

Prevalent Type of Bullying Among Students



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Abstract

Bullying can be done through many ways with different types. It may be defined as the activity of repeated, aggressive behavior intended to hurt another person, physically, mentally or emotionally. It can take the form of physical contact, words or more subtle actions. Direct forms include physical and verbal bullying; indirect forms include behaviors such as actively isolating an individual from the peer group and spreading rumors. It consists of four basic types of abuse emotional (sometimes called relational), verbal, physical or cyber.

Keywords: Bullying, Behavior, Types Of Bullying, Prevalent, Direct & Indirect Form.

Introduction

Bullying is undesirable, forceful conduct among school matured kids that includes a genuine or saw control awkwardness. The behavior is repeated or has the potential to be repeated, overtime. It includes actions such as making threats, spreading rumors, attacking someone physically or verbally and excluding someone from a group on purpose. (Amra Rasnika & Agarwal Shalini, 2019) It is a type of forceful conduct in which somebody deliberately and over and over causes someone else damage or inconvenience. It can appear as physical contact, words or progressively inconspicuous activities. It is stated that Cyber-bullying is more common in secondary school than in primary school. Bullying could come in any of these ways:

Physical

This includes threatening, or actually doing the action of hitting, kicking, pushing and any other physical harm. Others include stealing, hiding or destroying your belongings, forced to do things which one doesn't want to do. This is any bullying that hurts someone's body or damages their possessions. Stealing, shoving, hitting, fighting and destroying property all are types of physical bullying. It is the simplest to recognize in light of the fact that there is solid proof of its event, the physical structure represents short of what 33% type of harassing.

Verbal

Verbal bullying is the most widely recognized type of bullying and is equally utilized in both boys and girls. This includes calling you names, poking fun at you, teasing, people, giggling, taunting, name-calling, racist slurs, personal insults, insulting and laughing at you each time they see you, demeaning etc (Coloroso, 2002). It is a means of using words in a negative way such as insults, teasing, put downs, etc., to pick up control over someone else's life. Because younger children, have not yet built up a feeling of self, they are destined to experience the ill effects of this sort of bullying. With verbal bullying, the goal is still to degrade and demean the victim, while making the aggressor look dominant and powerful. It can also take the form of threatening phone calls, e-mails or notes as well as extortion of personal possessions or money (Coloroso, 2002). Gossiping, rumors and dishonest allegations are also considered forms of verbal bullying (Coloroso, 2002)

Relational

This includes people refusing to talk, share or allow you to join in games and play activities. Others include spreading lies (or even truths about something bad you did), ignoring, not paying attention to someone, exclusion, alienation and avoidance (Coloroso, 2002). This is any bullying that is done with the intent to hurt somebody's reputation or social standing. It is expressed through eye rolling, glares, sighs, snickers, mocking or unfriendly body language. This type is the most difficult to detect because there is often no physical evidence to prove the bullying

has occurred, but the emotional pain causes severe damage to self-esteem and development (Coloroso, 2002).

Cyber Bullying

This includes people using the internet to send dirty, embarrassing and dangerous messages intended to cause problems for you. Cyber bullying is the use of technology to harass, threaten, embarrass or target another person. It includes, but is not limited to, abuse using email, instant messaging, websites, social networking sites etc.

Collective Bullying

Collective bullying strategies are utilized by more than one individual against an objective or targets. It is otherwise called mobbing, and can incorporate into any of the individual sorts of bullying. Behaviorist hypotheses trust that new practices can be substituted for old practices after a moderately brief timeframe. New practices can be educated to, or molded in, the person.

.Behaviorist hypotheses trust that new practices can be substituted for old practices after a generally brief timeframe. New practices can be instructed to, or adapted in, the person. These are arranged toward understanding the improvement of responsive practices to different boosts. They look at the pattern of reinforces in a person’s environment to explain specific behaviors. They have been influential in helping us understand not only how specific behaviors are acquired but also how specific behaviors can be extinguished and how new behaviors can be gradually shaped and learned through reinforces. Victims of direct forms of traditional bullying scored highly on feelings of anger, embarrassment, being stressed, being afraid, depressed and alone; victims of indirect bullying and cyberbullying either experienced a wide variety of negative emotions, or said that they had not been bothered emotionally. Generally females reported a

higher number of negative emotions compared to males. Ortega et al. (2012) investigated the emotional impact of four types of bullying; direct traditional bullying, indirect traditional bullying, mobile phone bullying and Internet bullying. The most common reported emotional response was anger. In general, negative emotions were less frequently reported for cyberbullying, compared to traditional bullying. This research has focused on how victims might feel.

There are various types of bullying which includes verbal to emotional bullying. In case of actually doing the act of bullying, every bully is different from another. For example, some children are very sensitive in matter of how they attack their target while others don’t think anything else except hurting. By having knowledge of not only the varied kinds of bullying but also the kind of bullies may encounter, it prepared child to overcome from any condition. In a national survey of standard 6 to 10 students in 2001, 30% of students revealed the involvement in bullying, which included 13% bullies, 11% bully- victims, and 6% both. However, verbal bullying was the most prevalent. In the past few years, as the importance of technology increases in young children social lives, hence, researchers have included cyberbullying or electronic bullying into the mix of types of bullying. Last two months were seen as 11.6% for physical and 52% for verbal type of bullying. These studies have found that bullying through electronic means that is, cyberbullying, although prevalent and common but comes after verbal bullying and physical bullying at third position.

Aim of the Study

To determine the types of bullying most prevalently practiced by the children.

Hypothesis

To study the association between Type of school & Gender and variables of Types of bullying.

Table 1: Distribution of respondents on the basis of types of bullying

S.No.	Particulars	Frequency (Frequency %)			
		Boys		Girls	
		Private	Government	Private	Government
i.	VERBAL BULLYING				
1-	Bully used words in a negative way such as insults, teasing, put downs				
a)	Yes	9 (25%)	30 (38%)	5 (17.9%)	23 (40.4%)
b)	No	27 (75%)	49 (62%)	23(82.1%)	34 (59.6%)
2-	Has given threats				
a)	Yes	22 (61.1%)	48 (60.8%)	5(17.9%)	23 (40.4%)
b)	No	14 (38.9%)	31 (39.2%)	23 (82.1%)	34 (59.6%)
3-	Spread rumors				
a)	Yes	11 (30.6%)	31 (39.2%)	10 (35.7%)	21 (36.8%)
b)	No	25(69.4%)	48 (60.8%)	18 (64.3%)	36 (63.2%)
4-	Called your names				
a)	Yes	14 (38.9%)	29 (36.7%)	8 (9.4%)	23 (40.4%)
b)	No	22 (61.1%)	50 (63.3%)	20 (23.5%)	34 (59.6%)
ii.	PHYSICAL BULLYING				
1-	Beaten you				
a)	Yes	16 (44.4%)	48 (60.8%)	14 (50%)	23 (40.4%)
b)	No	20 (55.6%)	31 (39.2%)	14 (50%)	34 (59.6%)
2-	Pushed you in anyway				
a)	Yes	15 (41.7%)	50 (63.3%)	8 (28.6%)	36 (63.2%)

b)	No	21 (58.3%)	29 (36.7%)	20 (71.4%)	21 (36.8%)
3-	Kicked you				
a)	Yes	16 (44.4%)	32 (40.5%)	8 (28.6%)	36 (63.2%)
b)	No	20 (55.6%)	47 (59.5%)	20 (71.4%)	21 (36.8%)
4-	Stolen, hidden or destroyed your belongings				
a)	Yes	13 (36.1%)	29 (36.7%)	11 (39.3%)	23 (40.4%)
b)	No	23 (63.9%)	50 (63.3%)	17 (60.7%)	34 (59.6%)
iii.	MENTAL BULLYING				
1-	Bully tried to get money from you				
a)	Yes	13 (36.1%)	22 (27.8%)	14 (50%)	11 (19.3%)
b)	No	23 (63.9%)	57 (72.2%)	14 (50%)	46 (80.7%)
2-	Frightened you				
a)	Yes	16 (44.4%)	46 (58.2%)	12 (42.9%)	24 (42.0%)
b)	No	20 (55.6%)	33 (41.8%)	16 (57.1%)	33 (57.9%)
3-	Played prank with you				
a)	Yes	27 (75.0%)	55 (69.6%)	19 (67.9%)	38 (66.7%)
b)	No	9 (25.0%)	24 (30.4%)	9 (32.1%)	19 (33.3%)
4-	Mocked at you				
a)	Yes	12 (33.3%)	47 (59.5%)	8 (28.6%)	30 (52.6%)
b)	No	24 (66.7%)	32 (40.5%)	20 (71.4%)	27 (47.4%)
iv.	EMOTIONAL BULLYING				
1-	Displayed high levels of emotion that indicate vulnerability-				
a)	Yes	21 (58.3%)	26 (32.9%)	8 (28.6%)	24 (42.1%)
b)	No	15 (41.7%)	53 (67.1%)	20 (71.4%)	33 (57.9%)
2-	Shown low levels of resilience				
a)	Yes	15 (41.7%)	39 (49.4%)	13 (46.4%)	18 (31.6%)
b)	No	21 (58.3%)	40 (50.6%)	15 (53.6%)	39 (68.4%)
3-	Socially withdrawn				
a)	Yes	11 (30.6%)	19 (24.1%)	6 (21.4%)	19 (33.3%)
b)	No	25 (69.4%)	60 (75.9%)	22 (78.6%)	38 (66.7%)
4-	Have nightmares of bullied activities				
a)	Yes	14 (38.9%)	39 (49.4%)	16 (57.1%)	26 (45.6%)
b)	No	22 (61.1%)	40 (50.6%)	12 (42.9%)	31 (54.4%)
5-	Feel wary or suspicious of others				
a)	Yes	13 (36.1%)	28 (35.4%)	9 (32.1%)	22 (38.6%)
b)	No	23 (63.9%)	51 (64.6%)	19 (67.9%)	35 (61.4%)
6-	Refused to talk				
a)	Yes	18 (50%)	45 (57%)	12 (42.9%)	30 (46.9%)
b)	No	18 (50%)	34 (43%)	16 (57.1%)	34 (53.1%)
7-	Not allowed you to play games				
a)	Yes	13 (36.1%)	37 (46.8%)	18 (64.3%)	24 (42.1%)
b)	No	23 (63.9%)	42 (53.2%)	10 (35.7%)	33 (57.9%)
8-	Truths about something bad you did/blackmailing				
a)	Yes	14 (38.9%)	31 (39.2%)	5 (17.9%)	11 (19.3%)
b)	No	22 (61.1%)	48 (60.8%)	23(82.1%)	46 (80.7%)
v.	CYBER BULLYING				
1-	Send dirty messages				
a)	Yes	7 (19.4%)	16 (20.3%)	3 (10.7%)	6 (10.5%)
b)	No	29 (80.6%)	63 (79.7%)	25 (89.3%)	51 (89.5%)
2-	Ask to read filthy messages				
a)	Yes	7 (19.4%)	20 (25.3%)	2 (7.1%)	6 (10.5%)
b)	No	29 (80.6%)	59 (74.7%)	26 (9.2%)	51(89.5%)
3-	Send dirty pictures				
a)	Yes	5 (13.9%)	5(8.81%)	2 (7.1%)	5 (8.8%)
b)	No	31 (86.1%)	52 (91.2%)	26 (9.2%)	52 (91.2%)
4-	Ask to comment on dirty messages and pictures				

a)	Yes	1 (2.8%)	2 (7.1%)	7 (8.9%)	4 (7.0%)
b)	No	35 (97.2%)	26 (92.9%)	72 (9.1%)	53 (93.0%)
5-	Clicked your personal pictures and then blackmailing you				
a)	Yes	4 (11.1%)	6 (7.6%)	1 (3.6%)	2 (3.5%)
b)	No	32 (88.9%)	73 (92.4%)	27 (96.4%)	55 (96.5%)

Data in table 4.3 revealed that most of the boys (75% & 62%) and girls (82.1% and 59.6%) studying in private and government school respectively said that bully did not used words in a negative way. While more than half of the boys' respondents (61.1%& 60.8%) and girls (82.1%) studying in private and government schools respectively said bully had given threats and 50% of respondents (girls) studying in both private and government school said "yes" bully had given threats while 50% said "no". It was also seen that more than half of respondents (boys 69.4% and 60.8%) and girls (69.3% and 63.2%) studying in Private and Government schools said bully didn't spread rumors about them. Similarly, 61.1 percent & 63.3 percent boys studying in Private and Government school said bully didn't called their names under verbal bullying.

Data revealed that in Physical Bullying, most of the boys (60.4% & 44.4%) studying in Government School bully has beaten up as they said "yes" for "Beaten you"; while most of the girls (40.4% & 59.6%) of same Government school has not beaten up as they said "no" for the same. It also revealed that more than half of the boys (63.5%) of Government School has been pushed in anyway as they said "yes" for "Pushed you in anyway" while 71.4 percent girls of Private School has not been pushed away as they said "no" for the same. Also that, most of the both boys and girls of Government School has not been kicked as they said "no" for "Kicked you". Similarly, most of the boys (36.1% & 36.7%) and girls (39.3% and 40.4%) of government school said "yes" for "Stolen, hidden or destroyed your belongings". While most of the boys (63.9% & 63.3%) and girls (60.7% & 59.6%) in Private School has not get their belongings stolen, hidden or destroyed as they said "no" for bully has "Stolen, hidden or destroyed your belongings".

Data shown in table depicted that during Mental Bullying, from more than half of the boys and girls of Government School (72.2% & 80.7%) respectively bully tried to get money as they said "yes" for "Bully tried to get money from you." On the other hand, to most of the boys (58.2%) of same Government School and to most of the girls of Private School, haven't frightened them, as they said no for "Frightened you". Also seen that with 75% boys and 67.9% girls of Private School bully played pranked with them as they said "yes" for "Played prank with you" and with most of the boys (66.7%) and girls (71.4%) of Private School bully mocked at them as they said "yes" for "Mocked at you".

It is clearly seen in data that under Emotional Bullying, with more than half of the boys (67.1%) of Government and girls (71.4%) of Private School bully hasn't displayed high levels of emotion that indicate vulnerability, as they said "no" for "Displayed high levels of emotion that indicate vulnerability" and to 68.4 percent girls of Government School, bully let

them show low levels of resilience as they said "yes" for "Show low levels of resilience". Data also revealed that to most of the boys (75.9%) and to most of the girls (78.6%) of Government School bully didn't let them socially withdrawn as they said "no" for it. While, to most of the boys (64.6%) of Government School and girls (67.9%) of Private School bully hasn't felt wary or suspicious of others as they said "no" for "Feel wary or suspicious of others". It also revealed that to more than half of the boys (57%) of Government School bully forced them to refused to talk as they said "yes" and to 57.1% girls of Private School bully let them not refused to talk as they said "no" for "Refused to talk". While 63.9% boys of Private School said "yes" to "Not allowed you to play games", wherein, 57.9% girls of Government School said "no" to "Not allowed you to play games", that is more than half percentage in both the cases. Also again, more than fifty percent of boys (61.1%) of Private School and similarly, girls (82.1%) said "no" to "Truths about something bad you did/blackmailing". Data represented that in cyberbullying, 80.6% boys of Private School and 89.5% girls of Government School said "no" to "Send dirty messages". While 80.6% boys of Private School and 89.5% of girls of Government School both said "no" to if bully "ask to read filthy messages". In the case of "Send dirty pictures", 91.2% boys and girls of Government School said "no" for it. Then, almost everyone 97.2% boys of Private School and 93% girls of Government School said "no" to "Ask to comment on dirty messages and pictures" and again 92.4% boys and 96.5% girls of Government School said "no" to "clicked your personal pictures and then blackmailing you"

Research Methodology

The methodology section outline the plan and method that how the study is conducted. This includes Universe of the study, sample of the study,Data and Sources of Data, study's variables and analytical framework. The details are as follows:

Population and Sample

One hundred thirty-six students who were in between the age of 10 years and 12 years, studying in sixth to eighth grades in Government Schools of Lucknow city has been studied.

Sampling Design

Purposive random and snowball sampling were used for the selection of sample.

Research Design

Exploratory and descriptive method were used as a research design

Method of Data Collection

Tool technique

Interview checklist

Remarking An Analisation

Data and Sources of Data

For this, primary data has collected in the form of Interview Schedule from the schools of U.P.boards. It is collected from the city of Lucknow in the State of Uttar Pradesh in India. It takes place for the period of six months.

Theoretical framework

Variables of the study contains dependent and independent variable. The study used pre-specified method for the selection of variables. The study used the Age, Gender, Educational Status, Type of School/Board as independent variable, whereas, pre-awareness regarding bullying has come under dependent variable.

Statistical tools

This section elaborates the proper statistical tools which are being used to forward the study from data towards inferences. The detail of methodology is given as follows:-

Factor Analysis

KMO Bartlett Test

The Kaiser-Meyer- Olkin (KMO) Measure of Sampling Adequacy is a statistic that indicates the proportion of variance in variables that might be caused by underlying factors.

Total Variance Explained

The Total column gives the eigenvalue, or amount of variance in the original variables accounted for by each component. The percentage of Variance column gives the ratio, expressed as a percentage, of the variance accounted for by each component to the total variance in all of the variables.

Scree Plot

A Scree Plot is a simple line segment plot that shows the fraction of total variance in the data as explained or represented by each Principal Component.

Rotated Component Matrix

It is the key output of principal component analysis. It contains estimates of the correlations between each of the variables and the estimated components.

Results & Discussion

Factor Analysis was performed to determine Important Types of Bullying in Government Schools. Table- : KMO and Bartlett's Test

KMO and Bartlett's Test ^a		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.671
Bartlett's Test of Sphericity	Approx. Chi-Square	740.696
	Df	300
	Sig.	.000
a. Only cases for which SCHOOL TYPE = Government School are used in the analysis phase.		

Adequacy of the data is tested on the basis of results the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy and Bartlett's test of sphericity (homogeneity of Variance) provided in above table. The KMO measure of sampling adequacy is 0.671 for government schools which indicates the present data is suitable for factor analysis. Similarly, Bartlett's test of sphericity is significant ($p < 0.001$); that explains existence of sufficient correlation between variables to proceed with the analysis.

Table- : Total Variance Explained

Total Variance Explained ^a									
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.118	16.471	16.471	4.118	16.471	16.471	2.767	11.067	11.067
2	2.403	9.613	26.084	2.403	9.613	26.084	2.223	8.892	19.959
3	1.676	6.702	32.786	1.676	6.702	32.786	1.736	6.944	26.903
4	1.587	6.347	39.133	1.587	6.347	39.133	1.653	6.613	33.515
5	1.295	5.178	44.311	1.295	5.178	44.311	1.589	6.358	39.873
6	1.208	4.830	49.141	1.208	4.830	49.141	1.519	6.078	45.951
7	1.177	4.709	53.851	1.177	4.709	53.851	1.488	5.953	51.904
8	1.096	4.384	58.234	1.096	4.384	58.234	1.349	5.397	57.302
9	1.068	4.270	62.504	1.068	4.270	62.504	1.301	5.202	62.504
10	.947	3.788	66.292						
11	.917	3.669	69.961						
12	.853	3.412	73.373						
13	.806	3.225	76.598						
14	.786	3.145	79.743						
15	.687	2.749	82.493						
16	.659	2.634	85.127						
17	.551	2.205	87.332						
18	.541	2.162	89.494						
19	.518	2.073	91.568						
20	.501	2.003	93.571						
21	.403	1.612	95.183						
22	.385	1.540	96.724						
23	.351	1.405	98.129						

24	.240	.962	99.091						
25	.227	.909	100.000						
Extraction Method: Principal Component Analysis.									

a. Only cases for which SCHOOL TYPE = Government School are used in the analysis phase.

In above table,output lists the eigen values associated with each linear component (factor) before extraction, after extraction and after rotation. Before extraction, Output has identified 25 linear components within the data set. After extraction and rotation, the most important factor 1 explained 16.471% of total

variance that can be extracted. As evident from the above table (Total Variations Explained) it was found that from the total 9 components (Important Types of Bullying in Government Schools), 1st factors can be extracted.

Figure-1: Scree Plot

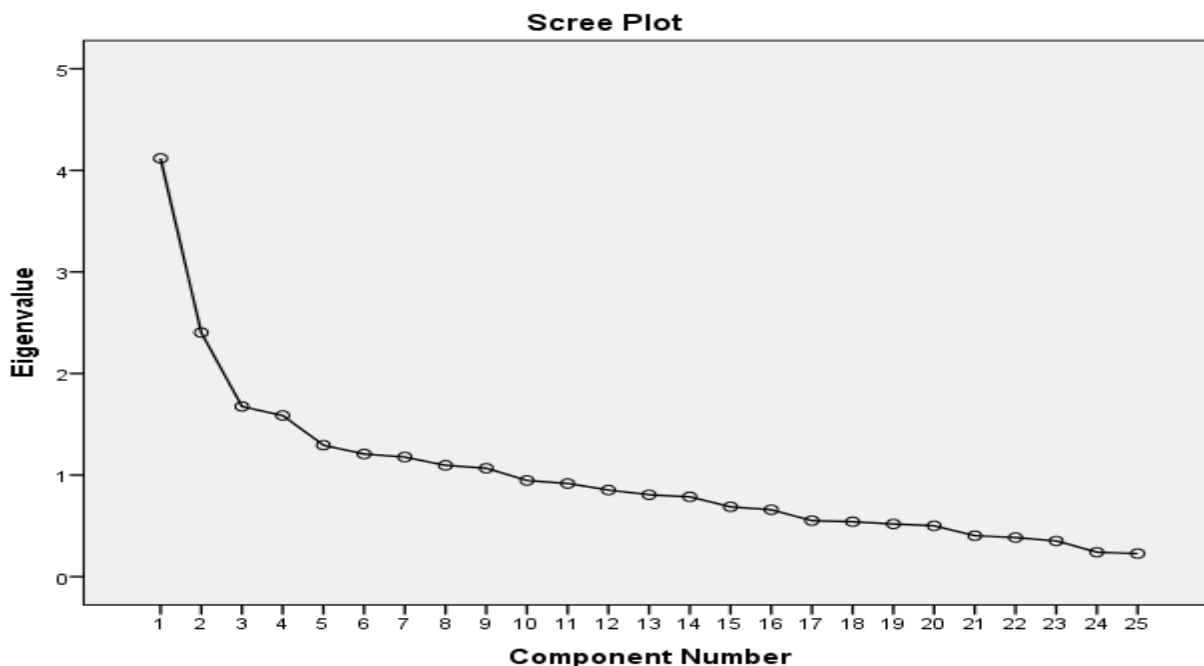


Table- : Rotated Component Matrix

	Rotated Component Matrix ^{a,b}								
	Component								
	1	2	3	4	5	6	7	8	9
Send dirty pictures	.801	-.040	-.004	.192	-.058	-.044	-.023	-.121	.103
Ask to comment on dirty messages and pictures	.760	.120	-.042	-.085	.062	-.146	-.185	-.025	-.099
Ask to read filthy messages	.707	.026	.153	-.100	.098	.154	.128	.077	-.240
Bully send dirty messages	.681	-.063	.162	.177	.021	.167	.250	.229	.076
Kicked you	.073	.788	.086	.087	-.018	-.010	.146	.033	-.072
Spread rumors	-.027	.681	.139	.043	-.060	.030	.013	.127	.040
Bully used words in a negative way such as insults	-.072	.377	.209	-.032	.367	.004	-.241	.259	.146
Frightened you	.128	.048	.728	.141	.008	.119	.072	.049	-.205
Played prank with you	-.059	.171	.661	-.117	-.038	-.051	.037	.061	.180
Has given threats	.287	.182	.455	.178	.108	.328	-.019	.103	.052
Truths about something bad you did/blackmailing	.006	.068	.049	.843	.115	.048	.000	-.042	-.135
Clicked your personal pictures and then blackmailing you	.484	-.031	-.018	.567	-.073	-.057	.099	.095	.281
Called your names/bully calls you with other family names	-.079	.384	-.039	.469	.134	.229	.134	.182	.361

Bully tried to get money from you	.219	.134	.350	.420	.193	-.166	.119	.076	-.254
Refused to talk	-.080	-.091	-.087	.136	.750	.211	-.060	-.043	-.038
Socially withdrawn	.299	-.087	.043	.052	.554	.059	.233	.170	.061
Pushed you in anyway	-.020	.389	.333	.045	.455	-.362	.144	-.155	.153
Have nightmares of bullied activities	-.025	-.030	.032	-.005	.268	.806	.112	.054	.043
Beaten you	.063	.468	.283	.046	-.145	.494	-.190	-.055	-.049
Displayed high levels of emotion that indicate vulnerability	.028	-.052	.162	.125	.031	.036	.794	.173	.135
Mocked at you	.036	.423	-.059	-.043	.062	-.001	.666	-.153	-.115
Not allowed you to play games	.021	-.012	.239	-.015	-.022	.150	-.053	.755	-.078
Feel wary or suspicious of others	.087	.317	-.139	.095	.104	-.135	.192	.637	-.016
Stolen, hidden or destroyed your belongings	.122	.141	.057	-.007	.304	.187	.072	-.180	.640
Shown low levels of resilience	.235	.227	.051	.102	.263	.290	.013	-.050	-.582

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.^{a,b}

a. Rotation converged in 11 iterations.

b. Only cases for which SCHOOL TYPE = Government School are used in the analysis phase.

In the above table, Factor Analysis exhibits the rotated factor loading for the statements (Variables) of Important Types of Bullying in Government Schools. From the table of Rotated Component Matrix, we find out that- Factor -1 includes following 4 variables (Types of Bullying in Government Schools).

1. Send dirty pictures
2. Ask to comment on dirty messages and pictures
3. Ask to read filthy messages
4. Bully send dirty messages

Conclusion

It could be concluded that learning bullying behavior was prevalent in the children which is a issue of concern as these children need to be given special attention rather than punishment. It was also seen that both boys and girls were the sufferers of types of bullying. Thus, both should be given special attention, so that, they also can perform like other children of their class.

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