

problem, prevalent in many societies and having devastating effects in both the short and long term. Numerous studies and research papers have addressed this phenomenon scientifically. Swedish scientist Dan Olweus was among the pioneers who ventured into this field, providing a comprehensive definition of the problem that identifies its characteristics and essence. This research paper aims to shed light on cases of bullying in the school environment, which may not receive sufficient attention. It also highlights the role of school administrations, educational institutions, and parents in combating this destructive problem. The study also shows the types of bullying, the parties involved, and the reasons for its spread. It proposes appropriate solutions to reduce and combat bullying, with the goal of creating a healthy environment where children and adolescents can grow up safely, thus contributing to improved school performance. This research paper employs a descriptive methodology for data collection and analysis, the study is limited to studying the phenomenon of bullying in schools in general.

Keywords: Bullying, School Bullying

Introduction:

Many scholars and educationalists agree that the phenomenon of school bullying is a serious social problem with severe negative consequences on both short and long terms. In addition, to being a health problem that leads to anti-social behavior and increase the risk of developing mental illness in later stages of life, and more importantly this problem has direct

التنمر في المدارس: الأسباب والتأثيرات والحلول

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Bullying in Schools: Causes, Effects and Solutions

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المستخلص:

التنمر مشكلة سلبية عالمية ومستمرة، تنتشر في العديد من المجتمعات ولها آثار مدمرة على المدين القريب والبعيد. وقد ظهرت العديد من الدراسات والأبحاث التي تناولت هذه الظاهرة علمياً، ولعل العالم السويدي دان أولويوس كان من أوائل الرواد الذين خاضوا غمار هذا المجال، حيث وضع تعريفاً شاملاً لهذه المشكلة، يحدد خصائصها وجوهرها. تهدف هذه الورقة البحثية الى تسليط الضوء على حالات التنمر في البيئة المدرسية والتي قد لاتحظى بالاهتمام الكافي، كما تبين دور إدارات المدارس والمؤسسات التعليمية وأولياء الأمور في مكافحة هذه المشكلة المدمرة. ويتناول البحث أيضاً أنواع التنمر، والأطراف المعنية، وأسباب انتشار هذه الظاهرة، وي طرح حلولاً مناسبة للحد منها ومكافحتها، بهدف خلق بيئة سليمة ينشأ فيها الأطفال والمراهقون بأمان، مما يسهم في تحسين الأداء المدرسي. تعتمد الورقة البحثية على المنهج الوصفي في جمع البيانات وتحليلها، ويقتصر نطاق البحث على دراسة ظاهرة التنمر في المدارس بشكل عام.

الكلمات المفتاحية: التنمر، التنمر في المدارس

Abstract:

Bullying is a persistent and negative global

there is a clear deference in physical strength of bullies and victims.

(Gaffney, P. Farrington,2021, p3)

The united states of America have provided many programs to combat the problem of bullying, especially in the educational areas. Despite all this, the problem remains a serious challenge to society, but what must not be denied is that these programs contributed to decline of this phenomenon from 15-30%. (Woods,2023, p1).

Bullying can be defined as a repeated hostile practice resulting from a difference in the balance of powers of the bully and the bullied. Scholars classify bullying into two types the first is direct and the other is indirect. As for the bullying forms they are four, the first is physical, the second is verbal expressions, the third is relational and the fourth is the spoiling of belongings. Direct bullying refers to the declared targeting of the victim, while indirect bullying occurs through unobtrusive means such as spreading rumors and distorting the victim`s reputation. (Wang,2023, p1)

In the 1979s, an intellectual revolution occurred in the field of compacting school bullying in Scandinavian countries, the pioneer in this filed was the professor Dan Olweus who was working at the University of Bergen, this man was not only one of those who identify the evils of bullying in schools, but his efforts as a sociologist, enable him to test the nature of bullying carefully and determine the extents of

effects on school participation and academic achievements. (Johansson and others,2022, p1).

the early years of a child's schooling are crucial, as it is during this time that their cognitive and emotional abilities are built, and their moral, religious, and social values develop through interaction with their peers. However, children may sometimes encounter social problems while playing and participating in school activities, such as the acts of violence like hitting, kicking, and hair-pulling. This physical violence may be accompanied by psychological harm such as spitting and verbal abuse. These actions are known as bullying, which is a deliberate and repeated aggressive behavior perpetrated by one person against another. (Rahayu and others,2019, p360)

perhaps the most prominent study in this regard is that of the Swedish Dan Olweus, entitled "Aggression in Schools: Bullies and Victims," published in 1978. This was followed by numerous other studies in European countries, the United States, and Japan. These studies emerged as a reaction to the growing prevalence of this phenomenon and its accompanying negative consequences, such as the recurring cases of suicide. (James,2010, p4).

Bullying in Britain and Wales is defined as repeated aggressive action, sometimes individual and sometimes collective, directed against an individual or a group with the intent to cause physical or psychological harm to that individual or group. Bullying often occurs when

disparity in power between bully and bullied, but bullying process succeeds when the bully chooses suitable method to achieve his goal, such as cyberbullying, for example when the bully tries to blackmail his victims by publishing inappropriate photos or words, in this case the bully may be a weak person or even weaker than the bullied, but he has manage to use effective tool that helps him in achieving his aims.(Sampson ,2009,p11)

The oldest definition of bullying appeared in the 16th century and was coined from the German language, the term has many meanings, such a cruel man, malicious or evil person. (Volk and others:2014)

Perhaps the following definition of school bullying is the most widely circulated in educational institutions, as it is an aggressive harmful behavior practiced by a student or a group of students against another student repeatedly which causes psychological or physical harm to the person being attacked in academic communities.

(Hall, Chapman,2018, p508)

Researchers and theorists have presented many definitions of the subject of bullying, the most important of which is the traditional definition proposed by Olweus, where he defines bullying as deliberate and repetitive practices that take different forms; they could be physical, verbal or relational and these practices occur in in situations in which there is a

its occurrence. His efforts were great in convincing the educational authors in Norway to confront this big scourge that threatens the educational system in the country, and he led with them a great campaign aimed at reduction this obscene phenomenon. (Rigby ,2007, p12).

According to a statistic published by recent researches, approximately 20% of children of schools in the United States of America are exposed to this aggressive behavior, these researches also proved that about 14% of government schools suffer from the spread of this phenomenon, which significantly hinders academic achievement and school attendance. Bullying takes different forms, it is either direct such as physical harm and insulting words or it is a social bullying and has multiple forms such as isolation, exclusion and neglect. Bullying has become a major factor and motive for pupils to leave school due to psychological stress resulting from bullying.

What is bullying?

Bullying is a kind of physical or psychological abuse, it differs from conflict, fight or dispute. bullying has three main features; the first is deliberate action that is to say the bully is intentionally harms the victim, the second feature is that the bully practice his action repeatedly while the third is that there is a clear defect in balance of powers between the bully and the bullied. (Dr. Johanson, 2011, p3)

However, not all forms of bullying involve a power imbalance, some time there is no

Bullying involves two main factors, the first harmful practices that occur repeatedly, the other factor is a defect in the balance of powers between the bully and the victim. This includes physical or verbal assault, or psychological pressure repeatedly applied to a victim who is unable to defend itself due to the disparity in strength or number. Bullying may develop and take other different forms, such as threats, blackmail, spreading rumors, as well as destroying or taking away valuable property. (Sampson,2009, p2)

The most widely used definition of the subject of bullying is that of Dan Olweus, who created in the 1970s and reaffirmed it in his book *Bullying in the School* which was published in 1993 he defines bullying as “a student becomes a victim if he is constantly and repeatedly exposed to aggressive actions by a person or group (Volk and others:2013, p228)

Types of bullying:

As mentioned above, Bullying can take many forms as Olweus classified it into direct, which can be observed just like the physical harm or indirect which is difficult to observe it like boycott, defamation, psychological abuse, blackmail and threat.

1-physical bullying: Which is represented by beating, hair pulling, and robbery, and weapons may be used in such attacks. It easy to recognize it because the act is done in public and its

difference in the balance of powers between perpetrator and the victim. (Chai,2023, p197).

The definition developed by Olweus, which commonly used by many researches and studies, include three main factors: first, the harm inflicted on victim; second, the power imbalance between perpetrator and the victim; and the third is the repetition of bully`s action. These factors vary in importance. For example, repetition is not considered as a primary criterion, and some researchers use it only to differentiate between bullying and simple transient incident of violence. Though many scholars believe that there is a strong correlation between repetition and bullying, and sometimes be considered more important than the harm caused by the act, yet there is also serious consequence of extreme bullying such as the death of the victim. In this case, repetition becomes less important than the harm itself and is therefore not considered a primary factor in defining bullying. (C Z Andrews and others, 2023: p3)

Despite the prevalence of the definition created by Olweus in many educational researches , yet the definition has not been spared from many criticism that have appeared in recent publications, the most important of these criticisms is the definition`s focus on individual behavior with absolute absence of social nature of this phenomenon , which is considered an essential pillar of bullying , as repeated aggressive behavior cannot occur unless it is within the framework of social environment.(Johansson and others:2022,p2)

People involved in bullying process:

bullying process involved three types of people:

Bullies: are those people who choose their victims, repeatedly pursue them, and force them to obey the orders and carry out wishes.

They ask the onlookers to encourage them, passive agreement or keeping silent. A bully may be of both genders, all ages and from different communities.

Victims: are the second end of bullying equation and they are characterized by the following:

*They comply literally to the bullies' commands.

*They can't get help from onlookers.

*Their fear prevents them from reporting bullying case.

The victims come from different societal backgrounds, they may be students, have different appearance or come from ethnic minorities. They may also have different sexual orientations.

Onlookers: are the third party in this matter. They have a dual role in the bullying process, their role may be negative through active encouragement of the bullies or they may be complicit with the bullies. Sometimes, their role becomes positive through helping the victims

effects clear on the victims. This type of bullying often takes place among male students, while female students are exposed to verbal, relational or electronic bullying.

2-Verbal bullying: takes the form of insults, obscene words or belittlement, and usually occurs among teenage students due to class, racial or color disparity. (Radiff and others: 2017, p4)

3-Relational bullying: this type of bullying differs from the previous types in that it occurs in personal relationships where the victim is not confronted with aggressive behavior in any open manner, its forms may include boycott, isolation, ignoring or promoting rumors that are harmful to the victim. Some scholars see the use of the term of social bullying instead of relational is better, because the first is more comprehensive and broader. (Ibid: p5)

4-Cyberbullying: or what may be called electronic bullying, a term used for the first time by a Canadian teacher called Bill Besley, this type of bullying is represented by harassment that occurs on internet and electronic stalking through fake electronic sites and accounts. Many survey researches were conducted on cases of cyberbullying, which show rates of bullying ranging from cursing, spreading rumors and social exclusion on samples of students whose ages range between 12-18 years. Through these researches. (Babayan, Verna:2021,2218).

anxiety. Therefore, parental supervision has become an urgent to spare children from this devastating problem, parents must follow up their children accurately and continuously, getting to know their children`s friends, find out the reasons for children`s faltering in the school, as well as monitoring the effects of violence that may appear on their bodies and knowing the causes of these effects. The teachers also have a major role in this respect, they must monitor the children who have aggressive behavior and setting strict rules to punish them also monitor the victims of bullying through noticing the causes of decline of children`s school performance and searching the reasons behind children`s isolations and introversion. (Rahayu and others,2019: p261)

contributing factors in bullying:

There are many factors contribute in spreading of school bullying can be summarized in the following:

*personal knowledge: lack of knowledge is considered the most important factor that contributes in increasing school bullying. Teenagers` ignorance of negative effects of bullying is a key factor in the spread of school bullying.

*onlookers: this factor actively contributes to exacerbating this problem.

Bullying is a situation in which three parties are involved; the bully, the bullied and the onlooker, the later either supporter, consoles or

and defends them or they stand up to bullying or report it. (Johansson: 2011.p4)

The role of school administrations in combating bullying phenomenon:

School bullying is considered a very important issue that requires active procedures by school administrations because of its deserving impacts on student`s general health and their school performance. Effective administration has an important and crucial role in solving and reducing the problem of bullying in the schools and creating a safe environment for the students. It is necessary for the administration`s policy to combat bullying to be effective and continuous. The administrations should put rules and lists of punishments for bullies to reduce the effects of this harmful phenomenon. Teachers and guiders have a big and important role in following up and solving bullying problems.it has become necessary to prepare teachers and guiders and train them to increase and improve their skills to deal effectively with bullying issues. (Zhang, Li,2025: p25)

When a child is exposed to bullying in the first years of his school life, there is no doubt that this will affect his behavior and his performance in the short and long terms. In addition to the immediate negative effects that result from bullying case, there are also negative effects that appear on the child`s personality in later stage of his life such as depression and

them, the aggressive behavior of the child would be uncontrolled.

4- The impacts of social media; social media may contribute to the involvement of many unsecured pupils in bullying, violence and extortionist content as well as vulgar material are all tools that help foster bullying, and social media itself may be a breeding ground for it.

5-The influence of friends; colleagues' influence is a major factor in prevalence of this phenomenon; it is quite natural for adolescent students to be influenced by the negative behavior of their colleagues.

6-Lacks of an effective strategy in schools to compacting bullying; to lack of clear and effective strategy in schools to address bullying, undoubtedly contributes to exacerbating the problem. (Adu, Amponsah and others, 2024, p2)

In addition to the above mentioned reasons that lead to bullying or contribute to creating a fertile environment for bullying, there are other factors that help spread this phenomenon in some societies, especially Western societies like the following sample; those who have differences in personality traits, some students have characteristics that differ from their peers, and those often belong to minor sects in society, including individuals who adhere to religious beliefs which are strange to the society in which they live. also, individuals with disabilities or those who have unusual appearance, all those people are easy target for bullies.

defender of bully's behavior, he helps the bully to continue his aggressive behavior.

*Friends support: The bullied often turn to his peers for seeking help, and because of the peer's lack of experience in taking the correct action in confronting this problem, the problem is kept as it is without solution.

*The academic environment: a sound school environment is an important factor in whether or not bullying phenomenon spreads. If the school has an active program that combats school bullying, the problem is reduced or almost eliminated by addressing the problem on scientific grounds. (Lai, Ding, 2024, 133)

Social Factors:

Among the most important reasons for the spread bullying are the following:

1-Class inequality; differences in living standers may be one of the major causes of bullying. Students from wealthy families often mistreat student from lower socioeconomic background and bullying takes various forms like verbal abuse or social rejection.

2- The culture and the norms of some societies; this cause sometimes contributes in increasing the phenomenon of bullying, some communities consider the aggressive behavior is quite ordinary means to resolve conflicts and assert domination.

3- The upbringing of children living in harsh family circumstances, and when the parents neglect to raise their children or fail to discipline

significant role in shaping a child life for better or worse. Even cartoons which are a source of entertainment for children can be harmful if they contain violent scenes or actions. Frequent quarrel between parents has negative impact on child life. Children are not born with aggressive nature, they acquire it from their surrounding through observation and imitation. (Laeheem ,2009, p53)

Effects of bullying on students:

Numerous studies highlight the impact of bullying on student`s mental health. These studies focus on strategic factors such as coping mechanism and social help, as these are crucial in mitigating psychological effects. They also indicate that vast number of students worldwide are subjected to bullying and violence in schools, leading to increase anxiety, depression, low self-estimate and reduce psychological well-being. In some cases, this can escalate to tragic consequence such as suicide. These studies are based on theatrical frameworks that explain the relation between bullying and mental health, most notably (GAM) or General Aggression Model, which demonstrate how bullying experiences can trigger hostile thoughts. The studies also discuss coping mechanism employed by victims of bullying such as humor and seeking social help. (Guo, and others ,2022, p2)

Many studies have proved that bullying has serious negative impacts on both general and mental health of individuals in the short and long terms. In addition to the symptoms

Many scientific studies that addresses the topic of bullying confirm the fact that about half of the individuals who bullied during adolescence developed deviant behavior in later stages of their lives. In lengthy study done by Olweus shows that half of people who bullied during adolescence developed deviant tendencies and behavior in later stages of their lives, and almost third of which ended up committing some criminal acts. There are two different points of view explaining why someone might become bully. The first adopted by Olweus who sees that there are no differences between bullies and their peers; they possess high abilities and social skills. However, another researcher, called Suckling holds a completely opposite view, where he sees a clear deficiency in bullies` social skill and low educational level leading to the feeling of inferiority, which drives them to antagonize society. Many psychologists and those interested in this issues believe that bullies are individuals suffering from weakness and vulnerability, attempting to overcome this feeling through aggressive acts against some of their peers. They believe such acts elevate their status and mask their shortcomings. (Giannoli and others, 2023, p37).

Recent studies have shown that the motives behind bullying are closely linked to the environment in which a child grows up. Children acquire aggressive behavior from their families if one or both parent are violent or strict also from the society they live in if it rife with frequent conflict. Socialization play a

particular. This can be achieved by communicating with parents and helping both bullied and bullies, to overcome this problem, as well as by embracing

the bullies and treating them kindly and working to rehabilitate and help them to get rid of aggressive behavior. (Javed and others,2023: p669)

In order to effectively confront the phenomenon of bullying unproductive programs must be excluded, because their harms may be more than their benefits. Some of these ineffective programs are those rely primarily on the testimonials of bystanders and neglect to follow up the main person in this case, who is the bullied. There also many ineffective programs such as adopting routine procedures that rely on punishment as strategic measures. Some programs may be successful in primary schools but the same programs may not fit the secondary schools. Some researchers see that the direct contacts with family are useful, also the procedures taken schools such as the careful and continuous supervision on play-yards may contribute to prevent bullying. (Meiselse and others:2024, p15)

Effective anti-bullying is highly complex and demanding process that required sustained and consistent efforts, guided by a clear and well-defined plan. It is a shared responsibility involving all stakeholders; bullies, victims, peers, parents and teaching staff. The program of combating bullying should include rehabilitation and training for victims, focusing

suffered by the victim of bullying such as anxiety depression, headache, stomach aches or excessive or insufficient sleep, there are long – term effects of bullying and decline in academic performance. These studies are relied on several psychological theories such as self-demonstration theory and the theory of environmental suitability. The first theory emphasizes the necessity of meeting the individual's psychological needs which positively impacts student's attendance and academic performance, as it fosters a strong sense of belonging to the educational environment. (Ren, and others,2025: p2)

Combating bullying:

Undoubtedly, authorities prioritize major crimes such as murder and corruption in its form, and these crimes receive significant media coverage, however there is deficiency and neglect in treating bullying crimes which may appear ordinary and simple on the surface, but in reality they lead to more serious crimes and may be a primary motive for some bullying's victims to commit suicide. many students become victims of bullying in intermediate schools especially in communities with diverse backgrounds and minorities. Bullies are often students who lack proper upbringing and morals and who seek to assault vulnerable students. Most studies confirm that bullying is a gateway to crime, and children who bully are more likely to become involved in serious crimes later in life. Therefore, it has become essential to find radical solutions to this scourge which threatens society in general and school environment in

authority and peers` activities in solving the problems of bullying

The intervention can take two forms; formal such as classroom discussions or informal by urge the bystanders to report bullying cases they witness or being positive elements and not sided with bullies or praise bullies` bad actions. The effective program might go a step further, by creating discussions forums where peers participate in. The programs include teachers training on how to address the problem and also having long term plans that involve parents, keeping them informed on the guidelines and actions taken and gathering their input.

The work of an anti- bullying program can be broken down as follow:

- 1-working with the individuals both bullies and victims and relevant partners
- 2-working with peers through discussions and training.
- 3-working in classroom by training teachers in managing and guiding student`s behavior.
- 4-schoolbased work through intensive supervision and follow-up, especially in educational setting where bullying is prevalent. (Gaffney, and others .2021: p8)

Anti-bullying programs worldwide fall into two categories; prevention programs which designed to stop bullying and response programs which address bullying case directly and discourage its recurrence. Schools often participate in developing or playing a central

on rebuilding their self-confidence and helping them overcome the negative emotions resulting from bullying, it also offers support to bullies, encouraging them to abandon aggressive behavior and developing empathy for their victims. Furthermore, the program should involve peers, parents and teaching staff to facilitate reconciliation between bullies and victims. Finally, the program should extend to creating a stable educational environment through the adoption a comprehensive and clear anti-bullying policy. (Kui, KP. and others ,2011, p 2268)

Pioneering anti-bullying initiatives exist in many countries, most notably the Kiva anti-bullying program, the name is a combination of two words; Kiusaamasta vastaan which means against bullying. designed by Finish education authorities in 2006 and implemented in primary and secondary schools to prevent and mitigate the negative effects of bullying. This program consists of two main components; the first is strategic and advisory including staff training and awareness lectures while the second involves direct interventions to address the problem by targeting both parties involved in bullying, bullies and victims as well as utilize peer groups to help resolve the issue. Bystanders also encouraged to report bullying incidents, assist victims and confront bullies. This program has undergone extensive trials and evaluations, demonstrating its effectiveness and success. (Kärnä and others,2011: p 1)

Any effective anti-bullying program should include t of the intervention of educational

general, if it is ignored along with the solutions aimed at mitigating it.

Unraveling this complex problem requires a deep understanding of underlying causes, which extend beyond individual behavior to include other contributing factors such as poor socialization and family upbringing, weak supervision in schools and negative influence of some media outlet that promote violence and deprive the younger generation of empathy, compassion and cooperation. The danger of bullying does not lie in the scratches and scars the bully leaves on the victim's body, but the real danger lies in the deep cracks bullies inflict on the mental health of their victims.

Therefore, effective solutions to this problem are collective responsibility

Shared by many parties: first, educational institution must provide psychological and moral support to victims of bullying and establish disciplinary measures for bullies, in addition to working on their rehabilitations and reintegration with their peers after helping them abandon aggressive behavior. Educational institution should also provide anti bullying programs that include anti-bullying activities and awareness lectures.

Second, the role of family through continuous communication with schools, monitoring children's behavior and proper upbringing from the child's earliest years.

Last but not least, the role of media which must include contents that oppose violence and

role in anti –bullying programs. These programs include studying the factors that contribute to bullying, examining its consequence and adopting different approaches to dealing with each case. Schools and educational authorities in many countries have adopted programs and strategies to combat this negative phenomenon. For example, schools in England use awareness programs to educate the students about bullying, its harm and its consequence. Educational authorities, in Australia have been adopted the same approach in their efforts to combat bullying. Finland has implemented the Kiva anti-bullying program and enlist the help of the national police to deliver lectures in schools about bullying, including victims, bullies and sometimes witnesses to listen to their accounts of problem and provide psychological support. The programs also include moral support for all parties involved in bullying, sending messages to parents to inform them of bullying incidents affecting their children and seeking their input in resolving the problem. The programs include punishments for bullies begin with warning m then reprimand, and finally suspension or explosion from school if the bully persist in repeating his actions. (Daguasi,2020: p2492)

Conclusion:

It is nonsense to consider bullying in educational institutions as mere isolated acts of aggression or ordinary conflicts between students. In fact, bullying is serious epidemic that threatens the educational process in particular, and social safety and stability in

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hatred and promotes a spirit of cooperation and peaceful coexistence. Then the efforts and the money invested in anti-bullying programs will yield many times greater return if the contribute to building a conscious generation and health and safety society.

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