CHAPTER 2

REVIEW OF RELATED LITERATURE

Review of literature is an important pre-requisite to actual planning and execution of any research work. A review of literature means view of the problem which has been dealt and is related to the problem undertaken by the investigator. It helps the investigator to discover what is already known, what kind of research has been carried out at what level and what the results were. The review of literature is an integral part of the entire research process and makes a valuable contribution to almost every operational step. It gives the vision and direction to the research. The importance of the term 'review of literature' can be easily clarified from the statement, "The literature in any field forms the foundation upon which all future work will be built. If we fail to build the foundation of knowledge provided by the review of literature our work is likely to be shallow and naive and will often duplicate work that has already been done by someone else." (W.R. Brag, 1987)

In this chapter the investigator has gone through the available relevant and reported studies done in India and abroad in the field of awareness about bullying, its effects and coping strategies with respect to demographic variables and presented here synoptic review.

2.1 REVIEW OF RELATED LITERATURE PERTAINING TO PREVALENCE OF BULLYING

Siann (1993) reported on a study of 71 British secondary teachers about bullying in their schools and found that, in schools where students report high rates of bullying, teachers were more likely to perceive behavior as bullying and observe bullying. Also found that most believe that there were typical victim personalities.

Olweus (1993) in a survey of large Norwegian sample found approximately 7% of students reported regularly bullying others, while 9% reported frequent victimization.

Branwhite (1994) conducted a study on bullying and other forms of student caused distress among 836 secondary students in England. He found that students experienced much more peer abuse in secondary schools than in elementary schools. Also found that males recorded a significantly higher incidence of physical abuse than did females.
Hazier (1994) found that students can be affected by teasing, joking and bullying in schools which result in violent and terrible consequences for perpetrators and victims. For preventing the climate which can thrive bullying and harassment suggestions like how can educators take a proactive stance were made by the investigator.

Atlas & Pepler (1998) investigation points that students report that teachers do not consistently intervene to stop bullying.

Pellegrini, Bartini & Brooks (1999) researched that US studies of children in the middle-to-late elementary years show rates of frequent victimization ranging from 10% to 18%.

Marsh, Parada, Yeung & Healey (2000) surveyed 203 girls and 216 boys of Turkish middle schools related to their exposure and engagement in bullying & their level of hopelessness. It was concluded from the results that more than boys, girls were the victims of indirect bullying (e.g. gossiping). Physical (e.g. damaging property) and verbal bullying was reported by boys.

Nansel, Overpeck, Pilla, Raun, Mortin & Scheidt (2001) found that a large-scale, nationally representative sample of 6th through 10th graders in the United States revealed that 13% of the sample regularly bullied others, 11 % of the sample were regularly victimized and 6% of the sample were involved in high levels of both bullying and victimization.

Houndoumadi & Pateraki (2001) in a study of 1,312 Greek students aged 8-12, found that 68.8% reported that bullying bothers them more boys than girls understand or why some people bully and consider bullies "cool." About half do not know whether teachers are aware of it. They reported that parents talk to them about bullying more than teachers do.

Brewster and Railsback (2001) found that students who act as bullies have a need to prove dominance over others by teasing, name calling or hurting others.
Espelage and Holt (2001) discovered that teasing and bullying others granted bullies power and status in middle school with males identified as bullies more often than females. The absence of power and status can be troubling to adolescent students.

Ellen (2002) found that although there were no statistically significant differences found between student reported incidents and teachers' perceptions of bullying, percentages of incidents reported, indicated that there was substantially more bullying indicated by students than perceived by teachers. Male teachers were less aware than female teachers of the amount of bullying that occurred among students. Male students engaged in more physically aggressive and relationally aggressive bullying behaviours than female students. Name calling was the most prevalent form of bullying reported by all students. Teachers intervened in a relatively small percentage of bullying incidents. 77% of female students and 66.5% of male students considered school a safe place. New students experienced bullying behaviors at a higher rate than students who were not new to the schools.

Shellard (2002) found that students who act as bullies often display aggressive tendencies toward peers or adults. These students often have little sympathy for students who are weaker or for those who they feel are inferior and elicit pleasure from making others suffer.

Dake, Price & Telljohann (2003) found that in elementary schools, the prevalence of bullying ranges from 11.3% in Finland to 49.8% in Ireland. The only United States study of elementary students found that 19% were bullied. Bullying behavior declines as students progress through the grades.

Eisenberg, Neumark-Sztainer & Perry (2003) found that middle school students experienced bullying and peer harassment more frequently than high school students.

Cohn and Canter (2003) found that students often bully others in an attempt to win respect or to experience rewards from their peers for their behavior.

Trautman (2003) gave twenty suggestions for teachers about ways to identify and reduce bullying in the school setting. Examples include knowing the definition of bullying, watching for warning signs, having good communication with students' parents, creating a
support team for the bullied child, taking a proactive preventive approach, using buddies to deter bullying and teaching about bullying through role play.

Reports of school violence are alarming to parents, educators and the public. The National Centre for Education Statistics (2003) reported 71% of public school students in the U.S. experienced at least 1 violent incident during the 1999-2000 school year and 16 of them died as a result of school violence. As many as 261 U.S. students died as a result of school homicides between 1992 and 2002 (Salmans, 2007). In 2003 national survey, 6% of students said they carried a weapon on school (Salmans, 2007).

Dulmus, Theriot, Sowers and Blackburn (2004) through the research indicated the possibility that rural students experience bullying more frequently than students in urban or suburban areas.

Maxwell (2006) found that middle school principals reported more incidences of bullying than elementary or high school principals.

Prinstein & Cillessen (2003), Sijtsema, Veenstra, Lindeberg & Salmivalli (2009) showed that aggression, although related to high peer perceived popularity, is associated with low likeability among peers. This indicated that bullies are disliked by their peers indeed.

Overall, bullying decreases with age, although there is an initial increase when pupils transit from primary to secondary school (Olweus, 1993; Smith et al., 1999; Pellegrini and Long, 2002; Salmivalli, 2002; Griffin and Gross, 2004; Pepler et al., 2006). As children grow older they develop better social skills, which seem to protect them against bullying (Smith et al., 1999) - there are also fewer pupils who might bully them, as bullies are typically older pupils (Smith, et al., 1999; Carney and Merrell, 2001; Griffin and Gross, 2004).

As part of research into sexual bullying in schools SSC conducted survey on young people aged 11-19 years in schools and youth clubs across five regions of England (SSC Panorama, 2009). The survey revealed that out of 273 young people who responded to the questionnaire, 28 had been forced to do something sexual and 31 had seen it happen to
someone else. Of the 273 respondents, 40 had experienced unwanted touching (NSPCC, 2010). UK Government figures show that in school year 2007-08 there were 3,450 fixed period exclusions and 120 expulsions from schools in England due to sexual misconduct. This includes incidents such as groping and using sexually insulting language (UK Government's Department for Children, Schools and Families, 2009). From April 2008 to March 2009, Child Line counselled a total of 156,729 children. Of these, 26,134 children spoke about bullying as a main concern and 300 of these talked specifically about sexual bullying (NSPCC, 2010). In the United Kingdom, the Equality and Human Rights Commission reported in 2010 that homophobic bullying is widespread in British secondary schools. Nearly half of all secondary school teachers in England acknowledge that such bullying is common (Triennial Review, 2010).

Studies point out that students from lower socio-economic backgrounds are more bullied than students from higher socio-economic backgrounds (Agirdag, Demanet, Van Houtte and Van Avermaet, 2010). Most of the children experience bullying at some point in their academic careers. The following is a list of statistics that illustrate the severity of bullying within classrooms:

- 20-40% of bullying victims actually report being bullied,
- 70% of middle school students and 70% of high school students experience bullying in school
- 7-12% of bullies are habitual and pose a serious threat
- 5-15% of students are constantly bullied
- 27% of students are bullied because of their refusal to engage in common sexual practices
- 25% of students encourage bullying if not given proper education and support in anti-bullying techniques (www.apa.org).

Espelage and Sweare (2007) found that bullies in their study had clinically elevated depression levels. The NEA's National Bullying Awareness Campaign states similar
findings, including that bullies often perpetuate family violence in adulthood and that forty percent of boys identified as bullies in sixth to ninth grades had three or more arrests by age thirty (www.nea.org).

**Stassen (2007)** found that large-scale surveys of bullying around the world report victimization rates of between 9 and 32 percent and bullying rates of between 3 and 27 percent.

**Kartal (2008)** conducted a study to acquire types of bullying behaviors and prevalence of bullying among elementary school children. For this purpose, questionnaire of Colorado School Climate Survey (Garrity et al., 2000) was used as a self-report measure to investigate bullying and applied to 1086 elementary school students at Bursa. The results were generally similar to those reported by most international studies of school bullying. The most prevalent form of bullying is verbal bullying and this is followed by the physical bullying. The boys are reported more than girls as bullies. The most likely location for bullying to occur is the playground and classroom.

**Marsh, Mcgee, Nada & Williams (2010)** surveyed 1169, 15 year old secondary students to find out the frequency of bullying. For these five categories were consulted: text messages, rumours, exclusion, teasing and physical bullying. Results show that in the school year assessment 47% reported having been bullied sometimes or often and 37% reported bullying others; 11 % reported being text bullied, while 7% reported text bullying others. Students involved in text bullying were significantly more likely to be involved in traditional forms of bullying and were less likely to feel safe at school.

**Craig, Bell & Leschied (2011)** pointed after research, the importance of providing pre-service teachers with training regarding anti violence strategies.

**Kirves & Sajaniemi (2012)** researched on early educational settings in Finnish kindergarten to study the prevalence of bullying. Along with it studied whether difference exists in bullying happening in kindergartens and schools among under-school-age children and which form bullying takes. The results of this study indicated that systematic bullying does occur among under-school-age children. The interviews showed that bullying among children under school-age appears to be a rather similar phenomenon to that of school
bullying. According to study, 12.6% of children (age three to six years) in day care were involved in bullying in one way or another. The most common form of bullying was exclusion from peer relationships. Moreover, according to our results, children in early childhood education talked about bullying as an everyday phenomenon and its content varied only slightly from adults' speech on the topic.

**Peleg-Oren, Cardenas, Comerford & Galea (2012)** researched that a high prevalence of bullying behavior among adolescents has been documented, little is known about the association between bullying behaviors and alcohol use among perpetrators or victims. This study used data from a representative two-stage cluster random sample of 44,532 middle school adolescents in Florida. A high prevalence of bullying behaviors (30% physical, 52% verbal, 12% cyber) was found. A higher proportion of students (21%) who were involved in any type of bullying behavior used alcohol than students who were not involved (13%). Use of alcohol was more significant in students caught up with bullying behaviour as perpetrators or victims in the past-30-days than students who were not involved in bullying. Results suggested that bullying behaviors may be associated with alcohol use and that early evaluation of bullying behavior may be important as part of alcohol-use prevention programs among young adolescents.

**Topcu & Erdur-Baker (2012)** examined the role of the cognitive and affective empathy in explaining gender differences in bullying through multiple mediation analysis. The participants of the study were 795 Turkish adolescents (455 females, 340 males) ranging in age from 13 to 18 years old. The Revised Cyber Bullying Inventory, Traditional Bullying Questionnaire and Basic Empathy Scale were utilized to gather data from participants. Findings revealed that the total effect of cognitive and affective empathy mediated the gender differences in traditional bullying in addition to the unique effect of affective empathy. However, only the combined effect of affective and cognitive empathy mediated the gender differences in cyber bullying.

**Srisiva, Thirumoorthi & Sujatha (2013)** established that a majority of the school children are facing the threats of bullying either by their seniors or from their peers. The reasons for being bullied vary from being fable minded, weak, less intelligent and backward student in classroom studies. It was also found that most of the victims lack socialization
skills which force them to live within a small world without a friend circle. The subject matter for bullying included poor performance in studies, poor appearance, skin colour, complexion, caste/community, economic class/poverty, matters related to family members/family issues, jealous over richness, etc. It has been revealed that most of the victims never take the matter to their teachers notice fearing that these are petty issues over which the teachers might not give proper attention to sort out the problem.

**Bauman, Toomey, Russell & Walker (2013)** conducted study on 1491 high school students using data from 2009 Youth Risk Behaviour Survey for finding out the association among depression, suicidal behaviours and bullying and victimization experiences. Result reflected that for male and female depression mediated the association between bullying/victimization and suicide attempts but differently.

Specifically, depression mediated the association between traditional victimization and suicide attempts similarly across gender, whereas in case of females depression mediated the association between cyber victimization and suicide attempts only. Similarly, in case of females only depression mediated the association between traditional bullying and suicide attempts. Depression did not mediate the link between cyber bullying and suicide attempts for either gender. Implications of the findings are discussed, including the importance of greater detection of depression among students involved in bullying and the need for a suicide prevention and intervention component in anti-bullying programs. Findings suggest that bullying prevention efforts should be extended from middle school students to high school students.

**Bradley (2014)** researched that the more pre service experienced bullying as a student, the higher the likelihood that they experienced witnessing a bully like situation. Second the more pre-service teachers had seen other school staff intervene in bullying incidents, the less confident pre-service teachers felt in their own strategies to help address student bullying. Finally, a third correlation revealed the more pre-service teachers witnessed bullying as a student, the higher the likelihood that participants of this survey witnessed student bullying as pre service teachers.
From the review of studies on prevalence of bullying it has been observed that bullying is not constrained to few areas rather it is scattering throughout the world in different countries like England, Turkish, Greek, UK, USA & Florida etc. in form of teasing, name calling, sexually insulted language, rumours, exclusions & physical bullying etc. Out of these forms it is commonly observed that physical bullying is happening more with boys and in case of girls indirect bullying or rumours have been observed. From the review it has been analyzed that the individuals are being bullied by bullies because of their weakness for eliciting pleasure from making others suffer or to bully someone because of his lower social economic status & to win rewards from peers. This is prevalent in schools very commonly especially in secondary schools and teachers do not intervene or intervene relatively in small number of cases and in some cases students do not share it because they feel the matter will not be given proper attention by the teachers. This problem of bullying can be sorted with the help of teachers as stated in one of the above reviews which highlights the importance of providing pre-service teachers with training regarding anti bullying strategies.

2.2 REVIEW OF RELATED LITERATURE PERTAINING TO EFFECTS OF BULLYING

Eisenberg, Neumark-Sztainer and Perry (2003) revealed that students who were victims of peer harassment often missed out educational and social opportunities because they did not want to go to school.

Bowles and Lesperance (2004) found that victims of bullying experience negative physical, emotional and psychological effects, which can follow students into adulthood. Studies have indicated that students continue to be victims over long periods of time.

Nudo (2004) found that students who were victims of bullying could experience a wide variety of health problems, including headaches, stomach aches and difficulty in sleeping. These students were often unable to concentrate at school, which led to failing grades and poor achievement.

Rusby, Forrester, Biglan and Metzler (2005) reported finding that students who were victims of peer harassment in middle school exhibited greater problem behavior such as aggressive and antisocial behavior and use of cigarettes and alcohol.
Kim, Koh & Leventhal (2005) reported that students who were victims of bullying were more at risk for suicidal behavior than students who were not involved in bullying.

Watchler (2005) found that more relational types of bullying, such as name calling, were especially prevalent among middle-school students and that name calling may have caused students not to come to school or to lose self-confidence.

Nishina, Juvonen and Witkow (2005) reported that bullying could cause problems which could ruin the entire school year for students. Students who were victims in the fall showed signs of social and physical problems, which resulted in decreased student achievement in the spring.

Dellasega and Adamshick (2005) reported that girls who were victims of relational aggression experienced negative impact on self-esteem, peer relationships, school performance and mental and physical health.

Kshirsagar, Agarwal & Bavdekar (2006) in their study found that bullying was reported by 157(31.4%) of the 500 children interviewed. There was no significant difference in the prevalence of bullying amongst boys and girls in co-educational schools. However, it was significantly low in schools enrolling girls alone. Teasing and keeping names were the commonest forms noticed. Causing physical hurt was reported by 25(16%) students. Only 24 (24%) parents were aware that their children were being bullied. Feeling sad, preferring to stay alone and frequent tearing of clothes were almost exclusively noted in bullied children and bullied children were more likely to report symptoms such as school phobia, vomiting and sleep disturbances.

Klomek, Marrocco and Kleinman (2007) found that students who were frequently exposed to victimization or bullying were at high risk of depression and suicide attempts. In addition, students who were only marginally exposed to victimization or bullying were still at high risk for depression and suicide.

Parault, Davis and Pellegrini (2007) found that students who were victims of bullying were more likely to miss social opportunities such as school dances.
Gruber & Fineran (2007) examined the effects of being bullied on high-school and middle-school girls. The study reported that students who were victims of bullying and sexual harassment also experienced poorer health outcomes.

Raskauskas (2010) surveyed the nature and prevalence of text-bullying among adolescents. Results indicated that 43% of students had experienced at least one incident of text-bullying with 23% of the sample experiencing more frequent text bullying. The majority of victims of text-bullying were also victims of traditional bullying. Students who were victims of both text message and traditional bullying reported more depressive symptoms than those who experienced traditional bullying only and those not involved in bullying.

Klomek, Kleinman, Altschuler, Marrocco, Amakawa & Gould (2011) examined whether high school students experiencing frequent bullying behaviors are at risk for later depression and suicidality. A total of 236 students who reported frequent bullying behavior without depression or suicidality during a suicide screening were interviewed 4 years later to reassess depression, suicidal ideation, attempts, substance problems and functional impairment and were compared to at risk youth identified during the screen, including 96 youths who also experienced bullying behavior. Youth who only reported frequent bullying behaviors (as bullies, victims, or both) did not develop later depression or suicidality and continued to have fewer psychiatric problems than students identified as at-risk for suicide. Students who experienced bullying behaviors and depression or suicidality were more impaired 4 years later than those who had only reported depression or suicidality. Thus, assessment of bullying behaviors in screening protocols was recommended.

Adams & Lawrence (2011) researched whether the individuals who were bulling in schools continued to reflect the effects of bullying after their joining in an institution of higher education. For the study 269 undergraduate students were employed. Earlier studies (2006, 2008) conducted by the authors recommended the affects of bullying upon both the victim and bully are long lasting; victims of bullying at the college level indicated histories of being bullied throughout their school years. The results of this study suggested that bullying in junior high and/or high school continues into college; the negative effects associated with being victimized or acting as the bully continue into the college years.
Limlunthang Zou, Ganguli & Shahnawaz (2014) identified three predictors conscientiousness, peers and extraversion. Conscientiousness predicted bullying negatively, while peers and extraversion predicted bullying positively.

From the review related with effects of bullying it can be summarized that major effects of bullying can be observed on educational and social aspects of the individuals in form of low academic achievement, inability to achieve academic goals, preferring for loneliness, frequent absence from school & neglect of social opportunities. Affected students were found to be disturbed with mental & health problems like sleep disturbance, stomach aches, headaches & depression. From the studies it can be visualized that bullying’s negative physical, emotional & psychological effects follow students into adulthood. Studies have indicated that students continue to be victims over long time period. Researches show that the students who were bullied in schools showed the effects when they joined the institution of higher degree. It means not only present but child's future is at stake because of this bullying activity.

2.3 REVIEW OF RELATED LITERATURE PERTAINING TO AWARENESS AND COPING STRATEGIES FOR BULLYING

Atlas & Pepler (1998) showed that teachers’ explanations for their apparent lack of intervention include uncertainty about how to respond, not having witnessed the incidents and identification of mild bullying as typical childhood behaviour without serious ramifications (Craig & Pepler, 1997).

Dake, Price, Telljohann & Funk (2003) examined a national random sample of teachers regarding their perceptions and practices concerning school bullying prevention activities. A total of 359 of 700 (52.4%) teachers responded. Most of the teachers (86.3%) had serious talks with both the bully and victim. Less than one-third set aside classroom time to discuss bullying (31.7%) or involved students in creating classroom rules against bullying (31.2%). Most perceived no barriers to implementing these activities. Teachers perceived post-bullying activities as the most effective means of reducing bullying problems, followed by improved student supervision and by environmental bullying prevention activities. The findings suggested that professional and continuing education is
needed to improve knowledge of teachers about effective classroom-based bullying prevention activities.

**Dake, Price & Telljohann** (2003) found that school bullying is associated with numerous physical, mental and social detriments. A relationship also exists between student bullying behavior and school issues such as academic achievement, school bonding and absenteeism. Prevention of school bullying should become a priority issue for schools. The most effective methods of bullying reduction involve a whole school approach. This method includes assessing the problem, planning school conference days, providing better supervision at recess, forming a bullying prevention coordinating group, encouraging parent-teacher meetings, establishing classroom rules against bullying, holding classroom meetings about bullying, requiring talks with the bullies and victims and scheduling talks with the parents of involved students.

**A report by Bradley (2004)** discussed an incident in which a middle-school student had been beaten on his ride to home from school. The incident caused district administrators to install cameras on school buses. A similar report by Hurst (2004) examined a settlement with the parents of a Eugene, Oregon student who had been bullied repeatedly and then attacked on a school bus. The U.S. District Court held the district negligent in failing to address the bullying problem, which had led to the attack.

**Bauman and Hurley (2005)** conducted two exploratory studies to investigate U.S. teachers' attitudes and beliefs about bullying. Although most teachers believed they were doing a good job at preventing bullying, results indicated that some teachers hold beliefs that are at odds with current best practices in bullying prevention and intervention. First-year teachers would like more training in bullying despite reported confidence in their abilities to handle bullying and reported they did not receive such training either in teacher preparation programs or in-service training.

**Mishna et al. (2005)** also state that teachers' explanations for their apparent lack of intervention include uncertainty about how to respond, not having witnessed the incidents and identification of mild bullying as typical childhood behavior without serious ramifications.
Mishna, Scarcello, Debra & Wiener (2005) in Toronto examined teachers' understanding of bullying of children in their classes. Although teachers' definitions of bullying included both direct and indirect behaviours, several factors influenced how they characterized and responded to incidents. These factors included whether the teachers viewed an incident as serious or considered a victimized child responsible, whether a child matched their assumptions about victim characteristics and behaviours and whether they described the feeling of empathy for a child. The nature of the school environment and organization such as availability of systemic support in addressing bullying incidents were further factors that influenced teachers' awareness and responses.

Bauman and Hurley (2005) found that only 18% of teachers intervened in bullying incidents during an observational study. This means that 82% of the time, the teacher is not paying attention or did not think they needed to intervene in the situation. Bauman and Hurley also state that only 35% of ninth graders thought their teachers were interested in preventing bullying and only 25% believed the administrators were concerned.

Gini (2006), Kaukiainen et al. (1999) in their studies showed that bullies do possess social skills and have high social intelligence.

Ellis and Shute (2007) found that teachers' moral orientation does impact upon the kinds of responses to bullying they choose, seriousness of the incident is more important. However, seriousness as perceived by teachers may not be consistent with impact on students.

Early research suggests that boys are more likely to be involved in bullying, but later studies, which include indirect forms of bullying, show less of a gender difference (Craig, 1998; Stassen Berger, 2007). Girls are more involved in verbal and relational bullying and boys in physical (Reid et al. 2004, Stassen Berger, 2007). As yet it is unclear whether there are consistent age or gender trends in cyber bullying. There are no defined types of bullies or victims, but various studies have identified some shared individual characteristics. Studies such as Ball et al. (2008) have also looked at the role played by genes, but more work is needed in this area.
Sawyer & O' Berman (2007) pointed that there has been little research examining the potential differences between student and staff perceptions of the frequency of bullying, most common location and forms of bullying, severity of the problem, social norms related to bullying and responses to witnessing bullying. Results indicated that staff at all school levels (elementary, middle and high) underestimated the number of students involved in frequent bullying. Both middle school students and staff tended to report the greatest exposure to and concern about bullying. Staff with greater efficacy for handling bullying situations were more likely to intervene and less likely to make the bullying situation worse. Staff members' own experiences with bullying were predictive of their attitudes toward bullying and perceived efficacy for handling a bullying situation.

Arndt & Luo (2008) conducted the study on younger Chinese children in Mainland China to determine the existence of a problem due to bullying. Results indicated that young children in China are intentionally taught how to be good citizens and get along with others. The structure of the school organization and daily activities contributes to the formation of children's behavior. Teachers' close supervision and direct instructions focus children on making the right choice for the good of society. Rarely, then, do instances of bullying occur. In addition, children are highly trained to respect their teacher and to do what the teacher says.

Brewer and Harlin (2008) found that for parents, teachers and school psychologists bullying and victimization in schools have become major concerns. It was observed by elementary and middle school teachers that students bully each other, so it is important for them to note the characteristics related with being bullied and identify bullying in all its forms physical, verbal and psychological. This knowledge will help teachers take action in bullying situations and resolve these conflicts.

McNamee and Mercurio (2008) found that teachers, other school personnel and parents must recognize that bullying is a big problem that should have everyone worried. Students (even young students) are exposed repeatedly to bullying and it can be extreme, involving not only a target, but each student, in a bullying triangle.
Duffy & Nesdale (2009) researched how childhood bullying is affected by peer group. It was comprised of 351 students, aged 8 to 13 years. Peer reports were used to determine involvement in bullying, friendship group membership, norms of particular group and intra-group and intra-group positions. Results show within-group similarities in bullying behaviors. In addition, bullying was found to be greater when it was endorsed by group norms and when children were prototypical vs. peripheral members of bullying groups.

Kokko, Teemu & Porhola (2009) focused on student teachers as a prospective special resource in the prevention of school bullying in the course of their future professional careers. Special attention is paid to influence the respondents' own childhood experiences of bullying. It is suggested that teachers' own experiences of victimization may enhance their ability to communicate effectively when fighting against bullying at school.

Wright, Burnham, Inman & Ogorchock (2009) examined cyberbullying in three distinct phases to facilitate a multifaceted understanding of cyberbullying. The phases included (a) a quantitative survey, (b) a qualitative focus group and (c) development of educational scenarios/simulations (within the Second Life virtual environment). Phase III was based on adolescent feedback about cyberbullying from Phases I and II of this study. In all three phases, adolescent reactions to cyberbullying were examined and reported to raise awareness and to educate others about cyberbullying. Results from scenario development indicated that simulations created in a virtual environment are engaging and have the potential to be powerful tools in helping schools’ addressed problems such as cyber bullying education and prevention.

Smith, Varjas, Meyers, Marshall, Ruffner and Graybill (2010) claim that 73% of teachers perceive teasing to be a hurtful bullying behavior, which is indirect (2009). Smith et al. also claim that while teachers across all school levels reported teasing as one of the most frequently occurring forms of bullying, some investigations have shown that many teachers do not consider teasing as serious as other potentially harmful student interactions (2009). The claim that teasing is evident in the classroom and some of the interactions are not harmful is self-deluding and needs to be addressed in future studies.
Allen (2010) found that classrooms and schools that use coercion and punishment to deal with inappropriate student behaviour tend to have negative, hostile environments. Additionally, schools and classrooms that are authoritarian and are characterized by rigid, adult-centered authority tend to use more coercion and punishment to get students to behave properly. Furthermore, schools and classrooms where teaching is of low quality or does not reflect current knowledge regarding learning and best practices, have more student problems, are more likely to be authoritarian and are more likely to attempt to influence student behaviour through coercion and punishment. Lastly, the social structure and dynamics of schools and classrooms of this sort promote an environment that makes bullying and victimization possible.

Graham (2010) found that several myths persist regardless the growing body of research on bullying. Myths referred are that bullies have low self-esteem and rejected by their peers and it is believed that bullying is a natural part of growing up, victims will remain victims, boys bully physically or are bullied in the same way and girls are relational victims and bullies, zero tolerance policies reduce bullying and bullying involves only a perpetrator and a victim. To combat bullying, teachers should never ignore bullying incidents but should approach them as teachable moments.

Goethem, Scholte, Ron & Wiers (2010) examined that after controlling for explicit bullying attitude whether an assessment of implicit bullying attitudes could add to the prediction of bullying behaviour. An explicit bullying attitude measure and self reported, peer reported and teacher rated bullying behavior. While explicit bullying attitudes predicted bullying behavior, implicit attitudes did not. However, a significant interaction between implicit and explicit bullying attitudes indicated that in children with relatively positive explicit attitudes, implicit bullying attitudes were important predictors of bullying behavior.

Menesini, Camodeca & Nocentini (2010) researched (1) sibling bullying and victimization is influenced by gender, sibling age and sibling gender (2) the links between personality characteristics, quality of the sibling relationship and sibling bullying/victimization, (3) the alliance between sibling and school bullying/victimization and the direct and indirect associations between personality variables and school bullying/victimization. For both boys and girls, high levels of conflict in the dyad and low
levels of empathy were significantly related to sibling bullying and sibling victimization. For
males, energy was associated with sibling bullying and indirectly to school bullying;
friendliness and high emotional instability were directly associated with school bullying. School
victimization was directly associated with emotional instability for both males and females. Finally, both sibling bullying and sibling victimization were associated with bullying and victimization at school. The discussion highlighted the role of a multi-
contextual approach to understand and prevent bullying.

Holmgren, Lamb, Miller and Werderitch (2010) conducted research at a middle
school from August 30, 2010 to December 17, 2010. The purpose of this research project
was to decrease bullying behaviors through discussing literature, role-playing and
establishing a definition of bullying in accordance with a common set of rules. There were
four teacher researchers and student participants consisted of 190 students who were in 6\textsuperscript{th} or
7\textsuperscript{th} grade in language arts and math class. To document the problem they used a teacher
survey, a parent survey and student survey along with a map. The teacher survey showed
that a total of 95 behaviors were checked by the 25 teachers who participated. The parent
survey showed that a total of 448 behaviors were checked by the 91 parents who
participated. The student survey showed that a total of 476 behaviors were checked by the
119 students who participated. The most common behavior was kicking/hitting, followed by
teasing, calling people names, dirty looks and gossiping. During the research project, the
teacher researchers used several intervention strategies to decrease bullying behaviors. First,
the teacher researchers lead students through a series of discussions to determine a common
definition for bullying that described both the intention of bullying and the behaviors that
are exhibited during bullying. Once a common definition was in place, students created
posters and pledge sheets. Then, the teacher researchers began looking at examples of
bullying found in literature- and students were able to empathize with different characters.
Students then began role-playing through a several skits; these situations had students acting
out how bullying situations develop and can be defused. Students created their own and
presented these to the class. One of the most notable changes was the increase in the number
of students who often or always felt safe at school. This in turn resulted as a noticeable
decrease of the amount of students who sometimes or never felt safe at school. Another
noticeable change was the increase in the percentage of bullying in the gym and locker
rooms. This resulted in a decrease in the percentage of bullying occurring in the classroom. Students appeared to decrease in their responses to bullying situations. They were also very inconsistent in distinguishing bullying behaviors. The students seemed to be more aware of bullying behaviors as seen and heard in their peer interactions.

Farmer, Hall, Petrin, Hamm & Dadisman (2010) conducted randomized control trial to evaluate the impact of the Rural Early Adolescent Learning Program (Project REAL) on teachers' awareness of peer groups at the beginning of the 1st year of middle school. Two schools were randomly assigned to the intervention condition and 2 to the control condition. Thirty-nine teachers and 466 students participated in the study. As part of Project REAL, teachers were taught about social dynamics and early adolescent peer group processes. Social cognitive mapping procedures were used to assess and compare students' and teachers' perceptions of 6th grade peer groups. As compared with teachers in the control condition, intervention teachers were more likely to accurately identify peer groups. In addition, when the analyses were restricted to students who were involved in bullying, intervention teachers were more likely to accurately identify peer group membership. However, there were no significant differences between intervention and control teachers for the accurate peer group membership identification of specific bullying involvement subtypes (i.e., bullies, victims, bully victims).

Yilmaz (2010) conducted a study to minimize the negative effects of cyberbullying and to get preservice teachers ready for managing cyberbullying. Data was collected using a web-based survey form from seven different state universities in Turkey. One hundred and sixty three preservice teachers, who were senior level students, participated in the study. The results indicated that a majority of the preservice teachers recognized cyberbullying as a problem and understood its negative effects on students, as well as the need for school commitment on preventing cyberbullying. Although a majority of the preservice students had a high level of awareness for cyberbullying, they indicated the need for cyberbullying training during university education.

Corene de Wet (2010) focused on the reasons for principal-on-teacher bullying and the impact of the bullying on the victims. The data stem from a phenomenological study which was conducted to ascertain teachers' exposure to different types of bullying. The
findings supported the literature that the lack of an effective regime for monitoring of regulations governing principals' behaviour and the characteristics of the bullies and victims are reasons for bullying.

**Yoon, Bauman, Choi & Hutchinson (2011)** inspected responses of teachers to a hypothetical bullying situation. South Korean teachers were considered for the study. With the help of an online survey method, school-level variables (anti-bullying policy and anti-bullying program) and individual characteristics (anti-bullying training and years of teaching experience) were also collected. Factor analyses indicated a two-factor solution in teacher responses: Ignore and Action. The Action scores differed significantly by gender and by years of teaching experience, but not by school-level variables or anti-bullying training.

**Gleason and Katherine (2011)** investigated how teachers, administrators and guidance staff members deal with bullying behaviors and situations in the high school setting. The research showed that bullying behaviors are more prevalent in the school but in new behaviors that teachers are ill equipped to manage. It is clear that bullying behavior is on the increase and more needs to be done to teach the high school faculty and staff about how to identify and deal with bullying behavior among students.

**Cross, Epstein, Hearn, Slee, Shaw & Monks (2011)** found in 2003 that Australia was one of the first countries to develop an integrated national policy, called the National Safe Schools Framework (NSSF), for the prevention and management of violence, bullying and other aggressive behaviors. The effectiveness of this framework has not yet been formally evaluated. Cross-sectional data collected in 2007 from 7,418 students aged 9 to 14 years old and 453 teachers from 106 representative Australian schools were analyzed to determine teachers' perceptions about the extent of implementation of the NSSF, teachers' capacity to address student bullying and students' reports of bullying in their school, 4 years following the framework's dissemination. While methodological issues limit the findings, schools appear not to have widely implemented the recommended safe school practices, teachers appear to need more training to address bullying, especially covert bullying and bullying prevalence among students seems relatively unchanged compared to Australian data collected 4 years prior to the launch of the NSSF.
Zerillo & Osterman (2011) researched on perceptions of elementary teachers about teacher student bullying. Findings indicated that teachers are aware of isolated and ongoing student bullying by their colleagues; however, they have a higher sense of accountability for peer bullying and forms of bullying with physical rather than socio-emotional consequences. Teachers' sense of accountability was correlated with years of experience but unrelated to participation in professional development, despite sustained anti-bullying initiatives over a 10 years period.

Menzer & Torney (2012) examined two aspects of context for peer aggression: national individualism and distributions of socioeconomic status in the school. School administrators for each school reported on their perceptions of the frequency of bullying and violence in their school. Results suggested that bullying and violence should be investigated as separate constructs. Furthermore, contexts, such as national culture and school socioeconomic diversity, are important in understanding the prevalence of bullying and violence in schools internationally.

Kennedy, Russom & Kevorkian (2012) explored the differences between the perceptions of teachers and administrators about bullying. For data collection 139 practicing educators and administrators were employed. In order to evaluate whether perceptions about bullying varies with occupation and gender, Mann Whitney U tests were used. Bonferroni adjustments were made for the multiple pairwise comparisons. There were statistically significant differences between the perceptions of teachers and administrators regarding their role in bullying prevention. Teachers felt more strongly that educators play an important role in bullying prevention; however, administrators felt more comfortable communicating with the parents of bullying victims. Interestingly, teachers were significantly more likely than administrators to perceive a need for increased bullying prevention training. Significant gender differences concerning the inclusion of bullying prevention in school curriculum were also found.

Barnes, Cross, Lester, Hearn, Epstein & Monks (2012) found that covert bullying behaviours are at least as distressing for young people as overt forms of bullying, but often remain unnoticed or unacknowledged by adults. This invisibility is increased in schools by inattention to covert bullying in policy and practice and limited staff understanding and skill
to address covert behaviours. These factors can lead to a school culture that appears to tolerate and thus inadvertently encourages covert bullying. Study explored dynamics in Australian primary and secondary schools, including the attitudes of over 400 staff towards covert bullying, their understanding of covert bullying behaviours and their perceived capacity to address these behaviours both individually and at a whole-school level. While most respondents felt a responsibility to intervene in bullying situations, nearly 70% strongly agreed with statements that staff needs more training to address covert bullying. Only 10% of respondents described their current whole-school strategies as very effective in reducing covert bullying and fewer than 40% reported their school had a bullying policy that explicitly referred to covert bullying. Results suggested an urgent need for sustainable professional development to enhance school staff understanding, skills and self-efficacy to address covert bullying through school policy and practice and the need to identify and consolidate effective strategies to better address these behaviours.

Georgiou & Stavrinides (2013) examined how specific parental practices at home have relationship with the child's bullying and victimization experiences at school. This study introduced three relatively new parameters of bullying and victimization; namely, parent-child conflict, parental monitoring and child disclosure. It was found that parenting at home seems to be related to bullying at school. However, not all aspects of parenting are related and not in the same way. Parent-child conflict was found to be positively correlated to and a potent predictor of both bullying and victimization; child disclosure was found to be negatively correlated to and also a potent predictor of bullying (not victimization), while parental monitoring, unlike earlier reports, was found to be statistically unrelated to either bullying or victimization.

Cooper & Nickerson (2013) studied general involvement with bullying, specific types of bullying which were experienced, level of hurtfulness related with the experience and the time of occurrence of bullying by examining parents’ history of bullying. Results revealed that 90.3% of parents reported seeing and/or engaging in bullying during their youth. Few parents reported involvement as a bully, but comparable numbers of participants indicated being victimized or acting as a bystander. Additional findings suggested that a
parent's historical involvement with bullying was predictive of some of their recent views, level of concern & strategies implemented in alliance with bullying.

Migliaccio & Raskauskas (2013) examined a small-scale bullying intervention using a video-discussion model. Eighty-one students in grades 4 through 6 completed pre and post-tests examining gains in knowledge of bullying and responses to it. Results indicated that students increased their knowledge about bullying, attitudes about victims and knowledge of whom to approach for assistance after the video and discussion. Although comprehensive programs are best for addressing bullying at the schoolwide level, the implications of the present study suggested that a video-discussion classroom intervention can help to build the awareness and knowledge that is instrumental in bullying prevention.

The above review shows that bullying can be dealt by teachers with the help of healthy discussions, daily activities, policies, videos, literature, role playing and by acquainting students about how to be good citizens. But most of the studies highlighted the fact that bullying is prevalent as teachers are not paying attentions or do not intervene in the situation giving hike to this problem. Teachers do not consider teasing as serious as other potentially harmful student interactions. To combat bullying, teachers should never ignore bullying incidents but should approach them as teachable moments. It is important for teachers to notice characteristics related with bullied and identify in all its forms. This knowledge helps the teachers take action in bullying situations & resolve issues. From the review it has been notified that teachers with training were more likely to accurately identify peer groups. Studies highlighted that teachers felt the need of training to be given irrespective of the good awareness about the bullying. Professional & continuing education is needed to improve teacher knowledge about effective classroom based bullying activities.

Summary

Adams & Lawrence (2011). It can be very well handled if proper care is taken by higher authorities, teachers or other people involved in institution. But due to lack of awareness and training on the part of teachers, has made this problem serious fight and training is required to be given to teachers during their training time as suggested by Atlas & Pepler (1998), Dake, Price, Telljohann & Funk (2003), The National Center for Education Statistics (2003), Bauman and Hurley (2005), Mishna(2005), Maxwell (2006), Sawyer & O' Berman (2007), Arndt & Luo (2008), Kokko, Teemu & Porhola (2009), Shore (2009). Some researches indicated that even awareness is there on the part of teachers still training is required to be given to erase this problem from the root itself. These studies indicate the importance of teachers' role in observing and dealing with incidences of bullying. While other studies like done by Shore indicates that timely intervention could have stopped the incidences. The review of related research projects a strong need for teachers’ awareness and training in dealing with existence of bullying in educational institutions. In India there has been no such study to the best of researcher's knowledge. Hence there is a need for survey on awareness about bullying among the prospective teachers.