

Bullying in Elementary Schools: A Systematic Literature Review from 2014 to 2024

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Abstrack

A black mark that must be erased is the phenomenon of bullying in the field of education. The results of a variety of research studies on bullying behavior in elementary school children have prompted researchers to conduct a critical analysis with three research focuses: 1) the factors that contribute to the occurrence of bullying in elementary schools; 2) the bullying behaviors in elementary schools; 3) the strategies that elementary schools employ to address bullying among students. In order to accomplish these objectives, Systematic literature review by analyzing 44 articles from Scopus and Google Scholar, which were selected based on inclusion



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and exclusion. In addition, researchers carried out bibliographic mapping and visualization sourced from bibliometrics obtained from the results of literature analysis in the form of PRISMA analysis. The findings indicate that internal and external factors influence bullying behavior. In the interim, bullying behavior manifests as physical, verbal, and nonverbal violence. Consequently, educational institutions implement a variety of strategies, including institutional and individual strategies.

Keywords: Bullying, elementary school, psychology

A. Introduction

Bullying is a social phenomenon that persists in a variety of human lives. The education sector, which is the ideal location for studying, can transform into a terrifying threat to children and other individuals without exception (Eriksen dkk., 2014). The distribution of data regarding bullying behavior in elementary school children in various countries also supports this perspective. In Finland, 49.8% of elementary school children are affected by bullying, while in the United States with 19% (Dake dkk., 2003), the Netherlands with 21.5% (Fekkes dkk., 2005), and Indonesia (Borualogo dkk., 2020). The large number of bullying behaviors in schools is a red note that must be removed because every child has the right to get the best protection in the process of seeking knowledge (Forsberg & Thornberg, 2016). (Wisudayanti & Dewi, 2023) expressed the view that schools should be able to overcome bullying behavior optimally, as the main task of educational institutions is to form morals, character and uphold humanity, as well as provide a sense of security to every student (Jamsai, 2023).

Bullying is an initial phenomenon that has the potential to evolve into racist behavior. Racist and discriminatory behavior is observed in elementary school students of specific races and skin colors (students with skin colors other than white) who are affected by this condition (Myers, 2017). The data presented by Kevorkian indicates that nearly 40% of elementary school students are victims of bullying behavior (Kevorkian, 2016). Additionally, (Rigby & Johnson, 2006) have observed that other students have a greater disdain for the victims and are in awe of the perpetrators of bullying. Limited knowledge and the belief that bullying is a common outcome for students who differ from their peers are additional contributing factors to the development of bullying among elementary school children (Thornberg, 2010). Consequently, numerous trivial incidents (bullying) occur that result in fatalities. Similar to an elementary school student in Bekasi (Putri, 2023) which was subjected to bullying behavior by his peers and ultimately succumbed to his injuries (f). In order to address the numerous bullying behaviors of elementary school students, teachers and parents must serve as the primary gateways (Salehi, 2016). It includes comprehending the types of bullying behavior prohibited from harming other students.

(Fahie, 2014) disclosed numerous research findings regarding bullying behavior that elementary school students frequently perpetrate. These findings include the following: students bullying weaker victims, bullying (Fekkes dkk., 2005), physical attacks (Alwi dkk., 2023; Shore, 2019), and the use of unfavorable



nicknames such as "nerd," "sissy," and "coward" (Strindberg, 2023). Schools are required to conduct a comprehensive and organized analysis of the findings above. Because bullying behavior can result in a traumatic response and even the loss of life for victims (students) at school (Yang dkk., 2018). The primary focus of bullying cases at the elementary school level is the response of teachers, who have direct relationships with students. Ayani also believed that class teachers should investigate and implement strategies and techniques for addressing bullying behavior among elementary school students (Ahyani dkk., 2019).

Given the substantial number of instances of bullying behavior among elementary school students, the responsibility for addressing it cannot be confined to the teacher's position (Posnic, 2016; Rashed, 2022; Tucker & Maunder, 2015). Additionally, schools must be institutionally present to offer the most effective strategies for addressing student bullying. For instance, Luo et al.'s research results emphasize the necessity of coping strategies incorporating longitudinal mediation that can be implemented with elementary school students (Luo, 2023). One of the findings is that the dominance of student bullying behavior begins with welfare. In order to effectively resolve conflicts (disputes), schools must provide a comprehensive solution, as (Pérez-Jorge dkk., 2023) have expressed the necessity for teachers in elementary schools to equip students with restorative strategies. A persistent conflict will result in violence and amity. In agreement with (Tucker & Maunder, 2015), who asserted that the most effective approach to addressing bullying behavior among elementary school students is to adopt a comprehensive approach and provide coaching to ensure that students' emotions are managed.

Based on several research findings above, starting from various types of bullying behavior carried out by elementary school students (Aalst, 2022; Cohen, 2021; Doumas, 2023; Posnic, 2016), the role of teachers in preventing bullying (Rashed, 2022; Rigby & Johnson, 2006; Salehi, 2016; Santos, 2015; Sideridis, 2023; Varsamis, 2022). Researchers found the need to conduct in-depth research on bullying behavior in elementary school students using systematic literature review research methods (Borualogo dkk., 2020; Luo, 2023; Pérez-Jorge dkk., 2023; Riyanti dkk., 2022; Siddique dkk., 2023). So this research has a clear urgency to help schools, parents and teachers in preventing bullying behavior which often occurs in elementary school children, because this research is based on collecting various research results published in global indexed journals over the last ten years. Critical analysis includes three research focuses: 1) factors that contribute to bullying in elementary schools; 2) bullying behavior in elementary schools; 3) strategies implemented by elementary schools to overcome bullying among students

B. Research Method

The research method employed a systematic literature review method, which involves bibliographic mapping and visualization based on bibliometrics from the results of literature analysis (Linnenluecke dkk., 2020; Xiao & Watson, 2019). In this research, the method had three research focuses: 1) the factors that contribute to the occurrence of bullying in elementary schools, 2) the bullying behaviors in elementary schools, and 3) the strategies that elementary schools employ to address bullying among students. Searching for data through the third application, Publish



or Perish, with specific themes, including bullying in elementary school, bullying in basic school, and bullying in primary school, as well as preventing bullying in elementary school and bullying strategies in education, involves selecting literature based on a global/international scientific publication database (Scopus). The researchers used PRISMA analysis, which involves planning, identification, feasibility testing, and conducting meta-analysis with relevant theories based on the findings above (Hutton dkk., 2016; Rethlefsen dkk., 2021).

Inclusion and exclusion in literature selection

Research using the systematic literature review (SLR) method in the process of sorting and selecting articles was based on five core stages: 1) literature selection based on publication data selected from articles/journals taken from global databases, not including book reviews, theses, theses, proceedings or results of international conferences; 2) the articles taken from global databases published in the last ten years (2014-2024) with the themes of bullying in elementary school, bullying in basic school and bullying in primary school, preventing bullying in elementary school, and strategies for bullying in education; 3) Retrieval of journal articles based only on publications published in global databases (international/Scopus); 4) in the data search process, researchers used other applications (publish or perish) to maintain the objectivity of data collection; 5) in the data collection process, especially the article language used by researchers was "English," as journal article publications in the Scopus database only use English.

Screening and Eligibility Analysis of Articles

Screening and analysis of the suitability of articles were based on the themes determined above: bullying in elementary school, bullying in basic school and bullying in primary school, preventing bullying in elementary school, and bullying strategies in education. On January 2, 2024, get the following results:

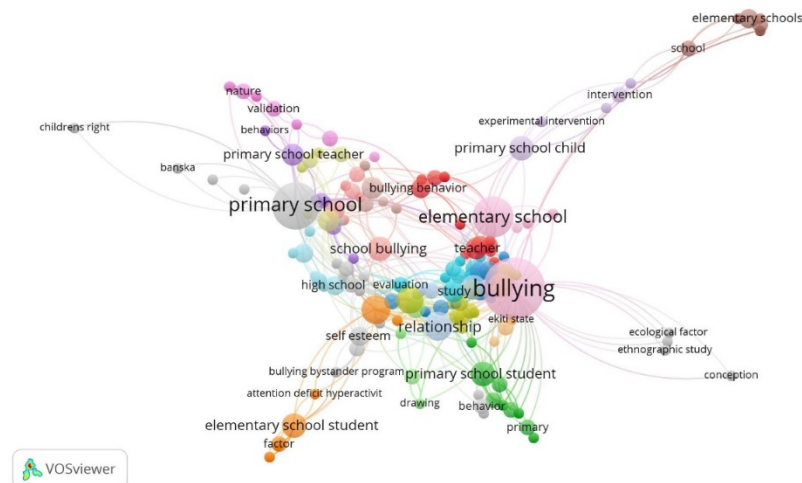
Table 1: Database based themes on vulnerable 2014-2024

No	Theme	Year	Database	Count
1	bullying in elementary school	2014-2024	Scopus	46
2	bullying in basic school	2014-2024	Scopus	4
3	bullying in primary school	2014-2024	Scopus	61
4	preventing bullying in elementary school	2014-2024	Scopus	5
5	strategy bullying in education	2014-2024	Scopus	7
Total				123

The Scopus database contained 123 articles, as indicated by the data obtained from the themes above. Researchers conducted a PRISMA analysis on the 123 articles, adjusting the stages to identify 45 journal articles and full papers relevant to the theme. Subsequently, the researchers imported data in the form of "RIS." They exported it to the Vos Viewers application, thereby demonstrating the interconnectedness of the themes of the published articles, as illustrated in Figure 1



below.

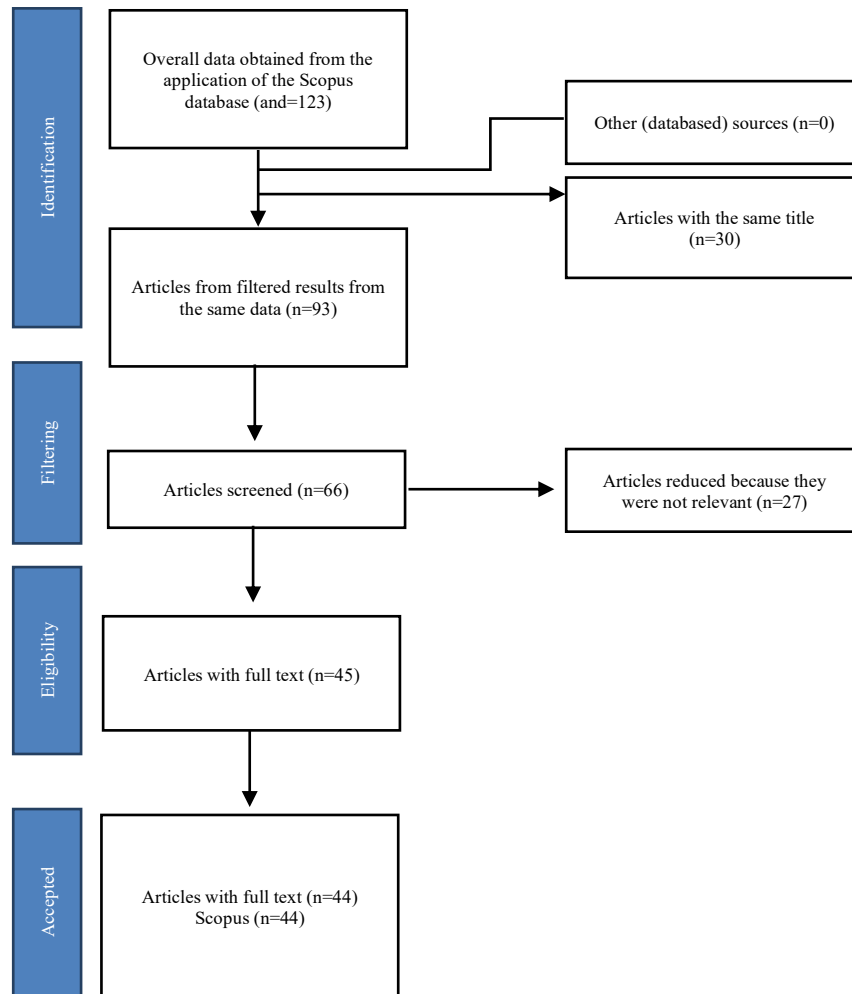


The findings in Figure 1 indicate that bullying behavior is dominantly associated with school bullying, particularly in elementary schools. Other than that, bullying behavior is directly linked to students in all processes, both directly and indirectly (distantly). Therefore, bullying models and strategies can be identified to address bullying behavior among elementary school students, as indicated by the data above.

PRISMA Analysis

This systematic literature review research method used PRISMA data analysis to get maximum results. Researchers carried out several stages, starting from identification, filtering, and eligibility of articles to obtain the accepted articles based on the results of PRISMA analysis.





Based on the sequence of the chart above, the analysis process was carried out. Initially, the identification stage, namely the initial stage of the researchers looking for articles based on predetermined themes, the results obtained from publications in the years 2014-2024, totaling 123 (articles, book reviews, book chapters, proceedings, and international conferences). The same data identification process shows 93 different articles and 30 articles with the same title. Then, the article filtering process resulted in 66 articles being filtered and 27 articles being reduced (irrelevant to the theme). Furthermore, article eligibility resulted in $n=45$ articles with full text. So, 44 articles were received from the Scopus database.

C. Result and Discussion

1. Result

The results of the prism analysis showed that 45 complete articles were found from the Scopus database that were likely to be published in 2014-2024. In this section, researchers classify articles based on research questions with the RQ (research quasi) formula as follows: First, what are the factors behind the occurrence of bullying in elementary schools (RQ.1)? Second, what are the bullying behaviors



of students in elementary schools (RQ.2)? Third, what are the elementary school strategies for preventing bullying behavior among students (RQ.3).

The results of the study can be seen from the distribution of authors in various countries who discussed the many cases of bullying at elementary school level, as shown in Figure 1 below:

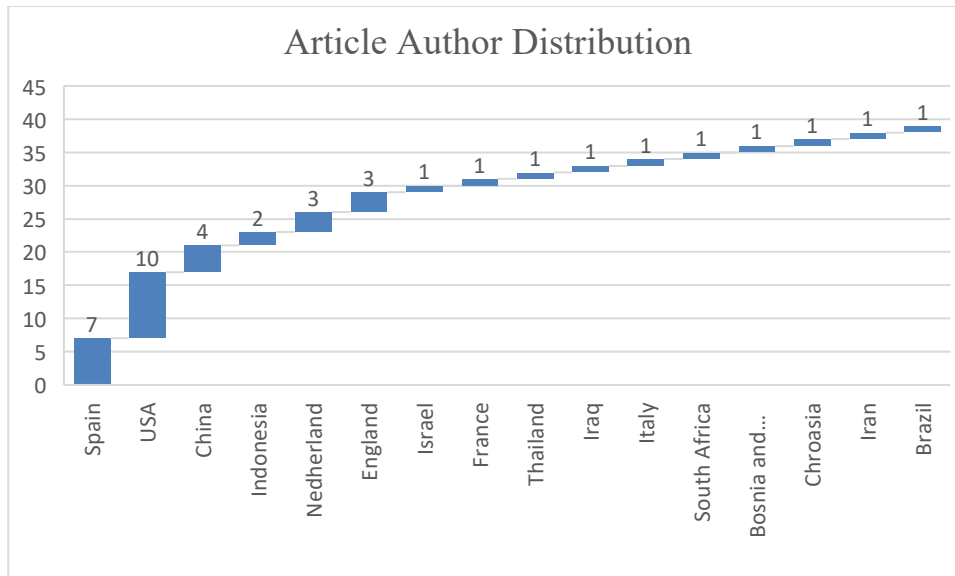


Figure 1: Article Author Distribution

From the picture above, it can be seen that there is a significant distribution of bullying in the USA (United States), with as many as 10 journal articles, research findings in Spain as many as 7 and in China, there are 4 research results with a focus on bullying in elementary schools. The findings of the article are in line with the research question, as in the Figure below:

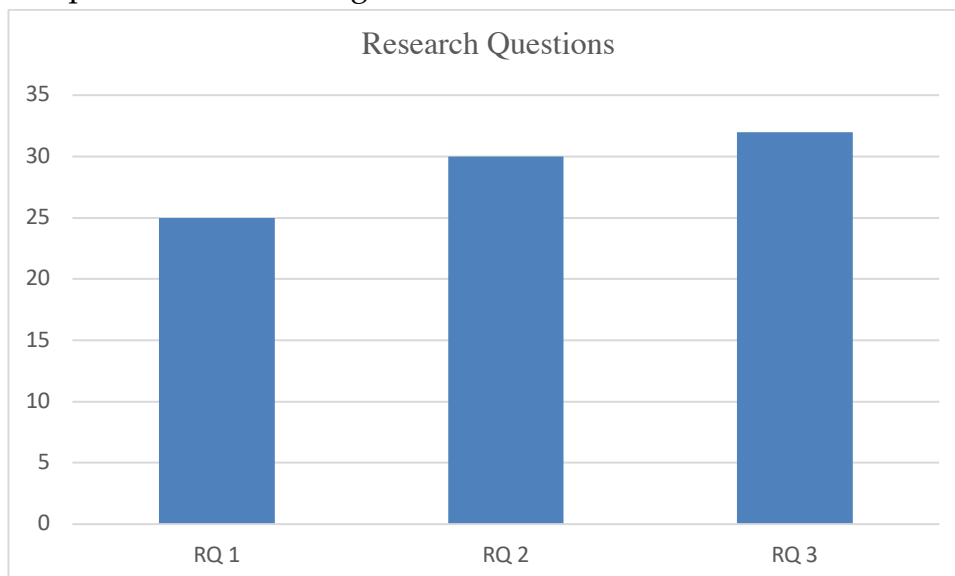


Figure 2: Research Question

Based on data from the research questions above, the researcher conducted an in-depth analysis of 44 articles that had undergone PRISMA analysis, with detailed research titles as follows: 1) A Systematic Review on Primary School Teachers'



Characteristics and Behaviors in Identifying, Preventing, and Reducing Bullying. 2) Evaluation of the PELITA bullying prevention program: A study of elementary school teachers in Kudus, Indonesia. 3) Preventing bullying of students with special educational needs through dialogic gatherings: a case study in elementary education. 4) Involving parents in school-based programmes to prevent and reduce bullying: what effect does it have?. 5) The influence factors in elementary and junior high school bullying-based on the interpretative structural modeling. 6) A Meta-Analysis on Effects of Parenting Programs on Bullying Prevention. 7) Individual Resilience: A Major Protective Factor in Peer Bullying and Victimization of Elementary School Children in Israel. 8) Preventing and addressing homophobic and transphobic bullying in education: A human rights-based approach using the United Nations Convention on the Rights of the Child. 9) Gender Differences in Defending Behavior among Elementary School Students Trained in a Bullying Bystander Program: Is Self-Esteem a Moderator?. 10) Effectiveness of counseling program in developing spiritual intelligence and reducing bullying behavior in a sample of primary school children.

11) Understanding ecological factors associated with bullying across the elementary to middle school transition in the United States. 12) Child- and school-level predictors of children's bullying behavior: A multilevel analysis in 648 primary schools. 13) Exploring Primary School Staff Responses to Student Reports of Bullying in Australia: A Qualitative Study. 14) Bullying involvement and self-reported mental health in elementary school children across Europe. 15) Factors related to verbal bullying in elementary school students. 16) The Role of Social Media Use in Peer Bullying Victimization and Onset of Anxiety Among Indonesian Elementary School Children. 17) Bullying in Elementary Schools. 18) Factors associated with group bullying and psychopathology in elementary school students using child-welfare facilities. 19) The Relationship Between Bullying Behaviors and Self-esteem Among Primary School Students in Iraq. 20) Coping strategy, Well-being, and bullying perpetration in primary schools: a longitudinal mediation model.

21) Theatrical Activities in Primary School: Effects on Children's Emotion Regulation and Bullying. 22) Parental Self-Efficacy and Bullying in Elementary School. 23) Prevalence of bullying victimisation among primary school children in South Africa: a population-based study. 24) Actively caring to prevent bullying in an elementary school: Prompting and rewarding prosocial behavior. 25) Racism and bullying in rural primary schools: protecting White identities post Macpherson. 26) Social and Relational Aspects of Bullying and Victimization in Elementary School: Strength-Based Strategies for Prevention. 27) Various aspects of bystander behavior in bullying situations among Japanese elementary and junior high school students. 28) Satisfaction with the program of school bullying prevention and mental health promotion - cross sectional study among primary school pupils in Mostar. 29) Bullying and cyberbullying in primary school: The impact of gender and student



academic performance. 30) Restorative methods as a strategy for the prevention of violence and bullying in primary and secondary schools in Mexico: An exploratory study.

31) The way bullying works: How new ties facilitate the mutual reinforcement of status and bullying in elementary schools. 32) Bullying in Basic School: the Perspectives of Teachers and Pupils. 33) Barriers Faced by Teachers in Managing Bullying Behavior Among Saudi Primary School Children Aged 6-10 Years. 34) Relationship between socio-emotional competencies and the overlap of bullying and cyberbullying behaviors in primary school students. 35) Primary School Teachers and Parents Perception of Peer Bullying Among Children in Iran: A Qualitative Study. 36) Bullying: attitudes, consequences and preventive strategies in elementary school teachers and students perception. 37) Bullying in primary school children: The relationship between victimization and perception of being a victim. 38) Oppression in schools: Bullying among students in basic education. 39) Helping children to get along: teachers' strategies for dealing with bullying in primary schools. 40) Like Father, like Child: Early Life Family Adversity and Children's Bullying Behaviors in Elementary School. 41) Bullying Victims in Rural Primary Schools: Prevalence, Correlates, and Consequences. 42) Physical Education Teachers' Perceptions of and Strategies for Managing Bullying: The Influence of Socialization. 43) Bullying victimization and student engagement in elementary, middle, and high schools: Moderating role of school climate. 44) Analysis of the relationship between self-concept and school violence in the last school years of Primary Education.

2. Discussion

The factors that contribute to the occurrence of bullying in elementary schools

It is imperative to eradicate the stigma associated with bullying among elementary school students (Kevorkian, 2016). In terms of terminology, bullying behavior results from a combination of factors. Kim explains that the primary factor in bullying among students is the low economic condition of the family (Kim, 2015). Social status creates a space for numerous acts of bullying to occur, which in turn leads to mental health issues and encourages perpetrators to continue bullying (Doumas, 2023; Fink, 2018). It is consistent with Espelage's assertion that psychological well-being and mental health (Espelage, 2015) are the dominant factors in preventing students from bullying their friends. Another contributing factor to bullying is the perpetrator's inability to regulate their emotions, which results in them taking it out on weaker students (victims) (Arnout dkk., 2020; Kim, 2015).

The slow process of preventing bullying is also a contributing factor to the occurrence of bullying behavior (Jamsai, 2023) because schools are more inclined to discuss bullying that has already occurred than to develop strategies for preventing it. Therefore, a positive and appealing school environment will diminish the



potential for bullying. (Cornu, 2016) also expressed the opinion that schools established with a hostile climate will serve as a support system for perpetrators. Therefore, it is the responsibility of all school members, including educators and the surrounding community, to assist the school in preventing any negative factors that may encourage students to bully the victim (Maierna, 2021). Despite their superior position at school, parents are responsible for educating students about the significance of refraining from bullying their peers (Sidera, 2020) and teachers (Silva & Bruno Lazzarotti Diniz Costa, 2016).

The findings above indicate that bullying in schools, particularly at the elementary school level, results from various factors. In schools, bullying is caused by a variety of factors, including the existence of social inequality (social status) among students, the discovery of mental disorders in students that are of a past nature, psychological/mental health disorders, the superiority of students, and schools that have a hostile climate. In light of these circumstances, The perspective of (Forsberg & Thornberg, 2016; Thornberg, 2010) on bullying behavior is that it results from individual and social encouragement. Nevertheless, Salehi endeavored to substantiate his argument by utilizing his research findings to suggest that the numerous factors contributing to bullying in elementary schools must be fortified through the cultivation of robust relationships between teachers and parents (Salehi, 2016). It can be achieved through interactive workshops and personal contact. Nevertheless, it is important to consider external factors to ensure that schools can offer solutions. For example, the treatment of students' peers may be influenced by the violence that occurs in their families (Vries, 2018).

Based on the findings of several bullying behaviors above, collaboration from various parties is needed to prevent bullying behavior in elementary schools. One of them is the role of the government in preventing bullying in children, through the Roots Program, one of the programs initiated by the government in collaboration with UNICEF and practice schools (Suhendar dkk., 2024). This view is in line with Anisa who noted that in addition to the role of schools (Anisa dkk., 2024), there is the role of the surrounding community and the government as concrete evidence that the state is present and at the forefront in combating bullying in elementary school students.

The bullying behaviors in elementary schools

Examining bullying in elementary schools is an intriguing investigation that warrants the utmost respect. Schools must prioritize the development of the most effective strategy to address bullying behavior, which is frequently perpetrated by students of the same age (Cohen, 2021). Certain types of bullying behavior among elementary school students, including physical violence directed at students, Kaloeti et al. observed that male students are more likely to engage in bullying that involves physical violence (Kaloeti, 2021; Newgent, 2016; Obrdalj, 2014). (Manuel, 2021; McCarty, 2016) observed that male students were responsible for 45% of



bullying that involved beatings, while female students were responsible for 55% of non-physical bullying.

Additionally, elementary school students engage in verbal bullying, which includes insulting, slandering, threatening, and making fun of others (Jamsai, 2023; Malm, 2017; Nishino & Junko Wakamoto, 2022). Fink also shares the same perspective that verbal bullying can have a long-term negative impact on the psychology of students (Fink, 2018). Without the provision of intensive assistance, bullying behavior can result in deep depression, excessive panic, and even social anxiety (Kaloeti, 2021). In order to ensure the safety of victims and reduce the prevalence of bullying, schools must promptly address reports of bullying incidents with all available resources (Gizzarelli dkk., 2023). In addition to the perspectives above, (Palomares-Ruiz dkk., 2021) asserted that schools must be capable of preventing bullying by increasing the awareness of teachers and parents regarding the numerous findings of bullying behavior in elementary school children. The school's objective is to eradicate the behavior. Rather than addressing bullying cases that have already occurred to victims at school, the school should address bullying in a multifaceted manner (Ploeg, 2020).

Nonverbal actions can be long-term traumatic, which is another behavior of bullying in elementary schools (Jamsai, 2023). (Wang dkk., 2022) also asserted that the victimization of victims has long-term effects with negative consequences for generations, including disorders of learning, thinking, and development at school. Another potential for non-verbal bullying behavior is the process of imitation, which involves treating weaker friends in the same way. For instance, non-verbal bullying can involve excluding (Manuel dkk., 2021) or isolating peers (with body language and movements) (Verlinden, 2014). (Betts, 2015) asserts that non-verbal bullying behavior poses an equivalent level of danger to physical bullying behavior (Verlinden, 2014). However, non-verbal bullying behavior does not induce physical injury; instead, it damages students' social relationships and reputations. Smit and Myers expressed that every student has the same fundamental right to avoid intentional and repeated bullying, humiliation, and exclusion at school (Myers, 2017; Smit, 2003).

The strategies that elementary schools employ to address bullying among students

The existence of a variety of findings from models of bullying behavior in elementary schools, which are conducted by students on their peers (Malm, 2017; McCarty, 2016; Tucker & Maunder, 2015), creates a discussion space for schools to implement the most effective strategies for maximum prevention. (Ahyani dkk., 2019) offers the PELITA program, which is a psychoeducation program that is free of bullying, in Indonesia. This program emphasizes the fundamental social-emotional skills of a child at the primary school level. Additionally, the program can foster a positive atmosphere, which fosters more harmonious relationships



between teachers and students. Additionally, Santos et al. argue that the most effective method of preventing bullying among perpetrators and victims is to employ an individual approach that emphasizes the role of parents and teachers (Santos, 2015). When the learning process at school is restricted by time, the most effective strategies are parent involvement and school awareness programs (Axford dkk., 2015; Chen dkk., 2021).

Another approach to combating bullying among elementary school students is offering comprehensive support and comprehension (Rigby, 2020; Rigby & Johnson, 2006). Teachers play a critical role in developing a sense of security and comfort among elementary school students (Álvarez-Guerrero dkk., 2023). (Posnic, 2016) observed that the majority of bullying reports in schools are generated by students and their peers, both verbally and non-verbally. Consequently, schools must establish teacher units to address bullying behavior. (Silva & Bruno Lazzarotti Diniz Costa, 2016) observe that elementary schools can implement anti-bullying initiatives that are not limited to perpetrators and victims. Nevertheless, this program also offers comprehensive support for the development of materials and the implementation of the program, which is overseen by all school community members (Tucker & Maunder, 2015). Additionally, Dyiari observed the significance of establishing counseling programs for students to enable schools to decrease the incidence of bullying at the elementary school level (Dyiari, 2015).

(Yang dkk., 2018) observed that one of the most effective strategies for schools is to establish policies that bind perpetrators of bullying. This approach enables schools to cultivate a positive school climate and ensure the safety of students. (Wei dkk., 2024) observed that the approach to combating bullying is to offer specialized training to educators, particularly in professional competence, to enhance their self-efficacy and prevent students from engaging in bullying. For instance, educators instruct students on the significance of refraining from bullying. Peers through a role-playing learning process (McCarty, 2016).

In contrast to Luo et al., who employ the "longitudinal mediation model" as an alternative to address and prevent bullying behavior in elementary school students (Luo, 2023), this approach yields favorable outcomes by emphasizing the treatment of victims through strategies and providing mediation in the criminal process in instances of bullying. Teachers also propose the establishment of an "observation team" responsible for monitoring bullies in the school. (Rock & Baird, 2012) state that the peer observer strategy is more effective in suppressing bullying behavior at school. To ensure that the strategies outlined above are effectively communicated to all school members and parents, the school must establish rules and policies (Gizzarelli dkk., 2023).

They can be classified according to the needs of the field based on various findings from the strategies implemented by individual schools (primary schools) to address bullying behavior. The initial strategy is an institutional solution, while the second is an individual solution. However, Urie Bronfenbrenner's ecological



theory is contextually effective in overcoming bullying behavior in elementary school students (Bronfenbrenner, 1979). The theory begins with microsystem identification, mesosystem analysis, exosystem exploration, macrosystem evaluation, chronosystem understanding, and system integration, which can be illustrated in detail as follows:

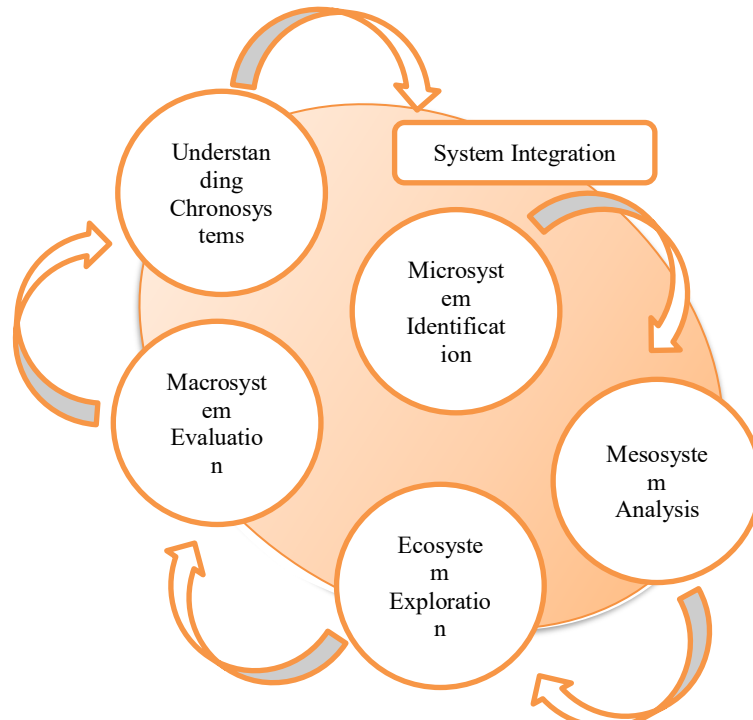


Figure 2. The visualization of a series of processes in preventing bullying behavior in elementary schools from Urie Bronfenbrenner's perspective

According to Figure 2, the initial step in any process that primary schools can implement to address children's bullying behavior is: 1) the microsystem is identified by observing the most miniature environment within the individual, such as peers at school and family background. Fink and Vries observed that peers with predictor behavior can influence other peers to bully weaker victims (Fink, 2018; Vries, 2018); 2) the mesosystem analysis will influence student development, a process that involves the interaction of two parties, such as peers and the school environment. Compared to damaging school ecosystems, schools with a favorable ecosystem are more effective in reducing bullying rates (Luo, 2023); 3) the ecosystem exploration does not directly influence individual microsystems but can influence them, such as the existence of individual communities, is the subject of exploration. Parents who adhere to a positive parenting model can prevent their students from bullying (Chen dkk., 2021); 4) the macrosystem evaluation is a domain in which social conditions, culture, and individual norms can significantly influence an individual's personality; 5) Chronosystems are a sequence of events that can affect an individual's environment. The most effective strategy for preventing bullying early on can be achieved through comprehensive integration of the systems above.



D. Conclusion

In summary, this research's findings suggest that internal and external factors influence the factors that contribute to bullying behavior in schools. These factors include social inequality (social status) in students, which results in victims being bullied, findings of mental disorders in past students, psychological/mental health disorders, the superiority of students, and schools that grow up in a hostile climate. Physical violent behavior such as kicking and hitting is one of the numerous forms of bullying that occur in elementary schools. Verbal bullying, which includes making fun of friends, slandering, or even threatening, can instill fear in the victim. In addition, bullying can manifest in nonverbal forms, including the use of body language, movements, or eyes to ostracize or ignore individuals. Various strategies have been implemented, including the following: strengthening the psychoeducation (bullying-free) program for Indonesia (PELITA), involving teachers, parents, and students in the prevention of bullying, forming a special team to address bullying, strengthening counseling programs for students, and utilizing the longitudinal mediation model as a model for addressing bullying. In order to ensure that individuals who engage in bullying behavior are held accountable, schools and victims of bullying must establish policies. Additionally, an additional approach is to fortify Urie Bronfenbrenner's ecological theory, beginning with the identification of microsystems, the analysis of mesosystems, the exploration of ecosystems, the assessment of macrosystems, the comprehension of chronosystems, and the integration of systems.

This research has theoretical implications regarding factors, behavior, and school strategies for overcoming bullying practices at the elementary school level, as indicated by the conclusions above. Therefore, schools must be capable of offering the most effective solutions to prevent bullying behavior, particularly in the case of elementary school students (ages 7 to 12), who are susceptible to the influence of their surroundings (peers, the school environment, and the student community). Even though this research has limitations in terms of its analysis of factors, behavior, and school strategies about bullying behavior, the recommendation for future research is to incorporate one of the theoretical findings regarding strategies for preventing bullying behavior in elementary school students, such as strategies from ecological theory. Urie Bronfenbrenner is implemented in elementary school education units.

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F. Author Contribution Statement

MA, designed, wrote, collected and analyzed data, and contributed to data analysis and manuscript revision. SC, provided important input in the planning, analysis and manuscript preparation stages. NH, helped with data collection and data analysis.

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