

BULLYING AND ITS IMPACT ON THE WELLBEING OF CHILDREN: AN EXPLORATION

Rekha Sapra (Ph.D)
Offtg. Principal Bharati College
University of Delhi

ABSTRACT

Recent studies have tried to focus on bullying behaviour among school children. This phenomenon has been found to be on a rise in schools. 18-31 percent of the youth are involved in bullying episodes in the US (Silva, Gonzalez, Person, & Martins, 2019). This impacts the learning abilities of both the victim and the perpetrators adversely. In addition, the school environment is affected as a consequence of frequent brawls among students. The studies have found a correlation between bullying and delinquent behaviour later in adolescence. Bullying is a potential threat and damage to the emerging identities of the victim. It has been found to have a strong correlation with violent and aggressive behaviour during later years. This behaviour needs to be understood as a type of violent behaviour by a relatively powerful person on an individual who is weaker. The bullying behaviour can be verbal, physical, use of abuse or even in the form of demeaning the victim in a group

The impact of bullying on later development and adjustment has been a matter of concern. The socio-emotional impact on the victim have far reaching consequences. The present paper tries to explore the dimensions of the personality traits both of the victim and the bully. A review of the studies in the domain along with interventions to help the victims and the bullies have been attempted with the main objective of creating a positive learning environment in the schools. Along with this it is the contention that with the interventions during early years can play the important role of preventing mental dysfunctions in adolescents and young adults.

KEYWORDS: Bullying, Socio-emotional impact, mental dysfunctions, conflict

INTRODUCTION:

In a school setting fight between classmates, physical violence, aggressive outbursts, teasing or calling names is a known phenomenon. The school authorities have been concerned about these behaviours from a perspective of school environment and providing a safe space to promote optimum learning. These are common place conflicts occurring amongst peers.

On the contrary, bullying is a serious concern which needs special attention by the school authorities and parents. Mostly it is considered as a part of growing up by peers with not much significance given to such events.

Bullying as an area of research has its genesis with the early works and research on bullying by Dan Olweus in Norway (1973, 1978, 1981, 1991, and 2005). Three suicides by adolescent

boys as a result of bullying by peers in early eighties had led to the formation of anti-bullying programs and legislation to prevent repeated humiliation of bullying. The Olweus Bullying Prevention Program (OBPP) was developed which was evaluated for its effectiveness on a large population of 2500 children in 42 schools for over a period of two and a half years. The results were very encouraging in reducing the bullying behaviour and better school environment (A brief History of the Olweus Bullying Prevention Program, accessed 2020).

Bullying essentially involves use of force, threat to abuse, and aggressive domination with repetitive nature of abuse. It can also be in the form of gestures, facial expressions to mock the victim or forceful social isolation (Juvonen & Graham, 2014). Bullying is always characterized by imbalance in physical power or social power, or maybe both.

The criteria for labelling an aggressive act as bullying has the following three characteristics; hostility in the intent, imbalance of power and frequent repetition of the act over a period of time (Burger, Strohmeier, Sprober, Bauman, & Rigby, 2015; <https://www.tandfonline.com/doi/full/10.1080/109267712017.141>, n.d.).

Bullying has been found to be the most commonly used violence in a school setting, which unfortunately is on the rise. Researches in the areas of bullying have reported that, both the bully and the victims have a negative impact on their wellbeing and quality of life. The study was conducted to explore and investigate the role of by-standers in preventing bullying in schools and promoting a positive school environment (Flaspohler, Elfstorm, Vanderzee, Sink, & Birchmeier, 2009).

A study was undertaken to understand the impact of bullying by peers and exposure to abusive adults in childhood. Even though there are many studies which have focussed on the psychological trauma in children who have been the victims of bullying, this study is unique in its approach as it critically analyses the two forms of abuse and their impact on mental health in later years. The research investigations have shown the impact of bullying to be much more severe compared to the long term consequences of neglect by adults early in life (DiSalvo, 2015). The impact of bullying is much worse for children even in comparison to maltreatment or abuse by adults. This has been researched in a longitudinal perspective by the researchers. The results have consistently shown a higher correlation of depression, psychological problems and suicidal tendencies among children who were bullied during their childhood than children exposed to abuse by caregivers in their childhood. The results have been found to be similar with different population across cultures and countries (Nicole, 2019).

Bullying is considered as the pediatric health care problem (Hornor, 2018, July). The studies have emphatically shown the long term impacts of bullying. The psychiatric problems and disorders can very well be palpitated even in mid adulthood years (Arseneault, 2017).

The mental health concerns like anxiety, depression or suicidal tendencies were more pronounced and significantly higher in victims of bullying (Lereya & Wolke, June 2015).

In a study undertaken to study the impact of bullying by peers and its impact on psychopathology and suicidal tendencies and criminal behaviour in adulthood (Klomek, Sourander, & Elonheimo, 2015) the longitudinal study was conducted in three different

countries to understand the cultural differences in the context of bullying and the victim. The longitudinal study findings conclusively indicated that the impact of bullying extends beyond the individual. From a social perspective it is obvious that bullying does not operate in isolation. The socio-cultural impacts, frequency of exposure to bullying create long term negative impacts. Chronic victimization has been found to be associated with psychotic symptoms (T, Umeda, & Kawakami, 2013) cited in Lereya & Wolke, 2015.

The bullies / perpetrators have been found to have higher chances of criminal activities. Bullying behaviour is a predictor of criminal behaviour in adolescent years and adulthood (Farrington & Ttofi, 2011; Ttofi, Farrington, & Losel, 2012) The trajectories of chronic offenders have found to be strongly correlated to criminal behaviour in adulthood in the great Smoky Mountain study (Wolke, Copeland, Angold, & Costello, 2013)

The bullying behavior impacts both the victims and the perpetrators negatively. In addition, the school learning environment is impacted leading to a negative learning space for students, and hampers the students' abilities to achieve their potential. Studies have found a strong relationship between bullying and delinquent as well as criminal behavior during adulthood years (Klomek, Sourander, & Elomaa, 2015; Limbar & Nation, accessed 2020).

A strong correlation between the 'belief in a personal just world' (BJW) and bullying behavior has been observed in a study on a sample of 187 Portuguese students in the grade 7th-9th. The children with high BJW were rarely found to be bullies and did not perceive themselves as victims (Correia & Dalbert, 2008).

Bullying by its very nature does not respond well to the same interventions that effectively reduce other types of conflict among children. It involves harassment by powerful children against children with less power (rather than a conflict between peers of relatively equal status) common conflict resolution strategies have no proven effect on bullying behavior. Conflict normally involves an argument where equal power is involved, and both the persons share their perspective and concerns. The intent is not to hurt someone. In contrast, imbalance of power between the bully and the victim coupled with the intention to hurt, harm or humiliate the victim. The bully continues the behavior when he/she realizes the victim is being hurt. This difference makes conflict and bullying two different types of behaviors and demanding different strategies to overcome it (conflict vs. Bullying, Accessed 2020).

It has been proven emphatically in a number of researches the impact of bullying is visible beyond childhood. The psychological impact in adolescents as well as middle adulthood has been reported even long after when bullying no longer happens. The bullying behaviour negatively affects the wellbeing as well as school related skill sets to learn, form close bonds with peers. This necessitates prevention and intervention strategies, anti bullying programs in a school setting, classroom interventions as well as personal level interventions for both the bully and the victims.

The awareness regarding the negative consequences through awareness generation and sensitization workshops for the parents and caregivers is of utmost importance. Most of the parents normally take it as a growing up experience for children without realizing the long term impacts of exposure to bullying.

WHO IS PRONE TO BE A VICTIM OF BULLYING

Research studies on bullying behaviour in schools have been able to identify a few personality traits of the victims. The consonance among researchers have focussed on **insecure personality** as one of the major contributor for making someone more susceptible to bullying (Fraser, 2020). The insecure personality is characterized by anxiety, frequent crying, prone to crying even before the bullying occurs, who appear to be submissive and lack assertiveness in their behaviour are the ones who will fall prey to the bullies. They are the “Perfect Victims” (Hong, Espelage, Grogan-, & Allen-, 2012, 24 (2), pp. 167-186).

Children who experience stress symptoms in the form of headaches or stomach aches are more likely to become the victims (Gini & Pozzoli, 2013). The problems tend to become worse by bullying.

Lack of friends, peer rejection, a lonely child all these collectively are responsible as an important contributing factor to make a child more prone to be a victim of bullying in school setting. Negative peer response has been found to emerge earlier even before bullying actually occurs (Hong, Espelage, Grogan-, & Allen-, 2012, 24 (2)). Children with overprotective parents are also at risk as they do not get adequate opportunities of amicable conflict resolution (Fraser, 2020).

Children can be very insensitive many a times. Children with special needs and challenges are much more prone to bullying than their non-challenged peers (Rowley, E et al., 2012). Children who are perceived as “different” like those belonging to a different cultural, or religious minority group, or a different dressing style, sexual orientation being different from the majority of their peers are more likely to be bullied (Rowley et al., 2012).

Physical appearance can also be a factor if it makes them look different in more ways from other children in their age-group. Children wearing glasses, hearing aids or those who are larger or smaller in size than their peers can be the easy targets of a bully.

The research findings have been able to identify these factors as making one child more prone to become the victim of bullying repeatedly. This is important for the parents and the teachers at school to play a pro-active role in order to prevent bullying in a school setting. The child needs to be empowered so as to make positive changes and better able to handle the challenging situation.

PERSONALITY TRAITS OF A BULLY

Most of the bullies are identified during their adolescent years. Some children even as early as pre-school years can display behaviour which is akin to that of a bully. The early teenage bullying behaviour can help the authorities identify those teen aged children who can be potential bullies (Poon, 2016).

A study was conducted on Chinese teen aged children (136 Adolescents) to explore the risk taking behaviour in the bullies, victims and bully-victim. The results of the study revealed, from a cognitive perspective bullies were more prone to overestimate the risk while the victims tend to under estimate the risk and overrated benefit. In terms of behavioural response both the bully and the bully-victim were associated with high risk taking. The victim on the other hand displayed impulsive decision making. The study concluded that based on the behavioural responses the bullies tend to be vigilant in risky situations whereas the victims because of their being high on impulsive behaviour place themselves in risky situations more often. Adolescents who are bullies have been found to be vigilant and deliberated upon the situation with a tendency to modulate the risk factors (Poon, 2016). In the same study, bully-victims had the combined patterns both of the bully and the victim.

The bullies normally have problems with their own anger management, their controlling behaviour and lack empathy as a personality characteristic. The bullies seem not to be aware of /show sympathy to the needs or desires of others. They blame the victims for them being bullied in many situations (Shetgiri, 2013;60(1)).

The bullies often perceive their acts as source of entertainment, and difficulty in following rules and little respect for authority is one of the major reasons prompting such behaviour. Bullying behaviour is a manifestation of mental health problems like anxiety(Silva, Gonzalez, Person, & Martins, 2019) and has found that adolescents who had low to moderate internalizing problems, had increased risk of bullying others. The study is of great significance for developing the anti- bullying programs and interventions for prevention. Dealing with mental health issues and handling of negative feelings and emotions becomes very important in such programs.

INTERVENTIONS TO PREVENT BULLYING

The earliest anti –bullying initiative was taken up by Dan A Olweus after three adolescents in Northern Norway committed suicide after being bullied by their school mates. The bullying prevention program was developed which was evaluated on about 2500 students in more than 40 schools for over a period of two years. The effectiveness of the program was gauged by reduction in bullying behaviour by 50%. The anti-social behaviour was markedly reduced with fewer cases of theft, vandalism. The reported cases of bullying and being bullied were found to be remarkably reduced (a brief history of the Olweus bullying Prevention Program, accessed 2020).

Many researches have been conducted to study the Olweus Bullying Prevention Program (OBPP). In mid-nineties, 18 middle schools adapted the OBPP. After one year of its implementation there were significant reductions in bullying behaviour both for boys and girls (Limbar & Nation, accessed 2020).

A study with quasi-experimental design was undertaken to evaluate OBPP with children and adolescents from grade 3-11 in different counties of Pennsylvania. Data analysis of 210 schools with more than seventy thousand children for a period of two years and a subsample from 95 schools and more than 31,000 children was analysed. The results of the study were found to be very effective in reducing the bullying behaviour both for two main dimensions of being bullied (victim) and bullying other students (Limbar, Olweus, Wang, Masiello, & Breivik, 2018).

Bullying is the most frequently observed violence in school (Nansel, et al., 2001) cited in Social and Emotional Learning and Bullying Prevention. Most of the bullying prevention programs have social and emotional skills as its core component. The bullying prevention is in consonance with school environment which tends to reinforce positive interactions, warmth, respect and inclusive outlook in the social milieu of the school. The social and emotional skills need to be embedded in the school framework in order to enhance those skills which focus on perspective taking, empathy, training on awareness, compassion and cooperation both among the teachers and the students. Many studies conducted in the social emotional learning (SEL) framework have proven their effectiveness in reduction in the bullying behaviour in the schools (Whitted & Dupper, 2005, ; Arsenio & Lemerise, 2001); (Biggam & Power, 1999; Social and Emotional Learning and Bullying Prevention, accessed 2020)

The social and emotional skills of bullies, victims and bully-victims were assessed from four elementary school in Egypt in the age group 10-12 years. The sample comprised of 623 children. The study emphasized the lack of adherence to social rules and politeness were not a part of the social behaviour among the bullies and bully-victims. They lacked the awareness regarding the social rules or the physiological reactions of their emotions and behaviour. They were not much liked by their peers (Habashy, 2013). The research findings have clear implications regarding the role of social and emotional skills in preventing bullying behaviour.

There are many more research studies with positive outcomes in preventing bullying behaviour using a social and emotional framework. The studies embedded in SEL have emphatically propounded those skills which have proved to be effective in making children better at their social skills which are the social components lacking in any anti-social, aggressive or violent behaviour.

The SEL program has identified the five core competencies of significance which need to be learnt by kids during early childhood so as to develop certain skills which are considered critical for school adjustment both in cognitive as well as social domains. The ability to form peer relationships, critical thinking, conflict resolution, managing the self and being socially aware and displaying socially acceptable behaviour

Self-Awareness is the ability to understand feelings, interests, and values of own self. The ability to understand the strengths and limitations of self with a sense positive self-concept and well-grounded self-confidence are the scaffolds on which the foundation of self-awareness are erected.

Self-Management involves the ability to be able to handle stress, setting goals in academic and other settings, with the ability to persevere and overcome hurdles along the path. This coupled with the ability to regulate emotions has been termed as the ability to manage the self and emotions.

Social-awareness includes skills like perspective taking, empathy, to understand the difference and similarities between the individuals and groups and be able to appreciate them. The ability to understand and follow the expected behaviour norms in various social settings like school, home and community are the hallmarks of socially aware person.

Relationship skills comprise the ability to maintain and form social relations based on cooperation, sharing, resisting social pressures which might be inappropriate, and solving conflicts (personal or interpersonal) in an amicable manner. The ability to seek appropriate help and; guidance when needed are considered important relationship skills.

Responsible decision making is a critical social and emotional skill which encompasses the abilities to make decisions based on ethical, safety concerns and respect for others'. Other important considerations of the responsible decision making includes the ability to take into account the consequences of their actions and contributing to the overall wellbeing of the self, school and community.

These are the core skills identified by CASEL. The studies and researches undertaken in the SEL framework have shown a significant and marked improvement in the bullying behaviour in schools. The studies have supported the positive role of social and emotional skills in preventing bullying behaviour in schools and various components of the SEL program have been able to improve skills of students at better social relations, reducing aggressive outbursts as well as enhance school related academic work (Espelage, Rose, & Polanin, 2015; Espelage, Low, Polanin, & Brown, 2015; Brian & Low, 2013; Yang, Chan, & Ma, 2020; Nickerson, Fredrick, Allen, & Jenkins, 2019). The positive role of empathy in promoting pro-social behaviour in children has been investigated and found to be effective, and influenced by the peer levels in social-ecology (Smith & Low 2013). Research has proven beyond doubt the role of SEL skills in bullying prevention, academic improvement and reduction in problem behaviour. The studies have established a positive association between social awareness and bullying- victimization and negative between self-management and bullying have clear implications for bullying prevention strategies to be developed by school authorities, and social welfare organizations. The role of decision making skills and its impact on the prevention of bullying has been researched extensively. A positive correlation with decision making abilities has been found. Better abilities at decision making do have a positive impact on relationships and conflict resolution skills between peers. This has been a significant factor in handling aggressive and violent behaviours as well as its relevance in bullying reduction programs (Sapra, 2018)

Reading to children, conversations and stories have been found to be effective means for dealing with social emotional challenges of children as well as to promote mental wellbeing (Sapra, Social Emotional Wellbeing of Children: Facilitating role of Bibliotherapy, 2019)

A simple activity in the form of discussions can be used in class rooms or can be used by school counsellors (Sapra, 2019).

Activity to promote positive relations and reduce bullying behaviour in a classroom setting:

To reinforce the importance of being friendly with peers, and traits required to achieve the same, while avoiding those behaviours that encompass bullying. Children in the early age group can be exposed informally to a brain storming session to discuss the traits and qualities of a bully and a friend. The children can be encouraged to write it down on a work sheet. The activity can be given the name 'I am a friend not a bully'. Activity can be concluded with a nudging question asking the kids which list of qualities they wished to inculcate. This gives the opportunity to children to focus on the social and emotional components in terms of peer relations, caring, sharing, empathy and decision making with a focus on consequences of the

behaviour and its impact on the other person. Storytelling, sentence completion, drawings and school approach which focusses on the SEL principles are some interventions which need to be part of school curriculum in order to achieve school set up where aggression, violent behaviour and bullying can be reduced. The schools need to encourage the pro-active role of onlookers of bullying.

CONCLUSION

Bullying as one of the most aggressive violent behaviour in a school setting needs to be given the serious thought as it can have implications for the mental wellbeing even after many years of exposure to repeated bullying. The parents, many a times do not give it as much attention as it is considered part of growing up. The health and mental hazards both for the bullies and the victims makes it all the more important to prevent bullying and this needs to be a whole school approach. The social emotional learning with its focus on core competencies of self-management, social awareness, responsible decision making, relationship skills and conflict resolution strategies have been found to be effective in controlling negative behaviours in a school setting and improving the social and learning space. Based on the age group of children activities can be integrated in the school curriculum frame work to enhance different domains of social and emotional competencies of children.

REFERENCES

- a brief history of the Olweus bullying Prevention Program.* (accessed 2020, November 29). Retrieved from violencepreventionworks.org, Google Scholar.
- A brief History of the Olweus Bullying Prevention Program.* (accessed 2020, November 18). Retrieved from violencepreventionworks.org, Google Search.
- Arseneault, L. (2017). The long-term impact of bullying victimization on mental health. *World Psychiatry*;16 (1); pubmed.ncbi.nlm.nih.gov, Google Scholar, researchgate.net doi:10.1002/wps.20399, 27-28.
- Arsenio, W., & Lemerise, E. A. (2001). Varieties of childhoodbullying:Values,emotion processess and social competence. *Social Development*, 10 (1) <https://doi.org/10.1111/1467-9507.00148>;www.casel.org2016/01, social and Emotional Learning and Bullying Prevention-casel, Google scholar psycnet.apa.org, 569-577.
- Biggam, G., & Power, K. G. (1999). Social problem-solving skills and psychological distress amongbincarceratedyouth offenders: The issue of bullying and victimization. *Cognitive therapy and Research* 23(3), 307-326.
- Correia, I., & Dalbert, C. (2008). School Bullying: Belief in a personal Just World of Bullies, Victims, and Defenders. *European Psychologist*; 13, Published Onlne October 17, 2008, <https://doi.org/10.1027/1016-9040.13.4.248>, Google Scholar, 248-254.
- difference?, C. v. (Accessed 2020, November 17). *National Bullying Prevention Center.* Retrieved from PACER.org/Bullying; Google Search .

- DiSalvo, D. (2015, April 28). *Study: Mental Health Effects of Bullying Even Worse than Effects of Abuse by adults*. Retrieved from Forbes.com.
- E, R., Chandler, S., Baird, G., Simonoff, E., Pickles, A., & Loucas, T. (2012). The experience of friendship, victimization and bullying in children with an autism spectrum disorder: Association with child characteristics and school placement. *Research in autism spectrum disorders*, 6 (3); doi: 10.1016/j.rasd.2012.03.004, Google Scholar www.verywellfamily.org, 1126-1134.
- Espelage, D., Low, S., Polanin, J. R., & Brown, E. (2015). clinical trial of second step middle school program: Impact on aggression and victimization. *Journal of applied Developmental Psychology* 37; Elsevier, Google Scholar, researchgate.com; psycnet.apa.org, 52-63.
- Espelage, D., Rose, C. A., & Polanin, J. R. (2015). Social-emotional learning Program to reduce bullying, fighting, and victimization among middle school students with disabilities. *Remedial and special Education*, 36 (5); scholar.google.co.in; journals.sagepub.com, 299-311.
- Farrington, D., & Ttofi, M. M. (2011). bullying as a predictor of offending, violence and later life outcomes. *Criminal Behaviour Mental Health*;21, 90-98.
- Flaspohler, P. D., Elfstrom, J. L., Vanderzee, K. L., Sink, H. E., & Birchmeier, Z. (2009). Stand by me: The effects of peer and teacher support in mitigating the impact of bullying on quality of life. *Psychology in schools* 46 (7); Google Scholar ; onlinelibrary.wiley.com; <https://doi.org/10.1002/pits.20404>, 636-649.
- Fraser, R.-T. (2020, September 15). *Characteristics of a typical victim of bullying*. Retrieved from www.verywellfamily.com.
- Gini, G., & Pozzoli, T. (2013). Bullied Children and Psychosomatic Problems: A Meta-Analysis. *PEDIATRICS* 132 (4), doi:10.1542/peds.2013-0614, Google Scholar, 720-729.
- Habashy, M. H. (2013). The social and emotional skills of bullies, victims and bully-victims of Egyptian primary school children. *International Journal of Psychology volume* 48(5); <https://doi.org/10.1080/000207594.2012.702908>; Wiley on line library; Google Scholar , 729-1008.
- Hong, J., Espelage, D. L., Grogan, K. A., & Allen, M. P. (2012, 24 (2)). Identifying Potential Mediators and Moderators of the Association between the child Maltreatment and Bullying Perpetration and Victimization in School. *Education Psychological Review*, doi:10.1007/s10648-011-9185-4, Google Scholar, 167-186.
- Honor, G. (2018, July). Bullying: What the PNP needs to know. *Journal of Pediatric Health Care*, Vol32, Issue 4, DOI: <https://doi.org/10.1016/j.pedhc.2018.02.001>, Google Scholar, 399-408.
- Juvonen, J., & Graham, S. (2014). Bullying in schools: The Power of Bullies and the Plight of victims. *Annual Review of Psychology* 65. doi:10.1146/annurev-psych-010213-115030, PMID23937767, 159-85.

- Klomek, A. B., Sourander, A., & Elonheimo, H. (2015). Bullying by peers in childhood and effects on psychopathology, suicidality, and criminality in adulthood. *Lancet Psychiatry*, 2, October, <https://www.researchgate.net/publication/282527242>; DOI: 10.1016/S2215-0366(15)00223-0, 930-41.
- Lereya, S. T., & Wolke, D. (June 2015). Adult mental health consequences of peer bullying and maltreatment in childhood: Two cohorts in two countries. *The Lancet Psychiatry*, [https://doi.org/10.1016/s2215-0366\(15\)00165-0](https://doi.org/10.1016/s2215-0366(15)00165-0), 524-531.
- Limbar, P. S., Olweus, D., Wang, W., Masiello, M., & Breivik, K. (2018). Evaluation of the Olweus Bullying Prevention Program: A large scale study of U.S. Students in grade 3-11. *Journal of School Psychology* (69), <https://doi.org/10.1016/j.jsp.2018.04.004>, *google Scholar*; *sciencedirect.com*, 56-72.
- Limbar, S., & Nation, M. M. (accessed 2020, November 08). *Bullying among children and youth*. Retrieved from ojjdp.ojp.gov, Google Scholar.
- Nansel, T., Overpeck, M., Pilla, R. S., Ruan, W. J., Simons-Mortan, B., & Scheidt, P. (2001). Bullying behaviours among U.S youth: Prevalence and associations with psycho-social adjustment. *Journal of American Medical Association*, 285(16); *Google Search*, 2094-2100.
- Nickerson, A., Fredrick, S. S., Allen, C., & Jenkins, L. N. (2019). Social Emotional learning(SEL) practices in schools: Effects on perceptions of bullying victimization. *Journal of School Psychology* 73: Apri; DOI: 10.1016/j.jsp.2019.03.002, *Google Scholar*; *researchgate.net*, 74-88.
- Nicole, M. (2019, August 1). *For kids, bullying by peers is worse than abuse from adults*. Retrieved from healthline.com, Google Scholar.
- Poon, K. (2016). Understanding risk- taking behaviour in bullies, victims, and bully-victims using cognitive- and emotion-focused approaches. *frontiers in Psychology* 7:1838, doi:10.3389/fpsyg.2016.01838, *Google Scholar*.
- Sapra, R. (2018). Developing decision making skills to enhance social skills in children. *Vaichariki: International Research Journal*, Vol 8(1), 211-213.
- Sapra, R. (2019). Social Emotional Wellbeing of Children: Facilitating role of Bibliotherapy. *International Journal of Science and Research Volume* 8 (10), 814-822.
- Sapra, R. (2019). Social Emotional Competence in children (6-10 years) A Module. *International Journal of Social Sciences, IAHRW*, 7 (7-12), 2205-2208.
- Shetgiri, R. (2013;60(1)). Bullying and Victimization Among Children. *Advances in Pediatrics*, *Google Scholar*; DOI:<https://doi.org/10.1016/j.yapd.2013.04.004>, 33-51.
- Silva, A. D., Gonzalez, J. C., Person, G. L., & Martins, S. S. (2019, December 04). Bidirectional Association Between Bullying Perpetration and Internalizing Problems among Youth. *Journal of adolescent Health*, DOI:10.1016/j.jadohealth.2019.09.022; December 4, 2019. *Bullying others increases the risk of mental health problems and vice versa*, source *Columbia University's Mailman School of Public Health*. Retrieved from www.sciencedaily.com.

- Smith, B., & Low, S. (2013). The Role of Social-Emotional learning on Bullying Prevention Efforts. *Theory into Practice* 52(4); *researchgate.net*. *Google Scholar*; DOI: 10.1080/00405841.2013.829731, 280-287.
- Social and Emotionl Learning and Bullyng Prevention*. (accessed 2020, November 28). Retrieved from <https://www.bullyingpolice.org>.
- T, O., Umeda, M., & Kawakami, N. (2013). Impact of interpersonal adversity in childhood on adult mental health :how much is mediated by social supportand socio-economic status in Japan? *Public Health*; 127, 754-60.
- Ttofi, M., Farrington, D. P., & Losel, F. (2012). School bullying as a predictor of violence later vin life: a systematic review and meta-analysis of prospectivelongitudnal studies. *Agression, Violent Behaviour* 17; *Google Scholar*; *Cross Reference*; doi:10.1002/yd.2009, 405-418.
- Whitted, K., & Dupper, D. R. (2005, July). Best practices for preventing or reducing bullying in schools. *Children and schools*, 27 (3); doi: 10.1093/cs/27.3.167; *psycnet.apa.org* 2005-13786-005,*www.researchgate.net Google Scholar*, 167-175.
- Wolke, D., Copeland, W. E., Angold, A., & Costello, E. J. (2013). Impact of Bullying in childhood on adult health,wealth, crime, and social outcomes. *Psychol Sci* 24, 1958-70.
- Yang, C., Chan, M. M.-K., & Ma, T.-L. (June 2020). School-wide Social Emotional Learning (SEL)nand Bullying Victimization: Moderating Role of School Climate across Elementary, Middle and High schools. *Journal of School psychology* 82; *researchgate.net DOI: 10.1016/j.jsp.2020.08.002*. *Project: Students' resilience to bullying victimization: the role of social and emotional learning*.