FUJP
Open Access Journal

Research Article

Bullying in School Children: Implementation of an Anti bullying Intervention

Dr. Tahira Mubashar [1,2], Dr. Sadia Musharraf[3], Seema Mujahid[2], Sadaf Lal Din[4]

[1]Institute of Psychology, Technical University of Darmstadt, Germany.

[2]Institute of Applied Psychology, University of the Punjab, Lahore, Pakistan.

[3]Department of Applied Psychology, The Women University, Multan, Pakistan.

[4]Knowledge and Research Support Services, University of Management and Technology

For Correspondence: Dr. Tahira Mubashar. Email: mubashar.tahira@gmail.com

Abstract

Background. The present research aims to develop and test a short-term anti-bullying intervention plan to reduce and control bullying behaviors in Government school students.

Method. Taking insight from the literature, an initial intervention plan was developed. Later on, the finalized intervention plan was analyzed through its implementation. For that purpose, teachers from one public sector boys school provided a pre-assessment of fifth graders on the Aggression scale (Orpians & Frankowski, 2001). The cutoff point was used to generate the experimental and control group. It was hypothesized that the experimental group is likely to have a lower score on bullying behavior as compared to the control group after intervention. The final sample consisted of 40 students ($n =20$ experimental group; $n = 20$ control group) who were selected from a government sector school in Lahore, Pakistan.

Result. The experimental group received three intervention sessions. Post-assessment was done by the teachers of the respective students. Mixed measure ANOVA revealed that post-assessment of the experimental group on aggression scale significantly decreased than the control group.

Conclusion. This research has important implications in the educational setting for the awareness of teachers to control bullying behavior and maintain discipline in schools.

Keywords. Intervention, bullying behavior, aggression, government school, students

FUI

Foundation University Islamabad

Introduction

Bullying behavior is common in schools, play areas, neighboring localities, family units and circles all over the world (Garrett, 2003; Rivers, 2011). Bullying in schools is a major concern of parents, educationists, and teachers. Bullying among children at school is quite intolerable. It is a social evil because it is cruel and repeated oppression by the powerful over the powerless, without any justification (Mishna, 2012; Rigby, 2007). Bullying behavior is the kind of abusing, exploiting, and raging among students and kids (Rigby, 2003). School bullying has come under strong examination by the public and media (Garrett, 2003). Bullying in school can be defined as the repetitive exposure of a student to the negative actions of another student or a group of students (Olweus, 1994). Children can get involved in bullying in multiple roles. In 2001, Marsh utilized the terms troublemaker and victims. The troublemaker was portrayed as the one breaking the rules, getting into physical battles, and nagging others. The victim is portrayed as a kid who feels vulnerable at school due to threats or physical mischief by somebody at his or her school (Eisenberg & Sztainer, 2007; Halaman, 2012). Unlike other behavioral problems, bullying is not necessarily increased in frequency but the attention given to bullying behavior has increased (Ming & Shing, 2008). Bullying behaviors can be categorized as relational, physical, and verbal. More recently, another form of school bullying was observed due to the use of media for educational purposes named cyberbullying which is not considered in the scope of the present research.

The worldwide prevalence rate of school bullying as per the United Nations Educational, Scientific, and Cultural Organization (UNESCO, 2018) is about one-third of the children which may vary concerning countries and regions. The prevalence rate of school bullying in Pakistan has been explored by a number of researchers. For instance, Shujja et al. (2014) found that the prevalence rate of school bullying was 19.6% - 24.1% among the 16 private and public sector schools. Shahzadi et al. (2019) explored the prevalence and gender difference of school bullying in rural areas of Gujrat and found that around half of the sample experienced a moderate level of victimization. Further, boys showed a higher level of school bullying than girls. More recently, Naveed et al. (2020) explored the prevalence of bullying behaviors among students in five districts. They found that 27% of the respondents were bullied at school. Among the respondents 56 % were boys.

The prevalence rate of school bullying is alarming because of the associated serious consequences. According to teachers and specialists, bullying is recognized as a bifurcate problem including one bully and one victim (Evertson & Weinstein, 2006; Oliver & Candappa, 2003). Victimization experiences of children and adolescents can make them more vulnerable to problematic psychosocial function. Naveed et al. (2019) found that both the victim and perpetrator reported that they experienced depressive symptoms due to bullying.

The prevalence and impact of school bullying call for effective intervention programs and prevention plans to curb the ills of the problem. In 1983 first major anti-bullying intervention for schools was established and its reports for an evaluation with the development of the Olweus Bullying Prevention program indicated a reduction in bullying. This program alerted many educationists to consider that interventions could be effective in reducing bullying and intervention programs always results in significant reductions in bullying behavior (Smith et al., 2004).

A large body of research indicated the effectiveness of intervention programs to reduce the level of bullying (Bauer et al., 2007; Besag, 1989; Frey et al., 2005; Hanif et al., 2011; Nau et al., 2009; Peng et al., 2022; Ttofi & Farrington, 2011; Yaakub et al., 2010). This claim was also supported by a meta-analysis of

individual participants' data by Hensums et al. (2022). Moreover, another meta-analysis was done to see the effectiveness of bullying intervention and found that all of the selected 100 programs contributed to the reduction of school bullying (Gaffey et al., 2019). In conclusion, bullying can be reduced by applying a proper, positive, and validated intervention. The application of bullying behavior reduction interventions at an early age enables students to avoid bullying and being bullied (Bashir & Bashir, 2011).

Rationale

Bullying is an intolerable social evil because it results in many destructive and hurting behaviors (Rigby, 2007). Overall school environment and teachers are responsible for the reduction or prevention of bullying by creating a positive environment to enhance students' capability to avoid or face bullying behavior (Tangent & Campbell, 2010). However, bullying behavior is a major issue especially in government schools due to less attention from teachers (Rigby, 2007).

Global literature highlighted the importance and effectiveness of intervention plans to reduce bullying behaviors in school (Peng et al., 2022; Suhendar & Halimi, 2023; Wulandari et al., 2022). Over time, several Pakistani researchers also explored this phenomenon, however, it is overlooked in terms of applied solutions to reduce and prevent bullying behaviors in schools. Most of the research in Pakistan focused on exploring the prevalence of bullying behaviors and the impacts of bullying behaviors. To the best of our knowledge and a review of Srinivasan et al. (2022), three longitudinal studies were conducted using randomized controlled trials (Asad et al., 2017; Karmaliani et al., 2020; McFarlane et al., 2017) which highlighted the need for a short term intervention to control the immediate consequences. A short-term intervention program can help the school to take

Procedure

a stand against bullying (Smith et al., 2004). Therefore, the present study aimed to develop an intervention for bullying behavior as well as to check its efficacy among Government sector students. Through this short-term intervention program, students learn about bullying, its effects on self and others, and strategies to overcome the problem to maintain a positive environment. The following hypothesis was formulated in this regard.

Hypothesis: The experimental group is likely to have a lower score on bullying behavior as compared to the control group after intervention (interaction effect).

Method

Research Design and Sample

This quasi-experimental research utilized a pre-test and post-test control group design without random assignment. The Sample consisted of 40 students ($n = 20$ experimental group; $n = 20$ control group), with an age range of 8-11 ($M = 9.5$ years, $SD = 0.8$) selected from one public sector school in Lahore, Pakistan. Only boys in fifth grade were included in the research to reduce gender bias. Students who scored high on the aggression scale were selected for the experimental group and others who scored low on the scale were taken for the control group. The respective class teachers filled in a bullying behavior scale for their students.

Assessment Measures

Aggression scale. The aggression scale (Orpinas & Frankowski, 2001) is an 11-item measure used to assess the level of bullying behavior. The scale includes mainly overt aggressive behaviors, including verbal aggression in which teasing, name-calling, encouraging students to fight, and threatening to hurt or hit are included. Physical aggression includes pushing, slapping, kicking, and hitting. Bullying is the total score of the participant on the aggression scale. The Aggression scale scores range from 0 - 66.

The present study follows a systematic process to check the efficacy of the newly

developed intervention (i.e., anti-bullying intervention). The study started with the development of the intervention and ended up by analyzing its efficacy. The detailed process is as follows.

1. Development of Intervention

The first step of the study was the development of the intervention protocol. For this purpose, relevant literature was explored which indicated the importance of media in bullying behaviors (such as social learning theory). Therefore, movie clips, stories, and presentations containing images regarding bullying behavior and its negative effects were used as the intervention. These Urdu clips and stories were browsed on online visual content sites (such as YouTube). Only those video clips and stories were selected that contained bullying behavior (verbal and non-verbal) and strategies to restrain and stop the bullying behaviors. The selected content was rated by three experts for its relevance to bullying behaviors. It was ensured that only selected material that was approved by all three experts was utilized further. Considering the experts' opinions and suggestions, the explanation of each movie clip, story, and image was narrated in easy and clear language to ensure understanding by the intervention participants. The whole content was then divided into three sessions of approximately 40-50 minutes. The brief overview of the sessions is as follows.

Table 1

Summary of Sessions

Session 1	• Rapport building
	• Movie clips and stories depicting bullying behavior, particularly verbal bullying.
	• PowerPoint presentation about the defining aspects of bullying behaviors, the nature of bullying behaviors, verbal bullying, and its effects.
Session 2	• Movie clips and stories containing non-verbal bullying behavior.
	• PowerPoints presentation about the causes and effects of non-verbal bullying
Session 3	• Movies, clips, and stories about handling bullying behavior.
	• PowerPoint presentation about the effect of bullying behaviors on the victim and others in the surrounding.
	• Strategies to handle and stop bullying behaviors: coping mechanisms and development of a positive attitude of students

In the first session, clips and stories related to verbal bullying behavior and name-calling were shown in order to guide about verbal bullying, its nature, and its effects. The second session was about non-verbal bullying and its causes and effects. In the third session stories, a PowerPoint presentation, and movie clips were shown about bye-bye bullying and what to do when someone gets bullied. It includes some ways to cope with a certain situation. It was about creating a positive attitude among students toward everyone.

2. Pilot Testing

After the development of the intervention, the pilot testing of the whole material was done to see if the researcher can communicate the information to the prospective participants. It was also done to analyze any difficulty related to the understanding of the material by the participants. Pilot testing was done on two students and the issues raised during the process were resolved for the finalization of the intervention content.

3. Ethical Consent

After the finalization, the whole material was presented before the ethical committee for ethical approval. Moreover, permission was sorted from the head of the school as well as from the parents of the participants as the intervention was developed for children. Parents were informed about the aim and importance of the research, confidentiality, and the right to withdraw their children from the experiment.

4. Data collection

For the implementation of the intervention, one public sector school was approached. With the approval of the school authority, they were requested to schedule the meeting researcher with teachers of the fifth grade. Teachers provided ratings of their respective students on the aggression scale before and after the implementation of the intervention. Testing was scheduled during the free time of the teachers and they were informed about the purpose and importance of the research.

5. Groups

Based on the pre-assessment scorers, the students were clustered into two groups. *The experimental group* consisted of the students who scored high on the aggression scale while the *control group* consisted of the students who scored lower on the aggression scale based on the cutoff point of the scale. Three sessions of intervention with a gap of two days were provided to the experimental group. During the first meeting, the researcher introduced herself to the experimental group participants and also gave a brief view of the experiment. During all three sessions, students have been explained the purpose and detail of each movie clip, story, and image in the presentation before and after showing them in easy and understandable language and ensuring they understand what message was given in it.

The sample initially consisted of 89 participants. On the basis of cutoff scores on the aggression scale, the control group consisted of 40 participants while the experimental group consisted of 49 participants. More than half of the participants were absent during one of the three sessions which were excluded. This reduced the final data set of the experimental group to 20 participants. To make both groups more comparable, 20 participants from the control group were randomly selected.

6. Post Assessment

Post-assessment was conducted after one week after the last session of the intervention. The same teacher of the finalized set of students provided post-assessment. After that, the participants and teachers were warmly thanked for their cooperation.

Results

Before conducting the main analysis, the reliability and descriptive statistics of the scale were analyzed. This was done to see the internal consistency as well as to see the cutoff point for the experimental and control group. Table 2 provides an overview of descriptive statistics and reliability.

Table 2

Internal Consistencies and Descriptive Statistics of Aggression Scale

Scale	k	α	*Median*	*SD*	Min-Max	Skewness	Kurtosis
Pre Testing	11	.88	42.00	7.99	0-66	-0.03	-0.30
Post Testing	11	.94	25.00	11.34	0-66	-0.30	-1.50

Table 2 presents that the scale showed excellent internal consistency in general. Moreover, all the data were normally distributed as indicated by the normality parameters of skewness and kurtosis. The median value of the scale during pre-testing was 42. So the participants with a score of 42 and higher were grouped as experimental participants and those lower than the cutoff point were grouped as control participants.

Participants in both groups were boys in fifth grade to avoid biases in the findings. Before conducting the main analysis, both groups were compared on the basis of age and found no differences. Further to assess the effectiveness of the intervention, mixed measure ANOVA was conducted considering two levels of assessment (i.e., pre and post-assessment) and two groups (experimental and control group). Table 3 provides an overview of mixed-measure ANOVA .

Table 3

Mixed Measure ANOVA of Pre and Post Assessment Considering Experimental and Control Group

Variables	Experimental Group				Control Group				
	Pre		Post		Pre		Post		
	M	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*F*
Main Effect									
	47.05	7.66	18.05	2.56	38.65	5.93	38.50	6.12	267.18***
Interaction Effect									261.70***

Mixed Measure ANOVA revealed a significant difference in the main effect of pre and post-assessment which means that the overall sample significantly improved on the post-assessment of aggression with respect to the pre-assessment of aggression. Moreover, the table indicated that the interaction of assessment with the groups was also significant which means that pre and post-assessment changed with respect to the experimental and control group. Figure 1 provides an overview of the significant interaction effect.
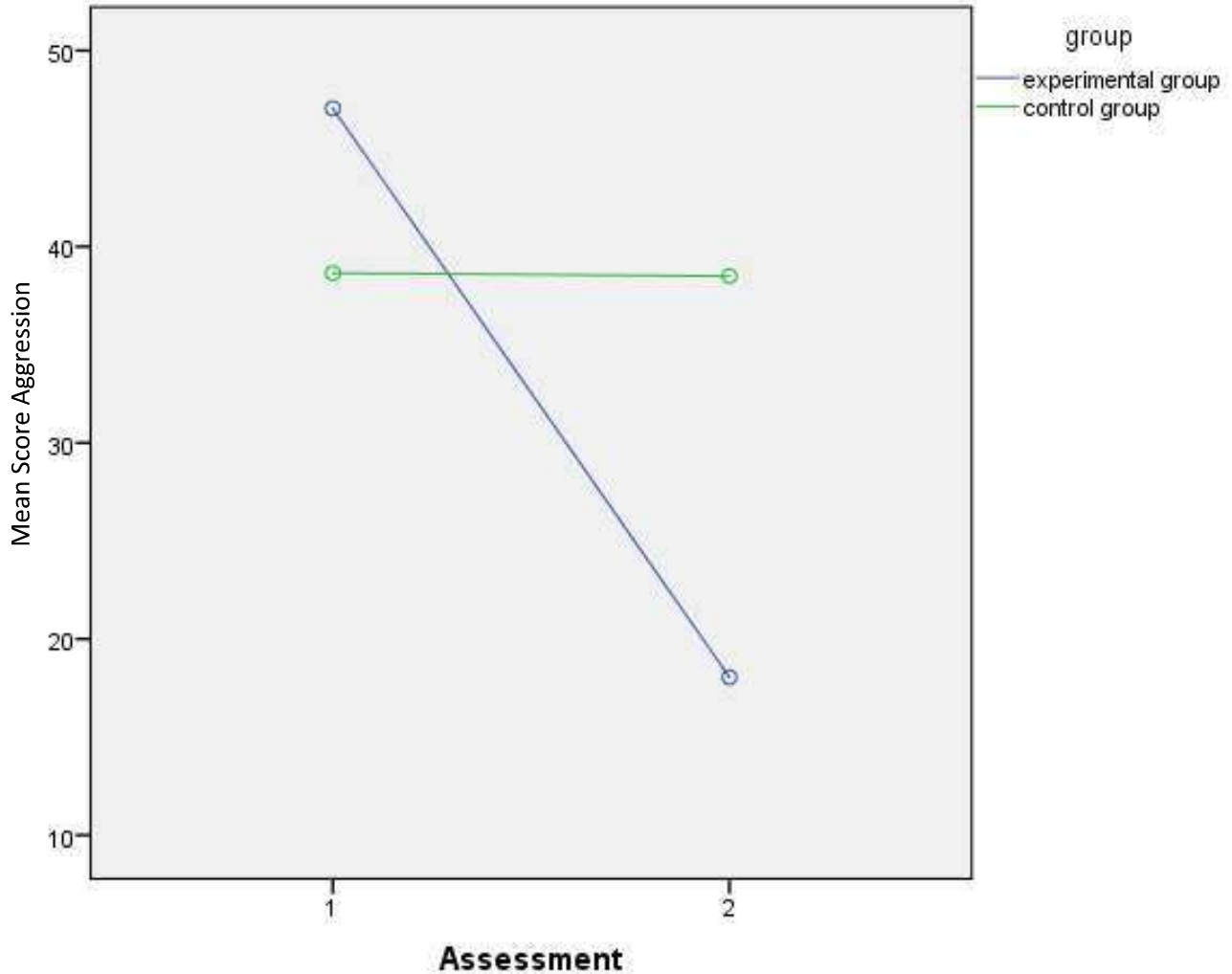
Figure 1. *N* = 40. Graph Showing Main and Interaction Effects of Assessment (Pre and Post) concerning Groups (i.e., experimental and control group). 1 = pre-assessment, 2 = post assessment

The figure indicated that at the time of pre-assessment, the experimental group scored higher than the control group. However, after the intervention, the experimental group significantly scored lower than the control group whereas no differences were found between pre and post-assessment of the control group.

Discussion

This research developed an anti-bullying intervention plan and examined its efficacy to ensure the immediate impact of the intervention on fifth-grade students. The research contributed to international literature as another intervention program to control and handle bullying behavior. Moreover, it also adds to the indigenous Pakistani literature by developing a short-term intervention for fifth-grade students in public sector schools. The intervention plan was culture-specific as well as cost-effective. The findings of this research indicated the efficacy of the program and are supported by the existing literature.

The results showed that intervention brought considerable change in the bullying behavior of students. Scores of pre-assessing bullying behavior of the experimental group were higher, but after receiving intervention in post-assessment score was considerably low.

Moreover, the pre and post-assessment of the control group showed marginal non-significant changes. Precisely, there was a decrease in bullying behavior in the experimental group of students due to anti-bullying intervention. The huge differences in the pre and post-assessment of the intervention group can be supported by Hensums et al. (2022) who found that bullying of victims reduced more strongly among participants under 12 years as a consequence of anti-bullying intervention. The results of the current study are consistent with previous literature (Bauer et al., 2007; Besag, 1989; Frey et al., 2005; Hanif et al., 2011; Nau et al., 2009; Ttofi & Farrington, 2011) that aggressive and bullying behavior can be reduced with training and intervention program. A recent meta-analysis study by Gaffey et al. (2019) indicated that any kind of intervention programs and training plans contribute to the reduction of school bullying. The same finding was found in another meta-analysis done by Ttofi and Farrington (2001) on the effectiveness of school-based programs to reduce bullying. Results showed that overall, school-based anti-bullying programs are effective and bullying or victimization decreased. The intervention used in the present research was also effective in reducing bullying as it included awareness of bullied or bullying about their or others' behavior.

The present findings of the short-term anti-bullying intervention can be supported by the three existing indigenous studies which were conducted using randomized controlled trials (Asad et al., 2017; Karmaliani et al., 2020; McFarlane et al., 2017). These longitudinal studies concluded that the intervention can positively influence the school environment as a whole and may contribute to controlling bullying behaviors. The negative association between mindfulness and bullying behaviors was also found in another study (Abid et al., 2017). All of these studies also supported the efficacy of the anti-bullying intervention in the cultural context of Pakistan. Moreover, the present findings are in line with the idea that it is very easy to reduce the level of bullying in school children as their minds are in a growing phase and they can adapt to positive things easily as compared to adolescents (Rivers, 2011; Roland & Galloway, 2002). For instance, previous research by Stevens et al. (2000) on bullying in Flemish schools proved that aggression is reduced easily in primary school children as compared to older ones. It is consistent with the result of the current study as being primary class they showed a noticeable reduction in their bullying behavior after receiving the intervention. In light of the discussion, it is concluded that bullying behavior can be prevented by implementing probable intervention programs, regarding awareness about bullying behavior, and bullying or bullied students' behavior.

Limitations and Recommendations

The main limitation of the study was that video clips that were shown to the students were visually understandable by them but had average difficulty due to language. It is suggested that live video clips should be captured, regarding the bullying behavior of students in playgrounds, and classrooms, and used in future intervention programs. The research sample was limited to boys of a particular age range (fifth grade only) and small in size. Therefore, the research findings have low generalizability in general. Lastly, the intervention was particularly utilized for public sector students but private sector students also face school bullying. This also limits the scope of the study and its generalizability.

Future research may test this intervention for students of different grade levels and from different socioeconomic backgrounds and on a sample of girls.

Implications

Schools play an important role in its prevention, early intervention with students who display aggressive behavior is important because they are at risk for future violent behavior, delinquency, and school withdrawal

(McPherson & Macfarlane, 2004; Orpinas & Frankowski, 2001). Bullying is pervasive and perhaps the most underreported problem in government schools (Nau et al., 2010; Pamela & Raczynski, 2012). The research has strong implications in educational settings and especially for elementary or primary students who are in a phase of understanding and analyzing complex things and behaviors. In the future, the intervention can be utilized by primary students in the private sector too.

Research would increase the level of awareness for teachers and parents to lower the level of bullying behavior. It is evident that parental involvement in anti-bullying programs increases empathy and reduces bullying behaviors (Cunha et al., 2023). Moreover, as the teacher is responsible for maintaining a positive classroom environment it causes bullying to reduce. The effectiveness of the intervention implies that anti-bullying programs should be introduced to train teachers for reducing bullying (Smith et al., 2004). Findings are also fruitful for future researchers to develop intervention programs to reduce the level of bullying in school students. Moreover, the findings can be utilized by the stakeholders for the adoption of effective new policies which can help the children to attain psychological health and balanced functioning.

Declaration
Funding
Non funded Research Project.
Conflict of interest
The authors report no conflict of interest for the present research.
Availability of data
The data that support the findings of this study are available from the corresponding author upon reasonable request.
Ethical Approval.
The research was approved by the ethical committee of Institute of Applied Psychology, University of the Punjab, Pakistan

References

Abid, M., Irfan, M., & Naeem, F. (2017). Relationship between mindfulness and bullying behavior among school children: An exploratory study from Pakistan. *Journal of Postgraduate Medical Institute, 31*(3).

Allen, K. (2010). A bullying intervention system in high school: A two-year school-wide follow-up. *Journal of Studies in Educational Evaluation, 36*(3), 83-92. https://doi.org/10.1016/j.stueduc.2011.01.002

Asad, N., Karmaliani, R., McFarlane, J., Bhamani, S. S., Somani, Y., Chirwa, E., & Jewkes, R. (2017). The intersection of adolescent depression and peer violence: Baseline results from a randomized controlled trial of 1752 youth in Pakistan. *Child and Adolescent Mental Health, 22*(4), 232-241. https://doi.org/10.1111/camh.12249

Bashir, A., & Bashir, R. (2011). Prevalence and forms of workplace bullying among telecommunication personnel in Pakistan. *Interdisciplinary Journal of Contemporary Research in Business, 3*(5), 22-27

Bauer, N., Lozano, P., & Rivara, F. (2007). The effectiveness of the Olweus bullying prevention program in public middle schools: A controlled trial. *Journal of Adolescent Health, 40*(3), 266-274. https://doi.org/10.1016/j.jadohealth.2006.10.005

Besag, V. (1989). *Bullies and victims in schools; A guide to understanding and management.* Open University Press.

Blood, G., Boyle, M., & Nalesnik, G. (2010). Bullying in children who stutter: Speech-language pathologists' perceptions and intervention strategies. *Journal of Fluency Disorders, 35*(2), 92-109. https://doi.org/10.1016/j.jfludis.2010.03.003

Cunha, F., Hu, Q., Xia, Y., & Zhao, N. (2023). Reducing bullying: evidence from a parental involvement program on empathy education (No. w30827). National Bureau

of Economic Research. https://www.nber.org/papers/w30827

Eisenberg, L. P., & Sztainer, P. O. (2007). *Moral Development*. http://fromlearnin gtoteaching.blogspot.com/2010/11/theoreti cal-perspectives-of-bullying_21.htmlEvertson, C., & Weinstein, C. (2006). *Handbook of classroom management: Research, practice and contemporary issues*. Lawr ence Erlbaum Associates, Inc.

Frey, K. S., Hirschstein, M. K., Snell, J. L., Edstrom, L. V. S., MacKenzie, E. P., & Broderick, C. J. (2005). Reducing playground bullying and supporting beliefs: An experimental trial of the steps to respect program. *Developmental Psychology*, *41*(3), 479–490. https://doi.org/10.1037/0012-1649.41.3.479

Gaffney, H., Farrington, D.P. & Ttofi, M.M. (2019). Examining the effectiveness of school-bullying intervention programs globally: A meta-analysis. *Int Journal of Bullying Prevention, 1,* 14–31. https://doi.org/10.1007/s42380-019-0007-4

Garrett, A. (2003). *Bullying in American schools: Causes, preventions, and interventions*. McFarland & company, Inc.

Halaman, T. (2012). *Social Perspective*. http://fromlearningtoteaching.blogspot.co m/2010/11/theoretical-perspectives-of bullying_4059.html

Hanif, R., Nadeem, M., & Tariq, S. (2011). Bullying in schools: attitudes of children, teachers and parents. *Interdisciplinary Journal of Contemporary Research in Business, 3*(8). http://www.journal-archie ves13.webs.com/1055-1061.pdf

Hensums, M., De Mooij, B., Kuijper, S. C., Fekkes, M., & Overbeek, G. (2022). What works for whom in school-based anti-bullying interventions? An individual participant data meta-analysis. *Prevention Science*, 1-12. https://doi.org/10.1007/s11 121-022-01387-z

Hoertel, N., Strat, L., Lavaud, P., & Limosin, F. (2012). Gender effects in bullying: Results from a national sample. *Journal of Psychiatry Research*, *199*(2), 79-150. http://dx.doi.org/10.1016/j.psychres.2012. 03.036.

Karmaliani, R., McFarlane, J., Khuwaja, H. M. A., Somani, Y., Bhamani, S. S., Saeed Ali, T., ... & Jewkes, R. (2020). Right to play's intervention to reduce peer violence among children in public schools in Pakistan: A cluster-randomized controlled trial. *Global Health Action*, *13*(1), 1836604. https://doi.org/10.1080/16549716.2020.1836604

Kochenderfer, B., & Pelletier, M. (2008). Teachers views and beliefs about bullying; influences on classroom management strategies and students' coping with peer victimization. *Journal of School Psychology, 46*(4), 431-453. https://doi.org/10.1016/j.jsp.2007.07.005

Lillis, R. (2011). *Impact of bullying*. http://www.evalumetrics.org/files/Olweus _Bullying_Review.pdf

McFarlane, J., Karmaliani, R., Khuwaja, H. M. A., Gulzar, S., Somani, R., Ali, T. S., ... & Jewkes, R. (2017). Preventing peer violence against children: methods and baseline data of a cluster randomized controlled trial in Pakistan. *Global Health: Science and Practice*, *5*(1), 115-137. https://doi.org/10.9745/GHSP-D-16-00215

McPherson, A., & Macfarlane, A. (2004). *Bullying: The truth*. Oxford University Press.

Ming, H., & Shing, L. (2008). *Classroom management: Creating a positive learning environment*. McGraw hill, Inc.

Mishna, F. (2012). *Bullying: A guide to research, intervention, and prevention*. Oxford University Press, Inc.

Nau, J., Dassen, T., Needham, I., & Halfens, R. (2009). The development and testing of a training course in aggression for nursing students: A pre and post- test study. *Journal of Experimental Psychology, 29*(2),196-207.

https://doi.org/10.1016/j.nedt.2008.08.011

Nau, J., Halfens, R., Needham, I., & Dassen, T. (2010). Student nurses' de-escalation of patient aggression: A pretest-posttest intervention study. *Journal of Exper imental Psychology, 47*(6), 699-708. https://doi.org/10.1016/j.ijnurstu.2009.11.011

Naveed, S., Waqas, A., Aedma, K. K., Afzaal, T., & Majeed, M. H. (2019). Association of bullying experiences with depressive symptoms and psychosocial functioning among school going children and adolescents. *BMC Research Notes, 12*(1), 1-4. https://doi.org/10.1186/s13104-019-4236-x

Naveed, S., Waqas, A., Shah, Z., Ahmad, W., Wasim, M., Rasheed, J., & Afzaal, T. (2020). Trends in bullying and emotional and behavioral difficulties among Pakistani school children: A cross-sectional survey of seven cities. *Frontiers in Psychiatry, 10,* 976. https://doi.org/10.3389/fpsyt.2019.00976

Oliver, J. K., & Candappa, L. (2003). *Bullying interventions in schools: six basics approaches.* Acer press.

Olweus, D. (1994). Bullying at school: Basic facts and effects of a school-based intervention program. *Journal of Child Psychology and Psychiatry, 35,* 1171-1190.

Orpinas, P., & Frankowski, R. (2001).The Aggression scale: self-report measure of aggressive behavior for young adolescents. *Journal of Early Adolescence, 21*(1)*,* 50-67. https://doi.org/10.1177/027243160102 1001003

Pamela, O., & Raczynski, K. (2012). *Bullying in young children, recognizing, stopping, & preventing it.* http://05.uga.edu /seminar/ bullying%20in%20young%20children.pdf

Peng, Z., Li, L., Su, X., & Lu, Y. (2022). A pilot intervention study on bullying prevention among junior high school students in Shantou, China. *BMC Public Health, 22*(1), 1-9. https://doi.org/10.11 86/s12889-022-1 2669-0

Rigby, K. (2001). *Stop the bullying.* Jessica Kingsley Publishers Ltd.

Rigby, K. (2007). *Bullying in schools and what to do about it.* Acer press.

Rigby, K. (2007). *Addressing bullying in schools.* http://www.restorativejustice. org/ articlesdb/articles/4068

Rivers, I. (2011). *Homophobic bullying: Research and theoretical perspective.* Oxford University Press.

Roland, E., & Galloway, D. (2002). Classroom influences on bullying. *Journal of Education, 4*(3), 299-312. https://doi.org /10.1080/0013188022000031597

Ryan, W. (2006). *Prevalence of bullying.* http://www.education.com/reference/articl e/positive-school-climate-reduces-bullying/?page=2

Shahzadi, N., Akram, B., Dawood, S., & Bibi, B. (2019). Bullying behavior in rural area schools of Gujrat, Pakistan: Prevalence and gender differences. *Pakistan Journal of Social and Clinical Psychology, 17*(1), 25-30.

Shujja, S., Atta, M., & Shujjat, J. M. (2014). Prevalence of bullying and victimization among sixth graders with reference to gender, socio-economic status and type of schools. *Journal of Social Sciences, 38*(2), 159-165. https://doi.org/10.1080/097189 23.2014.11893246

Smith, P, K., Pepler, D., & Rigby, K. (2004). *Bullying in schools: How successful can interventions be?* Cambridge University Press.

Spielberger, C. (2002). *Encyclopedia of applied psychology.* Academic press.

Srinivasan, S. P., Arumugam, C., Rangeela, E., Raghavan, V., & Padmavati, R. (2022). Bullying among children and adolescents in the SAARC countries: A scoping review. *Heliyon,* e09781. https://doi.org/ 10.1016/j.heliyon.2022.e09781

Stevens, V., Bourdeaudhuij, I., & Oost, P. (2000). Bullying in Flemish schools: An evaluation of anti-bullying intervention in primary and secondary schools. *Journal of Educational Psychology, 70*(2), 195-210. https://doi.org/10.1348/000709900158056

Suhendar, A., & Halimi, M. (2023, April). The Role of Anti-Bullying Change Agents in Shaping Civic Dispositions to Tackle Bullying Behavior. In *Proceeding International Conference on Religion, Science and Education* (Vol. 2, pp. 903-913).

Tangent, D., & Campbell, M. (2010). Cyberbullying prevention: One primary school's approach. *Australian Journal of Guidance and Counselling, 20*(2)**,** 225-234.

Ttofi, M.M., & Farrington, D.P. (2011). Effectiveness of school-based programs to reduce bullying: A systematic and meta-analytic review. *Journal of Experimental Criminology,* 7, 27–56. https://doi.org/10.1007/s11292-010-9109-1

United Nations Educational, Scientific, and Cultural Organisation. (2018). School violence and bullying: Global status and trends, drivers and consequences. *Paris: UNESCO.*

Wulandari, D. A., Na'imah, T., & Dwiyanti, R. (2022). Bullying prevention and intervention in schools: Implications of participatory action research. *International Journal of Social Science and Human Research, 5*(4), 1298-1304.

Yaakub, N., F., Haron, F., & Leong, G., C. (2010). Examining the efficacy of the Olweus prevention program in reducing bullying: The Malaysian experience. *Procedia-Social and Behavioral Sciences, 5,* 595-598. https://doi.org/10. 1016/j.sbspro.2010.07.148