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**Analysis and Exploration of Physical, Verbal and Social Bullying in Secondary Schools of
Khyber Pakhtunkhwa**

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Abstract

Physical, social and verbal bullying in secondary schools in K. P. was the overarching goal for this research, which included analysing and exploring these forms of bullying. The intended audience consisted of all of the administrators, instructors, and students, both male and female, who attended the event. The sample was chosen using stratified sampling procedures that were conducted at random. Charsadda, Mardan Nowshera, Peshawar, Malakand and Swabi were among the cities where a sample of 1800 people was chosen (30 principals, 270 instructors, and 1500 pupils). Five secondary schools (four boys' and one girl's) were chosen at random from each of the districts that were studied. Five principals, forty-five instructors, and two hundred fifty students from each district took part in the research. The study was conducted in two districts. In order to meet the study's aims, three questionnaires containing the identical questions were created, one for each of the study's three target groups: principals, teachers, and students. The Chi Square technique was used to gather the data, tabulate it, analyse it, and interpret the results. Following an analysis of the data, it was determined that kids in secondary level schools in K.P. are made the target for physical, verbal, and social bullying, among other things.

Keywords: Khyber Pakhtunkhwa, physical bullying, secondary schools, social bullying, verbal bullying

It was 1530 for the first recorded usage of the term “bully” in a formal context. It was used to express affection for the sweetheart, regardless of the sex. Since 1700, the phrase has taken on a new connotation, and it has been used to torment those who commit wreaking havoc. It is considered a bad action when someone deliberately inflicts bodily, mental, or psychological pain or suffering on another person. Bullying is an extremely significant societal issue, and many kids have committed suicide as a result of being tormented in the past. It was seen as a harmless misadventure on the part of the schoolboys involved (Koo, 2007).

A researcher's ability to observe events in his immediate environment with great keenness and criticality begins while he is in elementary school. Some of the researcher's classmates looked to be depressed all of the time, which caused the researcher to be nervous all of the time and to want to inquire about their difficulties but couldn't conjure up the nerve to do so. Each of the colleagues was subjected to constant teasing by their peers. They were sometimes greeted with sneering and kicking, but the researcher was unable to stop them. It was discovered that the same things happened in college as well.

One of the researchers has stayed as administrator of numerous dormitories at Peshawar University and is presently employed as a professor in one of the university's faculties of education. Teachers at the school and superintendents at the hostel both witnessed the same condition that had been encountered by the researchers before. Bullying behaviour is an issue not just in Pakistan, but around the globe as a whole. The researchers became interested in learning more about the areas, root causes, and consequences of this unsocial behaviour, as well as developing a workable plan for reducing this unsocial behaviour. Such occurrences brought up memories of his school days for the researchers, who were then encouraged to conduct the research study.

Bullying pupils was determined to be the fault of both instructors and students, according to the jury. In Ireland, thirty percent of pupils in secondary schools said that they were harassed by their instructors, according to the National Student Survey (Allen, 2010). Aside from reports of bullying in the Middle East, there have been reports of bullying in the United States and Australia. Bullying affects the Scandinavian nations, as well as Japan and Europe as a whole. It is now seen as a global issue affecting both instructors and students in educational institutions across the world (Junger, Morita, Olweus, Catalano and Slee 1999).

According to the findings of the study, a kid in the ninth grade (09) at a Peshawar school where the researcher is working was severely beaten by another child in the same class. Following an investigation, it was determined that the aggressor was being bullied on a regular basis with the help of witnesses. The researcher also came upon a newspaper story about a similar occurrence that occurred in Faisalabad, which he investigated further. A pupil in the 7th grade at Government High School Chiniot (in the District of Punjab) was sentenced to jail for killing another student who was taunting the aggressor (Islam, 2011).

A female student was tormented on a regular basis by two female pupils in the class. She was exposed to verbal harassment as well as annoying phone calls that made fun of her. Furthermore, she was driven into social isolation as a consequence of detrimental false tales spread about her by her social peer group, which further contributed to her social isolation. As a result, she opted to discontinue her prior educational endeavour (Batool, 2010). A 9th grade student from Pakistan International Public School and College in Abbottabad committed himself as a consequence of the incessant taunting he received from his dorm mates. An eighteen-year-old boy committed himself as a consequence of bullying in 2010, according to Amna Khan, a

news reporter located in Washington, D.C. Haripur is the residence of a seventeen (17)-year-old girl who committed herself after being bullied by a male classmate for many months (Olson, 2013).

bullying manifests itself in many ways in schools, including calling others names and intimidating them with their words; accusing others of wrongdoing; humiliating them; belittling them; using sarcasm; looking down on others; rejecting their opinions; threatening them with humiliation and humiliation in return. Bullying presents itself in a variety of ways, including insulting ideas and trivialising one's own aspirations (Grady, 2003). Frequently, children find themselves in difficult situations as a consequence of various forms of bullying. Bullying is considered antisocial behaviour and will be dealt with in the proper manner (Batool, 2010). Victims of bullying are harassed repeatedly by the same aggressor, both physically and emotionally, which is not understood by the afflicted. There will always be a power disparity between the bully and the one who is bullied by him or her (Besag, 1989 and Olweus, 1993).

A few of mischievous students create substantial disturbance to the peaceful ambiance of the school by bullying the innocent youngsters in the classroom. Bullying is seen as a social problem in almost every culture, and it is particularly widespread in educational institutions. A major purpose of education is to promote culture and values in society, and schools function as a mirror of society as a whole, reflecting the values and cultures of its students. When it comes to school, bullying is one of the most widespread difficulties that pupils experience, especially in Pakistan. A substantial number of kids are negatively affected as a result of this problem. Through the course of a child's school years, bullying develops and is eventually accepted into society, where it gets ingrained into the culture, culminating in social instability in civic life.

Methodology

The intended audience consists of all secondary school principals, instructors, and students in Khyber Pakhtunkhwa.

Sampling:

For the study, a total of 1800 respondents (i.e., 30 principals, , 1500 pupils and 270 teachers) were selected from six districts in K.P. : Mardan, Charsadda, Peshawar, Nowshera, Malakand, and Sawabi with Charsadda being the target district. A total of four boys' schools and one girls' school from each district were chosen via a random selection process. A representative sample of instructors, students, and a principal were chosen from each of the targeted schools. There were five administrators from each district, forty-five instructors from each district, and three hundred pupils from classes nine and ten from each district. In a stratified selection procedure, a principal, nine instructors, and two hundred and seventy pupils were picked at random from the pool of candidates.

Compilation of Information

The information for the research was gathered from the students, instructors, and headmasters/principals in the sample that was chosen. Three surveys with comparable items on a five-point Likert scale were employed for this purpose, each with three questions. In addition, the opinions of the students were gathered via an interview process.

Preparation of the Information

The data was sorted, tabulated, analysed, and interpreted using the percentage and Chi Square statistical tools, which were both used. As soon as the information from the responders was received, it was gathered and organised. It was computed, and a percentage was taken from

the results. In order to get reliable data, the researcher divided the population into three categories: principals, teachers, and students.

Furthermore, the data was tabulated and organised by category in accordance with the questionnaire's categories. The opinions of the administrators, instructors, and students about physical bullying, verbal bullying, and social bullying were organised, tallied, evaluated, and interpreted in a different and distinct manner.

Data Regarding Comparison between Respondents and Responses

Denotation: S.A. = strongly-agree, A. = agree., U. = Undecided., S.D.A. = strongly-disagree, D=disagree

Table 1

Bullying in class room

No. of Sample	S.A.	A.	U.N.	S.D.A.	D.	T
No. of Teachers = 270	110.	112.	8.	20.	20.	270.
No. of Students =1500	583.	644.	102.	60.	111.	1500.
No. of Principals =30	14.	15.	0.0	0.	1.	30.
Chi-Square = 016.480			Df= 8.	P Value = .0359		1800.

The data analysis reveals that the P Value=.035 is less than the threshold value indicating that the data is not significant. As a result, we reach the conclusion that there is a relationship between respondents and replies (p. 05).

Here, the majority of those who responded agree with the assertion that bullying is a societal issue that occurs in the educational context. Table-2: Bullies are those who have no self control.

Table 2

Controlling oneself from bullying

Sample Size	S.A.	A.	U.N.	S.D.A.	D.	T
No. of Teacher =270	120.0	124.0	10.0	0.0	16.0	270.

No. of Student =1500	500.0	615.0	225.0	77.00	83.0	1500.
No. of Principals =30	12.0	14.	0.0	0.0	4.0	30.
Chi Square = 054.650			P Value = .00			

Following the data analysis, it was discovered that the P Value = .00 is less than the level of sig. of .05, which indicates that there is a relationship among the respondents and their responses, and that the most of the respondents agreed with the statement by stating that bullies are individuals who have no control over themselves.

Table 3

Bullying and a new environment

Sample Size	S.A.	A.	U.N.	S.D.A.	D.	T
Total No. of Teachers = 270	94.0	86.0	48.0	14.0	28.0	270.
Total No. of Students = 1500	539.0	381.0	244.0	141.0	195.0	1500.
Total No. of Principal =30	14.0	14.0	0.0	0.0	2.0	30.
Chi Square = 023.880			P Value = .002			

Based on the results of the investigation, it can be stated that the P Value = .002 is less than the threshold of statistical significance. Therefore, we may conclude that there is a relationship between the respondents and their replies (05).

Bullies, according to the vast majority of respondents, aim to exert control over the bullied, which is why they engage in this anti-social activity.

Physical Bullying

Table 4

Physical bullying and injury

Sample Size	S.A.	A.	U.	S.D.A.	D.A.	T
Total No. of Teachers = 270	111.0	110.0	26.0	0.0	23.0	270.
Total No. of Students = 1500	616.0	614.0	140.0	73.0	57.0	1500.
Total No. of Principal =30	13.0	13.0	2.0	0.0	2.0	30.
Chi-Square=26.42			D.f.= 8.00	P Value = .0008		

Based on the data analysis, it is obvious that the P Value of.0008 is less significant than the threshold of significance of.05. In this way, there is a relationship among the answers.

The preceding statement has been endorsed by the vast majority of respondents, who believe that physical bullying can only result in a scratch or harm to the body.

Table 5

Physical bullying

Sample Size	S.A.	A.	U.N.	S.D.A.	D.A.	T
Total No. of Teachers = 270	58.0	95.0	27.0	43.0	47.0	270.0
Total No. of Students = 1500	339.0	538.0	136.0	336.0	151.0	1500.0
Total No. of Principal =30	10.0	15.0	1.0	1.0	3.0	30.0
Chi Square = 24.890				P Value= .001		

The data analysis reveals that the P Value=.001 is larger than the threshold of significance, indicating that the data is significant. We may thus infer that there is a relationship between the respondents and the replies in Question 5. The above-mentioned statement has been approved.

Table 6

Control over others

Sample Size	S.A.	A.	U.N.	S.D.	D.A	T
Total No. of Teachers = 270	77.0	76.0	40.0	39.0	38.0	270.
Total No. of Students = 1500	410.0	471.0	202.0	165.	252.0	1500.
Total No. of Principal =30	13.0	14.0	0.0	1.0	2.0	30.
Chi Square= 17.201			D.f.=8.0	P Value= .0280		

Based on the data analysis, we can infer that the P Value = .028 is less than the threshold of significance.05, indicating that there is a relationship between the respondents and their replies. As a result, the vast majority of respondents believe that bullies intimidate others in order to gain control over them.

Table 7

Physically between tall and short boys

Sample Size	S.A.	A.	U.N.	S.D.A.	D.A.	T
Total No. of Teachers = 270	51.0	86.0	34.0	41.0	58.0	270.
Total No. of Students = 1500	301.0	346.0	1820.	4450.	2260.	1500.
Total No. of Principal =30	10.0	14.0	2.0	2.0	2.0	30.
Chi Square = 46.59o				P Value= .00		

Upon further examination of the data, it is discovered that the P Value=.00 is more than the threshold of significance.05, indicating that there is a relationship between the respondents and the replies. This leads us to the conclusion that the majority of those who responded are in favour of the statement.

Verbal Bullying

Table 8

Verbal Bullying

Sample Size	S.A.	A.	U.N.	S.D.A.	D.A.	T
Total No. of Teachers = 270	54.0	80.0	62.0	30.0	44.0	270.
Total No. of Students = 1500	260.0	395.0	320.0	242.0	283.0	1500.
Total No. of Principal =30	10.0	12.0	2.0	0.0	6.0	30.
Chi Square= 20.340				P Value = .009		

Following an examination of the data, it is discovered that the P Value (.009) is more than the threshold of significance. 05, as a result, we infer that there is a relationship between the respondents and their replies, and that the respondents do not agree with the preceding assertion.

Table 9

Bullying through insults

Sample Size	S.A.	A.	U.N.	S.D.A.	D.A.	T
Total No. of Teachers = 270	37.0	80.0	59.0	47.0	47.0	270.
Total No. of Students = 1500	243.0	452.0	293	304	208	1500.

Total No. of Principal =30	12.0	15.0	1.0	1.0	1.0	30.
Chi Square= 29.760			P Value= .0002			

When the data is analysed, it is discovered that the P Value =.0002 is larger than the threshold of significance of.05, indicating that there is a relationship between the respondents and the replies. According to the results of the table, the majority of those who answered the survey question agreed with the statement above.

Table 10

Difficulties to understand verbal bullying

Sample Size	S.A.	A.	U.N.	S.D.A.	D.A.	T
Total No. of Teachers = 270	55.0	111.0	61.0	29.0	14.0	270.
Total No. of Students = 1500	263.0	540.0	280.0	236.0	181.0	1500.
Total No. of Principal =30	10.0	16.0	2.0	1.0	1.0	30.
Chi Square = 31.050			P Value = .0001			

As a result of the data analysis, it was discovered that the P Value=.0001 is less than the threshold for statistical significance (.05), suggesting therefore there is a relationship between respondents and replies. A large percentage of respondents think that identifying verbal bullying is very difficult since the bully might also refuse to take action when confronted with it.

Table 11

Bullying in boys and girls

Sample Size	S.A.	A.	U.N.	S.D.A.	D.A.	T
Total No. of Teachers = 270	79.0	110.0	58.0	13.0	10.0	270.
Total No. of Students = 1500	395.0	492.0	287.0	142.0	184.0	1500.
Total No. of Principal =30	9.0	14.0	4.0	1.0	2.0	30.
Chi Square = 30.290			P Value .0001			

Following an examination of the data, it is determined that the P Value =.0001 is less than the threshold of significance. As a result, it may be stated that there is a relationship between the respondents and their replies.

Table 12

Bullying in absence of adults

Sample Size	S.A.	A.	U.N.	S.D.A.	D.A.	T
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Total No. of Teachers = 270	83.0	118.0	29.0	12.0	28.0	270.
Total No. of Students = 1500	464.0	660.0	155.0	148.0	73.0	1500.
Total No. of Principal =30	10.0	15.0	2.0	1.0	2.0	30.
Chi Square= 21.500			P Value = .005			

Following an examination of the data, it is determined that the P Value =.005 is less than the threshold of significance of.05, leading to the conclusion that there is a relationship between respondents and their replies

A significant proportion of respondents believe that verbal bullying happens the majority of the time while adults are not present.

Table 13

An easiest way to bullying

Sample Size	S.A.	A.	U.N.	S.D.A.	D.A.	T
Total No. of Teachers = 270	74.0	111.0	52.0	5.0	28.0	270.
Total No. of Students = 1500	431.0	627.0	259.0	101.0	82.0	1500.
Total No. of Principal =30	13.0	15.0	0.0	0.0	2.0	30.
Chi Square = 28.600			P Value = .0003			

Following an examination of the data, it is determined that the P Value =.0003 is less than the level of significance. It was discovered that there is a relationship between responders and replies in question 5. The vast majority of respondents in this survey think that no one is immune to verbal bullying since it is difficult to detect.

Table 14

Religious bullying

Sample Size	S.A.	A.	U.N.	S.D.A.	D.A.	T
Total No. of Teachers = 270	92.0	132.0	40.0	0.0	6.0	270.
Total No. of Students = 1500	455.0	654.0	200.0	83.0	108.0	1500.
Total No. of Principal =30	10.0	16.0	1.0	0.0	3.0	30.
Chi Square = 31.630			P Value = .0001			

When the data is analysed, it is discovered that the P-Value=0.0001 is less than the threshold of significance 0.05, indicating that there is a relationship between the respondents and their replies

Social Bullying

Table 15

Social bullying

Sample Size	S.A.	A.	U.N.	S.D.A.	D.A.	T
Total No. of Teachers = 270	62.0	138.0	37.0	5.0	28.0	270.
Total No. of Students = 1500	359.0	786.0	187.0	75.0	93.0	1500.
Total No. of Principal =30	10.0	20.0	0.0	0.0	0.0	30.
Chi Square = 20.970			P Value = .007			

Following an examination of the data, it is discovered that the P Value =.007 is less than the threshold of significance. As a result, it is said that there is a relationship between respondents and replies.

Many respondents believe that social bullying takes the form of social isolation, which includes being removed from a group and being socially boycotted, and that this is a common occurrence.

Table 16

Bullying and interaction

Sample Size	S.A.	A.	U.N.	S.D.A.	D.A.	T
Total No. of Teachers = 270	76.0	113.0	51.0	4.0	26.0	270.
Total No. of Students = 1500	439.0	649.0	252.0	87.0	73.0	1500.
Total No. of Principal =30	12.0	17.0	0.0	0.0	1.0	30.
Chi Square = 27.990			P Value = .0004			

In this case, the P Value = .0004 is less than the threshold of significance .05, which means that there is a relationship between the respondents and their replies, according to the data analysis.

The vast majority of respondents believe that in social bullying, the victim is taunted by writing threatening letters, making unpleasant telephone calls, sending E-mails, and other forms of communication.

Table 17
Social bullying and its danger

Respondents	S.A.	A.	U.N.	S.D.A.	D.A.	T
Total No. of Teachers = 270	101.0	100.0	44.0	6.0	19.0	270.
Total No. of Students = 1500	510.0	517.0	221.0	134.0	118.0	1500.
Total No. of Principal =30	13.0	16.0	0.0	0.0	1.0	30.
Chi-Square=26.17			P-Value=0.001			

Because of this, it is possible to conclude that the P Value =.001 is less than the threshold of significance in this case. We may infer that there is a relationship between the respondents and their replies since the vast majority of respondents believe that social bullying is more harmful than verbal and physical bullying.

Table 18
Social bullying and rumors

Sample Size	S.A.	A.	U.N.	S.D.A.	D.A.	T
Total No. of Teachers = 270	75.0	131.0	45.0	13.0	6.0	270.
Total No. of Students = 1500	430.0	725.0	221.0	66.0	58.0	1500.
Total No. of Principal =30	12.0	15.0	0.0	1.0	2.0	30.
Chi Square = 9.120			P Value .331			

When the data is analysed, it is shown that the P Value =.331 is more than the threshold of significance.05, indicating that there is no relationship between the respondents and their replies

Tabl 19
Social bullying and friendship

Sample Size	S.A.	A.	U.N.	S.D.A.	D.A.	T
Total No. of Teachers = 270	78.0	103.0	56.0	10.0	23.0	270.
Total No. of Students = 1500	349.0	496.0	258.0	168.0	229.0	1500.
Total No. of Principal =30	10.0	15.0	2.0	1.0	2.0	30.
Chi Square = 34.550			P Valu e= .000			

The data analysis reveals that the P Value =.000 is larger than the threshold of significance of.05, indicating that there is a relationship between the respondents and their replies, and that the majority of respondents agreed with the statement above.

Findings

The following conclusions have been drawn from the data after it has been analysed:

Following the investigation, it was determined that the majority of respondents considered bullying to be a societal issue in their communities. Bullies, on the other hand, are those who are unable to control their actions and who are of a criminal type. A scratch or damage on the body is the only thing that physical bullying may cause. According to the results of the survey, a significant proportion of respondents believe that bullies are maladjusted children of society who want to exert control over the bullied. A large proportion of respondents feel that identifying verbal bullying is difficult because the bully might deny that he or she has done anything wrong. The respondents also agreed that since no one can quickly detect verbal bullying, it is the most convenient kind of bullying. When a person does not encounter any difficulties when carrying out a task, he or she does so with great confidence. A large proportion of respondents believe that verbal bullying happens the most of the time while adults are not present, and that this is true.

It is clear from the results of the study that the vast majority of respondents, both boys and girls, were victims of verbal bullying at some point in their lives. The vast majority of those who responded stated that students are bullied because of their religious beliefs. It is common for bullied people to taunt their victims by mailing threatening letters to their homes, making harassing phone calls or sending out harassing emails, or spreading false stories about them.

According to the results of the survey, the vast majority of respondents believe that social bullying is more harmful than both verbal and physical bullying. We also discovered that in cases of social bullying, the victim is barred from meeting with his or her friends and is forced to live in solitude.

Conclusion

Bullying is a societal issue that affects students in secondary schools in Khyber Pakhtunkhwa. Bullying that involves physical contact is harmful since it may result in scrapes and injuries. Every time a victim of physical bullying returns home, bruises, broken books, and ripped clothing are evident. A person who has been physically bullied does not maintain a positive attitude before and after school hours. Typically, inferior kids are subjected to torturous treatment by maladjusted bullies.

It is quite difficult to distinguish between verbal bullying and other forms of bullying. Bullying that is verbal in nature is the most prevalent sort of bullying that both boys and girls face. In most cases, it takes place in the absence of grownups. Bullying by verbal means is the most common kind of bullying since bullies cannot be readily identified. Bullying that is verbal in nature is most often motivated by religious beliefs.

Because the victim is socially shunned in social bullying situations, the bullied person continues to be a victim of social isolation. Malicious emails, threatening letters, telephone calls, and the propagation of false accusations about him are all used to punish and humiliate him. Social bullying is the most damaging sort of bullying out of all of the types of bullying discussed above.

Discussion

According to a survey published by the World Health Organization (2010), bullying is prevalent in thirty-five (35) industrialised nations, with Canada ranking 26th and the United States ranking 24th. As a result of the analysis, the majority of respondents believe that bullying is a significant societal issue; the findings of the research are consistent with those of the report.

In addition to melancholy, uncertainty, anxiety, despair, and tension, bullied individuals may exhibit unpleasant conduct, self-destructive tendencies, and a lack of confidence and self-esteem as a result of bullying (Nansel et al., 2001; Olweus, 1993 and NMSA, 2006). Bullied people engage in anti-social behaviour, such as drinking alcoholic beverages, smoking cigarettes, gambling, stealing, and telling lies. The findings of the researcher have led to the development of outcomes that are similar. In addition, the study came to the conclusion that as a consequence of bullying, the afflicted youngster engages in a variety of antisocial behaviours.

It is not widely believed that physically weak children are being bullied in large numbers by their instructors, administrators, and peers, according to a large majority of them. Olweus came to this decision after much deliberation (1993). He said that the victims of bullying are weaker socially and physically than their peers in the same class as them. The researcher comes to the same conclusion as the first author.

In general, verbal bullying is rarely recognised by many individuals, and many people do not know how to deal with it even when they are aware that they are being bullied.

Results of the study *Free Yourself from an Abusive Relationship* conducted by Nansel et al. (2001) support the researcher's findings that verbal abuse is like a thief in the night, devastates and intimidates the victim while plundering his or her possessions. In the end, it causes the destruction of feeling and the onset of physical illness. Its results are quite serious, since it causes

the victim's form to be destroyed and has long-term implications. Verbal bullying is a slow poison that eats away at relationships and trust.

When kids are the targets of social bullying, they are forced to live in social isolation since no one would let them join their group. They also warn people not to maintain any kind of contact with them. The similar conclusion was reached in a study by Batool (2010), which told the story of Taskeen (a student) who was tormented on a regular basis by two females. She was subjected to verbal abuse and was mocked by obnoxious phone calls. Furthermore, she was forced into social isolation as a result of harmful false stories being propagated about her by her social peer group. As a consequence, she decided to leave her previous school.

Recommendations

As a result of the findings and conclusion of the researcher, the following recommendations are made:

One conclusion of this research is that bullying is a social issue in the classroom. As a consequence, the bully and onlookers should be taught that their act of bullying is despised by everyone and will stay a weakness in their personality. In order to control bullying, it is necessary to provide continuous social education that instils respect for the feelings of others.

2. Based on the findings, it has been concluded that the blue-eyed teachers and those who are active participants in extracurricular activities are the ones who are bullied the most. When faced with such a situation, the bullied should make light of the situation. You should laugh at someone who teases you rather than showing him that you are upset. In such circumstances, the victim should express agreement with the teaser by stating that he is correct.

3. It has been reported that bullying conduct has been witnessed during tours, in labs, in libraries, in school canteens, and in the restroom; as a result, informers who can report such

actions to the appropriate authorities at the earliest opportunity may be able to provide assistance. All of the kids' actions should be closely watched, and the classroom administration should be closely scrutinised as well.

4. According to the findings of the research, children return home with broken books, ripped clothing, and a bad attitude. Bullied people have little appetite, and their eating habits have clearly changed as a result of the bullying. They are more susceptible to sleeplessness and emotional disturbances than the general population. The patients grow depressed, begin arguing over little matters, and cease to exhibit any interest in family gatherings and activities. Occasionally, their responses are extreme enough that they commit themselves. Because of these symptoms, parents should investigate the circumstances around the events that occurred to their children and determine why, when, and how they occurred. They should pay close attention to their children's needs, show love and compassion, and encourage their children to tackle difficult circumstances with strength and determination.

The results indicate that anti-bullying initiatives in schools, as well as public awareness campaigns via seminars, lectures, speeches, and electronic and print media, should be developed and implemented. As a result, the school and the media should play an important role in reducing bullying.

6. There should be no wiggle room in terms of discipline; bullying conduct will be dealt with harshly, and kids of excellent character will be recognised and rewarded.

Administration, teachers, and parents should maintain constant communication and cooperation in order to pave the path for bullying to be eliminated.

8. The respondents believe that both the victim and the bully should be subjected to interrogation. As a result, it is recommended that they be interviewed together in order to determine the main cause of the issue.

9. Based on the results, it is determined that the administration may plan beneficial co-curricular activities for students that are appropriate for their mental and physical abilities in order to channel their energy in the most efficient manner. As a result, schools should devise beneficial activities to prevent bullying and keep children occupied with worthwhile pursuits during school hours.

10. It can be noted from the results that the vast majority of respondents recommended that bullied individuals should inquire as to the source of their bullying. Consequently, the abused should not spare the bullies, but rather question them about the causes for their victimisation and hold them accountable.

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