



A STUDY ON TEACHERS' AWARENESS FOR PREVENTION OF BULLYING

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Abstract

This research investigates the extent of awareness among secondary teachers in Mohali about the prevention of school bullying, an important issue affecting the well-being of students and school safety. Bullying, which is recurrent aggressive behavior with physical, verbal, sexual, cyber, and social types, has severe psychological and academic consequences for victims. Teachers are pivotal in early identification and intervention, but only when they are aware and comprehend the dynamics of bullying. The research employed a self-developed bullying awareness tool among 50 teachers drawn from CBSE-affiliated private schools along three dimensions: conceptual knowing of bullying, recognition of bullying behaviors, and knowledge of social and emotional learning (SEL)-based coping measures. Findings indicated significant gaps and inconsistencies in teachers' awareness. Most teachers misinterpreted peer conflict as bullying and linked bullying primarily with lower socio-economic status. Teachers had limited awareness of the aggressive and repetitive patterns of bullying and lacked sufficient skills to identify perpetrators and victims, particularly for sexual, cyber, and social bullying. Furthermore, teachers lacked sufficient knowledge of SEL coping skills essential in promoting empathy, emotional control, and good peer relationships. The demographic analysis noted a deficiency in professional training, with none of the teachers having received capacity-building programs on bullying prevention. The findings place high priority on the development of targeted professional development programs to enhance conceptual clarity of teachers, development programs for enhancing conceptual clarity of teachers, detection skills, and SEL competence to ultimately create safer and more supportive learning environments.



Improved teacher training is critical to early identify, intervene effectively, and holistically prevent bullying in schools.

INTRODUCTION

Human behavior is a broad array of actions, thoughts, and feelings that people display in response to internal and external stimuli. It is an intricate balance of biological, psychological, social, and environmental factors that determine how people perceive, interact with, and react to their environment. It is important to understand human behavior in fields such as psychology, sociology, education, and organizational management because it helps identify the reasons why people behave as they do. School is a microcosm of society, which assists in reflecting and recreating the larger dynamics, structures, and functions of society within its boundaries. Schools congregate students with various backgrounds so that they can learn to communicate, cooperate, and settle disputes, all of which they will apply in their entire lives. With this diversity and subjective biases, each student is in a race to find ground in an assumed complicated social environment. This is where, unwittingly at times or as a recreational activity, certain students use dominating behavior by words or physical might, among others, to dominate. Bullying is one of the behaviors that students use to parade their power. Several studies showed that thousands of school children are victim/bully dyads daily (Espelage & Holt, 2001; Hoover, Oliver, & Hazler, 1992; Nansel et al., 2001). Bullying behavior is done by a person/group of individuals to hurt someone. The activities are done in the absence of an adult. Hence, it becomes challenging to handle the situation. Lack of a self-assured one or an adult to confide innermost matters adds to the issue. The role of teachers in this respect becomes even more significant, and their intention to identify and step in to halt the act of bullying would be the key factor, since the absence of appropriate intervention and knowledge permits bullying to flourish at school. The majority of the teachers belong to a contrasting socio-economic origin; their consciousness might not be comparable to the rest of the teachers, and the difference in their knowledge and capacity for identifying bullying behaviour might also be influenced. Therefore, this might serve as a constraint towards managing the bullying matters properly. Although some teachers are so engaged and well-informed about the realities of issues of bullying, this may motivate them to handle bullying efficiently. Therefore, this paper



looks at the level of bullying awareness among school teachers, as it is regarded as a primitive requirement for them to handle it efficiently.

Concept of Bullying

According to the American Heritage Dictionary, bullying is defined as “to threaten in an overbearing or intimidating manner.” It also refers to the use of force, threats, or coercion to abuse, intimidate, or dominate others aggressively (Juvonen and Graham, 2014). Essentially, bullying involves systematically and chronically inflicting physical pain or psychological distress on one or more students or employees through unwanted and repeated behaviors whether written, verbal, or physical. This includes any threatening, insulting, or dehumanising gestures made by either students or adults. Such actions can be severe or pervasive enough to create an intimidating, hostile, or offensive educational environment, leading to discomfort or humiliation, and they can unreasonably interfere with an individual's school performance or participation (Bar Association of India, 2015). It is recognised as a serious form of aggression worldwide (Dimitrios, Vrakas, and Papadimitropoulou, 2023; Jolliffe and Farrington, 2007; Olweus, 1995). UNESCO describes bullying as repetitive negative actions from one or more individuals, where the victim often struggles to defend themselves (Dunn, 2010). Rigby (2002) adds that bullying is an antisocial act aimed at hurting another person, characterized by a power imbalance favoring the bully and a sense of oppression felt by the victim. Bullying is a global issue affecting individuals of all ages and socioeconomic backgrounds. It has significant social and emotional repercussions on the victim's academic performance and overall well-being (Erawan, 2015). Research indicates a strong link between low self-esteem and being bullied (Boulton et al., 2014; Rigby, 2017). Children who experience bullying often struggle to adjust to school and may become socially isolated (Olweus, 1993). The repeated nature of such actions can lead to serious consequences for the victim's social and mental health, including low self-esteem, anxiety, depression, stress, social withdrawal, and even suicidal thoughts. The impact is profoundly severe.

Prevalence of School Bullying in India

Each country has its own intensity levels when it comes to bullying. Classroom bullying is also a big issue in India. India has been shaken by a recent spate of school bullying cases, and the nation needs to take notice and insist that stringent actions must be taken against it.



- A 15-year-old boy from Kochi's Thripunithara was physically and verbally bullied for his skin colour in schools and also made to lick a toilet seat and then pushed into the toilet when it was flushed. This incident hurt him so badly that he jumped from the 26th floor of his flat and died (Bose 2025, India News).
- Both of the 4-year-old girls in a prestigious coeducational school in Badlapur, Maharashtra, were sexually bullied by a male sweeper. The girls did not mention anything to their parents and also did not go to school. After their medical examination, the case was found to be very serious. The incident explained how badly strict school safety rules are required to protect little children from such heinous acts (Hindustan Times 21 August 2024)
- Three Delhi students murdered their peer by stabbing him as he used to bully him. (Singh, 2024, TOI)
- The Instagram scandal that revealed eye-opening information was brought to the surface on May 6, 2020, called Bios Locker Room, operated by upper-class teenagers. A 17-year-old female from Gurugram was discovered dead at home after she was molested by the members of the Boise locker room who shared nude pictures of minor girls and made indecent comments. (Ravi 2020).
- A terribly shocking instance of 14-year-old schoolboy bullying was reported from Bengaluru, who leapt from her terrace on the 10th floor and stepped into the limelight. She was a victim of one of her van mates. Her inability to confront the situation in a better manner left her with no option but to commit suicide. (Pawan, 2016).
- Two students were physically attacked by their seniors at an elite school, Shimla. One among them received multiple injuries in the intestine. (Indian Express 2012, May 16).

The recent series of incidents highlights the continued prevalence of bullying in schools. However, many schools deny the existence of such cases within their institutions. This gap in recognition and response underscores the urgent need to address the issue effectively.

TEACHER AND BULLYING PREVENTION

As education and technology have evolved, the role of teachers has transformed significantly over the years. Their impact goes beyond just teaching in the classroom; they also



serve as guides, counselors, managers, and even psychologists, which is truly admirable. To handle these diverse responsibilities effectively, teachers must put in the effort and continuously update their skills to create a safe school environment. They are expected to be well-versed in preventing and addressing bullying behavior, allowing them to tackle issues before they escalate. When teachers genuinely care for their students, foster positive relationships, manage classroom discipline, and maintain a conducive learning atmosphere, the likelihood of students getting involved in bullying decreases significantly (Roland and Galloway 2002). By building strong connections through daily interactions, teachers can spot bullying behavior and respond appropriately. However, various studies have pointed out that many teachers feel unprepared to intervene in bullying situations, often citing a lack of awareness and confidence (Benítez et al., 2009; Beran, 2005; Gorsek & Cunningham, 2014; Maran et al., 2017; Sultana et al., 2020). While some researchers argue that teachers do engage in addressing bullying, the numbers are quite low, with only about 4% intervening on playgrounds and 18% in classroom incidents (Atlas & Pepler, 1998). Therefore, understanding teachers' awareness of bullying is a crucial area of research that deserves more attention, given its importance in effectively tackling bullying.

BULLYING AWARENESS AND TEACHERS

Awareness is the perception or knowledge of fact or situation. In this research, awareness is used to describe teachers' sensitivity and active response in dealing with school bullying. "Bullying awareness" entails an understanding of its types, including physical, verbal, emotional, social, and cyberbullying, as well as spotting early warning signs to allow for intervention before it grows. Bullying awareness is the best starting point for establishing a safer and more supportive school, work, and community environment. Bullying is a multifaceted, destructive behavior that may encompass physical aggression, verbal harassment, social exclusion, and cyberbullying. Hence, teachers are best placed to observe bullying behaviors. Hence, establishing a culture of respect, empathy, and inclusion in schools is vital for them. Increased sensitization to bullying allows teachers to identify disruptive conduct early on and provides them with the skills and innovative pedagogy with which to manage such incidents efficiently. This sensitization is not limited to victimization but also entails the psychosocial components of bullies, bystanders, and victims, promoting a comprehensive



intervention strategy. By being better informed of the dynamics of bullying, teachers are able to form stronger student-teacher relationships and use their knowledge and skills to identify and meet students' concerns. Successful intervention strategies involve involving school counselors or administrators, recording incidents, and employing satisfactory conflict resolution methods. The related literature indicated the positive association of teachers' awareness and intervention in bullying; therefore, it is necessary to recognize the extent of teachers' awareness for preventing bullying.

Review of Related Research

The related studies were reviewed from various credible sources such as research journals (both online and offline), academic databases and websites including Google Scholar, ResearchGate, Sage Publications, and PubMed, as well as newspapers and scholarly articles. Only those studies relevant to teachers' awareness of bullying were included, while unrelated works were excluded. Houndoumadi and Pateraki (2001) emphasised the inefficiency in communication between teachers, bullies, and victims, highlighting the need for improved interaction and understanding. Similarly, Mishna, Scarcello, Pepler, and Wiener (2005) found that teachers often struggle to accurately identify bully-victims, indicating a significant gap in their ability to recognise the complexity of bullying dynamics.

Further, the literature demonstrates a positive correlation between teachers' awareness of bullying and their effectiveness in intervening in such situations. Novick and Isaacs (2010) argued that enhancing teachers' understanding is crucial for the prevention of bullying in schools. Supporting this, Gleason and Katherine (2011) examined how teachers, administrators, and guidance staff respond to bullying behaviors in high school settings, emphasising the urgent need for proactive and timely intervention.

Gorsek and Cunningham (2014) reviewed multiple studies on teachers' perceptions, awareness, and training regarding school bullying. Their review concluded that teachers must develop a clear understanding of the various forms of bullying and their impact on students. Such foundational awareness provides a strong basis for effectively addressing and managing bullying incidents. In another study, Malik and Mehta (2016) investigated the prevalence of bullying using a peer relations questionnaire and observed that many cases identified by



teachers remained unaddressed. This neglect points to either a lack of competence or unwillingness to intervene, resulting in unresolved issues and continued harm to victims.

Overall, the reviewed literature reveals significant gaps in teachers' knowledge, perception, and intervention practices related to bullying. This underscores the urgent need to strengthen teachers' awareness and equip them with effective strategies to identify and manage bullying cases. The present study, therefore, seeks to assess the current status of teachers' awareness of bullying, to inform policy integration and design targeted interventions to enhance their preventive and responsive roles.

Research Design

The researcher used a descriptive method to draw the findings. The researcher constructed a 3-point scale (Agree, Neutral, Disagree), a bullying awareness tool, after reviewing the related tools (Bauman, Rigby & Hoppa, 2008; Tina & Sharma, 2015; Brook, 2004), as none of the tools were adequate to address the problem and to provide ample information about teachers' awareness of bullying. The tool was categorised into three dimensions based on teachers' awareness are first, a basic understanding of the bullying concept; second, bullying behaviour detection; third, social and emotional learning based coping strategies. Thus, after designing the items for the tool, it was shown to the subject experts for its content validity. After making suggestive changes, a trial of the tool was done on 50 teachers. After a gap of 10 days, the same tool was administered on the same sample, and the reliability coefficient, Cronbach's alpha, was found to be 0.092.

Sample

Sampling is the process of selecting individuals or objects from a larger population to analyse and generalise findings (Best et al., 2017). In this study, 50 secondary school teachers working in CBSE-affiliated private schools were selected from Chandigarh city. The bullying problems are more severe in the secondary school level, thus it was important to get an insight into the level of teachers' awareness of bullying who teach them. After delimiting the samples, the list of the C.B.S.E affiliated schools was collected from the DEO office, Mohali. Three schools were selected based on random sampling. Then the participants were contacted, and their consent was taken based on maintaining their identity. The self-constructed tool was given to



them and requested to give honest responses, as their responses will be used only for research purposes. The collected responses were interpreted through percentage analysis.

Research Question

The paper explores the level of teachers' awareness of the prevention of school bullying. Therefore, the research questions in *what is the level of secondary school teachers' bullying awareness in Mohali schools.*

Objectives

To study the research problem, certain objectives were formed based on the interpretations of the data. The objectives of the study are:

- To study teachers' understanding of bullying awareness
- To study teachers' awareness of bullying behaviour
- To study teachers' awareness of social and emotional learning based coping strategies

Demographic Details

The collected data was later categorised into demographic information. The information helps place the findings in context and explains who the participants are. Demographic data helps determine how far the results can be applied to larger populations. Without knowing participants' backgrounds, it is difficult to judge whether findings are specific to a group or widely applicable.

Table 1.1 Demographic variables based on the sample collected

Demographic Variable	Characteristics	Frequency	Percentage(%)
Age	25-35	25	50
	35-45	17	34
	45-55	8	16
	55 and above	-	-
Gender	Male	10	20
	Female	40	80
Years of Teaching Experience	5-10	32	64
	10-15	10	20
	15 and above	8	16



Teacher Category	Class Teacher	28	55
	Subject Teacher	11	22
	Co-curricular Teacher	8	16
	Counsellors	3	6
Attended Capacity building program regarding Prevention of Bullying	Yes	0	0
	No	10	100

The demographic profile reveals that most of the teachers belong to the younger age group of 25–35 years (50%), followed by 35–45 years (34%), with only 16% belonging to the 45–55 age group, and no one above 55 years, showing a relatively young teaching population. The sex distribution is also in favor of females (80%) over males (20%), which is typical of the trends in the teaching community. In the aspect of teaching experience, the majority of teachers (64%) possess 5–10 years of experience, followed by fewer with 10–15 years (20%) and 15 years and above (16%), indicating that the sample comprises predominantly mid-career employees. In terms of teacher types, over half are class teachers (55%), who deal directly with students on a day-to-day basis, with the remainder consisting of subject teachers (22%), co-curricular teachers (16%), and counsellors (6%), which indicates a lack of specialist counselling personnel. A point of serious concern is that no teachers have participated in capacity-building programmes on preventing bullying, with 100% of them reporting not receiving training on this subject. This insufficiency of exposure speaks volumes of a major gap in professional development, which suggests the imperative for systematic training programs and institutional support to empower teachers with the requisite skills and confidence to preclude and counter bullying in schools effectively.

Percentage analysis of bullying awareness

Objective 1: To study teachers' understanding of bullying awareness

The statements examining teachers' awareness of bullying concepts were asked to know their basic understanding of the topic. It is believed that before intervening in any kind of problem, one must have a basic understanding of it. Both Positive and negative statements were used.



Positive Statements are 1, 2,4,6,7,10 while negative statements are 3, 5, 8,9. The scoring was done accordingly. The participants' responses are shown below

Table 1.2 Percentage responses of the participants' awareness of the bullying concept

Awareness of Bullying Concept	Agree	Neutral	Disagree
1) Bullying is an aggressive form of behaviour. (+)	24%	28%	48%
2) Bullying can be defined as repetitive abusive actions against a person. (+)	40%	36%	24%
3) Peer conflict is equivalent to bullying behaviour. (-)	44%	32%	24%
4) The bullies and victims fight for power. (+)	28%	24%	48%
5) The desire for fame is the primary reason students engage in bullying. (-)	20%	28%	52%
6) A competitive school environment creates bullies. (+)	36%	36%	28%
7) Bullying behaviour is generally associated with students from lower socio-economic backgrounds.	30%	26%	44%
8) Students who are victims of bullying at school may also experience bullying or abuse at home. (-)	28%	28%	44%
9) Excessive parental expectations can contribute to children engaging in bullying behaviour. (-)	24%	32%	44%
10) Bullying victims fear sharing their bullying experience with their parents or family members. (+)	42%	34%	24%

The insights from table 1.2 reveal that teachers' understanding of bullying is quite limited and often clouded by misconceptions. A notable portion of teachers, about 76%, failed to recognize bullying as a form of aggressive behavior, with only 24% acknowledging it. Furthermore, while 40% agreed that bullying consists of repeated abusive actions, many teachers either disagreed or took a neutral stance, highlighting a lack of clarity on the issue. Misunderstandings were also evident, as 44% of teachers confused peer conflict with bullying, and 30% associated



bullying with students from lower socio-economic backgrounds, which points to lingering stereotypes. Although there was some awareness of how the school environment and parental expectations can influence bullying behavior, opinions were still split. Interestingly, 42% of teachers acknowledged that victims often hesitate to share their experiences with parents or family members, indicating a partial grasp of the emotional challenges these victims face. Overall, the findings suggest that teachers hold inconsistent views, struggle to distinguish bullying from peer conflict, and often attribute the issue to external or stereotypical factors, underscoring the urgent need for focused awareness and training programs.

Objective 2: To study teachers' awareness of bullying behaviour detection

The study intends to study teachers' awareness of bullying behaviour detection. To assess teachers' bullying awareness, it is important to know whether the teachers can detect and identify the bullying behaviour. As their ability to detect and identify ensures that they are sensitised about the bullying fact and consider the bullying behaviour important to pay attention.

Table 1.3 Percentage responses of the participants' awareness of bullying behaviour detection

Awareness of Bullying Behaviour Detection	Agree	Neutral	Disagree
1. I am aware of the warning signs that indicate a student may be a victim of physical bullying (e.g., injuries, fear, withdrawal).(+)	24%	28%	48%
2. I am not aware the potential victims of physical bullying .(-)	40%	36%	24%
3. I am unaware of the warning signs of verbal assault(Spreading rumours, name-calling, passing lewd comments) against potential victims. (-)	44%	32%	24%
4. I can identify potential verbal bully in my class.	28%	24%	48%



5. I am aware the indicators of students who may be victims of sexual assault .	20%	28%	52%
6. I cannot detect the potential sexual bullies in the classroom. (-)	36%	36%	28%
7. I am aware the indicators of students who may be victims of cyberbullying.	30%	26%	44%
8. I am aware of the cyberbullying behaviour.	28%	28%	44%
9. I am aware of warning signs of the social bullying victim.	24%	32%	44%
10. I am not aware of the warning signs and symptoms to identify social bullying behaviour in class. (-)	42%	34%	24%

The Table 1.3 analysis of teachers' knowledge about bullying behavior recognition shows that their knowledge to identify various kinds of bullying in general is restricted and incoherent. Only fewer than one-fourth (24%) of them said they knew the signs of physical bullying, and almost half (48%) disagreed, indicating poor acknowledgement of even overt types of aggression. Also, while 40–44% confessed to not knowing possible victims of bodily bullying and verbal harassment, most of them were neutral, reflective of doubt and lack of confidence in identification. In cases of sexual assault, awareness was even lower, with only 20% of them agreeing that they could recognise victims, and over half (52%) disagreeing. Cyberbullying and social bullying were also not well recognised, with fewer than one-third of teachers admitting awareness, and about 44% flatly disagreeing. Curiously, a large percentage of teachers admitted that they could not recognise potential bullies in class (36%), which refers to a stark deficiency in preventive capability. Overall, the results indicate that teachers' knowledge about bullying behavior whether physical, verbal, sexual, cyber, or social, is not sufficient, with misconceptions and a lack of clarity reigning supreme. This ambiguity diminishes their capacity for effective intervention, which highlights the imperative for professional training



and sensitisation initiatives in the detection and response to various forms of bullying behaviors.

Objective 3: To study teachers' awareness of social and emotional learning based coping strategies

The study aims at addressing teachers' awareness of social and emotional learning based coping strategies. Bullying has a severe social and emotional impact, such as depression, anxiety, hypertension, social exclusion etc. To address such issues, the teachers must have awareness of various social and emotional learning based coping strategies. Various statements about social and emotional learning were asked of the participants. The responses are as follows.

Awareness of Social and Emotional Learning based coping strategies	Agree	Neutral	Disagree
1. I am aware of the activities to enhance empathy among students.	30%	24%	46%
2. I am not aware of the anger management techniques for students (-)	40%	36%	24%
3. I know various meditation techniques for students.	28%	24%	48%
4. I don't know how to conduct gratitude sessions among students. (-)	44%	32%	24%
5. I am aware of team-building exercises that promote positive peer relationships.	32%	28%	40%
6. I don't know how to conduct open discussions with students about bullying issues. (-)	38%	34%	28%
7. I am aware of various social welfare projects for promoting social awareness among students.	26%	28%	46%



8. I am not aware of the ways to promote kindness among students. (-)	42%	32%	26%
9. I am aware about the strategies to promote leadership qualities among students.	28%	24%	48%
10. I am aware of the technique of promoting positive self-talk among students.	30%	26%	44%

Table 1.4 dives into how aware teachers are of social and emotional learning (SEL) coping strategies. It shows that their knowledge and use of these strategies tend to be pretty limited and inconsistent. While some teachers mentioned they were aware of activities to boost empathy (30%), team-building exercises (32%), and ways to encourage positive self-talk (30%), a significant number either felt neutral or disagreed, which points to a lack of understanding and confidence in using these strategies. There were clear misconceptions and gaps, especially in areas where teachers admitted they didn't have enough knowledge, like anger management (40% acknowledged they were unaware), running gratitude sessions (44% said they didn't know how), leading open discussions about bullying (38% agreed they were unsure), and fostering kindness among students (42% admitted they were unaware). Awareness of social welfare projects (26%) and leadership promotion strategies (28%) was also quite low. All in all, these findings suggest that teachers have a limited grasp and practical knowledge of SEL-based coping strategies, which could hold them back from effectively nurturing empathy, emotional regulation, and positive interactions among students. This underscores the urgent need for focused professional development and training programs to help teachers build the skills and confidence necessary to implement SEL interventions in schools.

Discussion

The study identified notable gaps in teachers' knowledge and beliefs regarding bullying and coping with it, suggesting an urgent need for interventions in teacher training. The evidence demonstrates teachers' conceptual learning regarding bullying is not coherent, as most do not appreciate its persistent and aggressive character. The interpretation concurs with the research conducted by van Verseveld et al. (2021), which reports that some teachers believe bullying to be a normal part of growing up, as they lack knowledge of the fundamentals. The presented study supports the fact that misconceptions, such as equating peer conflict with bullying or



associating bullying primarily with lower socio-economic backgrounds, suggest that stereotypes and incomplete knowledge continue to influence teachers' perceptions (Burger, 2022; Martínez-Carrera et al., 2024). According to Bhadra, (2025) teachers lower identification ability leads to reduced intervention rates, showing the detection gap. These discrepancies are alarming since a precise and correct understanding of bullying is paramount to timely recognition and proper intervention in schools.

According to detection of behaviour, the findings show that teachers' ability to recognize victims and perpetrators in all forms of bullying, including physical, verbal, sexual, cyber, and social, is poor (De Luca et al., 2019). Raising awareness was especially low in the case of sexual and cyberbullying and social bullying signs, with many teachers indicating uncertainty or inability to identify such behaviors. This indicates a severe lack in preventive efforts, as detection at an early stage is important in protecting student welfare and developing a secure school culture (Leemis, 2018). The findings also indicate that misconceptions could decrease teachers' responsiveness and confidence and therefore limit their intervention effectiveness even more.

Teachers' poor knowledge about social and emotional learning (SEL) based coping strategies, which play a pivotal role in fostering empathy, emotional regulation, and healthy peer relations, also emerges from the study. Rana et al.(2018)summed up in the research that SEL assists in the development of social relationships and emotional health.Few teachers showed an awareness of activities like team-building, empathy building, and positive affirmations, while a high number reported not being aware of anger management, gratitude classes, bullying, and how to build kindness or leadership among students. This restricted awareness of SEL strategies can impede teachers' capacity to facilitate students' social and emotional growth and alleviate or prevent bullying.

In general, the conversation highlights a consistent trend: teachers' knowledge of bullying ideas, recognition of bullying behaviors, and SEL-based methods of coping is patchy, incoherent, and frequently guided by misconceptions or stereotypes. These results are consistent with the available literature pointing to the fact that poor teacher training and insufficient professional development in bullying prevention may undermine school safety and



student well-being. The research underscores the importance of systematic training courses that equip teachers with:

- Conceptual understanding regarding bullying and its types.
- Practical skills to recognize victims and bullies in various forms of bullying.
- Expertise in applying SEL-based interventions to promote empathy, emotional management, and positive peer relations.

Raising the knowledge and skills of the teachers in these areas will not only enhance early identification and intervention but will also help in developing a more caring and bullying-free school climate.

Conclusion

The study shows that teachers often have a limited and inconsistent understanding of bullying, including their ability to spot bullying behaviors and their knowledge of social and emotional learning (SEL) strategies for coping. Many teachers mistakenly equate peer conflict with bullying or think that bullying is tied to specific socio-economic backgrounds, which makes it harder for them to accurately identify and address bullying situations. Their awareness of various types of bullying—like sexual, cyber, and social bullying—is particularly lacking, revealing significant gaps in their ability to detect and intervene effectively. Moreover, teachers' grasp of SEL strategies, such as building empathy, managing anger, encouraging positive self-talk, and fostering kindness or leadership among students, is still quite inadequate. This lack of knowledge can prevent the creation of a supportive school atmosphere that promotes emotional regulation, empathy, and positive interactions among peers, all of which are vital for preventing bullying. In summary, the findings highlight an urgent need for well-structured professional development programs that provide teachers with a clear understanding of bullying, practical skills to recognize and respond to various forms of bullying, and the ability to implement SEL-based coping strategies. Improving teachers' knowledge and skills in these areas is crucial for building safer, more inclusive, and emotionally supportive learning environments where students can thrive without the threat of bullying.



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