

LITERATURE REVIEW ON SCHOOL BULLYING

Krishna Kumari Paudel Subedi*

PHD Scholars of Trivuvan University of Nepal.

Received date: 21 June 2020

Revised date: 11 July 2020

Accepted date: 01 August 2020

*Corresponding author: Krishna Kumari Paudel Subedi

PHD Scholars of Trivuvan University of Nepal.

ABSTRACT

It is substantiated that millions of school children have been the victims of bullying every year. Not only does school bullying decrease their academic performance but it also adversely affects their health and increases likelihood of their later life criminality. Prime purpose of this review is to provide an overview of school bullying; its nature, causes, consequences and existing methods of prevention. Additionally, it also supports to detect gaps and guide to develop new synchronized strategy for prevention of school bullying. For this review, bullying related published materials were searched and reviewed by using traditional or narrative literature review method. The raw material as supporting for this review were books, thesis articles, journal and dissertations with online journal and other materials related to school bullying. Basically, reviewer focuses on five types of material such as material related to concepts of traditional bullying and cyber bullying, theoretical concepts of bullying, substantiated material that can reveal preventive strategies and finally researches likes to highlights existing scenarios of bullying in Nepal. This course of literature review reveals that bullying has several negative consequences to school students from poor academic performance to physical and mental disorders, even suicidal tendencies and involvement in crime are high among bullying students in long run. It is substantiated that even bullies and bystanders are equally affected from these negative consequences of bullying. Bullying is the most complicated and multifaceted problems. Therefore, in-depth understanding of its risk factors and socio-cultural effects on bullying must be made to stop bullying in school.

KEYWORDS: Bullying, Bullies, Victims, Bystanders.

INTRODUCTION

Virtually, there is lack of universal definition of bullying. However, Dan Olweus who is known as pioneer of bullying has defined bullying in more acceptable way and which is widely used too. According to him, bullying is a frequent performing of negative behavior by a person or group of person to a person or group of person with the intention of hurting them.^[1] Simply, bullying can be defined as repeated act of aggressive behavior of bullies to victim and bullying comprises abuse of power as well.^[2,3] Truly, it is a subset of violent behavior along with intention of harm to victim.^[4]

In earlier generations, public perceived bullying to be a usual part of growth and development of an individual. It was viewed as a routine of passage to provide the kids with necessary help to strengthen themselves. Bullying, however, cannot be considered as normal part of growing up. It does not toughen up the children. Rather, it makes down and weaken the victim provoking aggressive

attitude of the bully. Bullying is not a normal part of human communication. In fact, it is a misuse of it. Various studies show that children, who involved in bullying, are more likely to suffer from depression, anxiety and get lower grades. Bullying behavior cannot be a normal part of growing up. It is planned and intentional act to harm others.^[5]

MATERIAL AND METHODS

For this review, bullying related published materials were searched and reviewed by using traditional or narrative literature review method. The raw material as supporting for this review were books, thesis articles, journal and dissertations with online journal and other materials related to school bullying. Basically, reviewer focuses on five types of material such as material related to concepts of traditional and cyber bullying, theoretical concepts of bullying, substantiated material that can reveal preventive strategies and finally researches likes to highlights existing scenarios of bullying in Nepal.

Classification Of Reviewed Articles

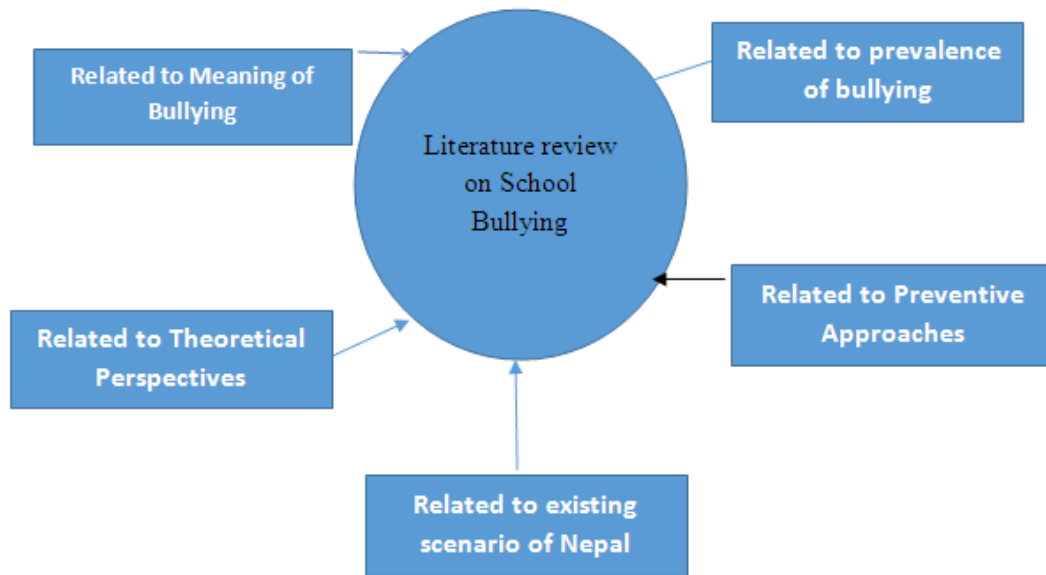


Figure 1: Classification of Reviewed Articles

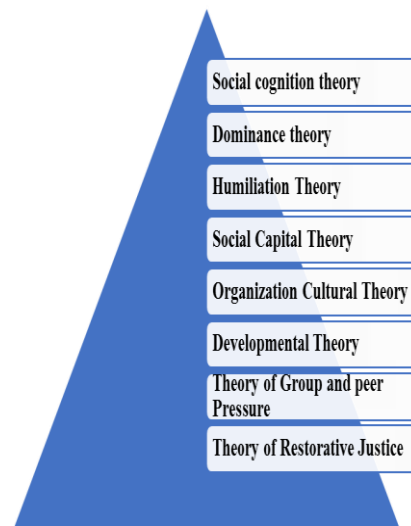
Objective Of The Study

Prime objective of this review is to provide an overview of school bullying; its nature, causes, consequences and existing methods of prevention. Additionally, it also supports to detect gaps and guide to develop new synchronized strategy for prevention of school bullying.

LITERATURE REVIEW

Theoretical Underpinning of the School Bullying

Bullying is multifaceted issue which can be only best understood with the lens of various related theoretical associations. Theories help to evaluation how school or society is linked to the degree of bullying activities and what revised social and school behavior can avoid school bullying. Followings are some renowned theories of bullying such as social cognition theory, dominance theory, humiliation theory, social capita theory organizational cultural theory, group and peer pressure theory and theory of restorative justice.



Social Cognition Theory

Virtually, no one will just automatically turn out to be a bully. It must have some rooted causes or risk factors in the person’s life. Children learn through observation and imitation of other’s behaviors. Albert added that appreciated violence and unpunished aggressive behavior are more prone to be copied and reprimanded activities are less likely to be imitated. Actually, human behaviors are established by reciprocal relationship of personal determinants, behavioral determinants and environmental determinants. Learning by seeing is the fundamental of social cognitive theory of bullying.^[6] It is substantiated that students who have frequently exposed or witnessed bullying behavior from the society/or school, they may be stirred to bully others. It means many behaviors of human beings are shaped and conceptualized as result of repetition and reinforcement for such types of behaviors. Considering these realities, this theory can be implemented by providing problem solving strategies

and prosocial behavior to the students via parents, teacher school counselor.^[7]

2. Dominance theory of bullying

This theory is discovered by Sidanius and Pratto in 1999 as a social dominance theory^[8] and later on advanced by Pellegrini, Roseth, Mliner, Bohn, Van.^[9] This theory efforts to clarify why society divided by a so-called hierarchy of groups, ranging from leader to followers or leader to subordinate. People engage in bullying others to get social status, available resources and to be famed in the society. For example, in the class room some students may show controlling behavior supposing that others may follow them. These types of group or person may begin bullying to less potent students or group. Sometimes, people who have some directing or leading capacities may use their skill for dominance others as a tool of getting social status or prestige and starting domination.^[9,10]

3. Humiliation Theory

Humiliation can be defined as act of putting down others. In real life scenario we all make certain status claims. Humiliation includes devastation of honor and people status and, with that, loss of position. People who experience humiliation they feel more intense emotional pain than any other types of emotions.^[11] It is therefore a prerequisite factor to understand humiliation since its impact directly affects the victim as well as surrounding very badly. Humiliation can cause embarrassed and depressed to victim. It restricts social interconnection. It degrades whole environment of the school. Really, humiliation is so strong that it consists of Putting others down overwhelming their self-esteem. Actually, humiliation disrupts the principle of basic human rights of people being respected or dignified.^[12]

4. Social Capital Theory

Social capital can be a resource that venerates the current and future welfare of the children. It is also expected that appropriate use of capital or resources can create an atmosphere of trust and safe.^[13] Equally, child access to social capital, children with higher social capital resources are prone to be actively involved in bullying behaviors. Instead, if they have pro-social bystanders in bullying circumstances, it deters the negative consequences of bullying victimization. Pro-social bystander is the behavior that is instrumental to minimize school bullying. Therefore, it is possible to reduce bullying by using social capital gears that are linked to school bullying. In their study, Jenkins & Fredrick also highlighted that there were positive association social capital access and Pro-social bystanders.^[14]

5. Organization Cultural Theory

Bullying behaviors are not simply inherited. Majority of bullying activities are cultured or acquired from the society or organization such as even from the school. School culture certainly influences to bidirectional behaviors; it can either encourage or prevent bullying

activities in school.^[15] Many studies show that parents and school teachers are less willing to settle to act on their behalf. It is experienced that an effort to stop bullying activities in school without changing school environments would almost be impossible.^[16,17] Similarly, many studies point out that there is dire need to foster collaborative, safe and caring school environment. It is particularly critical for school because small children and adolescents spent majorities of time in school longer than with their parents and this period is a highly behavior influencing time period.^[18]

6. Developmental Theory

Developmental theory is the study of how persons change from birth to death. It means how individual develop physically, emotionally, cognitively, and socially.^[19] Foundation of developmental theory of bullying is the cognitive process of growth and development children. This approach means that bullying appears from the individuals' early childhood experiences. It is observed that rate of school bullying raises through the beginning school years and climaxing at the time of transition of the school.^[20] In early childhood, children start to do less socially wrong ways of controlling others. In this initial stage, indirect and kinds of bullying appear to be more common than physical and direct ones. However, the opinions of Smith & Sharp are to some extent different to this view. They said that in early childhood, physical bullying becomes more prevalent and gradually turns into indirect types of bullying as children become grown up.

Even though there is a general lessening in described victimization over time, the trend is temporarily reversed when children transfer from primary school to secondary school and perceived themselves in a different situation which is less benevolent. Clearly, social environmental influences must also be kept into consideration. The developmental viewpoint is valuable in providing monitoring and guidance as to how bully and victim's concerns can be answered.^[21]

7. Theory of Response to Group and peer Pressure

Peer pressure approach does have some common features with the known socio-cultural perspective bullying. However, this approach is not defined as per sociocultural classes such as gender, ethnicity and classes. It is a type of social framework where there is a broad social context involving of the attitudes and activities of the entire members of the school community.^[22] Students are influenced by a smaller group of their friends with whom they depend on to some extent. These sorts' clusters are usually made within a school situation on the basis of their shared interests and goal. Circumstances usually rise in a school in such way that many children are started to become followers and support to the group. Some time, they may also initiate to bully to other students. In some circumstances, the group may become stronger than other smaller groups or an individual that they like to

dominate. This approach assumes that harassment is generally a group activity. It is supported by Olweus. In his previous study of bullying which was conducted in Scandinavia using the term "mobbing", it denotes that students are bullied by crowds or mobs.^[1]

However, peer pressure or peer group is not always bad. Constructive peer pressure can lead us to do good decisions for example becoming a disciplined student studying harder etc. even such groups, can initiate to work on minimizing bullying. Schools need to recognize the groups and be accustomed to them. Numerous methods have been pretended for involving with groups of children who have bullied others or are assumed of bullying others. "No blame approach" is one of the well-known ways which is recommended by Barbara and George. In this approach, counselors or teacher are involved in meeting with the group of the children known as having bullied somebody. It is proven that this involvement, teachers can better recognize and handle victims and bullies.^[23]

8. Theory of Restorative Justice

Restorative justice approach of bullying can be defined as a system of criminal fairness/ which accentuates repairing injury or harm caused by bullying activities. Simultaneously, the restoration of criminals is done through reunification with bully, victims and the society. This approach focuses on discussing for a resolution of the problems of bullying to the contentment of all concerned members. It speaks out in the way that bullying should be regarded more than just breaching the law in the community.^[24]

Restorative approach makes the bullies more liable to the other concerned parties such as, teacher, parents and as a whole community.^[24] At the same time, it efforts to provide the offenders or bullies with learning tips or ideas that offer law-abiding régimes as an open substitute to wrongdoing. It supports to offenders to prevent from initiating future peril. Ultimate destination of restorative justice is to bring transformational changes within the society; not only giving justice to victim but also trying to change bullies and moving them from such violent activities to civilized person.

This concept does not disagree using other methods of bullying prevention rather highlighting on use of combined approaches. Nevertheless, this approach has many use full concepts such as it focusses on transformational change of people, and society. It is proven that restorative justice theory can bring positive outcomes in academic valuation which is evidenced by the most studies. It helps criminals/or bullies in such way that they are less likely to reoffend. They also focus that it had the maximum rate of victim satisfaction and criminal liability than any method of justice.^[25] Unlike other concepts, where only the victims are the central point, this theory augments new practice of living for

criminals or offenders instead only stigmatizing or dishonoring to offender.^[26]

Notwithstanding of its positive aspects, many authors have criticized it by stressing its possible soft corner approach to off bullies or offenders. They argue that it may override legal system of the authority and there is chance of wear away legal right However, this approach has numerous useful ideas and concepts to make it publicly suitable. There should be strong coordination cooperation and among police administration, public media and criminologist.^[25]

Prevalence of School Bullying

Prevalence in USA

A study conducted by Cornell & Susan mentioned that it is difficult to determine how many cases are reported against school or bullies, it is because of failure to protect their students from bullying activities. In their papers, they illustrated that our current legal and policy methodologies, strongly deep-rooted in laws pertaining to annoyance and discernment do not offer sufficient protection for all bullied school students.^[27] Therefore, more comprehensive strategies are to be exercised. All schools should have mechanism of periodic assessment and introduction of suitable approaches accordingly.

Findings of a study clearly highlighted the common bullying taking places such as 29.3% in classroom, 29% in hallway, 23.4% in cafeteria, 19.5% in gymnasium, 12.2% in bathroom, and 6.2% in race-playground. Prevalence rates of cyberbullying ranged was 1% to 41%; victimization rate was 3% to 72%; and intersecting perpetration and victimization rate was 2.3% to 16.7%.^[28]

Prevalence in the UK

A study conducted by in UK, by Anti-bullying Alliance of UK among 13000 teenagers with the age of 7-15 reveals that 1 in every 4 children reported that they were frequently bullying. In the same way, children whether bully or victims like going to school less do not have good relationship with their peers and teachers. Additionally, they feel school was not a safe place. Children who were eligible for free school meals were more likely to be victims of frequent bullying.^[29]

A crime survey was conducted in United Kingdom; Department of Education shows that 17% of children and youth with the age of 10 to 15 in England reported that they were bullying in the past 12 months in such a way that they were scared or upset.^[30] Similarly, findings of this study also reveal that bullying rate was significantly higher among Christian respondents and other respondents with no religion. Likewise, Education Department of the UK claimed that these findings are more or less similar to the findings of the previous years. The report of the same study also highlighted that 7% were involved in cyber bullying. another study reveals that 44% participants reported that they had participated

in bullying either being bullied themselves or observed it. Similarly, 51% of participants had experienced bullying at least once a month.^[31]

Prevalence of Bullying in India

Ipsos study was conducted among 20,793 parents of 28 countries, the rate of online bullying was 37% in India. Concurrently, 14% parents said that the bullying occurred on a regular basis.^[32] Similarly, an Indian news published on 2019 July shows that as many as 47% of students of Class 4 to 8 and 36% of Class 9 to 12 were bullied by their class mates.^[33] Another Indian study shows that 29.7% students being suffered by bullying.^[34] Girl victims stated higher rate of bullying rate and at the same time they reported intense emotional harm from bullying and harassment whereas, boy victims told that they had higher experience of verbal of physical forms of bullying.^[35] On the basis of report, it can be concluded that India had the significant level of traditional bullying and cyber bullying prevalence rate.

Prevalence in China

A cross sectional study conducted in China reveals that there were 26.10% bullying victims, 9.03% bullies and 28.90% bystander. The study was conducted among students of primary, middle, high and vocational schools of seven provinces. Primary school students are more likely to be involved in bullying behaviors. Study results show that more primary level school students get involved in bullying rather than secondary, high and vocational school students. Similarly, students from elite school get involved in bullying in a greater extent than other general public school. In the same way, boys are more like to be involved than girls. Other socio-economic, family and demographic variable are not significant.^[35]

A study shows that prevalence of bullying and cyberbullying across contexts among identified 35%

involved in traditional bullying and 15% cyber involved in cyber bullying.^[36]

Prevalence of Bullying in Nepal

A study report of 2017 shows that a significant proportion 50.9% of students involved on bullying behavior. At the same time, it pointed that if these types of behaviors persist for a longer period of time it brutally impacts student's health and academic performance.^[37] On the basis of this findings it can be claimed that school sector should really create student's friendly environment. There is dire need to move toward developing and implementing antibullying strategies with the help of multiple sectors (parents, teacher, government and non-government institution along with strong commitment of political leaders.

A study conducted in Pyuthan district of the mid-western Nepal among class 8th 9th and 10th. The study highlights that there was 55.8% prevalence rate of bully. Majority of bully students were found from the advantaged group. However, 64.86% victims were from the marginalized group. There were more bully in Grade 8 and Grade 10 where Grade 9 students were subjected to be the bully victim.^[38]

Similarly, a survey which was conducted in Kathmandu valley of Nepal illustrates that that higher level of involvement of boys was there regarding in physical and verbal bullying rather than girl. Similarly, girls involved more in indirect forms of bullying than boys.^[19]

Types of Bullying

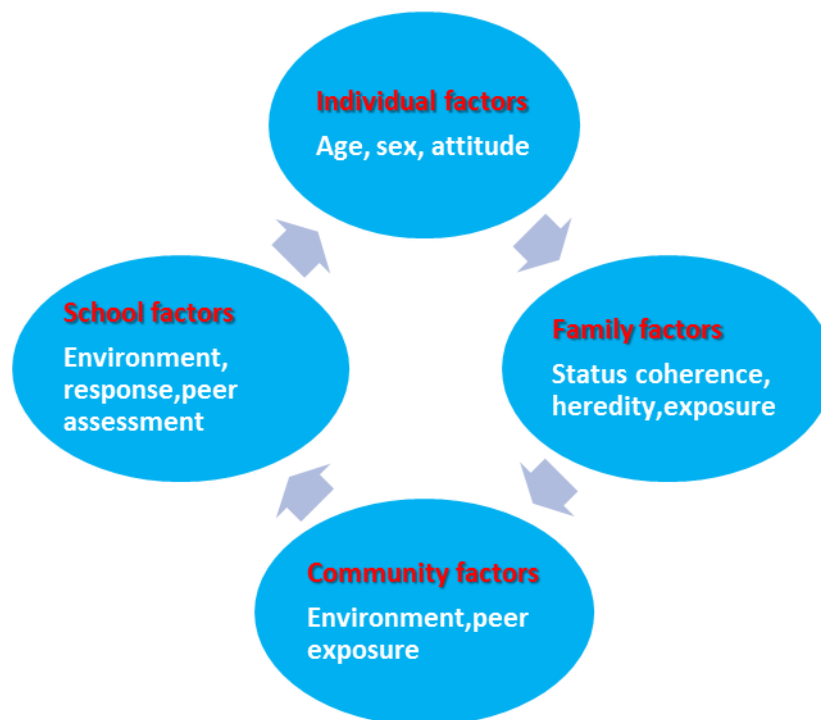
Bullying can be direct or indirect. Direct forms include verbal and physical action of violent behavior like hitting, warning, name calling (using nick name). Indirect forms include such as social exclusion. For instance, you cannot join or play with us, you are not asked to come. There are usually three main types of bullying are seen in our education settings.^[1,39,40,41]



Risk Factors of Bullying

Father of social psychology, Kurt Lewin claimed that human behaviors are mold by our own biology and our surrounding environment. In fact, individuals are surrounded by multiple environments that's why behavior is differently shaped. The environment can influence in bidirectional way.^[42] Good environments

can enhance safety and bullying provoking environments arouse bullying. There are numerous risk factors that promote or daunt school bullying such as individual factor, family factor, social factor, and school factor.^[39,42,43]



Effects of School Bullying

A study result shows that bullying not only negatively affects bullied academic accomplishment, but it also adversely affects bully's academic success because it lessens their attention toward the study.^[44] Along with poor academic performance, there were higher rate of suicidal thought among victims than bullies.^[45]

Effects on Academic Performance

Jordan depicts that majority of study participants consented that there was a lot of bullying activities in their school irrespective of types of school (both in private and public). In the same way, participants agreed that school bullying builds destructive atmosphere in the school. The analysis concluded that there was ample influence of school bullying on victim's academic performance from teachers' reflection.^[44]

A study shows that there was an adverse effect of school bullying on success in Mathematics. The study also said that social emotional propensities can help the children to cope with school bullying.^[46] This drags the attention of intervenist toward non cognitive skills. Likewise, a study conducted in Canada reveals that school bullying and low academic performance are strongly linked. The study also says that students who were frequently bullied obtained low score and labeled as low grade they usually do not adequately engage in class room learning and even more become worse.^[47] These effects of bullying on academic performance are strongly supported by the recent two large scale studies.^[48,49] Both studies concluded the academic effects of school bullying as three prime effects; higher rate of school miss out, school dropout and low grade. Regarding school miss out and drop out findings of Yale University study said the fact

that about 160,000 children remains home every day because of fear of bullying.^[45]

Effects on Health

Some study highlights the major effects of school bullying in dimensions of health. Stomachache, headache, palpitation, chest pain, dizziness, bedwetting are the major physical health problems of bullying. Similarly, depression, low self-esteem, anxiety, self-harming behavior (specifically for girls bullied), drug and alcohol use, aggression, and taking part in violence or crime (especially for boys bullied).^[50,51] A study carried out by Ditch the Label study evidently highlights that among bullied, 37% developed social anxiety and 36% developed depression and nearly ¼ of victims had suicidal thoughts. It is sought that third leading cause of death of teenagers between 12 to 18 years is suicide.^[31] More solemn concern is that teenagers who are bullied are 2-9 times more likely to consider suicide than non-bullied.^[25]

School bullying has its long run effects because of those consequences not only their present physical and emotional health are affected but also their adulthood and social life are ruined. There is a strong association between involvement in childhood bullying and adulthood crime drug and alcohol abuse, low income aggressive personality and maladjustment in the society.

Cyberbullying

Introduction

Cyberbullying can be defined as a practice where a person or a group of persons use the web, online or internet (any electronic devices) to tease, annoy or hurt another person or group of persons. It is also known as online bullying since it requires online media to bully

others. It is typically common among teenagers. The social and the psychological harm imposed by cyberbullies are growing now-a-days. Legally, cyberbullying is a legal violation. It is an offense in some jurisdictions. However, a globally constant and uniform legal methodology or approaches have not been established yet.^[52]

Prevalence of Cyber Bullying

Some global studies are for cyberbullying performance 1–30% and from 3-72% for cyber bullying harassment.^[53,55] Similarly, another study shows that prevalence of cyber bullying was 25.2%.^[56] According to Tynes, and Mitchell prevalence of cyber bullying was 48 to 85 % bully and 11.29 % was victim.^[57] Likewise, Ybarra, Espelage, and Mitchell depicted prevalence of cyber bullying victim was 17%.^[58] Therefore, it is mandatory to conduct large study on cyber bullying with universally recognized tool. Another study conducted in USA shows that there were 15.8% cyberbullying in the prior 1 year of the study as reported by school students. Additionally, results of this study also show that 59.7% of students who were sufferers of cyber bullying, were also victims of school bullying. On the other hand, 36.3% of students who were victims of traditional school bullying, were victimized by cyber bullying.^[59] It was also noted that victimization was more among non-heterosexually recognized youths. Tynes, and Mitchell's study entitled "Black Youth beyond the Digital Divide: Age and Gender Differences in Internet Use, Communication Patterns, and Victimization Experiences" prevalence of cyber bullying was 48 to 85 % bully and 11.29 % was the victim.^[57]

A recent survey was conducted by American researcher entitled "Cyberbullying Facts and Statistics" shows that prevalence of cyber bullying is the highest in India that

was 37%. Cyber bullying rate of America was 26%, UK had prevalence rate of 18%. Similarly, the rate of cyber bullying was 20% in Canada, 19% in Australia, 5% in Japan and 17 % in China.^[60]

A study conducted by Microsoft shows a report of cyber bullying showing that Singapore is first, second top one is china and third top country is India. According to this study we can assumed the extent of cyberbullying in India. According to Ipsos's report, 37% of parents in India said that their children were suffered from online bullying.^[32] A study that was conducted in Chennai India shows that 50% students had experienced of cyberbullying at school. 57.9% students said that their friends were being cyber-bullied. Findings of this study also highlights that 55.6% students were aware about their roles during the occurrence of cyber bullying.^[61] A recent study conducted on 'Digital Intelligence Quotient Impact Report' by Apex ICT Institute Suryabinayak, Bhaktapur, highlighted that that 58 % of the children aged between 8 and 12 in Nepal are prone to cyber risks such as mobile and internet addiction, cyber bullying, video game addiction, online sexual activities etc.^[62]

A news that was published in Republica in 2016 Highlights that 80% of adolescences regularly use smart phones, 33 % of children with the age of 12-17 were sufferers of cyber bullying, 10 % of youngsters reported cyber bullying to their parents, 25 % of children said they had been bullied online more than once, 90 % of children had witnessed social media bullying.^[63]

After reviewing several literatures on bullying and cyber bullying, the following similarities and differences between traditional bullying and cyberbullying are found.^[64,68]

| Areas | Traditional bullying | Cyber bullying |
|----------------------|---|---|
| Concept | Repeated activities with the intension of causing harm | Same of traditional bullying |
| Modes of Execution | Face to face: verbal or physical | Usually, by online media rather than face to face |
| Speediness | Traditional bullying has lower pace compared to cyber bullying. | cyber bullying travels apace in a short period of time. |
| Extent of harm | similar types of psychological effects, low academy performance in children such as depression anxiety, suicidal ideation and later life criminality. | Same |
| Permanency | May heal quicker than of cyber bullying. | It may be long lasting than traditional bullying. |
| Effect | Children having lower academic performance have more risk to involve | Same |
| Chance of absconding | individual can sometimes escape the situation or may be safe at home or within a group. | Less chance of escaping from intended bullying because it does not exist in face-to-face scenario. Rather, it appears via online or social media. |
| Taking legal action | Controlling relatively easy. however, maintaining evidence may be challenging | Controlling is comparatively difficult. However, easy to clasp evidence |

During the process of literature review, it has been faced that it is difficult to reach into comparison,

summarization and conclusion due to the lack of uniformity in meaning, study variations and statistical anatomy.

Prevention Approaches of School Bullying

Children spend more time in school than at home. This period is very crucial because it is their whimsical age. The behaviors are shaped or modified in school because children learn from observation and imitation. Therefore, it is required that our school environment to be safe, protected and amorous. A family and child physician suggests that like others subjects concept of bullying prevention to be included in curriculum. She further opines that students need to be taught about bullying in classroom as a part of curriculum. In connection with shaping of good behavior by reward, they can be instructed to omit bad behavior by showing disapproval to them. This awareness creates a positive school environment and there is less chance of bullying occurrence. There is a proper system of discussing the issues of bullying its magnitude and consequences. Followings are some important points that to be included in the school curriculum.^[69]

- Reporting system of bullying to be established
- Regular carried out of sensitizing activities
- Provision of regular assessment and counselling
- Proper handling of events
- Constructive roles of parent's, teacher's and bystander's

Program Approaches

There are various different methods to anti-bullying interventions which consist of individualized approaches, peer-led approaches, and whole-school approach (Smith, 2014).

Individualized Approach

The individualized approaches are advanced for children who are tangled in the bullying behavior directly, either bully or victim.^[70] The aim is to give voice to problems for the bully (to attribute causes outside the self) and to take on problems for the victim (to join values within the individual students as directorial principles through learning point of view) by adopting interventions such as conflict arbitration, anger managing, and decisiveness and social skills exercise Through externalizing conversations with the bully, the situation and circumstances that have reinforced a bullying behavior is removed, exercising the problem to stand alone. Externalizing weakens the problems powered by undermining conclusions that have gone unquestioned and unaddressed. This also creates a space that allows for the collaborative investigation of the problem and its effects. Internalizing the problem means making the victim strong from different perspectives; supporting for the victim to reinforce her or his beliefs, values and attitudes, when it comes to behaviors. Internalizing such values and belief can help to individual students to face and to combat the multi-facet situations.^[70]

Peer-led Approach

Peer-led approach is boosting peer support systems in schools that covers coaching, counselling and training for students so that they can support their friends who are suffering. It is well known that some students are more vulnerable of being bullied than others, including students with distinct needs and students with behavioral, social and emotional difficulties. On the other hand, some are really able to cope with bullying activities themselves by applying their own internal resources or getting help from friends. This approach identifies and emphasizes on the real fact that students are prone to believe and listen to their friends rather than to their parents. It encompasses the teaching strategies of peer leader's conflict resolution skills in order to support those involved in bullying activities.^[71] Whole School Approach The whole-school approach often involves many different interventions simultaneously in chronological sequence. The whole-school approach is the most extensively used method for bullying prevention and intervention. It assumes that school bullying is a systemic problem rather than individual (more than just bully and victim).^[20,4] Considering its causes extents and consequences, intervention programs are to be geared accordingly. The benefit of whole-school method is that it minimizes the stigmatization of victims and bullies. This methodology involves instructing everybody who comes into contact with the children, including guardians, teachers, bus drivers, cafe personnel helpers, security guard etc.^[70] The whole-school approach was found to be the most fruitful anti-bullying approach. It includes whole approaches ranging from coaching counseling of students, environment changing, peer mediation, parental education, behavioral modification, social skill building, etc. This approach focusses to develop clear disciplinary classroom guideline, adequate supervision and monitoring of students specially when there are outside of classroom. This method encompasses curriculum with anti-bullying strategies with parental involvement. It is also known as whole year approach. Another key element of whole school approach is it assigns classroom time for discussion on bullying with its dynamic and how to combat such nuisance things and it also focuses to develop social emotional skill.^[18,70]

Legal Approach

All bullying events are not law breakings. However, some forms of bullying may be illegal and should be informed to the police. Bullying that consist of assault or violence; robbery; intimidation, harassment over a period of time comprising shouting someone's names or frightening them, making insulting phone calls, and transferring offensive text or emails messages (one incident is not normally enough for make a conclusion); and anything including hate crimes. Bullying laws means demand for schools to discipline the bully, if schools are failed to provide any potential approaches for achieving this discipline, the laws specify that schools need to respond to bullying in the same way that the schools

respond to any other form of disciplinary performances.^[72]

However, Cornell and Susan illustrate that our current legal and policy methodologies, strongly deep-rooted in laws pertaining to annoyance and discernment do not offer sufficient protection for all bullied school students. Therefore, more comprehensive strategies are to be exercised. All schools should have mechanism of periodic assessment and introduction of suitable approaches accordingly. It is mandatory to instruct the school children with the awareness about bullying.^[27]

Positive Behavioral Intervention and Support Model

PBIS is a method schools can use to develop school safety and uphold positive behavior. It also helps schools decide how to respond to a child who misbehaves. This approach provides a system for schools to embolden decent behavior. In other words, it is a set of concepts and tools that school can use to shape good behaviors of the students instead applying traditional disciplinary approach such as warning and suspension or other legal approaches. PBIS acts in a continuum

University of Oregon, established the Effective Behavior Supports (EBS) program, later on it is known as Positive Behavioral Interventions and Supports (PBIS). It assigns the students in three level such as Primary Level, Secondary Level, and in tertiary Level.^[73]

Primary Level or tire 1 Level

In first level, it formulates rules regulation; school expectations, good behavior bad behaviors, and it also reward good behavior and show disapproval of bad behavior. Virtually, primary level interventions are school's regular intervention in a constant basis, it is for all children irrespective of their risk factors. By using this approach, teacher and school staff encourage all students to involve in academic activities along with different teams, houses, and clubs of their interest. It also focuses in behaviors of parents and teachers and provide suggestions them to be act as role models.

Secondary Level or tire 2 Level

Primary level teaches reinforces good behavior to all students. However, there may some students who still may have problems and require additional help. In such circumstances, secondary intervention implements targeted or intensive behavioral interventions to those students who do not respond primary intervention. This model also known as tire 2 level. These levels of intervention provide special social skills, counseling by expert teacher or even by school psychologist. It emphasizes continuous assessment of student's progress.

Tertiary Level or tire 3 Level

PBIS model accept that there may be some high-risk students. They require more individualized or specialized skills and new way of coping strategies such as individual support plan, new skill, studying their

individual behavior triggering factors and provide guidance accordingly. It regularly assesses the progress of the students and modifies the intervention plan if required. Behavioral therapist and/or psychotherapist may be included to implement this level of intervention.

Roles Of Different Personnel/Media In Bullying Prevention

Roles of Media in Bullying Prevention

Media are the most imperative watchdog for bullying prevention. Public awareness on school bullying and prevention are the leading factors in school bullying prevention approach. People today tend to acquire evidence on social concerns from media sources rather than educational journals or research papers. For this, media should provide news with a balanced approach to problems and come to its own standards in order to make children and adults examine information in a more critical way. It helps them to understand its real impacts rather than only taking it at face value.

Media can also play negative roles in the society and make children aggressive and emotional by producing and showing crime related movies video games. A highly aggressive child can be easily attracted to the media which show violent movies. Videogames may have more negative impacts to aggressive children.^[74] Many theories suggest that frequent television viewers act and react in hostile, malicious, malevolent and aggressive ways. Everything can be balanced thorough appropriate and balanced approach. Medias can also reveal precise knowledge on contiguous issues to the public.

Roles of Parents in Bullying Prevention

It is well proven that Children learned many behaviors from their home since home is their first school is. Educating their children by parents about bullying behavior, suggesting them what to do in bullying situation is very crucial steps toward bullying prevention. For creating such environment parents should be aware that bullying is not the normal part of growth and development. Parents should closely observe the school environments and if there is not such anti bullying system parents and their association should lobby to establish such system. Similarly, parent's involvement, talking to school principals and teacher, doing regular anonymous assessment in school can create anti bullying environment of school. It also sensitizes the school students to stand up against bullying.

Roles of Bystander in Bullying Prevention

Bullying circumstances generally encompass more than the bully and the victim of bully. It means that along with bully and victim there may be someone who witnesses the events by knowing or seeing is known as bystander in 80 % of the time.^[75] A bystander is somebody who witnesses (sees or be aware with) about bullying either in person or in mails, or in face books or in any kinds of digital forms behaviors or other sorts of violence that is occurring to someone else; usually they

can either be site of the problem means hurtful bystander or part of the way out; supportive bystander. Bystander can contribute to solution of bullying activities and can make a positive difference in a bullying scenario, particularly for the youth who is being bullied. If other youth provide support to victims, victims feel comfortable and feeling of security is augmented. It decreases the effects of bullying like depression, anxiety or others types of psychological problems.^[10]

If we think prevention of bullying, it is significant to include persuasive roles of bystanders. Sometimes, situation of bullying may depend on the respond of the bystander. Normally bystanders either contribute to the situation or problems or solution. Even though they think they should neutral but usually they cannot to be a so neutral.

Roles and Responsibilities of School Teachers /Faculty Members

On the basis of certain concepts derived from some literature, roles and responsibilities of school teachers and faculty is illustrated here.^[76,77] School teacher should be aware with the definition of bullying, prevention strategies, policies and the code of conduct as stated by school. This helps to ensure that the consistent practices are being imposed throughout the school. First and foremost, role of teacher is to adhere anti-bullying guideline to classroom instruction like other terms and conditions; desirable and undesirable behavior need to be clearly stated.

Various researches show that incidences of school bullying or being victims are decreased with age. For that reason, teachers of primary school need to be more sensible in their areas. It is mandatory to conduct regular assessment of the students which helps in implementing anti-bullying interventional program accordingly. In order to understand incidents intensive monitoring of potentially risky zones of the school during the break in the areas such as in hallways, canteen, bathrooms, playground, etc.

It is equally important for the school that they to be aware of subtle forms of bullying such as social exclusion and planned exclusion, it usually occurs among girls. Close monitoring of the all students is very crucial additionally, especially more close observation may require for those students who are more sensitive, cautious, quiet, anxious, and then average and who are overweight physically handicapped, they are at a higher risk for being bullied than other students. Usually, they do not react to such inconveniences.

Student victims are to be encouraged to take help from other classmates pertaining to their problems and confusions. Teachers should try to assess their level of awareness and introduce knowledge on bullying accordingly by showing instructional videos, drama, presentation, if possible, creative thinking, problem

solving skill need to be also included, etc. Instantaneously, there should be provision of providing positive feedback to students who show suitable social activities not adapting that bullying or hostility. They should frequently praise students by admiring for their positive behavior. It is equally important to create safe and trustworthy environment so that students feel safe even if they disclose the secret to their teachers. Unhealthy competition among students using gender biased language needs to be discouraged.

Another crucial thing is that bystanders are to be encouraged to voice their thoughts against bullying. If they are well motivated, they will be much stronger. In many situations, direct or indirect activity of bully is encouraged rather than discouraged even if most students are against it. Teachers ought to instruct the students that their silence towards bullying activities shall make the bully stronger.

Children learn by observing others' activities. Hence, teacher's behavior should be as role model by showing empathy, sympathy and care. Someone who is disparaged has to be handled gently and in respectful way from the scenario. Teachers should talk to them one by one gently and talk to the parents of both bullies and victims. At the end, a meeting has to be organized with the victim and bully together in order to develop understanding of evaluation of their own behavior.

Teachers need to be strong. They need to announce that bullying activity is paid off. Then, school environment is safe now where all children can feel that they are safe. Bullying behaviors should not be ignored or encouraged at any cost. Teachers should give clear instruction that bullying is not accepted in their school. First of all, those students who trouble others should be separated Bully also realize that she/he is wrong

Bullying cannot be prevented by single effort of a teacher or principal. Thus, it requires joint efforts of all school. It may even require consulting other expert personnel such as counselors and psychologists in some situations. Parents of both bullies and victims should be involved in the course by notifying them of their children's affirmative and undesirable activities and find out ways to emphasize certain skills at home for helping them perform in better ways at school.

When teachers, school staff or others witness a bullying incident: Separate the bully and victims from the bullying circumstances as the first intervention. Bullying activities to be discouraged in an immediate way. It will be better to engage in a thoughtful activity after the bully endures his/her consequences. It is equally important, to help bullies to learn to develop sympathy and empathy for their colleagues. Recognize his thinking inaccuracies, and support him use of soothing strategies. Bully need to be encouraged he can avoid bullying and be a good student, it is possible.

Movement of Nepal Toward Reconnoitering Of School Bullying

In Nepalese context, study on bullying have been given less sensitivity. However, there are some recent studies which are as follows:

A cross sectional study was duly conducted in 2018 in Pyuthan district of the mid-western Nepal among students of grades 8th, 9th and 10th. Findings of the study show that there was 55.8% prevalence rate of bully among students of from the advantaged group but 64.86% victims were from the disadvantaged Janajati. There was lower rate of bullying behavior in public school than private school. The number of boys in bully was greater than that of the girls. Study reveals statistically that there was significant association in bullying behavior, psychosomatic health and psychological health.^[38] Similarly, a study emphasizes that bullying consists of vicious circle. Bullies are busy bullying the children and those children are scared to report to teachers and parents. As a result, bullies gains confidence because he perceived that this is acceptable. No one would complain about it. So, our focus should be geared to break this chain of circle.^[77]

Similarly, there is another national level study of Nepal which is named as A Brief Comparative Report on Student, by Paudel and Bhattarai highlight that domination (*hepne*), shouting (*hapkaune*), beating (*pitne*) nick naming (*name bigarne*), force to do dislike things (*man naparne kurya garna lagaune*) are prevalent there because of such 5 behaviors. Student who involved in such behavior had low learning outcome in Nepali and Mathematics. Additionally, it is depicted that increasing the involvement in bullying had lowered the learning outcome of students. Bullying is an ignoring aspect; it usually does not come in front of parents or teachers.^[78]

A correlational designed survey was carried out among 104 school students by Neupane in 2014. Participants were selected from three private schools; Deep Jyoti Boarding High School, Gongabun, Kathmandu, Navodit Vidhya Kunja Higher Secondary School, Samakhushi, Kathmandu and Trilok Children's Academy, Balaju, Kathmandu. These schools were randomly chosen. Study findings show that higher level of involvement of boys was there regarding in physical and verbal bullying rather than girl. Similarly, girls involved more in indirect forms of bullying than boys. The difference was statistically significant.^[39]

Conclusion from the recent studies of Nepal is the boys are bully and girls become bullied. Additionally, the studies stated that it is like a vicious circle in our society. Bullies, bully victim and society, takes it lightly, victims cannot complaints against the victims to their parents or teacher. Meanwhile, bullies gain more confidence because he or she thinks that it is acceptable behavior.

Hence, bullies are indirectly motivated to torment others.^[79]

Nevertheless, steps taken by Government of Nepal, is optimistic. In depth study regarding bullying and the prevention can be expected in coming days.

Summary of Literature Review

Bullying is a frequent act of violent behavior of bullies to victims who usually cannot defend to herself or himself. Since millions of school children have become the victims of bullying every year, it is considered as a global problem. Not only does school bullying decrease their academic performance but also impairs their health and increases later life criminality. Bullying is the most complicated and multifaceted problems. Therefore, in-depth understanding of its risk factors and socio-cultural effects on bullying must be made to stop bullying in school. It is well accepted that there is no any single method that can prevent school bullying instead it requires coordinated efforts of all concerned parties; parents, victims, bystanders, and teachers. Internationally, ample number of researches have been conducted and various strategies are developed and adopted. Conversely, in Nepalese context, study on bullying has been given less sensitivity. However, recent stepping of Nepal Government toward exploring this issue increases hope for better future.

REFERENCES

1. Olweus D. Bullying at school: Basic facts and effects of a school-based intervention program. *The Journal of Child Psychology and Psychiatry*, 1994; 35(7): 1171-1190. Available from <https://onlinelibrary.wiley.com/doi/pdf/10.1111/j.1469-7610.1994.tb01229.x>.
2. Smith PK & Sharp S. School bullying insight and perspectives, 1994. Available from <https://www.questia.com/library/103854313/school-bullying-insights-and-perspectives>.
3. Smith PK & Brain PF. Bullying in schools: Lessons from two decades of research, 2000. Available from [https://doi.org/10.1002/\(SICI\)1098-2337\(2000\)26:1<1:AID-AB1>3.0.CO](https://doi.org/10.1002/(SICI)1098-2337(2000)26:1<1:AID-AB1>3.0.CO).
4. Smith P. Understanding school bullying: Its nature and prevention strategies, 2014. Available from <https://www.amazon.com/Understanding-School-Bullying-Prevention-Strategies/dp/1847879055>.
5. Collins L. Column: Bullying is not just a 'natural' part of growing up, 2012. Available from <https://www.thejournal.ie/readme/column-bullying-is-not-just-a-natural-part-of-growing-up-428042>.
6. Bandura A, Lipsher DH, & Miller PE. Psychotherapists' approach-avoidance reactions to patients' expression of hostility. *Journal of Consulting Psychology*, 1960; 24: 1-8. Available from <http://psycnet.apa.org/record/1960-07751-001>
7. Swearer SM., Wang C, Berry B, & Myers Z.R. Reducing Bullying: Application of social cognitive theory. *Theory into Practice*, 2014; 53: 271-277.

- Available from <https://www.researchgate.net/publication/268277935>.
8. Sidanius J, Pratto F. Social, 1999. Cambridge: Cambridge University Press. ISBN 978-0-521-62290-5.
 9. Pellegrini AD, Roseth CJ, Mliner S, Bohn CM, Ryzin MV, Vance N, Cheatham CL & Tarullo A. Social dominance in preschool classrooms. *Journal of Comparative Psychology*, 2007; 121(1): 54–64. Available from <http://www.bu.edu/cdl/files/2013/08/Pellegrini-et-al-2007.pdf>.
 10. Salmivalli C. Bullying and the peer group: A review. *Aggression and Violent Behavior*, 2010; 15: 112–120. Available from <http://njbullying.org/documents/bullyingandpeergrgroup.pdf>.
 11. Mann L, Fedds AR, Leiser A, Doosje B, AH. Is Humiliation More Intense? The Role of Audience Laughter and Threats to the Self. *Front Psychol*, 2017; 20(8): 495. Available from <https://doi.org/10.3389/fpsyg.2017.00495>
<https://www.frontiersin.org/articles/10.3389/fpsyg.2017.00495/full>.
 12. Lindner EG. The Theory of Humiliation: A Summary, 2003. Available from www.humiliationstudies.org/documents/evelin/HumiliationTheorySummary.pdf.
 13. Coleman JS. Social capital in the creation of human capital. *American Journal of Sociology*, 1988; 94: S95 – S120. Available from <http://www.interactivecultures.org/2010/07/social-capital-social-media>.
 14. Jenkins LN & Stephanie Secord Fredrick SS. Social capital and bystander behavior in bullying: Internalizing problems as a barrier to prosocial intervention. *Journal of Youth and Adolescence*, 2017; 46(4): 757-771. Available From <https://www.readbyqxmd.com/read/28130693/social-capital-and-bystander-behavior-in-bullying-internalizing-problems-as-a-barrier-to-prosocial-intervention>.
 15. Goldweber A, Waasdorp TE, Bradshaw CP. Examining the link between forms of bullying behaviors and perceptions of safety and belonging among secondary school students, 2013; 251(4): 469-85. Available from doi: 10.1016/j.jsp.2013.04.004.
 16. Johnson SE. Organizational Characteristics Influencing Workplace Bullying, 2016. Available from https://pdfs.semanticscholar.org/c79e/72d9f6a0584de4383050001c904149f8a93b.pdf?_ga=2.94582940.1615892717.1594655870-1922248624.1594259449.
 17. Persky L. The Perceived Effects of Organizational Culture on Workplace Bullying in Higher Education, 2018. Available from https://fisherpub.sjfc.edu/cgi/viewcontent.cgi?article=1360&context=education_etd.
 18. Evans CBR, Fraser MW & Cotter KL. The effectiveness of school-based bullying prevention programs: A systematic review. *Aggression and Violent Behavior*, 2014; 19(5): 532-544. Available from <https://pdfs.semanticscholar.org/4ec6/ba018560824774db3f4f5b09fc33c5907705.pdf>.
 19. Hawley PH. “The ontogenesis of social dominance: A strategy based evolutionary perspective”, *Developmental Review*, 1999; 19: 97–132. Available from <http://patriciahawley.org/Publications/Hawley%201999%20Dev%20>
 20. Smith PK & Sharp S. School bullying insight and perspectives, 1994. Available from <https://www.questia.com/library/103854313/school-bullying-insights-and-perspectives>.
 21. Rigby K. Addressing Bullying in Schools: Theory and Practice, 2003. Available from <https://pdfs.semanticscholar.org/411d/bfd508f8f5351c9a7c3c93c55945facad229.pdf>.
 22. Soutter A & McKenzie M. The use and effects of anti-bullying and anti-harassment policies in Australian schools. *School Psychology International*, 2000; 21(1): 96-105. Available from journals.sagepub.com/doi/10.1177/0143034300211007.
 23. Barbara M, & George R. *The no blame approach to bullying*, 1994. Available from <https://files.eric.ed.gov/fulltext/ED414028.pdf>.
 24. Alvis, M. Teachers’ perceptions about using restorative practice-based programs in schools *counselor education*, 2015. Available from https://digitalcommons.brockport.edu/edc_capstone/4/.
 25. Sherman LW & Strang H. Restorative justice: The Evidence, 2007. London: Smith Institute. Available from http://www.iirp.edu/pdf/RJ_full_report.pdf.
 26. Livingstone N Macdonald G & Carr N. Restorative justice conferencing for reducing recidivism in young offenders (aged 7 to 21), 2013. Available from <https://www.cochranlibrary.com/cdsr/doi/10.1002/14651858.CD008898.pub2/abstract>.
 27. Cornell D & Susan PL. Law and Policy on the Concept of Bullying at School. *American psychologist*, 2015; 70(4): 333–343. Available from <https://www.apa.org/pubs/journals/releases/amp-a0038558.pdf>.
 28. Bradshaw CP, Sawyer AL & O’Brennan LM. Bullying and peer victimization at school: Perceptual differences between students and school staff. *School Psychology Review*, 2007; 36(3): 361-382. Available from <https://jhu.pure.elsevier.com/en/publications/bullying-and-peer-victimization-at-school-perceptual-differences--4>
 29. Scott E, Dale J. Russell R & Wolke D. Young people who are being bullied – do they want general practice support? *BMC Fam Pract*, 2016; 17(1): 116. Available from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4994263/>.

30. United Kingdom; Department of Education Bullying in England, April 2013 to March 2018: Analysis on 10 to 15-year old's from the Crime Survey for England & Wales, 2018. Available from https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/754959/Bullying_in_England_2013-2018.pdf.
31. Ditch the Label. The annual bullying survey, 2017. Available From <https://www.ditchthelabel.org/wp-content/uploads/2017/07/The-Annual-Bullying-Survey-2017-1.pdf>.
32. Ipsos, Cyberbullying a; Global Advisory Survey, 2018. Available from https://www.ipsos.com/sites/default/files/ct/news/documents/2018-06/cyberbullying_june2018.pdf.
33. Karnataka News. Survey: Close to 50 per cent school kids in classes 4-8 bullied, 2019; May 12. Available from.
34. <https://www.newindianexpress.com/states/karnataka/2019/jan/19/survey-close-to-50-schoolkids-in-classes-4->.
35. Patel HA, Verma J, Shah S, Pathak A, Nimbalkar SM. Profile of bullies and victims among urban school-going adolescents in Gujarat. *Indian Paediatric*, 2017; 54: 841-843. Available from <https://link.springer.com/article/10.1007/s13312-017-1146-7>.
36. Han Z, Zhang G & Zhang H. School Bullying in Urban China: Prevalence and Correlation with School Climate. *International Journal of Environmental Research and Public Health*, 2018; 14(10): 11-16. Available from https://www.researchgate.net/publication/320037558_School_Bullying_in_UrbanChina_Prevalence_and_Correlation_with_School_Climate. DOI: 10.3390/ijerph14101116.
37. Modecki KL, Minchin J, Harbaugh AG, Guerra, NG & Runions KC. Bullying prevalence across contexts: A meta-analysis measuring cyber and traditional bullying. *Journal of Adolescent Health*, 2014; 55(5): 602-611. Available from <http://dx.doi.org/10.1016/j.jadohealth.2014.06.007>.
38. Aryal K, Bista B, Khadka BB, Dhimal M. Global School based Student Health Survey Nepal, 2015. Available from https://www.researchgate.net/publication/320827233_Global_School_based_Student_H.
39. Khadka MD, Thapa TR, Marahatta SJ & Mahotra A. Bullying behavior and psychosocial health: A cross-sectional study among school students of Pyuthan Municipality. *J Nepal Health Res Counc*, 2018; 16(38): 73-80. Available from www.jnhrc.com.np/index.php/jnhrc/article/view/1366/682
40. Neupane D. Gender role in school bullying. *Journal of Chitwan Medical College*, 2014; 4(7): 37-41. Available from www.jcmc.cmc.edu.np
41. Wolke D & Lereya ST. Long-term effects of bullying. *Arch Dis Child*, 2015; 100: 879-885. doi:10.1136/archdischild-2014-306667
42. Mundbjerg T, Eriksen L, Nielsen HS, & Simonsen M. Bullying in elementary school. *Journal of Human Resources*, 2014; 49(4): 839-871. Available from https://www.researchgate.net/publication/276259206_Bullying_in_Elementary_School.
43. Lewin K. *A dynamic theory of personality* McGraw-Hill, 1935. Available from <https://psycnet.apa.org/record/1935-03995-000>.
44. Cook CR, Williams KR, Guerra NG, Kim TE & Sadek S. Predictors of Bullying and Victimization in Childhood and Adolescence: A Meta-analytic Investigation, 2010. Available from <https://www.apa.org/pubs/journals/releases/spq-25-2-65.pdf>.
45. Al-Raqad HK, Al-Bourini ES, Al Talahin FM & Elias RM. The impact of school bullying on students' academic achievement from teachers' point of view. *International Education Studies*, 2017; 1(10). Available from <https://files.eric.ed.gov/fulltext/EJ1144634.pdf>.
46. Yale University. Information linking bullying to suicide, 2015. available from <http://hheducationevents.com/information-linking-bullying-to-suicide>.
47. Kibriya S, Zhang Y, Anton-Erxleben K, & Naureen F. Pervasive bullying and its negative consequence on standardized tests of reading, science and mathematics: A comparative analysis of three countries in Sub-Saharan Africa ,2016. Available from https://mpra.ub.uni-muenchen.de/81117/1/MPPA_paper_81117.pdf.
48. Konishi C, Hymel S, Zumbo B & Li Z. Do school bullying and student-teacher relationships matter for academic achievement? Multilevel analysis. *Canadian Journal of School Psychology*, 2010; 25: 19-29. Available from doi: 10.1177/0829573509357550.
49. Centers for Disease Control and Prevention. Bullying surveillance among youths: Uniform definitions for public health and recommended data elements, version 1, 2014. USA: United States Department of Education.
50. UNESCO. Report on school violence and bullying to be released at international symposium on issue affecting millions,2017. Available from <https://en.unesco.org/news/new-unesco-report-school-violence-and-bullying-be-released-international-symposium-issue-worldwide>.
51. Pranjić N, & Bajraktarević A. Depression and suicide ideation among secondary school adolescents involved in school bullying. *Primary Health Care Research and Development*, 2010; 11(4): 349-362. Available from <http://psycnet.apa.org/record/2010-21631-006>.
52. Klomek AB, Sourander A, & Gould M. The association of suicide and bullying in childhood to young adulthood: a review of cross-sectional and

- longitudinal research findings. *Can JP psychiatry*, 2010; 55(5): 282–288. Available from [10.1371/journal.pone.0094026](https://doi.org/10.1371/journal.pone.0094026).
53. Smith PK, Mahdavi J, Carvalho M, Fisher S, Russell S, & Tippett N. 2008. Cyberbullying: Its nature and impact in secondary school pupils. *Journal of Child Psychology and Psychiatry*, 2008; 49: 376–85. Available from <https://acamh.onlinelibrary.wiley.com/doi/full/10.1111/j.1469-7610.2007.01846.x>.
 54. Gibson-Young LM, Martinasek MP, Clutter M & Forrest J. Are Students With Asthma at Increased Risk for Being a Victim of Bullying in School or Cyberspace? Findings from the 2011 Florida Youth Risk Behavior Survey. *Journal of School Health*, 2014; 84(7) Available from https://www.researchgate.net/publication/262926177_Are_Students_With_Asthma_at_Increased_Risk_for_Being_a_Victim_of_Bullying_in_School_or_Cyberspace_Findings_From_the_2011_Florida_Youth_Risk_Behavior_Survey.
 55. Hase CN, Goldberg SB, Smith D, Stuck A, & Campain J. Impacts of traditional bullying and cyberbullying on the mental health of middle school and high school students. *Psychology in the Schools*, 2015; 52(6): 607–617. Available from <https://www.learntechlib.org/p/158114/>.
 56. Hinduja S. & Patchin, JW Social influences on cyberbullying behaviors among middle and high school students, *J Youth Adolesc*, 2013; 42(5), 711–722. Available from <https://www.ncbi.nlm.nih.gov/pubmed/23296318>.
 57. Khurana A, Bleakley A, Jordan AB, Romer D. The protective effects of parental monitoring and Internet restriction on adolescents' risk of online harassment. *Journal of Youth and Adolescence*, 2015; 44(5): 1039–1047.
 58. Tynes BM & Mitchell KJ Black Youth beyond the Digital Divide: Age and Gender Differences in Internet Use, Communication Patterns, and Victimization Experiences. *Journal of Black Psychology*, 2014; 40(3): 291–307. Available from <https://journals.sagepub.com/doi/abs/10.1177/0095798413487555>.
 59. Ybarra ML, Espelage DL & Mitchell, KJ. Differentiating youth who are bullied from other victims of peer-aggression: The importance of differential power and repetition. *Journal of Adolescent Health*, 2014; 55(2): 293–300. Available from https://www.researchgate.net/.../330379356_Impact_Of_Bullying_ExperiencesOn_Pres.
 60. Schneider SK, O'Donnell L Stueve A, Robert WS. & Coulter BS. Cyberbullying, School Bullying, and Psychological Distress: A Regional Census of High School Students. *Am J Public Health*, Jan 2012; 102(1).
 61. Cook S. Cyberbullying facts and statistics for 2020, 2018. Available from <https://www.comparitech.com/internet-providers/cyberbullying-statistics/>.
 62. Azam Z, Jasmin KSS. A Study on Cyberbullying among School Students in Chennai. *International Journal of Pure and Applied Mathematics*, 2018; 120(5): 263–273. Available from <https://acadpubl.eu/hub/2018-120-5/1/42.pdf>.
 63. Himalayan News Service. 58 per cent children exposed to cyber risks, 2018 February 6.
 64. Available from <https://thehimalayantimes.com/kathmandu/58-per-cent-children-exposed-to->
 65. Info graphics: Teen safety on Internet, September 28, 2016. Available from <https://myrepublica.nagariknetwork.com/news/infographics-teen-safety-on-in>.
 66. Mehari KR, Farrell AD & Le ATH. Cyberbullying among adolescents: Measures in search of a construct. *Psychology of Violence*, 2014; 4(4): 399–415. Available from https://scholarscompass.vcu.edu/psyc_pubs/15/.
 67. Modecki KL, Minchin J, Harbaugh AG, Guerra, NG & Runions KC. Bullying prevalence across contexts: A meta-analysis measuring cyber and traditional bullying. *Journal of Adolescent Health*, 2014; 55(5): 602–611. Available from <http://dx.doi.org/10.1016/j.jadohealth.2014.06.007>.
 68. Beran T, & Li Q. The Relationship between Cyberbullying and School Bullying. *Journal of Student Wellbeing*, 2007; 1(2): 15–33. Available from https://www.researchgate.net/publication/237505515_TheRelationshipbetween_Cyberbullying_and_School_Bullying
 69. Schroeder JH, Cappadocia MC, Bebkco JM, Pepler DJ & Weiss JA. Shedding Light on a Pervasive Problem: A Review of Research on Bullying Experiences among Children with Autism Spectrum Disorders. *Journal of Autism and Developmental Disorders*, 2014; 44(7): 1520–1534.
 70. Kowalski RM & Limber SP. Psychological, physical and academic correlates of cyberbullying and traditional bullying. *Journal of Adolescent Health*, 2013 53: 13–20. doi: 10.1016/j.jadohealth.2012.09.018. Available from <https://www.ncbi.nlm.nih.gov/pubmed/23790195>
 71. Wallace M. Seven ways schools can prevent bullying, 2012. Available from <https://www.psychologytoday.com/us/blog/how-raise-happy-cooperative-child/201212/7-ways-schools-can-prevent-bullying>.
 72. McManis DE. Middle School Bullying Prevention & Intervention: An Overview of Best Practices and Current Research, 2012. ProQuest LLC. UMI 3517212.
 73. Menesini E, Nocentini A & Palladino BE. Empowering Students against Bullying and Cyberbullying: Evaluation of an Italian Peer-led Model. *International Journal of Conflict and*

- Violence, 2012; 6(2): 313-320. Available from <https://www.researchgate.net/publication/233944925> Empowering_Students_Against_Bullying_a.
74. Laws, Policies & Regulations. Available from <https://www.stopbullying.gov/resources/laws>.
75. Saddler C & Sugai G. Effective Behavior and Instructional Support: A District Model for Early Identification and Prevention of: DOI: 10.1177/1098300708322444 Journal of Positive Behavior Interventions, 2009; 11: 35. Available from <http://ccsd.net/internal/cms/doc-vault/resources/archive/sadler-sugai-2009.pdf>.
76. Roberts P, Hanvey L & Varga-Toth J. Canadian Children's Exposure to Violence: What it means for Parents – Summary Report Ottawa, Ontario, 2003.
77. Thornberg R, & Jungert T. Bystander behavior in bullying situations: Basic moral sensitivity, moral disengagement and defender self-efficacy. Journal of Adolescence, 2013; 36(3): 475-483. Doi: 10.1016/j.adolescence.2013.02.003. Available from https://www.researchgate.net/publication/235964065_Bystander_behavior_in_bullying_situations_Basic_moral_sensitivity_moral_disengage.
78. Reinke WM, Lewis-Palmer T, & Merrell KW. The classroom check-up: A class wide teacher consultation model for increasing praise and decreasing disruptive behavior. School Psychology Review, 2008; 37: 315-332. Available from <https://www.nasponline.org/publications/periodicals/spr/volume-37/volume-37-issue-3/the-classroom-check-up-a-classwide-teacher-consultation-model-for-increasing-praise-and-decreasing-disruptive-behavior>.
79. Newman-Carlson D. Bully busters: A teacher's manual for helping bullies, victims, and bystanders, 2003. Champaign, IL: Research Press.
80. Paudel LN & Bhattarai GP. A Brief Comparative Report on Student Achievement, 2016. Based on the National Assessments of Student Achievement in 2011, 2012, 2013 and 2015 AD. Government of Nepal, Education Ministry, Education Review Office, Sanothimi, Bhaktapur, Nepal.
81. Rana N. School Bullying: introducing the issue. Journal of Education and Research, 2008; 1(1): 62-68. Available from www.nepjol.info/index.php/JER/article/view/7952/6487PB.pdf.