

Joint Role of Teachers, Parents, and Students in the Prevention of Bullying in Schools: A Study

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Abstract:

Bullying has become one of the major concerns in school education. It affects not only the students who experience it but also the overall learning environment of the school. Students who are subjected to repeated physical, verbal, psychological, or social bullying often face fear, emotional stress, low self confidence, and difficulties in their academic and social life. Because of these consequences, preventing bullying has become an important responsibility of schools. This paper focuses on the joint role of teachers, parents, and students in preventing bullying in schools. The paper has been prepared by reviewing published research studies, books, dissertations, reports, and other reliable academic sources. The reviewed literature shows that bullying cannot be prevented only through strict rules or punishment. Better communication between schools and families, active participation of teachers and parents, and the development of empathy, cooperation, respect, and responsibility among students are equally important. The studies also suggest that early identification of bullying, timely guidance, counselling support, and appropriate school policies help in reducing bullying incidents. Overall, the literature indicates that a coordinated effort by teachers, parents, and students is essential for creating a safe, supportive, and inclusive school environment where every student feels respected and secure.

Keywords: Bullying, Teacher, Parent, Student, School, Prevention.

Introduction

Schools play an important role in the intellectual, social, emotional, and moral development of students. Along with providing education, they are expected to create a learning environment where every student feels safe, respected, and included. In recent years, however, bullying has emerged as a growing concern in schools and has affected both students' well-being and the overall school environment. Bullying refers to intentional and repeated behaviour in which a student or a group of students causes physical, verbal, psychological, or social harm to another student. Unlike ordinary conflicts, bullying involves repeated actions and an imbalance of power. It may occur through physical aggression, verbal abuse, teasing, spreading rumours, social exclusion, damaging personal belongings, or online harassment. Factors such as peer pressure, changing family circumstances, increasing academic competition, social inequality, and the widespread use of digital media have contributed to its increasing occurrence.

Previous studies have consistently shown that bullying has serious consequences for students. **Rigby (2003)** reported that bullying negatively affects students' mental health, self-confidence, and academic performance. Similarly, **Arseneault et al. (2006)** found that children who experience bullying are more likely to face emotional and behavioural adjustment difficulties. **Bradshaw and Johnson (2011)** further

observed that a positive school climate and healthy peer relationships play an important role in reducing bullying.

Preventing bullying requires more than disciplinary action. It depends on the combined efforts of teachers, parents, and students. Teachers can identify bullying at an early stage, parents can support children through open communication and guidance, and students can promote respect, empathy, and responsible behaviour among their peers. **Olweus and Limber (2021)** emphasized that bullying prevention programmes are more effective when schools, families, and communities work together, while **Saracho (2017)** also highlighted the importance of collaboration from the early years of schooling.

Need of the Study

Bullying has become a matter of concern in schools because it affects students in many ways. Apart from influencing their physical and emotional well being, it can also disturb their confidence, relationships with classmates, and interest in learning. When bullying continues, it creates an unhealthy school environment that affects not only the students involved but also the teaching and learning process. In many situations, students hesitate to speak about their experiences because they fear negative reactions or social pressure, which allows the problem to continue. Creating a safe school environment requires the participation of everyone connected with the school. Teachers, parents, and students each have an important role in identifying bullying, responding to it, and reducing its occurrence. Although many researchers have examined bullying from different perspectives, the shared responsibility of these three groups has received comparatively less attention. A review of the available literature can therefore provide a better understanding of how their combined efforts support bullying prevention and contribute to a positive and inclusive school environment.

Objectives of the Study

- To examine bullying in schools and its impact on students.
- To study the combined role of teachers, parents, and students in preventing bullying.
- To identify suitable measures that may help schools reduce bullying.

Review of Related Literature

Ambarini, Ririn, et al. (2024) examined an integrated anti-bullying programme designed for early childhood education in Indonesia. The study mainly focused on improving teachers' understanding of bullying through structured training and awareness activities. It also encouraged active cooperation between schools and families to address bullying at an early stage. The findings indicated that trained teachers were better able to identify bullying behaviours and respond appropriately. Strong communication between parents and schools further strengthened prevention efforts. The study concluded that early intervention and collaborative participation are important for reducing bullying among young children.

Kochenderfer and Ladd (2023) investigated how children respond to peer aggression and how these responses influence later bullying experiences. The researchers analysed children's social behaviour and interactions with classmates. The findings suggested that children who demonstrated positive social skills and constructive coping strategies were less likely to become repeated victims of bullying. The study also emphasized the importance of supportive peer relationships in reducing victimization. It recommended promoting social competence among children as an effective preventive measure.

Olweus and Limber (2021) presented a comprehensive school-based bullying prevention programme. The study explained that bullying can be reduced more effectively when schools, parents, and the local community work together. It emphasized the importance of clear school rules, teacher involvement, and continuous monitoring of students' behaviour. Parent participation and regular communication with schools were also considered essential. The programme showed that a coordinated approach creates a safer and more supportive school environment.

Olweus (2019) examined bullying in Norwegian schools through the book *Bullying at School: What We Know and What We Can Do*. The study described the causes, nature, and effects of bullying in detail. It highlighted the importance of implementing a whole-school anti-bullying programme instead of relying only on disciplinary action. Teachers, parents, and school administrators were identified as key contributors to prevention. The study concluded that long-term planning and teamwork are necessary to reduce bullying.

Elmahera, Deti (2018) investigated bullying among children in early childhood education in Indonesia. The study examined different forms of bullying and the factors that contribute to such behaviour. The findings suggested that bullying often begins at an early age and should not be ignored. Early identification, teacher awareness, and immediate intervention were found to be essential. The study recommended strengthening preventive efforts from the beginning of children's school life.

Santoso, Adi (2018) explored the role of anti-bullying education in Indonesian schools. The study emphasized that awareness programmes and moral education help students understand the harmful effects of bullying. Cooperative classroom activities were also found to improve peer relationships. Teachers were encouraged to promote respect and empathy among students. The study concluded that educational approaches are more effective when combined with active student participation.

Helgeland and Lund (2017) conducted a qualitative study in Norway to understand children's views on bullying in kindergarten. Interviews and discussions were used to explore children's experiences and opinions. The findings showed that even young children are able to recognize unfair and hurtful behaviour. A caring classroom environment was found to reduce conflicts and improve peer relationships. The researchers stressed the importance of early prevention.

Saracho (2017) reviewed different bullying prevention strategies used in early childhood education. The study examined previously published research to identify effective practices. It found that cooperation among teachers, parents, and schools plays an important role in preventing bullying. Developing children's social and emotional skills was also considered essential. The review recommended introducing preventive measures from the early years of education.

Bradshaw and Johnson (2011) reviewed research related to the social context of bullying and peer victimization. The study examined how school climate and peer relationships influence bullying behaviour. The findings suggested that supportive school environments experience fewer bullying incidents. Positive teacher-student relationships and clear behavioural expectations were also found to reduce bullying. The study highlighted the importance of improving overall school culture.

Arseneault et al. (2006) investigated the adjustment problems experienced by children who had been bullied. The study included a large group of school children and examined their emotional and behavioural development. The findings showed that bullying was associated with anxiety, emotional distress, and difficulties in social adjustment. Victimized children also experienced lower psychological well-being. The researchers emphasized the need for timely support and intervention.

Olweus (2005) evaluated the effectiveness of the Olweus Bullying Prevention Program. The study examined how school-wide intervention strategies influenced bullying behaviour over time. The results showed a noticeable reduction in bullying where the programme was implemented properly. Teacher training, regular supervision, and student participation contributed to its success. The study supported the use of comprehensive prevention programmes in schools.

Gillies Rezo and Bosacki (2003) explored young children's understanding of bullying. The study focused on how children describe and interpret bullying experiences. The findings indicated that children viewed bullying as emotionally painful and socially harmful. Many children expressed feelings of sadness, fear, and isolation when discussing bullying. The study highlighted the importance of listening to children's perspectives while developing prevention strategies.

Rigby (2003) examined the consequences of bullying in schools through a review of existing evidence. The study found that bullying negatively affects students' mental health, self-confidence, classroom participation, and academic achievement. Long-term bullying was also linked with emotional and behavioural problems. The author emphasized that prevention should become a regular part of school policy rather than a response to isolated incidents. The study recommended creating a positive and supportive school climate to reduce bullying effectively.

Summary of Related Literature

The studies reviewed in the present paper consistently show that bullying is a significant issue in schools and has wide-ranging effects on students' mental, social, and academic development. The literature suggests that punishment alone cannot address the problem effectively. Instead, successful prevention depends on the combined efforts of teachers, parents, students, and school authorities. Many researchers have also emphasized the importance of early identification, awareness programmes, counselling support, a positive school climate, and the development of empathy and moral values. Overall, the available evidence indicates that a collaborative approach is essential for creating schools where students feel safe, respected, and supported.

Research Methodology

The present paper is based on a review of existing literature. Relevant information was gathered from reliable secondary sources, including research articles, dissertations, books, academic journals, and other authentic publications related to bullying prevention. Both national and international studies were considered to obtain a broader understanding of the issue. The selected literature was carefully read and compared to identify common findings, differences, and major recommendations. After examining these sources, the available evidence was interpreted to understand the combined role of teachers, parents, and students in preventing bullying in schools. The discussion presented in this paper is therefore based on a systematic analysis of published literature rather than on primary data collection.

Results and Analysis

The review of the selected studies shows that bullying continues to be a major concern in school education. Although the forms and causes of bullying may differ across settings, most studies agree that it has a negative influence on students' emotional well being, social adjustment, and academic performance. Children who experience bullying often report fear, anxiety, loneliness, reduced self confidence, and a gradual loss of interest in school activities. In several studies, repeated bullying was also associated with

behavioural problems and poor classroom participation. The literature further suggests that bullying is influenced not only by individual behaviour but also by the overall school climate. Schools that encourage open communication, mutual respect, and regular supervision tend to report fewer bullying incidents. On the other hand, schools with weak monitoring systems and unclear behavioural expectations often experience more frequent cases of bullying. This indicates that creating a positive school environment is an important part of bullying prevention.

Another consistent finding across the reviewed studies is the importance of collaboration among teachers, parents, and students. Teachers are usually the first to notice changes in students' behaviour and can respond through timely guidance and intervention. Parents also play a key role by maintaining regular communication with their children and cooperating with the school whenever concerns arise. At the same time, students themselves contribute by showing empathy, respecting their peers, and reporting bullying incidents instead of ignoring them. Overall, the reviewed literature suggests that bullying cannot be reduced through punishment alone. Greater success is reported when schools combine awareness programmes, counselling, life-skills education, and active participation from teachers, parents, and students. Such coordinated efforts help create a safer and more supportive learning environment for all students.

Analysis of the Joint Role of Teachers, Parents, and Students

Preventing bullying in schools is a shared responsibility that requires the coordinated efforts of teachers, parents, and students. Each stakeholder has a distinct role, and effective bullying prevention depends on their active participation and cooperation.

Teachers interact with students on a daily basis and are well placed to notice behavioural changes or early signs of bullying. Besides teaching, they can promote an inclusive classroom environment, encourage respectful behaviour, and intervene whenever bullying is identified.

Parents contribute by maintaining open communication with their children and paying attention to changes in their behaviour or emotions. Regular interaction with the school also helps parents and teachers work together to address concerns before they become more serious.

Students are equally important in preventing bullying. Showing respect towards classmates, supporting peers, refusing to encourage bullying, and reporting incidents to responsible adults can help create a safer and more positive school environment.

When teachers, parents, and students work together with a shared sense of responsibility, bullying can be addressed more effectively. Such cooperation helps build a school culture based on respect, trust, inclusion, and mutual support, allowing students to learn in a safe and supportive environment.

Suggestions

- Schools should develop a clear policy for preventing bullying.
- Teachers, school leaders, and parents should receive regular orientation or training on bullying prevention.
- Awareness programmes should encourage empathy, cooperation, self-control, and mutual respect among students.
- Counselling support, complaint mechanisms, and confidential reporting facilities should be available in schools.
- Schools and families should maintain regular communication regarding students' well-being.

- Efforts should be made to build a safe, inclusive, and supportive school environment.
- Teachers should be trained in classroom management, child psychology, and positive discipline practices.
- Students should be encouraged to participate in group activities, peer support programmes, sports, and cultural events.
- Schools should periodically review bullying-related issues through surveys or feedback.
- Parents should remain attentive to changes in their children's behaviour, friendships, and emotions.
- School authorities should respond fairly and promptly to reported bullying incidents.
- Life skills, moral values, and social-emotional learning should be integrated into school education.
- Awareness about the harmful effects of bullying should be promoted through posters, workshops, speeches, plays, and other educational activities.
- Teachers, parents, and students should work together and share responsibility for preventing bullying.
- From an early age, children should be encouraged to practise kindness, sharing, friendship, and respect for others.

Conclusion

The literature reviewed in this study indicates that bullying is more than a disciplinary concern; it is an issue that can influence students' emotional well-being, social relationships, academic performance, and overall development. If bullying is ignored during the early years of schooling, its effects may continue for a long time and influence children's confidence and participation in school life. The studies consistently suggest that punishment alone does not provide a lasting solution. More positive outcomes are reported when schools combine awareness, timely intervention, counselling, and supportive educational practices. Teachers, parents, students, and school administrators all have important roles, and their combined efforts are more effective than isolated actions. The evidence also highlights the importance of maintaining a positive school climate where students feel respected, listened to, and emotionally secure. Such an environment encourages students to report problems without fear and supports healthy relationships among peers. Based on the available literature, it may be concluded that bullying prevention requires continuous cooperation between schools and families, along with the active participation of students. A coordinated approach that promotes respect, empathy, communication, and shared responsibility can help schools provide a safer and more inclusive learning environment for every student.

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