



DOI: https://doi.org/10.71317/kjard.2.9.2026_553

The Kashmir Journal of Academic Research and Development

Journal homepage: <https://rjsaonline.org/index.php/KJARD>



Exploring Teachers' Perceptions of Bullying and Intervention Strategies in Secondary Schools: A Phenomenological Inquiry

Fatima Riaz

M.Phil Scholar, Department of Education, Government College Women University Sialkot

Email: friaz9532@gmail.com

Mahum Naz

M.Phil Scholar, Department of Education, Government College Women University Sialkot

Email: nazmahum210@gmail.com

Areesha Ch

M.Phil Scholar, Department of Education, Government College Women University Sialkot

Email: areeshach010@gmail.com

Dr. Muhammad Jamil

Lecturer, Department of Education, Government College Women University Sialkot

Email: m.jamil@gcwus.edu.pk

ARTICLE INFO

ABSTRACT

Received:

July 29, 2026

Revised:

August 14, 2026

Accepted:

August 25, 2026

Available Online:

September 06, 2026

Keywords:

Bullying, Strategies, Secondary Education, Teachers' perspectives, Experiences

Corresponding Author:

Fatima Riaz

Email:

friaz9532@gmail.com

The study uses a qualitative research approach following a phenomenological research design. The study aims to explore secondary school teachers' perspectives on bullying, the intervention strategies they use and the challenges they face when intervening with those strategies. This study pursues developing an in-depth understanding of teachers' experiences of bullying, their perceptions of different types of bullying, and the strategies they use to intervene and detect bullying. Nine secondary school teachers were selected who met the selection criteria through purposive sampling. The data were collected using semi-structured interviews through a self-developed interview guide. Interviews were audio-recorded with the consent of the participants. Data were analyzed using reflexive thematic analysis, which involves developing important themes derived from the data to answer the research questions. The themes extracted from the data were conceptualizing bullying as systematic harmful behavior, the evolution and technological transformation of bullying, immediate response strategies, comprehensive long-term prevention and intervention strategies, and creating inclusive and supportive school cultures. The findings of the study suggest that the teacher role should also include the early detection and intervention of bullying. This research provides greater insight into teachers' experiences and reactions to bullying with implications for better training, school policy, and support systems within secondary schools. This research emphasizes the need to recognize and support the complex, emotionally demanding work that secondary school teachers perform daily in establishing positive, safe, and supportive learning environments where all students can succeed. Educational policy should require schools to implement research-based anti-bullying programs that address prevention and intervention, including features for cyberbullying and frequent, continuous effectiveness assessment.

Introduction

Bullying is a harmful behavior involving deliberate verbal, physical, or technology-driven aggression directed at specific individuals. It often reflects underlying social inequalities related to various factors, such as race, gender, nationality, language, sexual orientation, class, religion, ethnicity, or disabilities, reinforcing divisions between what is considered "normal" and "different" in each society (Payne & Smith, 2013). It can be described as treating people with the intention of showing one's strength. It also interacts with the teaching-learning process and receives attention from parents. The concern is that such an activity can develop into a fight that causes serious injuries or even death (Siddiqui & Schultze, 2023). Those targeted are typically subjected to bullying by multiple peers because of perceived differences. It has harmful effects on both victims and offenders, such as social issues, academic impairment, and psychological issues, irrespective of the approach, according to the research. Establishing successful treatments and positive environments for students requires a comprehensive understanding of the complexity of bullying, including the definitions, measurements and perceptions (Gladden et al., 2014; VandenBos, 2007).

Bullying is a pervasive social problem that has a significant impact on people's general well-being, academic achievement, and mental health (Tabassum et al., 2024). It is intentional, persistent, and involves an imbalance of power between the victim and the perpetrator; it is usually described as an aggressive behavior type (Acosta et al., 2019). According to the American Psychological Association (APA) and the Centers for Disease Control and Prevention (CDC), it has been defined as a disparity in power, which can be psychological, social, or physical, that enables the offender to exert control over the victim (Bradshaw, 2015).

It is the most critical issue for students in schools. Despite rigorous research on bullying outcomes, the situation is that the front line, from the insight of administrators who experienced incidents first-hand, remains lacking (Irwin et al., 2022). Accordingly, participants advocated for coordinated ecological prevention and intervention through student support, families, school programming, and other media campaigns to curb bullying and its emotional, academic (Jamil et al., 2024), and institutional abuse.

A primary focus has been on evaluating school-based interventions for which peer reports may be less sensitive to change over time than self-reports, as they are often based on reputations that may not shift despite behavior changes (Juvonen et al., 2001). Simultaneously, Frey et al. (2005) found self-reports to be less sensitive to change than more costly and time-consuming observations. However, according to informants, far too many of our school teachers are victims of bullying.

Despite the growing global concern across the world regarding bullying in high schools, a major research gap still exists, especially from a phenomenological viewpoint. Most of the previous research on school bullying has adopted quantitative or mixed-methods designs to a very large extent, which in many cases are not able to capture the richness of teachers' lived experience and the subtlety of their understanding of their perceptions and intervention plans. Therefore, phenomenological studies are urgently needed to examine how teachers conceptualize, understand, and react to bullying episodes during their everyday professional practice. In addition, the literature fails to adequately represent the voices of teachers in bullying prevention and intervention. Teachers are direct responders to bullying in schools but often have underrepresented perspectives in research and policy actions (Saarento et al., 2015; Smith et al., 2019).

Research Objectives

- To explore teachers' perceptions of bullying in secondary schools.
- To investigate the intervention strategies used by teachers to address bullying.
- To identify the challenges faced by teachers in implementing bullying intervention strategies and explore their solutions.

Literature Review

Bullying can be online, verbal, and social. Physical bullying is widely recognized. In the late 1900s and early 2000s, the psychological aspects of bullying were recognized, involving the deliberateness and repetition of harmful behavior (Rigby, 2002). The demand for successful anti-bullying strategies that highlight all types of bullying behavior is defined by the recent understanding of bullying that can occur in different ways (Kowalski et al., 2014).

Bullying remains a major problem in secondary schools. According to the National Center for Education Statistics, 20% of students in grades 9–12 reported being bullied on school property during the 2019 academic year. Furthermore, 15% of children said they had been victims of cyberbullying. Teachers' ability to recognize bullying in secondary schools is complex and varies

with their understanding of bullying. Dissimilarities between students' and teachers' perceptions and cultural differences also complicate recognition and intervention efforts.

Bullying consists of cyberbullying or social isolation; secondary school instructors mainly face difficulty in identifying it. Primary engagement and avoidance depend on improving teachers' awareness and observational abilities through professional development (Rigby, 2020). Teachers with in-depth knowledge of bullying can more easily identify and respond to bullying behavior than less experienced teachers (Hong et al., 2011).

Feelings of empathy or helplessness in teachers can impact their intervention strategy. A variety of emotional and psychological reactions are experienced by teachers when they are dealing with bullying. Burnout and emotional fatigue can result from repeatedly witnessing bullying incidents, especially if there is a lack of parental or administrative support. A teacher's confidence and job satisfaction may suffer if they internalize blame for not avoiding such occurrences. Maintaining teacher resilience and a positive school atmosphere requires addressing these emotional problems through training and support networks (Yoon et al., 2016). A study conducted by Rivers & Smith (1994) reported that teachers suffering from high burnout are less likely to respond actively to instances of bullying, presumably because they feel emotionally drained and ineffective.

The explanations provided by teachers for bullying behavior impact their responses. Assigning bullying to personal traits instead of systemic factors may lead to unsuccessful solutions. In secondary schools, teachers' responses to bullying often determine how people act in situations. While some teachers accept bullying as the result of bad peer pressure and lack of parental support, others attribute it to the personal attributes of the students (Gaffney et al., 2019). Teachers may be less likely to intervene when bullying is perceived as a natural aspect of puberty or because of the victim's actions. On the one hand, teachers are more disposed to take preventative actions when they connect bullying to school problems, such as lack of monitoring or the school environment. These attribution tendencies determine their choice of intervention techniques and accountability (Thornberg et al., 2012).

In the event of a bullying incident, it is critical to intervene quickly and effectively to prevent increase. When bullying situations occur, ensure that the situation is managed calmly and professionally. Do not rush to conclusions; instead, stay calm and active. After analyzing the situation, hear the victim and the apparent bully and gather information about the incident. This information should be gathered effectively and accurately. After gathering the information, teachers should offer care and support to the victim, ensuring their safety and well-being. The incident should be documented. Record the incident, including a description of what occurred, the actions taken, and any follow-up. According to Hong & Espelage (2012), immediate response protocols are critical in ensuring that bullying incidents are addressed promptly and effectively.

Whole-school approaches engage the entire school community in preventing and responding to bullying. This involves students, teachers, principals, administration, parents, and counsellors. Some successful strategies are as follows:

A clear and well-written bullying policy that states the school's position on bullying should be created. Schools should highlight every aspect of bullying in their policies. If the school feels that the teachers need training, then the school should organize training for teachers and offer teachers specific intervention strategies (Vaillancourt et al., 2008). Another important aspect is involving parents in this approach. Involve parents and the community in bullying prevention. This will encourage students and help them to speak up against bullying. Parents and community support provide confidence to students. Building a positive school climate with a culture of respect, empathy, and kindness. As cited by Bradshaw et al. (2015), whole-school approaches that engage the whole school community can be effective at reducing bullying.

Research Methodology

This qualitative study uses phenomenological research design. Semi-structured interviews were used to collect data (Brinkmann & Kvale, 2015). Nine secondary school teachers were selected as participants through purposive sampling (Patton, 2015) who had first-hand experience with bullying. A self-developed interview guide helped the researchers to record the lived experiences of the participants in depth. The interviews were audio-recorded with the consent of the participants. Participants were assured that the data would be kept in safe and password-protected files (BERA, 2024). Reflective thematic analysis was used for data analysis, as proposed by Braun & Clark (2006). All the transcripts were reviewed to identify themes and sub-themes. The individuals designated P1 through P9 functioned as the respondents and encompassed a broad spectrum of teaching disciplines and experiences at secondary schools.

Results

The results of the study are presented based on the following themes extracted from the data through reflexive thematic analysis.

Theme 1: Conceptualizing Bullying as Systematic Harmful Behavior

Data show that teachers have enriched knowledge regarding bullying, including its diverse forms, qualities, and dynamic development. Teachers generally viewed bullying as intentional, repeated action which intends to harm others. It is different from occasional conflict between students. Their understanding regarding bullying reflected that bullying involves intentional actions that occur over time.

As participant 1 stated, *"Bullying in secondary school is behavior that is aimed at causing harm, humiliation or social isolation of another student. It can occur verbally, physically, socially, or emotionally"*. This statement suggests that participants recognized bullying as a phenomenon involving various forms of aggression that has a negative impact on students' mental health.

Participant 4 describes bullying as a repeated pattern of aggression towards students who are considered vulnerable, stating that *"Bullying in the secondary school environment is aggressive behavior with one student or a group of students actively causing physical, emotional or social damage to another student who is being viewed as defenseless or vulnerable"*. This statement emphasizes teachers' understanding of bullying as an issue of power imbalance, exposing the students at risk as victims. Participant 7 explained bullying as

Bullying in secondary school is repeated and purposeful behavior which involves causing harm, intimidation, or controlling another student in secondary school. Its acts could be like physical acts, such as hitting or pushing; verbal acts, including name-calling; emotional acts, such as manipulating other students; and digital acts, which include cyberbullying. And I believe that bullying only isolates the victims from their family and friends.

This is a clear perception of the harmful intent of bullying among students.

Theme 2: The Evolution and Technological Transformation of Bullying

This theme shows that teachers have an awareness of how bullying has evolved due to the presence of digital technology. Participants explain that bullying is no longer confined to face-to-face interaction, and online systems have created a new form of victimization. This has resulted in challenges in the prevention and intervention of bullying.

Participants described that digital technology has resulted in expanding bullying beyond classrooms and recognized that online platforms have made bullying more persistent and less visible.

Participant 6 emphasized the continuous nature of cyberbullying, stating,

Today's bullying has moved far beyond school campuses. It is more psychological and mental and follows students at home. Before cyberbullying, students were bullied at school, and they had a break when they went home. Cyberbullying is very hard to identify as it occurs online, not within school boundaries.

The statement suggests that teachers recognize the continuous exposure created by digital technology, leaving the victims with very few opportunities to escape from that harassment. Participant 7 also observed the same thing and described it.

Bullying is more subtle nowadays because of technology; before, it was only within the school premises and was able to be detected by teachers, but nowadays, with the use of social media, it is very difficult for the teachers to detect it.

This statement observes the awareness among teachers that cyberbullying is usually less visible and extremely hard to monitor than traditional forms of bullying. Participant 8 noted increased psychological sophistication among bullies today: *"In the past, bullying used to be more physical, such as fistfights in the old sense, pushing, or jokes made at school. Today, children are smarter psychologically; they use sarcasm, exclusion, and the internet to bully."*

Theme 3: Immediate Response Strategies and Crisis Intervention

This theme shows the immediate interventions and responses of teachers in cases where they experience any form of bullying. Teachers had highly sophisticated forms of intervention strategies that prioritize safety, dignity, and understanding. Teachers universally identified their very first concern as maintaining the safety of everyone involved, especially victims, at the immediate moment while avoiding escalation of the issue. Participant 4 adopted a systematic approach:

First, I move the students involved aside so the situation doesn't get out of hand. Then I have a conversation with the victim and bully individually in a non-charged manner to be able to hear their side of the story. The safety of the victim in the immediate moment and emotional support are crucial.

This approach manifested professional crisis intervention skills by ensuring safety while collecting information about the problem.

Participant 8 noted a certain type of intervention: *"I address it immediately, but not at the cost of disgracing anyone. I move the bullied child out of the scene and approach the bully privately."* This shows teachers' awareness that timely intervention can lead to worsening by disgracing students involved. Participant 1 mentioned an approach:

Firstly, I move the students involved aside and speak to them individually. Firstly, I need to talk to the victim and find out what happened. Then I address the accused student privately. I always keep a record of the case and report it to the administration.

This process indicates a professional documentation procedure for reporting.

Theme 4: Comprehensive Long-Term Prevention and Intervention Strategies

This theme highlights the multi-component strategies that teachers develop to avoid bullying and create positive school environments. Teachers were aware that effective anti-bullying measures require systematic efforts rather than reactive efforts for individual occurrences. Empathy building and character development are crucial components of bullying prevention strategies highlighted by teachers. Participant 1 emphasizes character development through:

In our school, there is a rule of regular classes on character-building in which students know about their values, like respecting others and empathy. I am also in favor of having a buddy system which understands the fact of being shy or being a new student and helps them integrate into the class and make new friends. This approach is very beneficial for those students who are involved in group activities and work collectively with classmates. This was another approach which I followed by addressing bullying issues in model studies and Urdu essays.

It is a multidimensional approach which recognizes that prevention of bullying calls for the integration of different subjects. In the view of participant 7:

Long-term strategies include corrective education to be integrated in the class against bullying, having parent education, regular parent sessions, and having inclusive activities in the class, starting up center-based activities like peer mentoring or anti-bullying representative help in creating a positive environment in the classroom.

This systematic approach recognizes that the prevention of bullying requires establishing clear expectations, continuous education and leadership development among peers.

Theme 5: Creating Inclusive and Supportive School Cultures

Teachers mentioned different ways of developing school climates in which all students are respected, encouraged, and accepted, and understanding that inclusive climates automatically minimize bullying behaviors. Participant 5 described several inclusive strategies:

Some of my longer-term strategies have been to clearly define classroom rules, have inclusive activities, and have regular sessions on respect and empathy. Role-playing sessions also take place where children learn to resolve conflict. I once started a 'buddy system' where older students helped newcomers, reducing bullying amongst them.

This practice illustrates recognizing that prevention of bullying needs to have both clear rules and skill development in positive peer interaction. Participant 8 explained how they initiated collaborative relationships: *"We started a peer buddy system where students in higher grades mentor their juniors to develop a culture of care. I also started projects where students are sorted by diversity to build and dismantle bullying cliques."* This methodology demonstrates how teachers can design learning tasks in a way that dismantles social division and fosters positive relationships between groups of students.

Discussion

The findings of the study show that secondary school teachers have a very sound understanding of bullying. Teachers recognize that bullying is a social issue and should be addressed accordingly. Therefore, their role in dealing with bullying is often affected by some accompanying challenges. Challenges like limited resources, insufficient institutional support, and lack of professional training (Yoon & Bauman, 2014; Yoon et al., 2016). These findings suggest that teachers should be provided with appropriate support and professional training.

The findings also show that bullying nowadays is not confined to physical or verbal bullying. Rather, with the involvement of technological tools, bullying has also taken a digital form called cyberbullying. It is a common type of bullying which follows the student beyond the boundaries of the school, and it is very hard to identify. Therefore, approaches that focus only on

traditional forms of bullying are not sufficient (Kowalski et al., 2014). Bullying is caused by several factors, including peer relationships, social influence, and family circumstances. Effective prevention and intervention strategies require attention to these factors.

The findings are highly beneficial for secondary education. Including the prevention and intervention of bullying should involve a whole-school and systematic approach. This demands that schools develop a positive school culture, provide regular professional development for teachers and establish a system that supports students and staff. This finding is consistent with Olweus and Limber (2010), who emphasized the school-wide approach.

Secondly, digital literacy and cybersecurity education should be included as important components of bullying prevention programs. Schools should also develop clear procedures for responding to cyberbullying. Kowalski et al. (2014) emphasized that the evolution of digital technologies has created a new context for bullying.

Finally, the teacher's professional development should cover areas such as crisis management, restorative approaches, empathy practices, and collaboration with families and communities. Effective bullying intervention requires teachers to have not only practical skills for dealing with different forms of bullying but also to provide emotional support to manage the challenges associated with these situations. This finding is supported by Yoon and Bauman (2014), who identified teachers as a core element of the bullying intervention process.

Conclusion

This phenomenological study provides important knowledge into secondary school teachers' perceptions of bullying and the intervention strategies they use to address bullying. The findings of the study illustrate that teachers have adequate knowledge regarding bullying. The five themes identified in this research are understanding bullying as harmful behavior, different forms of bullying and the role of technology in shaping bullying, intervention strategies used by teachers, and long-term preventive strategies. Educational policy should require schools to implement research-based anti-bullying programs that address prevention and intervention, including features for cyberbullying and frequent, continuous effectiveness assessment. Public funding should provide sufficient mental health support in every school, including trained counsellors, social workers, and psychologists who can deal with the complex psychological guidance of bullying behavior. To the highest degree, this research emphasizes the need to recognize and support the complex, emotionally demanding work that secondary school teachers perform daily in establishing positive, safe, and supportive learning environments where all students can succeed.

Recommendations

The following are some recommendations based on the findings of the study.

- Inclusive classroom behavior through character development should focus on peer mentoring and positive recognition of kindness over popularity or social hierarchy.
- On online platforms, teachers should gain knowledge of digital issues, cyberbullying methods, and appropriate use. This involves learning to identify digital bullying and knowing when to refer to specialists or authorities.
- Schools need to provide ongoing, sustained training to all personnel in bullying recognition, crisis response, restorative justice practices, cybersecurity, and working with families in problem-solving.
- Educational policy should require schools to implement research-based anti-bullying programs that address prevention and intervention, including features for cyberbullying and frequent, continuous effectiveness assessment.
- Public funding should provide sufficient mental health support in every school, including trained counsellors, social workers, and psychologists who can deal with the complex psychological guidance of bullying behavior.

References

- Acosta, J., Chinman, M., Ebener, P., Malone, P. S., Phillips, A., & Wilks, A. (2019). Understanding the relationship between perceived school climate and bullying: A mediator analysis. *Journal of School Violence*, 18(2), 200–215.
- Bradshaw, C. P. (2015). Translating research to practice in bullying prevention. *American Psychologist*, 70(4), 322–332. <https://doi.org/10.1037/a0039114>.
- Bradshaw, C. P., Waasdorp, T. E., & Johnson, S. L. (2015). Overlapping verbal, relational, physical, and electronic forms of bullying in adolescence: Influence of school context. *Journal of Clinical Child and Adolescent Psychology*, 44(3), 494–508.

- Farrington, D. P., Gaffney, H., Lösel, F., & Ttofi, M. M. (2017). Systematic reviews of the effectiveness of developmental prevention programs in reducing delinquency, aggression, and bullying. *Aggression and Violent Behavior*, 33(1), 91-106.
- Frey, K. S., Hirschstein, M. K., Snell, J. L., Edstrom, L. V., MacKenzie, E. P., & Broderick, C. J. (2005). Reducing playground bullying and supporting beliefs: An experimental trial of the steps to respect program. *Developmental Psychology*, 41(3), 479-491.
- Gaffney, H., Farrington, D. P., & Ttofi, M. M. (2019). Examining the effectiveness of school-bullying intervention programs globally: A meta-analysis. *International Journal of Bullying Prevention*, 1(1), 14-31.
- Gladden, R. M., Vivolo-Kantor, A. M., Hamburger, M. E., & Lumpkin, C. D. (2014). *Bullying surveillance among youths: Uniform definitions for public health and recommended data elements* (Version 1.0). Centers for Disease Control and Prevention.
- Hong, J. S., & Espelage, D. L. (2012). A review of research on bullying and peer victimization in school: An ecological system analysis. *Aggression and Violent Behavior*, 17(4), 311-322.
- Jamil, M. Ain, U. Q, & Raza, A. (2024). Examining academic achievement of elementary school students: A gender-based study. *International Journal of Contemporary Issues in Social Sciences*, 3(1), 966-972. <https://ijciss.org/index.php/ijciss/article/view/385>
- Juvonen, J., Nishina, A., & Graham, S. (2001). Self-views versus peer perceptions of victim status among early adolescents. In J. Juvonen & S. Graham (Eds.), *Peer harassment in school: The plight of the vulnerable and victimized* (pp. 105-124). Guilford Press.
- Kowalski, R. M., Giumetti, G. W., Schroeder, A. N., & Lattaner, M. R. (2014). Bullying in the digital age: A critical review and meta-analysis of cyberbullying research among youth. *Psychological Bulletin*, 140(4), 1073-1137.
- Mohajan, D., & Mohajan, H. (2022). Constructivist grounded theory: A new research approach in social science. *Research and Advances in Education*, 1(4), 8-16.
- Olweus, D., & Limber, S. P. (2010). Bullying in school: Evaluation and dissemination of the Olweus Bullying Prevention Program. *American Journal of Orthopsychiatry*, 80(1), 124-134.
- Patton, M. Q. (2015). *Qualitative research & research methods* (4th ed.). Sage Publications.
- Payne, E., & Smith, M. (2013). LGBTQ kids, school safety, and missing the big picture: How the dominant bullying discourse prevents school professionals from thinking about systemic marginalization or... why we need to rethink LGBTQ bullying. *QED: A Journal in GLBTQ Worldmaking*, 1(1), 1-36.
- Rigby, K. (2002). *New perspectives on bullying*. Jessica Kingsley Publishers.
- Rigby, K. (2020). How teachers deal with cases of bullying at school: What victims say. *International Journal of Environmental Research and Public Health*, 17(7), 2338.
- Saarento, S., Boulton, A. J., & Salmivalli, C. (2015). Reducing bullying and victimization: Student- and classroom-level mechanisms of change. *Journal of Abnormal Child Psychology*, 43(1), 61-76.
- Siddiqui, S., & Schultze-Krumbholz, A. (2023). Bullying prevalence in Pakistan's educational institutes: Preclusion to the framework for a teacher-led anti-bullying intervention. *Plos One*, 18(4), e0284864.
- Smith, J. A., Flowers, P., & Larkin, M. (2021). *Interpretative phenomenological analysis: Theory, method and research* (2nd ed.). Sage Publications.
- Smith, P. K., del Barrio, C., & Tokunaga, R. S. (2013). Definitions of bullying and cyberbullying: How useful are the terms? In S. Bauman, D. Cross, & J. Walker (Eds.), *Principles of cyberbullying research: Definitions, measures, and methodology* (pp. 26-40). Routledge/Taylor & Francis Group.
- Smith, P. K., López-Castro, L., Robinson, S., & Görzig, A. (2019). Consistency of gender differences in bullying in cross-cultural surveys. *Aggression and Violent Behavior*, 45(4), 33-40.
- Tabassum, R., Kashif, M. F. & Jamil, M. (2024). Impact of mental health & well- being on academic performance of university students. *Journal of Social Research Development*, 5(3), 37-48. <https://doi.org/10.53664/JSRD/05-03-2024-04-37-48>

- Thornberg, R. (2015). School bullying as a collective action: Stigma processes and identity struggling. *Children & Society*, 29(4), 310-320.
- Thornberg, R., Rosenqvist, R., & Johansson, P. (2012). Older teenagers' explanations of bullying. *Child & Youth Care Forum*, 41(4), 327-342.
- Vaillancourt, T., McDougall, P., Hymel, S., Krygsman, A., Miller, J., Stiver, K., & Davis, C. (2008). Bullying: Are researchers and children/youth talking about the same thing?. *International Journal of Behavioral Development*, 32(6), 486-495.
- Yoon, J., & Bauman, S. (2014). Teachers: A critical but overlooked component of bullying prevention and intervention. *Theory into Practice*, 53(4), 308-314.
- Yoon, J., Sulkowski, M. L., & Bauman, S. A. (2016). Teachers' responses to bullying incidents: Effects of teacher characteristics and contexts. *Journal of School Violence*, 15(1), 91-113.



2026 by the authors; Journal of The Kashmir Journal of Academic Research and Development. This is an open access article distributed under the terms and conditions of the Creative Commons Attribution (CC-BY) license (<http://creativecommons.org/licenses/by/4.0/>).