forms of bullying victimization, sexual harassment, and ostracism from others at university (e.g., fellow students, teaching staff, administrative personnel, people on campus) over the course of the ongoing academic year. Bullying victimization: 8 items (e.g., “...made fun of me, insulted me”; Galand et al., 2014). Sexual harassment: 8-item unwanted sexual attention subscale from Shaffer et al. (e.g., “...made unwanted attempts to stroke or fondle me”; 2000). Ostracism: 10 items (e.g., “...ignored me”; Ferris et al., 2008). Additionally, ID was assessed with 5 items (Lagios et al., 2024) using answers ranging from “1” (strongly disagree) to “7” (strongly agree). Similar to Caesens et al. (2017), the original dehumanizing entity, “my organization”, was replaced by “my university” for each item (e.g., “My university treats me as a number”). Life satisfaction was assessed with 5 items (e.g., “I am satisfied with my life; Diener et al., 1985) using answers ranging from “1” (strongly disagree) to “7” (strongly agree). Depression was measured with 5 items (e.g., “I felt depressed”; Bohannon et al., 2003). Somatic symptoms were assessed by asking students how often they experienced six symptoms from Spector and Jex’s (1998) Physical Symptoms Inventory (i.e., trouble sleeping, eye strains, dizziness, headache, loss of appetite, fatigue).

As recommended by Becker (2005), we tested our hypotheses both with and without the sociodemographic variables that were significantly associated with the dependent variables as control variables (Table S1, online supplements) and compared the findings. Since the inclusion of these control variables did not alter the interpretation of the results, they were omitted from the reported findings for the sake of parsimony. Additionally, perceived peer social support was included as a theoretically relevant control variable. It was measured with five items (e.g., “I know I can rely on some other students to help me”; De Clercq et al., 2013) using a 7-point Likert scale ranging from 1 (“strongly disagree”) to 7 (“strongly agree”).

4. Results

Descriptive statistics and correlations among variables of the hypothesized model are displayed in Table 1.

Table 1

Descriptive Statistics and Correlations among Variables of the Hypothesized Model

Variable	<i>M</i>	<i>SD</i>	1	2	3	4	5	6	7	8
1. Bullying victimization	1.19	0.45	.77							
2. Sexual harassment	1.64	0.95	.46***	.89						
3. Ostracism	1.69	0.94	.41***	.27***	.92					
4. Institutional dehumanization	3.56	1.40	.26***	.30***	.23***	.90				
5. Social support	5.26	1.12	-.26***	-.20***	-.53***	-.29***	.84			
6. Life satisfaction	4.78	1.27	-.18***	-.12**	-.30***	-.26***	.43***	.86		
7. Depression	3.79	1.40	.26***	.33***	.39***	.33***	-.43***	-.50***	.86	
8. Somatic symptoms	3.99	1.16	.26***	.34***	.29***	.31***	-.32***	-.35***	.72***	.82

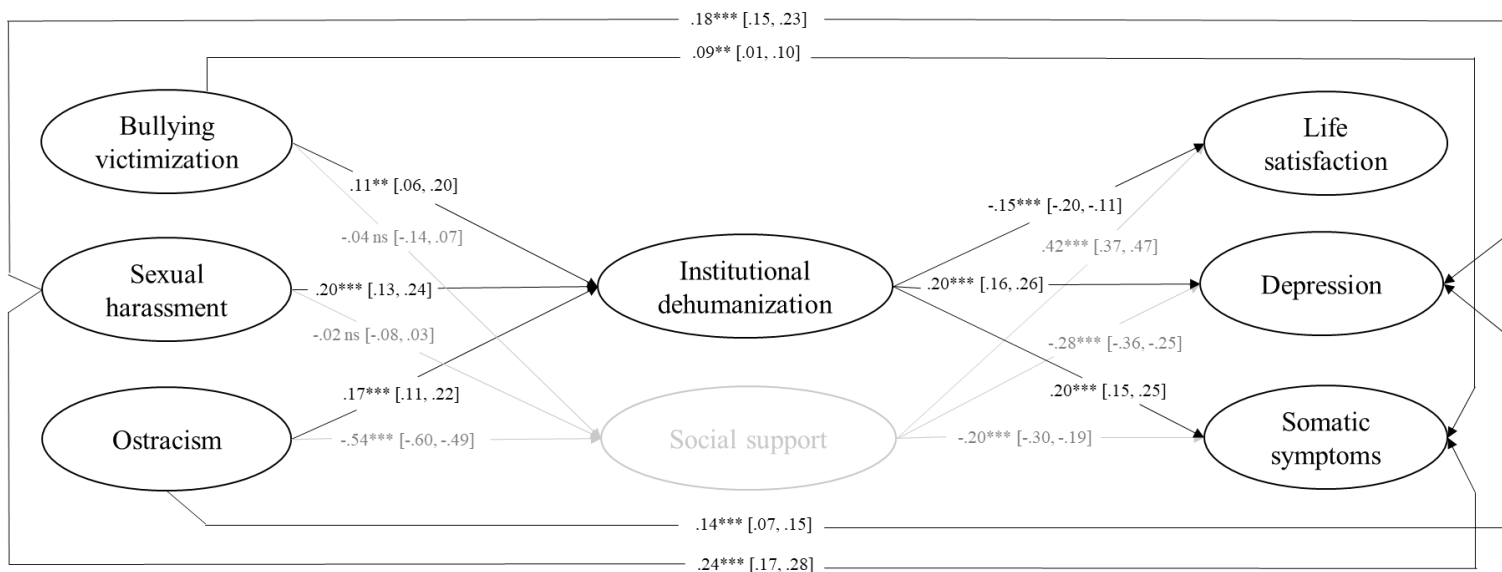
Note. $N = 2,318$. ** $p < .01$. *** $p < .001$. Cronbach's alphas are displayed on the diagonal.

4.1 Measurement Model

Confirmatory factor analyses were conducted with *Mplus 8.5* (MLR [robust maximum likelihood] estimator) to examine the distinctiveness of the eight constructs included in the model. Results revealed that the eight-factor model showed adequate fit with the data ($\chi^2(1246) = 5422.10$; RMSEA [root mean square error of approximation] = .04; SRMR [standardized root mean square residual] = .05; CFI [comparative fit index] = .91; TLI [Tucker Lewis index] = .90) and was superior to more constrained models (Table S2, online supplements). Furthermore, RMSEA and SRMR were below the maximum threshold value of .05, while CFI and TLI were equal to or exceeded the recommended minimum threshold of .90 (e.g., Marsh et al., 2005).

4.2 Structural Model

Results from structural equation modeling (*Mplus 8.5*; MLR) showed that, while controlling for the effect of perceived peer social support as an explanatory mechanism between interpersonal mistreatments and well-being, the hypothesized model displayed a satisfying fit ($\chi^2(1256) = 5629.132$; RMSEA = .04; SRMR = .06; CFI = .91; TLI = .90). Yet, alternative models were tested, adding one-by-one direct paths between variables. An alternative model including direct paths between (1) bullying victimization and somatic symptoms ($\Delta\chi^2(1) = 5.75$, SBc = 6.55, $p = .011$), (2) sexual harassment and depression ($\Delta\chi^2(1) = 71.23$, SBc = 86.30, $p < .001$) as well as somatic symptoms ($\Delta\chi^2(1) = 34.43$, SBc = 37.48, $p < .001$), and (3) ostracism and depression ($\Delta\chi^2(1) = 26.35$, SBc = 34.72, $p < .001$) was significantly superior to the hypothesized model, based on the Satorra-Bentler scaled chi-square difference test (Satorra & Bentler, 2001; see Table S3 in online supplements). This model, displayed in Figure 2, was thus retained as the final model ($\chi^2(1252) = 4591.362$; RMSEA = .04; SRMR = .05; CFI = .91; TLI = .90).

Figure 2*Standardized Coefficients for the Retained Structural Equation Model*

Note. $N = 2,318$. Social support was included as a control variable. 95% confidence intervals are displayed between square brackets. ns = not significant. ** $p < .01$. *** $p < .001$.

Bullying victimization ($\gamma = .11, p < .01$), sexual harassment ($\gamma = .20, p < .001$), and ostracism ($\gamma = .17, p < .001$) were positively related to ID, while only ostracism was significantly and negatively associated with perceived peer social support ($\gamma = -.54, p < .001$). In turn, ID was negatively related to life satisfaction ($\beta = -.15, p < .001$), and positively related to depression ($\beta = .20, p < .001$), and somatic symptoms ($\beta = .20, p < .001$), whereas social support was positively related to life satisfaction ($\beta = .42, p < .001$), and negatively related to depression ($\beta = -.28, p < .001$), and somatic symptoms ($\beta = -.20, p < .001$). Moreover, bullying victimization was directly and positively related to somatic symptoms ($\gamma = .09, p < .01$), sexual harassment was directly and positively related to depression ($\gamma = .18, p < .001$) and somatic symptoms ($\gamma = .24, p < .001$), and ostracism was directly and positively related to depression ($\gamma = .14, p < .001$). When perceived peer social support was included as a competing underlying mechanism, latent bootstrap analyses (10,000 bootstrap) revealed that the indirect effects of bullying victimization on outcomes via ID were significant (life satisfaction = $-.02$, BC 95% CI = $[-.04; -.01]$; depression = $.03$, BC 95% CI = $[.01; .04]$; somatic symptoms = $.03$, BC 95% CI = $[.02; .04]$). They further indicated that the indirect effects of sexual harassment on outcomes via ID were significant (life satisfaction = $-.03$, BC 95% CI = $[-.04; -.02]$; depression = $.04$, BC 95% CI = $[.02; .05]$; somatic symptoms = $.04$, BC 95% CI = $[.02; .05]$). Similarly, the indirect effects of ostracism on outcomes via ID were

significant (life satisfaction = $-.03$, BC 95% CI = $[-.04; -.01]$; depression = $.03$, BC 95% CI = $[.02; .05]$; somatic symptoms = $.03$, BC 95% CI = $[.02; .05]$). Altogether, these findings supported our hypothesis.

5. Discussion

Drawing on institutional betrayal theory (Smith & Freyd, 2013, 2014), this research sought to explore the influence of different interpersonal mistreatments at university (i.e., bullying victimization, sexual harassment, ostracism) on student well-being (i.e., decreased life satisfaction, increased depression, and increased somatic symptoms) through ID, while controlling for perceived peer social support.

5.1 Theoretical Contributions

First, the results indicated that ID partially mediates the relationships between bullying victimization, sexual harassment, and ostracism, on one hand, and well-being indicators, on the other (i.e., lower life satisfaction, higher depression, and increased somatic symptoms). In contrast, perceived peer social support only partially mediates the link between ostracism and well-being indicators. These findings contribute to the literature on interpersonal mistreatment in higher education by highlighting the institution's role in shaping the well-being of victimized students. This extends beyond the traditional dyadic conceptualization of interpersonal mistreatment as solely involving the victim and perpetrator (e.g., Cole et al., 2020; Liu et al., 2023). As such, this study corroborates a core tenet of institutional betrayal theory, which posits that the psychological and physical consequences of interpersonal mistreatment within institutions are partly driven by victims' perceptions of mistreatment originating from the institution itself (Smith & Freyd, 2013, 2014). Furthermore, these results align more closely with research supporting a direct effect of social support on well-being (e.g., Chu et al., 2010) rather than its mediating role between interpersonal mistreatments and well-being, as proposed by other scholars (e.g., Ho et al., 2020; Malecki et al., 2008; Pouwelse et al., 2011).

Second, this study found that although all forms of interpersonal mistreatment (i.e., bullying victimization, sexual harassment, and ostracism) are positively associated with students' ID perceptions, sexual harassment and ostracism seem to have slightly stronger associations with these perceptions. Additionally, only ostracism was directly linked to perceived peer social support. Sexual harassment having a particularly strong relationship with ID corroborates Schnittker's (2022) claim that, compared to other forms of mistreatment, experiences of sexual harassment being more frequently questioned or dismissed lead victims to further resent their institution for failing to believe them. Similarly, victims of ostracism may be more likely to develop ID perceptions because they feel the institution is somehow allowing their social exclusion—a complete denial of their existence through the absence of social attention (Brison & Caesens, 2023). Furthermore, compared to issues of negative attention (e.g., bullying victimization, sexual harassment), ostracism fully removes individuals from their social network (O'Reilly et al., 2015), which may explain its strong impact on perceptions of peer social support. While it is premature to conclude that bullying victimization, sexual harassment, and ostracism exert differential effects on ID and perceived peer social support based on these results, this research contributes to the development of a

more comprehensive, multi-faceted model of interpersonal mistreatment in higher education (Cole et al., 2020; Liu et al., 2023).

Finally, while only sexual harassment and ostracism were directly linked to depression, only bullying victimization and sexual harassment were directly associated with somatic symptoms. Sexual harassment and ostracism appear to be particularly predictive of psychopathology, possibly because these forms of mistreatment deprive individuals of full recognition as persons. Whereas ostracism entirely denies an individual's existence (Robinson et al., 2013), sexual harassment reduces a person to their sexual attributes (Chevallereau et al., 2021). Furthermore, interpersonal mistreatments involving threats to bodily integrity—such as bullying victimization and sexual harassment, but not ostracism—are believed to be more strongly linked to somatization, as “abuse involving contact triggers physical distress, while abuse without contact does not” (Bonvanie et al., 2015, p.6). Although not all instances of bullying victimization and sexual harassment involve physical contact, this distinction may explain why these forms of mistreatment, unlike ostracism, are directly associated with somatic symptoms. Altogether, these findings help clarify which aspects of well-being are most affected by interpersonal mistreatments at university, thereby contributing the literature on their well-being correlates (Ferreira et al., 2020).

5.2 Limitations and Future Research

This study has several limitations. First, its cross-sectional design does not allow for conclusions regarding causality. It remains possible that interpersonal mistreatments at university and ID perceptions simply co-occur without directly influencing each other. Additionally, lower well-being could lead to more negative perceptions of the university (i.e., greater ID) and more perceptions of victimization (Chen et al., 2024). To better assess causality, a longitudinal study measuring all constructs (i.e., interpersonal mistreatments, ID, and well-being) at three time points could be conducted (e.g., cross-lagged panel; Preacher, 2015).

Second, the sample consists of students from a single university, and participation was voluntary. Despite several precautions to minimize it (e.g., inviting all students via email and guaranteeing anonymity), selection bias cannot be entirely ruled out. Certain sociodemographic groups or victimized students may still be overrepresented in our sample. Although Rosenthal and Freyd (2018), having directly examined the impact of self-selection bias in mistreatment survey research within university settings, found no evidence that such studies are biased due to self-selection, concerns about the generalizability of the findings here remain. Future research should replicate our findings across more diverse university samples while implementing strategies to mitigate self-selection bias (e.g., Rosenthal et al., 2016).

Third, although ID can arise from various factors (e.g., Baldissarri & Fourie, 2023; Brison et al., 2022), this research focused solely on its interpersonal predictors (i.e., bullying victimization, sexual harassment, ostracism). Future studies should examine whether bullying victimization, sexual harassment, and ostracism predict ID and subsequent impaired well-being among students, beyond institutional (e.g., perceived institutional justice; Bell & Khoury, 2016) or individual (e.g., negative affectivity; Nguyen et al., 2022) factors known to influence ID.

Fourth, since we used measurement scales originally developed for other contexts, such as lower education (Galand et al., 2014) or workplaces (Ferris et al., 2008; Lagios et al., 2024), some university-specific experiences may not have been fully captured (Cole et al., 2020). Victimization experiences vary by context and age group (e.g., more physical aggression in lower education; Scheithauer et al., 2006). Similarly, aspects of ID, such as instrumentalization (i.e., feeling used for institutional goals), while relevant in higher education—where students' academic performance impacts institutional success (Chinta et al., 2016)—may be more pronounced in workplaces. Future research should further explore the specificities of bullying, sexual harassment, ostracism, and ID in university settings.

Finally, this study does not distinguish between the perpetrators of interpersonal mistreatments and only considered social support from peers. Future studies could differentiate mistreatment from teaching staff, administrative staff, and peers. Similarly, social support from other sources, such as professors (Chu et al., 2010; Galand & Hospel, 2013) or relatives (Dupont et al., 2015), could be included as control variables in future studies.

5.3 Practical Implications

Given the cross-sectional design of this study, we must be cautious about its practical implications (Brady et al., 2023; Reinhart et al., 2013). The following actions should be viewed as tentative suggestions for academic authorities and health services, which need to be empirically evaluated. The negative associations between all forms of mistreatment and student well-being should encourage universities to address the full spectrum of mistreatment, from “small acts of rudeness, derision, and ostracism within institutions” (Caza & Cortina, 2007, p. 347) to overt violence. Furthermore, the (partial) mediating role of ID in the relationships between aversive social experiences and student well-being suggests that interventions should focus not only on potential perpetrators and victims but also on the overall perception of the institution (Smith & Freyd, 2014). To achieve this, universities could provide clear examples of expected respectful behaviors, outline consequences for perpetrators of behaviors that violate norms of respect, and ensure that reporting procedures are clear and accessible (e.g., a single centralized service on campus; O'Connor et al., 2018). Additionally, since most victims do not report their victimization to the university, it could be helpful to promote access to external services (e.g., safety units available at night, hotlines providing psychological support) and provide students with self-help resources until they feel ready to report (Sabri et al., 2018). By offering systematic assistance, academic authorities can send a strong message that they prioritize student well-being over economic concerns (O'Connor et al., 2018), thereby reducing students' perceptions of being dehumanized by their university (Khan, 2017). Finally, the direct associations between peer social support and all dimensions of student well-being suggest that promoting social support among students—such as by organizing welcome days at the start of each semester, encouraging cooperative learning, and supporting student organizations—may be a promising approach to sustaining student well-being. Unfortunately, to the best of our knowledge, there is a lack of evidence from intervention studies on the effectiveness of these various suggestions.

6. Conclusion

This research highlights the role of institutional dehumanization (ID) as a mediating factor between interpersonal mistreatments at university—namely bullying victimization, sexual harassment, and ostracism—and student well-being outcomes, such as decreased life satisfaction, increased depression, and somatic symptoms. These findings underscore that interpersonal mistreatments on campus extend beyond isolated victim-perpetrator dynamics and involve broader institutional perceptions.

References

- Baldissarri, C., & Fourie, M.M. (2023). Dehumanizing organizations: insidious effects of having one's human integrity denied at work. *Current Opinion in Behavioral Sciences*, 49, 101244. <https://doi.org/10.1016/j.cobeha.2022.101244>
- Bastian, B., & Haslam, N.(2011). Experiencing dehumanization: Cognitive and emotional effects of everyday dehumanization. *Basic and Applied Social Psychology*, 33(4),295-303.<https://doi.org/10.1080/01973533.2011.614132>
- Becker, T.E.(2005). Potential problems in the statistical control of variables in organizational research: A qualitative analysis with recommendations. *Organizational Research Methods*, 8(3),274–289.<https://doi.org/10.1177/1094428105278021>
- Bell, C.M., & Khoury, C.(2011). Organizational de/humanization, deindividuation, anomie, and in/justice. In S. Gilliland, D. Steiner, & D. Skarlicki (Eds.), *Emerging Perspectives on Organizational Justice and Ethics* (pp. 167-197).Information Age Publishing.
- Bell, C. M., & Khoury, C. (2016). Organizational powerlessness, dehumanization, and gendered effects of procedural justice. *Journal of Managerial Psychology*, 31(2), 570-585. <https://doi.org/10.1108/JMP-09-2014-0267>
- Blanco, V., López, L., Otero, P., Torres, Á. J., Ferraces, M. J., & Vázquez, F. L. (2022). Sexual victimization and mental health in female university students. *Journal of Interpersonal Violence*, 37(15-16), NP14215-NP14238. <https://doi.org/10.1177/08862605211005148>
- Bohannon, R.W., Maljanian, R., & Goethe, J.(2003). Screening for depression in clinical practice: reliability and validity of a five-item subset of the CES-Depression. *Perceptual and Motor Skills*, 97(3),855-861.<https://doi.org/10.2466/pms.2003.97.3.855>

- Bonvanie, I. J., van Gils, A., Janssens, K. A., & Rosmalen, J. G. (2015). Sexual abuse predicts functional somatic symptoms: An adolescent population study. *Child Abuse & Neglect*, 46, 1-7. <https://doi.org/10.1016/j.chiabu.2015.06.001>
- Brady, A. C., Griffin, M. M., Lewis, A. R., Fong, C. J., & Robinson, D. H. (2023). How scientific is educational psychology research? The increasing trend of squeezing causality and recommendations from non-intervention studies. *Educational Psychology Review*, 35(1), 37. <https://doi.org/10.1007/s10648-023-09759-9>
- Brison, N., & Caesens, G.(2023).The relationship between workplace ostracism and organizational dehumanization: The role of need to belong and its outcomes. *Psychologica Belgica*, 63(1),120-137.<https://doi.org/10.5334/pb.1215>
- Brison, N., Stinglhamber, F., and Caesens, G.(2022). Organizational dehumanization. *Oxford Research Encyclopedia of Psychology*.
- Brison, N., Huyghebaert-Zouaghi, T., & Caesens, G. (2024). How supervisor and coworker ostracism influence employee outcomes: the role of organizational dehumanization and organizational embodiment. *Baltic Journal of Management*, 19(2), 234-252. <https://doi.org/10.1108/BJM-09-2023-0370>
- Buchanan, N. T., Bergman, M. E., Bruce, T. A., Woods, K. C., & Lichty, L. L. (2009). Unique and joint effects of sexual and racial harassment on college students' well-being. *Basic and Applied Social Psychology*, 31(3), 267-285. <https://doi.org/10.1080/01973530903058532>
- Caesens, G., Nguyen, N., & Stinglhamber, F.(2019). Abusive supervision and organizational dehumanization. *Journal of Business and Psychology*, 34(5),709-728.<https://doi.org/10.1007/s10869-018-9592-3>
- Caesens, G., Stinglhamber, F., Demoulin, S., & De Wilde, M.(2017). Perceived organizational support and employees' well-being: The mediating role of organizational dehumanization, *European Journal of Work and Organizational Psychology*, (26)4,527-540.<https://doi.org/10.1080/1359432X.2017.1319817>
- Caza, B.B., & Cortina, L.M.(2007). From insult to injury: Explaining the impact of incivility. *Basic and Applied Social Psychology*, 29(4),335-350.<https://doi.org/10.1080/01973530701665108>
- Chen, Y.Y., & Huang, J.H.(2015). Precollege and in-college bullying experiences and health-related quality of life among college students. *Pediatrics*, 135(1),18-25.<https://doi.org/10.1542/peds.2014-1798>
- Chen, J., Lin, X., Wang, N., Wang, Y., Wang, J., & Luo, F. (2024). When and how is depression associated with ostracism among college students? The mediating role of interpretation bias and the moderating role of awareness rather than acceptance. *Stress and Health*, 40(5), e3454.

- Chevallereau, T., Stinglhamber, F., Maurage, P., & Demoulin, S. (2021). My physical appearance at the center of others' concerns: What are the consequences for women's metadehumanization and emotions?. *Psychologica Belgica*, 61(1), 116-130. <https://doi.org/10.5334/pb.558>
- Chinta, R., Kebritchi, M., & Ellias, J. (2016). A conceptual framework for evaluating higher education institutions. *International Journal of Educational Management*, 30(6), 989-1002. <https://doi.org/10.1108/IJEM-09-2015-0120>
- Christl, M. E., Pham, K. C. T., Rosenthal, A., & DePrince, A. P. (2024). When institutions harm those who depend on them: A scoping review of institutional betrayal. *Trauma, Violence, & Abuse*, 25(4), 2797-2813. <https://doi.org/10.1177/15248380241226627>
- Chu, P.S., Saucier, D.A., & Hafner, E.(2010). Meta-analysis of the relationships between social support and well-being in children and adolescents. *Journal of Social and Clinical Psychology*, 29(6),624-645.<https://doi.org/10.1521/jscp.2010.29.6.624>
- Cole, D.A., Lubarsky, S.R., Nick, E.A., Cho, G.E., Nunez, M., Suarez-Cano, G., ... & Rodgers, J.L.(2020). The Peer Victimization in College Survey: Construction and validation. *Psychological Assessment*, 32(9),851-871.<https://doi.org/10.1037/pas0000888>.
- Danna, K., & Griffin, R. W. (1999). Health and wellbeing in the workplace: A review and synthesis of the literature. *Journal of Management*, 25(3), 357-384. <https://doi.org/10.1177/014920639902500305>
- De Clercq, M., Galand, B., Dupont, S., & Frenay, M.(2013). Achievement among first-year university students: an integrated and contextualised approach. *European Journal of Psychology of Education*, 28,641-662.<https://doi.org/10.1007/s10212-012-0133-6>
- Deci, E. L., & Ryan, R. M. (2000). The " what" and " why" of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11(4), 227-268. https://doi.org/10.1207/S15327965PLI1104_01
- Diener, E.D., Emmons, R., Larsen, R., & Griffin, S.(1985). The satisfaction with life scale. *Journal of Personality Assessment*, 49(1),71-75.https://doi.org/10.1207/s15327752jpa4901_13
- Dodd, A.L., Priestley, M., Tyrrell, K., Cygan, S., Newell, C., & Byrom, N.C. (2021). University student well-being in the United Kingdom: A scoping review of its conceptualisation and measurement. *Journal of Mental Health*, 30(3), 375-387. <https://doi.org/10.1080/09638237.2021.1875419>
- Dupont, S., Galand, B., & Nils, F.(2015). The impact of different sources of social support on academic performance: Intervening factors and mediated pathways in the case of master's thesis. *European Review of Applied Psychology*, 65(5),227-237.<https://doi.org/10.1016/j.erap.2015.08.003>

- Ferreira, C., Magalhães, E., Antunes, C., & Camilo, C. (2020). Victimization experiences and well-being in adulthood: A systematic review and meta-analysis. *Violence and Victims*, 35(6), 783-814. <https://doi.org/10.1891/VV-D-19-00026>
- Ferris, D.L., Brown, D.J., Berry, J.W., & Lian, H.(2008). The development and validation of the Workplace Ostracism Scale. *Journal of Applied Psychology*, 93(6),1348-1366.<https://doi.org/10.1037/a0012743>
- Fitzgerald, L. F., Gelfand, M. J., & Drasgow, F. (1995). Measuring sexual harassment: Theoretical and psychometric advances. *Basic and Applied Social Psychology*, 17(4), 425-445. https://doi.org/10.1207/s15324834basp1704_2
- Freyd, J. J. (1996). Betrayal trauma: The logic of forgetting childhood abuse. Cambridge, MA: Harvard University Press.
- Galand, B., & Hospel, V.(2013). Peer victimization and school disaffection: Exploring the moderation effect of social support and the mediation effect of depression. *British Journal of Educational Psychology*, 83(4),569-590.<https://doi.org/10.1111/j.2044-8279.2012.02077.x>
- Galand, B., Hospel, V., & Baudoin, N.(2014). Prévenir le harcèlement via les pratiques de classe? Une étude multiniveaux. *Revue Québécoise de Psychologie*, 35(3),137-156.<http://hdl.handle.net/2078.1/152752>
- Ho, T.T.Q., Li, C., & Gu, C.(2020). Cyberbullying victimization and depressive symptoms in Vietnamese university students: Examining social support as a mediator. *International Journal of Law, Crime and Justice*, 63,100422.<https://doi.org/10.1016/j.ijlcrj.2020.100422>
- Huerta, M., Cortina, L. M., Pang, J. S., Torges, C. M., & Magley, V. J. (2006). Sex and power in the academy: Modeling sexual harassment in the lives of college women. *Personality and Social Psychology Bulletin*, 32(5), 616-628. <https://doi.org/10.1177/0146167205284281>
- Janke, S., Messerer, L. A., Merkle, B., & Rudert, S. C. (2024). Why do minority students feel they don't fit in? Migration background and parental education differentially predict social ostracism and belongingness. *Group Processes & Intergroup Relations*, 27(2), 278-299. <https://doi.org/10.1177/13684302221142781>
- Jiang, Y., & Poon, K. T. (2023). Stuck in companionless days, end up in sleepless nights: relationships between ostracism, rumination, insomnia, and subjective well-being. *Current Psychology*, 42(1), 571-578. <https://doi.org/10.1007/s12144-021-01474-4>
- Kahn, P.E.(2017). The flourishing and dehumanization of students in higher education. *Journal of Critical Realism*, 16(4),368-382.<https://doi.org/10.1080/14767430.2017.1347444>

- Lagios, C., Caesens, G., Nguyen, N., & Stinglhamber, F.(2022). Explaining the negative consequences of organizational dehumanization: The mediating role of psychological need thwarting. *Journal of Personnel Psychology*, 21(2),86-93.<https://doi.org/10.1027/1866-5888/a000286>
- Lagios, C., Stinglhamber, F., Restubog, S.L.D., Lagios, N., Brison, N., & Caesens, G.(2024). When organizational dehumanization hits home: Short-scale validation and test of a spillover–crossover model. *Journal of Occupational and Organizational Psychology*, 97(3), 1037-1075. <https://doi.org/10.1111/joop.12493>
- Levinson, H. (1965). Reciprocation: The relationship between man and organization. *Administrative Science Quarterly*, 9, 370–390. <https://doi.org/10.2307/2391032>.
- Liu, Q., Lu, R., Nestor, B.A., Lubarsky, S.R., Nick, E.A., Zhang, Y., Lovette, A.J., Gabruk, M.E., Rodgers, J.L., & Cole, D.A.(2023). Types, subtypes, and clinical correlates of peer victimization in college: A system science perspective. *Psychology of Violence*, 13(1),74–83.<https://doi.org/10.1037/vio0000421>
- Lund, E.M., & Ross, S.W.(2017). Bullying perpetration, victimization, and demographic differences in college students: A review of the literature. *Trauma, Violence, & Abuse*, 18(3),348-360.<https://doi.org/10.1177/1524838015620818>
- Malecki, C. K., Demaray, M. K., & Davidson, L. M. (2008). The relationship among social support, victimization, and student adjustment in a predominantly Latino sample. *Journal of School Violence*, 7(4), 48-71. <https://doi.org/10.1080/15388220801973847>
- Marsh, H. W., Hau, K. T., & Grayson, D. (2005). Goodness of fit in structural equation. In A. Maydeu-Olivares, & J. J. McArdle (Eds), *Contemporary Psychometrics*, (pp. 275-340). Psychology Press. <https://doi.org/10.4324/9781410612977>
- Mennicke, A., Geiger, E., & Brewster, M.(2020). Interpersonal violence prevention considerations for sexual minority college students: Lower campus connection, worse perceptions of institutional support, and more accurate understandings of sexual consent. *Journal of Family Violence*, 35,589-601.<https://doi.org/10.1007/s10896-019-00089-5>
- Nguyen, N., Besson, T., & Stinglhamber, F.(2022). Emotional labor: The role of organizational dehumanization. *Journal of Occupational Health Psychology*, 27(2),179–194.<https://doi.org/10.1037/ocp0000289>
- Niu, G. F., Shi, X. H., Yao, L. S., Yang, W. C., Jin, S. Y., & Xu, L. (2023). Social exclusion and depression among undergraduate students: the mediating roles of rejection sensitivity and social self-efficacy. *Current Psychology*, 42(28), 24198-24207. <https://doi.org/10.1007/s12144-022-03318-1>
- O'Connor, K., Drouin, M., Davis, J., & Thompson, H.(2018). Cyberbullying, revenge porn and the mid-sized university: Victim characteristics, prevalence and students'

- knowledge of university policy and reporting procedures. *Higher Education Quarterly*, 72(4),344-359.<https://doi.org/10.1111/hequ.12171>
- O'Reilly, J., Robinson, S.L., Berdahl, J.L., & Banki, S.(2015). Is negative attention better than no attention? The comparative effects of ostracism and harassment at work. *Organization Science*, 26(3),774–793.<http://dx.doi.org/10.1287/orsc.2014.0900>
- Pinciotti, C. M., & Orcutt, H. K. (2021). Institutional betrayal: Who is most vulnerable?. *Journal of Interpersonal Violence*, 36(11-12), 5036-5054.
<https://doi.org/10.1177/0886260518802850>
- Pouwelse, M., Bolman, C., Lodewijkx, H., & Spaa, M.(2011). Gender differences and social support: Mediators or moderators between peer victimization and depressive feelings? *Psychology in the Schools*, 48(8),800-814.<https://doi.org/10.1002/pits.20589>
- Preacher, K. J. (2015). Advances in mediation analysis: A survey and synthesis of new developments. *Annual Review of Psychology*, 66(1), 825-852.
<https://doi.org/10.1146/annurev-psych-010814-015258>
- Reinhart, A. L., Haring, S. H., Levin, J. R., Patall, E. A., & Robinson, D. H. (2013). Models of not-so-good behavior: Yet another way to squeeze causality and recommendations for practice out of correlational data. *Journal of Educational Psychology*, 105(1), 241–247. <https://doi.org/10.1037/a0030368>
- Robinson, S.L., O'Reilly, J., & Wang, W.(2013). Invisible at work: An integrated model of workplace ostracism. *Journal of Management*, 39(1),203–231.<http://dx.doi.org/10.1177/0149206312466141>
- Rosenthal, M. N., & Freyd, J. J. (2018). Sexual violence on campus: No evidence that studies are biased due to self-selection. *Dignity: A Journal of Analysis of Exploitation and Violence*, 3(1), 7. <https://doi.org/10.23860/dignity.2018.03.01.07>
- Rosenthal, M.N., Smidt, A.M., & Freyd, J.J.(2016). Still second class: Sexual harassment of graduate students. *Psychology of Women Quarterly*, 40(3),364-377.<https://doi.org/10.1177/0361684316644838>
- Sabri, B., Warren, N., Kaufman, M.R., Coe, W.H., Alhusen, J.L., Cascante, A., & Campbell, J.C.(2019). Unwanted sexual experiences in university settings: Survivors' perspectives on effective prevention and intervention strategies. *Journal of Aggression, Maltreatment & Trauma*, 28(9),1021-1037.<https://doi.org/10.1080/10926771.2018.1481901>
- Sainz, M., & Baldissarri, C. (2021). Abusive leadership versus objectifying job features: Factors that influence organizational dehumanization and workers' self-objectification. *Journal of Applied Social Psychology*, 51(8), 825-837.
<https://doi.org/10.1111/jasp.12803>

- Satorra, A., & Bentler, P. M. (2001). A scaled difference chi-square test statistic for moment structure analysis. *Psychometrika*, 66(4), 507–514.
<https://doi.org/10.1007/BF02296192>
- Scheithauer, H., Hayer, T., Petermann, F., & Jugert, G. (2006). Physical, verbal, and relational forms of bullying among German students: Age trends, gender differences, and correlates. *Aggressive Behavior*, 32(3), 261-275. <https://doi.org/10.1002/ab.20128>
- Shaffer, M.A., Joplin, J.R., Bell, M.P., Lau, T., & Oguz, C.(2000). Gender discrimination and job-related outcomes: A cross-cultural comparison of working women in the United States and China. *Journal of Vocational Behavior*, 57(3),395-427.<https://doi.org/10.1006/jvbe.1999.1748>
- Smith, C. P., & Freyd, J. J. (2013). Dangerous safe havens: Institutional betrayal exacerbates sexual trauma. *Journal of Traumatic Stress*, 26(1), 119-124.
<https://doi.org/10.1002/jts.21778>
- Smith, C.P., & Freyd, J.J.(2014). Institutional betrayal. *American Psychologist*, 69(6),575–587.<https://doi.org/10.1037/a0037564>
- Schnittker, J.(2022). What makes sexual violence different? Comparing the effects of sexual and non-sexual violence on psychological distress. *SSM-Mental Health*, 2,100115.<https://doi.org/10.1016/j.ssmmh.2022.100115>
- Spector, P.E., & Jex, S.M.(1998). Development of four self-report measures of job stressors and strain: interpersonal conflict at work scale, organizational constraints scale, quantitative workload inventory, and physical symptoms inventory. *Journal of Occupational Health Psychology*, 3(4),356-367.<https://doi.org/10.1037/1076-8998.3.4.356>
- Stinglhamber, F., & Caesens, G. (2024). Organizational dehumanization. In M. Bal (Ed), *Elgar Encyclopedia of Organizational Psychology*, (pp.428-433). Edward Elgar Publishing. <https://doi.org/10.4337/9781803921761.00085>
- World Health Organization. (1948). Summary reports on proceedings minutes and final acts of the International Health Conference held in New York from 19 June to 22 July 1946. <https://apps.who.int/iris/handle/10665/85573>
- Wright, M. F. (2016). Cyber victimization on college campuses: Longitudinal associations with suicidal ideation, depression, and anxiety. *Criminal Justice Review*, 41(2), 190-203. <https://doi.org/10.1177/0734016816634785>
- Yu, X., Du, H., Li, D., Sun, P., & Pi, S. (2023). The influence of social exclusion on high school students' depression: a moderated mediation model. *Psychology Research and Behavior Management*, 4725-4735. <https://doi.org/10.2147/PRBM.S431622>
- Yubero, S., de las Heras, M., Navarro, R., & Larrañaga, E. (2023). Relations among chronic bullying victimization, subjective well-being and resilience in university students: a preliminary study. *Current Psychology*, 42(2), 855-866.
<https://doi.org/10.1007/s12144-021-01489-x>

