Literature Review of The Counselor's Role in Dealing with Bullying in Schools

Mohd Ahsani A Malek
Universiti Utara Malaysia
Email: mohd.ahsani@uum.edu.my

Article Info	Abstract
	Bullying at school is a serious problem that can negatively impact student's social, emotional and academic development. School counselors have an important role in preventing and handling bullying. This research aims to examine literature review method by examining scientific articles, journals, books and other relevant sources published in the last 10 years. Keywords used in the literature search included "bullying", "school counselor", "intervention", "prevention", and "counseling". Data analysis was carried out qualitatively by identifying main themes related to the role of counselors in dealing with bullying. The literature shows that school counselors play a role ini: (1) designing and implementing bullying prevention programs, such as life skills training and character education; (2) providing crisis intervention for victims of bullying including individual and group counseling; (3) providing counseling for bullies to change aggressive behavior; and (4) collaborating with teachers, parents and other parties in creating a save and inclusive school environment. Studies show the effectiveness of counselor interventions in reducing bullying and improving student well-being. However, further research is needed regarding intervention models that are appropriate to the Indonesian context. School counselor have a crucial role in dealing with bullying. Capacity building and support is needed for counselors to be able to carry out their role optimally.

Introduction

Bullying is one of the serious problems in the school environment that can occur in various forms, such as physical, verbal, and cyberbullying. Data form various studies show that bullying has a negative impact on student's mental health, academic achievement, and social relationships. Based on survey by the Indonesian Child Protection Commission (KPAI), it was found that 2,355 cases of violations against child protection including bullying, from January to August 2023. This condition emphasizes the need for effective intervention from various parties, including school counselors, who play an important role as mediators, emotional supporters, and facilitators in creating a safe school environment.

This research focuses on a literature review of the role of counselors in dealing with bullying in schools, covering aspects of the impact of bullying to counselor's efforts in dealing with bullying in schools. Various previous studies have highlighted the importance of counselors contribution in this issue. For example, the study

"Cyberbullying: Role of school psychologist and school counselors in addressing a pervasive social justice issue" (Elbedour et al., 2020) shows that school psychologist and school counselors can act as social justice agents in schools to prevent cyberbullying, especially among the most vulnerable populations. The research "The Influence of Identification and Intervention of School Bullying on Perception of Middle School Counseling Teacher on Dealing Bullying" (Endriyani & Kumalawati Santoso, 2020). Emphasizes the importance of bullying recognition in schools and bullying awareness for students, teachers, school staff, parents, and the surrounding community so that students are in a safe environment. While the research "Individual Counseling Client-Centered Approach in Increasing the Resilience of Victims of Bullying" (Fitri et al., 2022). Discusses individual counseling characterized by client-centered approach, has proven to be an effective and successful method in increasing resilience for those caught up in the adverse effects of bullying. However, these studies tend to focus on certain aspects, such as prevention or victim assistance, without providing a holistic understanding of the counselor role in addressing bullying as a whole.

This gap suggests the need for further research to examine the integrative role of counselors in addressing bullying in schools. This study aims to identify the role of counselors I the prevention, identification, and handling of bullying, analyze the challenge faced by counselors, and provide recommendations for strategies that can be implemented to create a bullying-free school environment. Thus, the results of this study are expected to increase the effectiveness of the counselor's role in dealing with bullying, thus creating a safer and more comfortable learning environment for all students.

Methods

This study employs a literature review approach to explore the role of school counselors in addressing bullying. A literature review was chosen because it enables the researcher to collect, evaluate, and synthesize findings from various empirical studies, theoretical frameworks, and methodological approaches into a comprehensive understanding of the topic (Snyder, 2019). The review follows a narrative review format, which aims to provide an in-depth examination of the issue, identify research gaps, and generate practical implications and policy recommendations for school counseling practices (Baumeister & Leary, 1997).

Relevant literature was sourced from reputable academic databases such as Scopus, ScienceDirect, Google Scholar, and DOAJ using keywords including "school counselor and bullying", "intervention in school bullying", and "role of school guidance in bullying prevention". The literature selection was limited to publications between 2013 and 2023 to ensure the recency and relevance of the data.

Inclusion criteria were applied to select studies that presented empirical findings, qualitative or quantitative research, or theoretical insights specifically addressing the counselor's role in bullying prevention and intervention. Studies unrelated to the educational context or focused solely on legal aspects without counseling relevance were excluded from the analysis.

The selected literature was analyzed thematically to identify recurring patterns, intervention models, and the effectiveness of counselors' roles in bullying-related cases. A narrative synthesis was employed to integrate findings and present conclusions that are both comprehensive and actionable (Tranfield, Denyer, & Smart, 2003). This methodological approach not only provides a holistic view of bullying through the lens of counseling but also identifies directions for future research and offers evidence-based recommendations for school counselors to enhance their intervention strategies.

Results and Discussion
Overview of Bullying Among Adolescents

Bullying is a prevalent form of violence that often occurs in school environments, both directly and indirectly. According to Olweus (1993), bullying is defined as a repetitive aggressive behavior carried out by an individual or a group toward a weaker person, whether through physical, psychological, or social means. In Indonesia, bullying has become a serious concern due to its widespread impact on the mental well-being and social development of students (KPAI, 2021).

Various studies have shown that male adolescents are more likely to engage in physical bullying (direct bullying), whereas female adolescents tend to experience bullying through verbal and relational forms (indirect bullying) (Craig et al., 2009; Duan et al., 2020). However, with the rise of social media, cyberbullying has also become more prevalent, affecting individuals regardless of gender (Willard, 2007).

The Relationship Between Family Conflict and Bullying Behavior

Family conflict has been identified as a significant risk factor contributing to aggressive behaviors in children and adolescents. Literature suggests a positive relationship between the frequency of family conflicts and the tendency of children to engage in bullying behavior (Buehler et al., 2006; Pereda & Díaz-Faes, 2020).

In a meta-analysis by Wang et al. (2017), it was found that children who witness or are involved in family conflict are more likely to replicate these patterns of interaction in their social relationships, including in school settings. This is supported by Bandura's social learning theory (1977), which posits that human behavior is learned through the observation of models in the surrounding environment, including parents and other family members.

A study by Brophy et al. (2020) further indicates that sibling conflicts are more strongly correlated with bullying behavior compared to conflicts between parents and children. Children who frequently engage in conflicts with siblings are more likely to exhibit aggressive behaviors toward their peers, internalizing such interactions as acceptable norms for resolving differences.

Differences in Types of Bullying: Direct vs Indirect

The literature also highlights the differences in the types of bullying among students. Research by Brown (2019) and Ed & Ed (2020) reveals that indirect bullying, such as social exclusion, spreading rumors, and cyberbullying, is more difficult to

detect but is more common. The reviewed studies show that indirect bullying is more prevalent among male students from families with unresolved emotional conflicts.

In contrast, direct bullying has been decreasing in frequency due to heightened awareness in schools regarding physical violence. However, it is important to note that while less frequent, the direct impacts of physical bullying can be more harmful, both physically and legally (Duan et al., 2020).

Dynamics of Family Conflict and Its Frequency

Studies by Qin et al. (2020) and Kalu et al. (2020) suggest that the frequency of family conflicts, especially those involving parents and children or among siblings, correlates with an increased likelihood of bullying behavior. Even low to moderate levels of conflict can have a significant impact on adolescents' emotional development, particularly when these conflicts are not resolved with healthy communication strategies.

In families where both parents are employed full-time, limited time spent with children often leads to ineffective communication. As a result, children tend to engage more frequently in conflicts with their siblings, which are later reflected in their social interactions outside the home.

Correlation Between Family Conflict and Bullying Behavior

Literature review findings show a significant correlation between the level of family conflict and the tendency to engage in bullying behavior, with a moderate correlation coefficient ($r \approx 0.45$), as reported in empirical studies by Craig et al. (2020). This correlation indicates that the higher the frequency of family conflict experienced by adolescents, the more likely they are to express aggression in the form of bullying.

Practical Implications

These findings underline the importance of a family-centered approach in bullying prevention. Efforts that could be made include: (1) Providing training for parents on positive parenting practices; (2) Encouraging improved communication between parents and children; and (3) Integrating family education into school counseling curricula (Kurniawan, 2022).

Conclusion of Literature Review

Based on the reviewed literature, it can be concluded that: (1) Family conflict plays a significant role as a risk factor for bullying behavior among male adolescents in middle school; (2) The most impactful type of conflict is sibling conflict, followed by conflicts between parents and children; (3) Indirect bullying is more prevalent than direct bullying among male students exposed to family conflict; and (4) Family-based interventions are essential as part of preventive efforts to address bullying in schools.

Conclusion

Based on the literature review and findings, it can be concluded that family conflict plays a significant role in the development of bullying behavior among adolescents, particularly in middle school settings. The presence of ongoing family

conflict, including both parental and sibling conflicts, increases the likelihood of adolescents engaging in bullying behavior, both directly and indirectly. The studies reviewed suggest that direct bullying has been reduced due to increased awareness and intervention, but indirect bullying, such as social exclusion and cyberbullying, is on the rise, especially among adolescents experiencing frequent family conflicts. Male adolescents, in particular, seem more affected by these family dynamics, with sibling conflicts being a key predictor of bullying behavior. Furthermore, the literature highlights that the frequency and severity of family conflicts, especially those involving ineffective communication and unresolved emotional issues, have a direct correlation with bullying tendencies. Adolescents exposed to family conflict often imitate aggressive behaviors seen within the home environment, which in turn affects their interactions with peers in school settings. Therefore, addressing family conflict and promoting healthy communication practices within the family unit is crucial for preventing and reducing bullying in schools. Interventions should not only target the adolescents but also involve educating and supporting parents to foster a nurturing and conflict-free environment for their children. In conclusion, family-centered approaches should be integrated into bullying prevention programs to create a more holistic and effective solution to this ongoing issue. The involvement of parents, educators, and counselors is essential in addressing the root causes of bullying and fostering a safer and more supportive environment for adolescents.

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