



# Analyzing the Causes and Risk Factors Contributing to Bullying Among School Children

**Pasuwa Edward**

DMI ST. Eugene University, Chibombo, Lusaka- Zambia

**Abstract.** This study investigates the prevalence, causes, and risk factors of bullying among children in selected primary schools in Chienge District, Luapula Province, Zambia. Bullying manifests in various forms—physical, verbal, and emotional—and occurs both on school grounds and in surrounding environments. Despite its damaging effects, the subtlety of some bullying behaviors may hinder recognition by educators and staff. Utilizing a documentary analysis approach, the study examines existing literature and media on the subject. Findings reveal that bullying dynamics often involve groups, with certain individuals exploiting or isolating victims, while bystanders may inadvertently contribute to the problem due to fear of victimization. The repercussions extend beyond the immediate victim, impacting family members and peers who may experience guilt, anxiety, and stress. Based on these insights, the study presents recommendations to effectively combat bullying and enhance the academic and emotional well-being of students.

**Index Terms-** Bullying, Ringleaders, Followers, Reinforcers, Bystanders

## I. Introduction

### 1. Introduction to Bullying and Overview

Bullying has emerged as a significant social issue in schools since the 1990s, affecting one in three individuals through various forms of harassment such as physical, verbal, and social bullying. Research indicates that bullying leads not only to immediate distress for victims but also long-term negative consequences, including diminished academic performance and decreased classroom engagement. A supportive school environment, bolstered by positive teacher-student relationships, can enhance student engagement and academic success, while unhealthy environments can harm educational outcomes.

### 2. Educational Structure and Bullying in Zambia

The Zambian educational system comprises three stages: primary, secondary, and tertiary education. Despite an evenly distributed school system, significant gender disparities exist in enrollment, particularly affecting girls due to various socio-economic barriers. Linguistic diversity in schools has been associated with increased social bullying, particularly in bilingual settings.

### 3. Public and Private Schools

Differences in class sizes between public and private schools significantly influence bullying dynamics, with larger classes in public schools correlated with higher bullying rates. Class behavior also varies, with private schools generally enrolling more academically motivated students, while public schools may



accommodate a broader range of behavioral issues. These dynamics contribute to a cultural cycle of bullying, wherein victims may become perpetrators.

#### **4. Purpose of Research**

The primary objective of this research is to investigate the effects of bullying on students' academic performance in both public and private schools in Zambia. The study examines the power dynamics of bullying and its impact on learning outcomes, aiming to illuminate the broader implications of bullying in educational contexts.

#### **5. Research Questions**

- What is the impact of bullying on academic performance?
- What types of bullying are prevalent in Zambian schools?
- What are the experiences of students regarding bullying in educational settings?

## **II. Literature Review**

### **1. Introduction to Bullying**

Bullying has evolved into a significant public health concern, particularly in educational settings, where children and adolescents frequently experience it through various forms, including physical, verbal, and cyberbullying. The consequences of bullying are detrimental, leading to immediate and long-term physical and psychological issues for both victims and perpetrators.

### **2. Definition of Bullying**

Bullying is defined as intentional aggressive behavior carried out over time by individuals or groups against those unable to defend themselves, characterized by a power imbalance. It encompasses repeated acts of physical aggression, verbal attacks, and social exclusion. The global prevalence of bullying is alarming, with studies indicating that 90% of students encounter bullying, often leading to declines in academic performance.

### **3. Types of Bullying**

Bullying manifests in five main forms: physical, verbal, social, reactive, and cyberbullying. Each type has unique contexts and motivations, where physical bullying is easily identifiable, while verbal and social bullying can cause deep emotional harm. Cyberbullying, conducted through digital channels, adds another layer of complexity, demonstrating the evolving nature of bullying.

### **4. Incidence and Prevalence**

Bullying persists across various demographics and settings, with underreporting by adults further complicating the issue. Victimized students often experience heightened levels of depression, correlating with academic disengagement and poor performance. Traditional bullying patterns reveal a cyclical dynamic where victims may eventually become perpetrators.

### **5. Bullying and Academic Achievement**

Research emphasizes the negative correlation between bullying incidents and academic performance. Victims often experience fear, disengagement, and low self-



esteem, leading to poorer academic outcomes. Furthermore, exposure to violent environments, either in schools or neighborhoods, detracts from students' concentration and engagement, thereby worsening educational performance.

## **6. Bullying and Mental Health**

The interplay between bullying and mental health is significant, with victims exhibiting signs of distress, anxiety, and depression. Risk factors for victimization often stem from individual characteristics and family dynamics, including poor conflict resolution within domestic settings. The mental health repercussions of bullying can be profound and long-lasting, influencing both academic success and social interactions.

## **7. Conclusion**

Bullying represents a complex social issue with wide-ranging effects on mental health and academic achievement. While the dialogue has attempted to address bullying's presence in schools, there remains a need for more in-depth exploration of its impacts and the formulation of effective interventions to foster a safer and more supportive learning environment for all students.

## **III. Research Methodology**

### **1. Introduction**

This chapter details the methodology adopted for the study, focusing on a mixed explanatory design that integrates qualitative data from teacher interviews and quantitative data from student surveys. Conducted in Chilanga District, Luapula Province, Zambia, the research aims to explore school bullying's nature, students' perceptions of bullying, and its impact on academic performance.

### **2. Research Design and Approach**

A mixed-method research approach was employed, combining qualitative and quantitative methodologies to capture a comprehensive understanding of the issue. An explanatory research design with two phases was implemented: first, quantitative data collection through surveys, followed by qualitative data collection via interviews to validate findings.

### **3. Context and Sampling Procedure**

Random sampling was utilized to select 24 high school students aged 15-17 and six teachers from various schools, ensuring a representative sample and reducing bias. Parental consent was obtained for student participation, and ethical considerations, including anonymity and confidentiality, were prioritized throughout the process.

### **4. Data Collection Methods**

Quantitative data were gathered through online surveys administered to students, while qualitative data were collected through semi-structured interviews with teachers. Surveys included standardized questions about bullying experiences, while interviews offered deeper insights into teachers' perceptions and management strategies.



## 5. Data Analysis

Both quantitative and qualitative analyses were conducted. Descriptive statistics were used to summarize survey responses, while thematic analysis was employed to identify key themes from teacher interviews, shedding light on the frequency, types, and impacts of bullying.

## 6. Trustworthiness

To enhance credibility, triangulation, member checking, and external auditing were utilized. Teachers' insights were compared with student survey data to provide a comprehensive perspective on bullying experiences, and participant verification of transcriptions ensured accuracy.

## 7. Ethical Considerations

Ethical approval was granted by the District Education Board, with stringent measures taken to safeguard participants' identities and data storage. Informed consent was obtained from participants and parents, and data will be securely destroyed after five years.

# IV. Data Analysis and Results

## 1. Introduction

This chapter presents findings from the analysis of primary data collected from 24 students and six teachers regarding the effects of bullying on academic performance in Zambian schools. The chapter includes participant response rates, quantitative descriptive results, and qualitative insights from teacher interviews.

## 2. Response Rate

All 24 student participants completed the surveys, representing a 100% response rate, allowing for comprehensive analysis.

## 3. Descriptive Analysis

The analysis highlighted the prevalence of bullying, with 83.3% of students reporting witnessing bullying. Physical and verbal bullying were identified as the most common types. Notably, half of the respondents did not report their experiences to authority figures, indicating a lack of trust in reporting systems.

The impact of bullying on academic performance was significant. 79.2% of participants acknowledged that bullying negatively affected their academic outcomes. Approximately 54.2% indicated that bullying primarily impacted performance in subjects shared with perpetrators.

## 4. Qualitative Analysis on Teachers' Perspectives

Thematic analysis of teacher interviews revealed five key themes: types and frequency of bullying, locations where bullying occurs, its impact on students, reporting practices, and strategies to mitigate bullying. Teachers reported daily occurrences and varied forms of bullying, primarily verbal and physical. They emphasized the serious consequences for students, including decreased academic



performance and psychological distress, though some noted limitations in the effectiveness of reporting mechanisms and school policies.

### 5. Chapter Summary

Overall, the analysis highlighted bullying as a pervasive issue in Chiengue District's secondary schools, negatively impacting students' academic performance and emotional well-being. Both students and teachers reported inadequate responses to bullying incidents, underscoring the need for more effective intervention strategies to create safer learning environments.

## V. Conclusion

Bullying among school children is a multifaceted problem influenced by a combination of individual traits, family dynamics, school environment, and broader societal factors. Children who bully often exhibit aggressive behavior shaped by their home life and peer relationships, while victims tend to be those who appear different or vulnerable in some way. The school climate and social norms play a crucial role in either discouraging or enabling bullying behavior. Addressing bullying effectively requires a comprehensive approach that involves parents, educators, and the community working together to foster empathy, promote positive social interactions, and create safe, supportive school environments. Only through understanding and targeting the root causes and risk factors can lasting change be achieved to protect all children from the harmful effects of bullying.

## References

1. Aki, E. M. (2019). Transforming female aspirations to real presence: The case of higher education in Cameroon. *Educational Research and Reviews*, 14(2), 56-66.
2. Aleem, S. (2016). Bullying behavior among school students: A review. *Indian Journal of Health & Wellbeing*, 7(10), 976-981.
3. Allen, M. (2017). The SAGE encyclopedia of communication research methods (Vol. 4). SAGE Publications, Inc.
4. Al-Raqqad, H. K., Al-Bourini, E. S., Al Talahin, F. M., & Aranki, R. M. E. (2017). The impact of school bullying on students' academic achievement: Teachers' perspective. *International Education Studies*, 10(6), 44-50.
5. Aluede, O. (2011). Managing bullying problems in Nigerian secondary schools and general strain theory. *The African Symposium*, 11(1), 138-145. <https://doi.org/10.1177/0011128708315740>
6. Arseneault, L. (2018). Annual research review: The persistent and pervasive impact of being bullied in childhood and adolescence: Implications for policy and practice. *Journal of Child Psychology and Psychiatry*, 59(4), 405-421.
7. Arseneault, L., Bowes, L., & Shakoor, S. (2010). Bullying victimization in youths and mental health problems: Much ado about nothing? *Psychological Medicine*, 40(5), 717-729.
8. Arseneault, L., Walsh, E., Trzesniewski, K., Newcombe, R., Caspi, A., & Moffitt, T. E. (2006). Bullying victimization uniquely contributes to adjustment problems in young children: A nationally representative cohort study. *Pediatrics*, 118(1), 130-138.



9. Banks, R. (1997). Bullying in schools. ERIC Digest, 1-6.
10. Bonds, M., & Stoker, S. (2009). Bully-proofing your school: A comprehensive approach for middle school. Sopris West Educational Services.
11. Bonell, C., Allen, E., Christie, D., Elbourne, D., Fletcher, A., Grieve, R., ... & Viner, R. M. (2014). Initiating change locally in bullying and aggression through the school environment (INCLUSIVE): Study protocol for a cluster randomized controlled trial. *Trials*, 15(1), 381.
12. Bosu, R., Dare, A., Dachi, H., & Fertig, M. (2011). School leadership and social justice: Evidence from Ghana and Tanzania. *International Journal of Educational Development*, 31(1), 67-77. <https://doi.org/10.1016/j.ijedudev.2010.05.008>
13. Bowker, J. C., Rubin, K. H., Buskirk-Cohen, A., Rose-Krasnor, L., & Booth-LaForce, C. (2010). Behavioral changes predicting changes in perceived popular status. *Journal of Applied Developmental Psychology*, 31, 126-133.
14. Brendgen, M., Boivin, M., Vitaro, F., Girard, A., Dionne, G., & Perusse, D. (2008). Gene-environment interaction between peer victimization and child aggression. *Development and Psychopathology*, 20, 455-471.
15. Burton, K. A., Florell, D., & Gore, J. S. (2013). Differences in proactive and reactive aggression in traditional bullies and cyberbullies. *Journal of Aggression, Maltreatment & Trauma*, 22(3), 316-328.
16. Cameroon Education. (2019). Bullying in Cameroon: Bullying and how to handle it. Retrieved from <http://www.camerooneducation.info/career-options/careerguide/Bullying.html>
17. Cook, C. R., Williams, K. R., Guerra, N. G., Kim, T. E., & Sadek, S. (2010). Predictors of bullying and victimization in childhood and adolescence: A meta-analytic investigation. *School Psychology Quarterly*, 25(2), 65-83.
18. Crick, N. R., & Grotpeter, J. K. (1995). Relational aggression, gender, and social-psychological adjustment. *Child Development*, 66(3), 710-722.
19. Crozier, J. C., & Barth, R. P. (2005). Cognitive and academic functioning in maltreated children. *Children & Schools*, 27(4), 197-206.
20. Cunliffe, A. L., & Eriksen, M. (2011). Relational leadership. *Human Relations*, 64(11), 1425-1449.
21. Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2019). Implications for educational practice of the science of learning and development. *Applied Developmental Science*, 1-44. <https://doi.org/10.1080/10888691.2018.1537791>
22. DeHue, F., Bolman, C., & Völlink, T. (2008). Cyberbullying: Youngsters' experiences and parental perception. *Cyberpsychology & Behavior*, 11(2), 217-223.
23. Department for Children and Schools. (2009). Your child, your schools, our future: Building a 21st century schools system (Vol. 7588). London: TSO.
24. DeRosier, M. E., Kupersmidt, J. B., & Patterson, C. J. (1994). Children's academic and behavioral adjustment as a function of the chronicity and proximity of peer rejection. *Child Development*, 65(6), 1799-1813.
25. Durdle, R. (2008). Middle school students and bullying behavior (Doctoral dissertation, Memorial University of Newfoundland).
26. Elamé, E. (2013). Discriminatory bullying: A new intercultural challenge. Milan, New York: Springer.



27. Espelage, D. L., & Swearer, S. M. (2003). Research on school bullying and victimization: What have we learned and where do we go from here? *School Psychology Review*, 32(3), 365-384.
28. Espelage, D. L., Gutgesell, E. W., & Swearer, S. M. (Eds.). (2004). *Bullying in American schools: A social-ecological perspective on prevention and intervention*. Abingdon, United Kingdom: Routledge.
29. Fanti, K. A., & Georgiou, S. N. (2013). Bullying, victimization, school performance, and mother-child relationship quality: Direct and transactional associations. *Journal of Criminology*, 7(11), 24-32.
30. Farrington, D. P., & Tofu, M. M. (2009). School-based programs to reduce bullying and victimization. *Campbell Systematic Reviews*, 6, 1-148.
31. Finkelhor, D., Ormrod, R. K., & Turner, H. A. (2007). Poly-victimization: A neglected component in child victimization. *Child Abuse & Neglect*, 31(1), 7-26.
32. Fonkeng, E. G. (2007). *The history of education in Cameroon, 1844-2004*. Lewiston: Edwin Mellen Press.
33. Fraser, S., Edwards, D., & Williams, R. (2018). The effects of traditional bullying on the academic performance of learners at the primary level in Guyana. *International Journal of Educational Policy Research and Review*, 5(8), 144-153.
34. Frisen, A., Jonsson, A., & Persson, C. (2007). Adolescents' perception of bullying: Who is the victim? Who is the bully? What can be done to stop bullying? *Adolescence*, 42, 749-761.
35. Garandeau, C. F., Ahn, H. J., & Rodkin, P. C. (2011). The social status of aggressive students across contexts: The role of classroom status hierarchy, academic achievement, and grade. *Developmental Psychology*, 47(6), 1699-1710.
36. Garandeau, C. F., Yanagida, T., Vermande, M. M., Strohmeier, D., & Salmivalli, C. (2019). Classroom size and the prevalence of bullying and victimization: Testing three explanations for the negative association. *Frontiers in Psychology*, 10, 2125. <https://doi.org/10.3389/fpsyg.2019.02125>
37. Gasper, J., DeLuca, S., & Estacion, A. (2012). Switching schools: Reconsidering the relationship between school mobility and high school dropout. *American Educational Research Journal*, 49(3), 487-519. <https://doi.org/10.3102/0002831211415250>
38. Handley, M. A., Lyles, C. R., McCulloch, C., & Cattamanchi, A. (2018). Selecting and improving quasi-experimental designs in effectiveness and implementation research. *Annual Review of Public Health*, 39(1), 5-25. <https://doi.org/10.1146/annurev-publhealth-040617-014128>
39. Hawker, D. S., & Boulton, M. J. (2000). Twenty years' research on peer victimization and psychosocial maladjustment: A meta-analytic review of cross-sectional studies. *The Journal of Child Psychology and Psychiatry and Allied Disciplines*, 41(4), 441-455.
40. Herba, C. M., Ferdinand, R. F., Stijnen, T., Veenstra, R., Oldehinkel, A. J., Omel, J., & Verhulst, F. C. (2008). Victimization and suicide ideation in the TRAILS study: Specific vulnerabilities of victims. *Journal of Child Psychology and Psychiatry*, 49, 867-876.
41. Hertz, M. F., Everett Jones, S., Barrios, L., David-Ferdon, C., & Holt, M. (2015). Association between bullying victimization and health risk behaviors among high school students in the United States. *Journal of School Health*, 85(12), 833-842.



42. Hester, R. D. (2017). Lack of access to mental health services contributing to the high suicide rates among veterans. *International Journal of Mental Health Systems*, 11, 47.
43. Holt, M. K., Finkelhor, D., & Kantor, G. K. (2007). Multiple victimization experiences of urban elementary school students: Associations with psychosocial functioning and academic performance. *Child Abuse & Neglect*, 31(5), 503-515.
44. Jacobs, J. C., Blonigen, D. M., Kimerling, R., Slightam, C., Gregory, A. J., Gurmessa, T., & Zulman, D. M. (2019). Increasing mental health care access, continuity, and efficiency for veterans through telehealth with video tablets. *Psychiatric Services*, 70(11), 976-982.
45. James, A. (2010). School bullying (Research Brief). *Aggression and Violence Behavior*, 15, 112-120.
46. Juvonen, J., Nishina, A., & Graham, S. (2000). Peer harassment, psychological adjustment, and school functioning in early adolescence. *Journal of Educational Psychology*, 92(2), 349-359.
47. Juvonen, J., Wang, Y., & Espinoza, G. (2011). Bullying experiences and compromised academic performance across middle school grades. *The Journal of Early Adolescence*, 31(1), 152-173.
48. Kaliyadan, F., & Kulkarni, V. (2019). Types of Variables, Descriptive Statistics, and Sample Size. *Indian Dermatology Online Journal*, 10(1), 82-86. [https://doi.org/10.4103/idoj.IDOJ\\_468\\_18](https://doi.org/10.4103/idoj.IDOJ_468_18)
49. Keltikangas-Järvinen, L., & Pakaslahti, L. (1999). Development of social problem-solving strategies and changes in aggressive behavior. *Aggressive Behavior*, 25, 269-279.
50. Kendall-Tackett, K. A., & Eckenrode, J. (1996). The effects of neglect on academic achievement and disciplinary problems: A developmental perspective. *Child Abuse & Neglect*, 20(3), 161-169.
51. Killen, R. (2009). Effective teaching strategies: Learning from research and practice. South Melbourne, Vic: Cengage Learning.
52. King, K. A., Vidourek, R. A., Davis, B., & McClellan, W. (2002). Increasing self-esteem and school connectedness through a multidimensional mentoring program. *Journal of School Health*, 72(7), 294-299.
53. Kochenderfer, B. J., & Ladd, G. W. (1996). Peer victimization: Cause or consequence of school maladjustment? *Child Development*, 67(4), 1305-1317.
54. Kokkinos, C. M., & Kiprissi, E. (2012). The relationship between bullying, victimization, trait emotional intelligence, self-efficacy, and empathy among preadolescents. *Social Psychology & Education*, 15, 21-58.
55. Konishi, C., Hymel, S., Zumbo, B. D., & Li, Z. (2010). Do school bullying and student-teacher relationships matter for academic achievement? A multilevel analysis. *Canadian Journal of School Psychology*, 25(1), 19-39.
56. Konstantina, K. A. P. A. R. I., & Pilios-Dimitris, S. T. A. V. R. O. U. (2010). School characteristics as predictors of bullying and victimization among Greek middle school students. *International Journal of Violence and School*, 11, 93-113.
57. Korbin, J. (2001). Context and meaning in neighborhood studies of children and families. In A. Booth & A. C. Crouter (Eds.), *Does it take a village? Community effects on children, adolescents, and families* (pp. 79-86). Mahwah, NJ: Erlbaum.



58. Lereya, S. T., Copeland, W. E., Costello, E. J., & Wolke, D. (2015). Adult mental health consequences of peer bullying and maltreatment in childhood: Two cohorts in two countries. *The Lancet Psychiatry*, 2(6), 524-531.
59. Ma, X., Stewin, L. L., & Mah, D. L. (2001). Bullying in school: Nature, effects, and remedies. *Research Papers In Education*, 16(3), 247-270.
60. Maliki, A. E., Asogwara, C. C., & Ibu, J. E. (2009). Bullying and its effects on the academic performance of secondary school students in Nigeria. *Journal of Human Ecology*, 25(3), 209-213.
61. Marateb, H. R., Mansourian, M., Adibi, P., & Farina, D. (2014). Manipulating measurement scales in medical statistical analysis and data mining: A review of methodologies. *Journal of Research in Medical Sciences: The Official Journal of Isfahan University of Medical Sciences*, 19(1), 47-56.
62. Maslowski, R. (2001). School culture and school performance. (Unpublished PhD thesis). University of Twente. Retrieved from <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.454.9127&rep=rep1&t=ype=pdf>. Accessed 25 November 2016.
63. Menesini, E., & Salmivalli, C. (2017). Bullying in schools: The state of knowledge and effective interventions. *Psychology, Health & Medicine*, 22(1), 240-253.
64. Misawa, M. (2010). Racist and homophobic bullying in adulthood: Narratives from gay men of color in higher education. *New Horizons in Adult Education and Human Resource Development*, 24(1), 7-23.
65. Mitchell, B. (2012). Family matters: An introduction to family sociology in Canada. Toronto: Canadian Scholars Press.
66. Moon, B., Hwang, H. W., & McCluskey, J. D. (2011). Causes of school bullying: Empirical test of a general theory of crime, differential association theory, and general strain theory. *Crime & Delinquency*, 57(6), 849-877.
67. Mundbjerg, T., Eriksen, L., Nielsen, H. S., & Simonsen, M. (2014). Bullying in elementary school. *Journal of Human Resources*, 49(4), 839-871.
68. Muñoz Reyes, J. A., Guerra, R., Polo, P., Cavieres, E., Pita, M., & Turiégano, E. (2019). Using an evolutionary perspective to understand the relationship between physical aggression and academic performance in late adolescents. *Journal of School Violence*, 18(1), 39-48.
69. Naidoo, S., Satorius, B. K., de Vries, H., & Taylor, M. (2016). Verbal bullying changes among students following an educational intervention using the integrated model for behavior change. *Journal of School Health*, 86(11), 813-822.
70. Najam, H., & Kashif, S. (2018). Impact of bullying on students' behavioral engagement. *Journal of Health Education Research & Development*, 6(2), 1-8.
71. Nakamoto, J., & Schwartz, D. (2010). Is peer victimization associated with academic achievement? A meta-analytic review. *Social Development*, 19(2), 221-242.
72. Nansel, T. R., Overpeck, M., Pilla, R. S., Ruan, W. J., Simons-Morton, B., & Scheidt, P. (2001). Bullying behaviors among US youth: Prevalence and association with psychosocial adjustment. *JAMA*, 285(16), 2094-2100.
73. Nishina, A., Juvonen, J., & Witkow, M. R. (2005). Sticks and stones may break my bones, but names will make me feel sick: The psychosocial, somatic, and scholastic consequences of peer harassment. *Journal of Clinical Child and Adolescent Psychology*, 34(1), 37-48.



74. Njabe, R. N., Fobang, R. T., & Akwanga, D. N. (2006). The new illustrated physical geography and map reading: For Cameroon G.C.E. ordinary level. Cameroon: Sunway Publishers.
75. Oliveira, F. R., de Menezes, T. A., Irffi, G., & Oliveira, G. R. (2018). Bullying effect on students' performance. *EconomiA*, 19(1), 57-73.
76. Oliver, C., & Candappa, M. (2003). Tackling bullying: Listening to the views of children and young people. Department for Education and Skills.
77. Oliver, R., Hoover, J. H., & Hazler, R. (1994). The perceived roles of bullying in small-town Midwestern schools. *Journal of Counseling & Development*, 72(4), 416-420.
78. Olweus, D. (1995). Bullying or peer abuse at school: Facts and intervention. *Current Directions in Psychological Science*, 4(6), 196-200.
79. Olweus, D. (2003). A profile of bullying at school. *Educational Leadership*, 60(6), 12-17.
80. Olweus, D. (2011). Bullying at school and later criminality: Findings from three Swedish community samples of males. *Criminal Behaviour and Mental Health*, 21(2), 151-156.
81. Orfield, G. (2005). Confronting the graduation rate crisis in California: Civil Rights Project. Cambridge, MA: Harvard University.
82. Orpinas, P., McNicholas, C., & Nahapetyan, L. (2015). Gender differences in trajectories of relational aggression perpetration and victimization from middle to high school. *Aggressive Behavior*, 41(5), 401-412.
83. Owusu, A., Hart, P., Oliver, B., & Kang, M. (2011). The association between bullying and psychological health among senior high school students in Ghana, West Africa. *Journal of School Health*, 81(5), 231-238.
84. Pepler, D. J., & Craig, W. M. (2000). Making a difference in bullying. LaMarsh Research Centre for Violence and Conflict Resolution. Research Report 60. Toronto, Ontario: York University.
85. Pickett, T., Rothman, D., Crawford, E. F., Brancu, M., Fairbank, J. A., & Kudler, H. S. (2015). Mental health among military personnel and veterans. *North Carolina Medical Journal*, 76(5), 299-306.
86. Polanin, M. & Vera, E. (2013). Bullying prevention and social justice. *Theory into Practice*, 52(4), 303-310. <https://doi.org/10.1080/00405841.2013.829736>
87. Price, M., Chin, M. A., Higa-McMillan, C., Kim, S., & Frueh, B. C. (2013). Prevalence and internalizing problems of ethnoracially diverse victims of traditional and cyberbullying. *School Mental Health*, 5, 183-191. <https://doi.org/10.1007/s12310-013-9104-6>
88. Rasmussen, A., Aber, M. S., & Bhana, A. (2004). Adolescent coping and neighborhood violence: Perceptions, exposure, and urban youths' efforts to deal with danger. *American Journal of Community Psychology*, 33, 61-75.
89. Rigby, K. (2012). Bullying in schools: Addressing desires, not only behaviors. *Educational Psychology Review*, 24(2), 339-348.
90. Rivers, I., Poteat, V. P., Noret, N., & Ashurst, N. (2009). Observing bullying at school: The mental health implications of witness status. *School Psychology Quarterly*, 24(4), 211-224.



91. Roberge, G. D. (2011). Countering school bullying: An analysis of policy content in Ontario and Saskatchewan. *International Journal of Education Policy and Leadership*, 6(5), 1-14.
92. Rose, C. A., Monda-Amaya, L. E., & Espelage, D. L. (2011). Bully perpetration and victimization in special education: A review of the literature. *Remedial and Special Education*, 32(2), 114-130. <https://doi.org/10.1177/0741932510361247>
93. Rutter, M. (2007). Identifying the environmental causes of disease: How should we decide what to believe and when to take action? [Report]. Academy of Medical Sciences. London.
94. Salmivalli, C. (1996). Bullying and the peer group: A review. *Aggression and Violent Behavior*, 15(2), 112-120.
95. Salmivalli, C., Kaukiainen, A., Kaistaniemi, L., & Lagerspetz, K. M. (1999). Self-evaluated self-esteem, peer-evaluated self-esteem, and defensive egotism as predictors of adolescents' participation in bullying situations. *Personality and Social Psychology Bulletin*, 25(10), 1268-1278.
96. Schneider, S. K., O'Donnell, L., Stueve, A., & Coulter, R. W. (2012). Cyberbullying, school bullying, and psychological distress: A regional census of high school students. *American Journal of Public Health*, 102(1), 171-177.
97. Schwartz, D., Gorman, A. H., Nakamoto, J., & Toblin, R. L. (2005). Victimization in the peer group and children's academic functioning. *Journal of Educational Psychology*, 97(3), 425-435.
98. Sharp, S., & Smith, P. K. (2002). School bullying: Insights and perspectives. Abingdon, United Kingdom: Routledge.
99. Schweizer, M. L., Braun, B. I., & Milstone, A. M. (2016). Research methods in healthcare epidemiology and antimicrobial stewardship: Quasi-experimental designs. *Infection Control and Hospital Epidemiology*, 37(10), 1135-1140.
100. Sekol, I., Farrington, D. P., & Ireland, J. L. (2016). Personal characteristics of bullying victims in residential care for youth. *Journal of Aggression, Conflict and Peace Research*, 8(2), 99-113.
101. Shafqat, H., & Jan, A. (2015). Bullying in elementary schools: Its causes and effects on students. *Journal of Education and Practice*, 6(19), 43-56.
102. Smit, B., & Schermer, V. (2016). A case for relational leadership and an ethics of care for counteracting bullying at schools. *South African Journal of Education*, 36(4), 1-9.
103. Smith, P. K. (Ed.). (1999). *The nature of school bullying: A cross-national perspective*. London: Psychology Press.
104. Solberg, M. E., & Olweus, D. (2003). Prevalence estimation of school bullying with the Olweus Bully/Victim Questionnaire. *Aggressive Behavior*, 29(3), 239-268.
105. Spriggs, A. L., Iannotti, R. J., Nansel, T. R., & Haynie, D. L. (2007). Adolescent bullying involvement and perceived family, peer and school relations: Commonalities and differences across race/ethnicity. *Journal of Adolescent Health*, 41(3), 283-293.
106. Steinmayr, R., Crede, J., McElvany, N., & Wirthwein, L. (2016). Subjective well-being, test anxiety, academic achievement: Testing for reciprocal effects. *Frontiers in Psychology*, 6, 1-13.



107. Stuart-Cassel, V., Terzian, M., & Bradshaw, C. (2013). Social bullying: Correlates, consequences, and prevention. In Brief. National Center on Safe Supportive Learning Environments, 1-13.
108. Swearer, S. M., & Hymel, S. (2015). Understanding the psychology of bullying: Moving toward a social-ecological diathesis-stress model. *American Psychologist*, 70(4), 344-358.
109. Tremblay, M. S., Warburton, D. E., Janssen, I., Paterson, D. H., Latimer, A. E., Rhodes, R. E., ... & Murumets, K. (2011). New Canadian physical activity guidelines. *Applied Physiology, Nutrition, and Metabolism*, 36(1), 36-46.
110. Undheim, A. M., & Sund, A. M. (2010). Prevalence of bullying and aggressive behaviour and their relationship to mental health problems among 12-to 15-year-old Norwegian adolescents. *European Child & Adolescent Psychiatry*, 19(11), 803-811.
111. UNESCO. (2017). School violence and bullying: Global status report. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000246970>
112. Van der Werf, C. (2014). The effects of bullying on academic achievement. *Revista Desarrollo y Sociedad*, 74, 275-308.
113. Veenstra, R., Lindenberg, S., Oldehinkel, A. J., De Winter, A. F., Verhulst, F. C., & Ormel, J. (2005). Bullying and victimization in elementary schools: A comparison of bullies, victims, bully/victims, and uninvolved preadolescents. *Developmental Psychology*, 41(4), 672-682.
114. Veltman, M. W., & Browne, K. D. (2001). Three decades of child maltreatment research: Implications for the school years. *Trauma, Violence, & Abuse*, 2(3), 215-239.
115. Wang, G. F., Jiang, L., Wang, L. H., Hu, G. Y., Fang, Y., Yuan, S. S., ... & Su, P. Y. (2019). Examining childhood maltreatment and school bullying among adolescents: A cross-sectional study from Anhui Province in China. *Journal of Interpersonal Violence*, 34(5), 980-999.
116. Wang, J., Iannotti, R. J., & Luk, J. W. (2011). Peer victimization and academic adjustment among early adolescents: Moderation by gender and mediation by perceived classmate support. *Journal of School Health*, 81, 386-392.
117. Wolke, D., Woods, S., Stanford, K., & Schulz, H. (2001). Bullying and victimization of primary school children in England and Germany: Prevalence and school factors. *British Journal of Psychology*, 92(4), 673-696.
118. Woolley, M. E., & Patton, D. U. (2009). School violence. In D. Carr, R. Crosnoe, M. E. Hughes, & A. Pienta (Eds.), *Encyclopedia of the life course and human development*. Farmington Hills, MI: Macmillan.