

Abstract

The insidious menace of bullying has hazarded the lives of countless innocent children across the globe. The phenomenon has been explored with reference to psychological correlates but not much work has been done on the subject of its management in Pakistan. The current study was thus designed to evaluate the efficacy of school based intervention plan for bullies. It was conducted as a quasi experiment. Non equivalent control group design was used. The sample consisted of 12 participants; six recruited from experimental school and six from control school. The main instrument that was used to screen the participants was Illinois Bullying Scale. In addition, social skills checklist and Hand Test were used to assess the pro-social behaviors and acting out tendencies respectively. The intervention was implemented at individual, classroom and administrative level. The program implemented at individual level focused on anger management, social skills building, and empathy training. At classroom level, activities aimed at enhancing moral and pro-social behaviors were conducted. Simultaneously, the school administration was provided with anti-bullying policy and required assistance regarding its implementation. Furthermore, workshops were conducted to educate teachers about behavioral management of children in classroom. The findings of study revealed that intervention was proved to be effective as there was a significant decrease in scores obtained by participants of experimental school on bullying scale at post assessment. Likewise, their pro-social behaviors increased and the acting out tendencies decreased significantly after intervention. Conversely, the scores obtained by participants of control school did not show any significant improvement at post assessment as they did not receive intervention.