



RESEARCH PAPER**Effectiveness of an Anti-bullying Forgiveness Program among Bully-Victims in Early Adolescents: A Pre-Post Study**

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ABSTRACT

The present research was conducted to examine the effectiveness of an Anti-bullying Forgiveness Program among bully-victims in the early adolescence. The intervention was designed to reduce bullying behavior and anger while improving psychological well-being and academic performance. A pre-test, post-test control group design was employed. The participants (N=36) were screened by using the Revised Olweus Bully/Victim Questionnaire (OBVQ; Olweus, 2006), the Anger Expression Scale for Children (Steele et al., 2009), the Enright Forgiveness Inventory for Children (Enright, 1993) and WHO-wellbeing index (World Health Organization, 1998). In addition, participants' academic performance was also assessed. Participants were randomly assigned to control and experimental groups. The experimental group received eight (08) intervention sessions, with the arrangement of two (02) sessions per week. The participants of control group were considered as waitlist group. Results showed significant improvement in the bullying and anger problems after receiving the intervention at post-test level. The psychological well-being and academic performance of the bully-victim were also improved to a considerable extent after receiving the anti-bullying forgiveness intervention. The findings provide preliminary support for the effectiveness of the Anti-bullying Forgiveness Program in addressing bullying-related behaviors and emotional difficulties among adolescents. The study further highlights the potential value of forgiveness-based interventions for school counselors, educators, and researchers working in the area of adolescent mental health and school adjustment.

KEYWORDS Bullying, Anger, Forgiveness, Anti-Bullying Forgiveness Program, Psychological Well-Being, Academic Performance

Introduction

Adolescence is the age of the lifespan between childhood and maturity, extending from ten to nineteen years of age. It is a distinctive era of human development and a critical time for setting the foundation for prime health. Adolescents advance promptly in terms of bodily changes, intellectual, psychological and social growth. This influences their emotional state, thoughts, behaviors, and interactions with their surroundings. Statistics suggest that adolescents embody a significant proportion of the population of the world. Ten to nineteen years old make up about 1.2 billion (16%) more than ever of the world's population today and mostly resides in middle income countries (World Health Organization, 1998, United Nations, 2023). In Pakistan, adolescents account for more than 50% of its total population (Khan et al., 2022; Mehnaz, 2011). Adolescents face numerous problems for instance bullying, anger, academic and emotional problems.

Among the other issues, bullying is a persistent and frequent behavior that is intended to impose dominance on weaker individuals. Using an array of direct and

indirect forms of aggression, the bullying generally broods over enforcement and is menacing. Bullying is a global issue among adolescents most particularly school-going children that poses a serious threat to their mental and physical well-being (Tsitsika et al., 2014). It is being reported that one out of every 5 (20.2%) adolescents have been bullied in their school environment (National Center for Educational Statistics, 2019). According to the statistics of the last ten years, it has been found that almost 10-30% of adolescents are intermittently involved in either school bullying as a victim, bully, or bully-victim (Kaltiala & Frojd, 2011). According to prevalence research in Pakistan, 65% of adolescents are indulged in bullying of some nature. Approximately 17.3% of them acknowledged bullying others, while 19.3% claimed to be the victim. A higher percentage (28.8%) agreed to both being the bully and the victim, bringing up the bully-victim group (Khawar, 2016).

According to the within-individual factors of bullying, anger is the most persuasive prognosticator of those individuals who bully other individuals (Swearer & Espelage, 2009). Two-third of the adolescent population have anger issues, while boys are subjected more too physical and violent/aggressive behavior than girls at some facet of their lives (Harvard Medical School, 2012). Children with their growing age are more likely to express less expected aggressive behaviors than the one manifested among younger children. The bullying behavior is committed by adolescents on innocent victims as a result of the rage inside them for their offenders who had hurt them deeply and unfairly (Enright, 2012). Expression of anger can take many forms, including discharging, ruminating, seeking revenge, expressing aversion, resisting, avoiding the source of anger, and seeking help. (Marion, 1997). Anger can be expressed in goal stipulations involuntarily or on purpose. Spontaneous expression of anger is instantaneous, has slight pre-planning, and has mild to moderate or sometimes no self-control. The effective expression of anger involves great levels of self-control, thinking, and intentional action. (Gorkin, 2000). Anger is frequently called subsequent emotion, as we often tend to turn into anger to protect ourselves from other sensitive feelings. A prime feeling is that the individual first gets angry. You may first feel frightened, attacked, offended, disrespected, coerced, fascinated, or tense. If any of these feelings are sufficiently intense, the emotion is considered anger.

When someone chooses to forgive, they actively choose to change their negative feelings, thoughts, and actions toward the culprit in pursuit of positive feelings and thoughts about them (Enright, 2001). This procedure is a gift given from a position of strength by a victim to an offender. Assuring reconciliation with an offender or condoning wrongdoing are not all aspects of forgiveness (Enright, 2001). The idea of forgiveness does not imply that when injustice happens, it is wrong or incorrect to feel indignation. A victim might use forgiveness as a method to lessen excessive or ongoing anger against an offender as well as psychological anguish associated with that person.

Bullying victims can begin to adjust well into the school environment with the help of forgiveness. Additionally, it enables them to own up to their mistakes while acknowledging that the student is "bigger than the act." This mentality promotes a more hospitable and understanding atmosphere by enabling pupils to distinguish between terrible deeds and bad persons. It is suggested that forgiveness education and interventions can also be a practical way to reduce bullying behavior by increasing state and trait forgiveness in both the bullies and the victims of bullying and by fostering an environment of empathy, respect, and compassion within the schools. This is contrary to some researchers' claims that forgiveness interventions can only fruitfully help students deal with the aftereffects of being bullied (Egan & Todorov, 2009). Though forgiving a

bully is undoubtedly challenging, it has been claimed that victims of school bullying must learn to forgive through forgiveness education programs.

Anti-bullying forgiveness program. According to Enright (2012), *“Those who bully usually have pent-up anger and as a result, they displace their wounds onto others,”* He further provides a framework for his anti-bullying forgiveness program by stating that *“Our program is meant to take the anger out of the heart of those who bully so that they no longer bully others.”*

The anti-bullying forgiveness program's goal is to assist pupils who bully others in learning to forgive those who have seriously injured them. It is predicated on the knowledge that bullying conduct does not happen in a vacuum; rather, it frequently stems from a deep emotional fury that was not initially directed at the targets of the bullies. In other words, bullies frequently vent their pent-up rage upon innocent bystanders. By encouraging those who bully to forgive, we might lessen the overwhelming rage that sometimes serves as a driving force behind injuring other people. In this way, buried anger may be lessened and bullying behaviour can be stopped by practicing forgiveness. Dr. Enright stated that *“Yes, help the victim, but also help the one who is bullying to get rid of his or her anger, which is fueling the bullying. Those who bully have been victimized by others. Help them to reduce their resentment toward those who were the victimizers and the bullying behavior will melt away,”* (Enright, 2012).

Literature Review

A comprehensive review by UNICEF (2012) examined bullying prevalence across 36 countries in the EAST Asia and Pacific region. The findings showed that bullying perpetration ranged from 10.2% to 32.9% in probability samples, while victimization rates ranged from 5.8 to 35.5%. Highest prevalence rates were reported in Mongolia, indicating widespread peer violence among children and adolescents.

Based on the revelations made by Olweus questionnaire on bullying research was investigated by Khawar and Malik (2016) to inquire the bullying behavior of Pakistani pre-adolescents. Results revealed that bully-victims and bullies were more involved in verbal, physical and exclusionary bullying behaviors, while victims experienced higher levels of verbal victimization. Boys reported greater involvement in emotional, physical, racial, sexual and cyber bullying, whereas girls were more likely to engage in social exclusion. Furthermore, increased involvement in bullying behaviour was associated with poorer academic performance.

A study by Lonigro et al. (2015) reported that bullies and bully-victims have higher trait anger compared to uninvolved participants, while bullies also showed greater state anger and outward anger expression than victims and uninvolved individuals. A study by Bokhari (2020) investigated bullying and its impact on psychological well being among 381 students. Findings revealed that traditional bullying was more prevalent in co-educational settings, however, students also reported relatively higher overall well being and lower levels of depression, highlighting the need to integrate anti-bullying strategies and mental health promotion into school curricula. According to Worthington and Scherer (2004), forgiveness is an "emotion-focused coping endeavor." A person who is forgiving somebody looks at their negative thoughts against them after a violation and tries to let them go to replace them with feelings of kindness (Denton & Martin, 1998). A reduction in negative feelings, thoughts, and behaviors and a gradual rise in more positive sentiments, thoughts, and occasionally behaviors are the

simplest definitions of forgiveness and occur when someone has deeply injured you personally and unfairly (Smedes, 1996).

The implementation of the anti-bullying forgiveness program to dwindle school bullying and anger in the bully-victim in Pakistan is the first ever work executed regarding this pervasive problem. It is expected that the anti-bullying forgiveness intervention will reduce the anger and bullying behavior of the bully-victim and accelerate their psychological well-being and academic performance. It will provide students a tremendous amount of knowledge on how to use the anti-bullying forgiveness program to resolve their anger and reduce their bullying behavior and increase their academic performance and psychological well-being to perform effectively in different aspects of their social, emotional and educational functioning. In Pakistan, It will pave the way for future research in this context and will help the psychologist and school counselors in dealing efficaciously with the anger problems and bullying behavior of the students by using anti-bullying forgiveness programs specifically designed to deal with bullying and anger tantrums of the students.

Hypotheses

Following are the hypotheses of the study:

- H1 There will be significant differences in the experimental and control group based on bullying, anger expression, forgiveness, psychological well-being and academic performance.
- H2 There will be a no difference between the scores of pre and post assessments in bullying, anger, forgiveness, psychological well-being, and academic performance in control group.
- H3 There will be a significant decrease in the anger and bullying behavior of the bully-victim after the implication of the anti-bullying forgiveness program on pre-post level in experimental group.
- H4 There will be significant increase in forgiveness and psychological well-being after the implication of the anti-bullying forgiveness program on pre-post level in experimental group.

Material and Methods

Research design

In the present study, the pretest-posttest control group design was adopted by the researchers. There were two groups in the present study i.e. waitlist control group and the experimental group. This research design comes under the category of true experimental group design since the present study fulfills the criteria of the true-experimental method i.e. a comparison group and random assignment of the participant to any of the two groups. The true-experiment design was significant to evaluate the effectiveness of the intervention program with the students.

Participants

Out of the total 400 participants, 93 bully-victims were screened and included in the present study. Moreover, Thirty-six were finalized keeping in view their scores on

Olweus Bully-victim Questionnaire, Anger Expression Scale for Children, Enright Forgiveness Inventory for Children, WHO-wellbeing index and reduced academic performance. Only those bully-victim were included in the study who were having bullying and anger problems, had low score on forgiveness inventory, affected psychological well-being and had low academic performance. The final number of students included in the study was N=36 (7 girls) (29 boys). All these participants were having anger problems, and were bullying others because once they were the victims, they had low scores on the forgiveness scale, had low psychological well-being are were not performing well in their academics.

Randomization

The selected participants were randomly assigned to two groups using the odd and even number method. The participants with an odd number were allocated to the control group and those with an even number were assigned to the experimental group as a result of which there was same number of participants in both groups (n=18) respectively. After that, the participants were divided into 4 groups based on same gender and their affiliation with the same school. So there were 4 groups (1 girl and 3 boy groups). The girl group was composed of 4 participants while one boy group belonging to the same school had 4 participants, the second group of the boys had 3 participants and 4th group of the boys had 7 participants since they all belonged to the same school.

Instruments

Revised Olweus Bully-victim Questionnaire (OBVQ; Olweus, 1996)

The revised version is comprised of 39 items with the majority of the items representing both the transitory (in the past couple of months) and allocation references (school environment). The OBVQ clearly distinguishes between the four types of bullies among students: bullies, victims, bully-victim, and uninvolved. It is a self-report measure. The revised version of the questionnaire capitulate high-reliability coefficient (Cronbach's $\alpha = .80$ to $.90$). In the present study the Urdu translation, developed by (Khawar & Malik, 2018) of the measure is administered to the participants comprising only the items on bullying and victimization.

Anger Expression Scale for Children (Steele et al., 2009)

It is a self-report measure that is administered to the children on a five-point Likert scale for responses. The scale serves as a gauge for trait rage as well as many aspects of expression and management of anger. It is comprised of four factors that include trait anger, anger in/hostility, anger expression/out and anger suppression/control. The Cronbach's α reliability of its subscales trait anger was $\alpha = .84$, anger in $\alpha = .71$, anger expression $\alpha = .69$ and anger control $\alpha = .79$. In the present study, the scale translated version was used.

The Enright Forgiveness Inventory for Children (Enright, 1993)

The EFI-C is self-administered in individual or group settings. It is the short version of the adult scale. It is a scale that measures the frequency in which the victim forgives it offender who has hurt him deeply and in an unfair manner. Similar to the 60-item adult version, the Enright Forgiveness Inventory for Children is a 30-item scale. It is composed of six subscales behavior (positive and negative), affect (positive and

negative) and cognition (positive and negative). The participants provide their responses on a 6-point Likert scale (where encompasses strongly disagree and 6 encompasses strongly agree). The negative items in the scale are reverse scored. High score in each domain depicts a high level of forgiveness. The scale comprises high Cronbach's α reliability. In the present study, the Urdu translation of the scale used which was translated by Batool (2021).

WHO-5 Well-being Questionnaire (World Health Organization, 1998)

It is a brief self-reported assessment of present mental health. Children ages 9 and older can use the WHO-5. Respondents are asked to score the WHO-5's five assertions using the following scale (in relation to the past two weeks). Most of the time = 4, more than half = 3, less than half = 2, seldom = 1, all of the time = 5, most of the time = 4, and occasionally = 1. By no means = 0. The final score is calculated by multiplying the total raw score, which ranges from 0 to 25, by 4, where 0 represents the lowest possible well-being and 100 the highest possible well-being. The Cronbach's alpha reliability is between .83 and .93. The Urdu version of the scale was used in the current study since it is translated into many languages and free for use to aid the general population in the domain of well-being.

School Academic performance

To gauge improvements in academic performance, the final English, Urdu, Math, and Science grades of participants from the prior semester and the semester the intervention took place were compared. For analysis, grades were changed to the following numeric scale: A = 4, B = 3, C = 2, D = 1, and F = 0. These grades were then aggregated for all four subject areas. The maximum score that may be achieved is 16, while the minimum score is 0.

Procedure

Permission to conduct this study was obtained from the Board of Studies of GCU and researchers fulfilled all the ethical responsibilities. Consent to conduct the study was taken from the institute heads and class teachers. Since the participants were below 18 years of age assent was taken from them while written consent was taken from their parents and they were assured that their child's information will be kept confidential. These participants were pre-tested only once before the intervention program. Four groups with same-gender participants received the anti-bullying intervention program based on eight sessions with a duration of one hour twice every week for one month by the researcher in their own schools. All four groups received the same intervention plan devised by Enright (2012) using the manual of the program. The principal was allocated a room within the school to conduct the study. Final grades of the students in Mathematics, English, Urdu and Science were granted by their instructors before and after the intervention.

Anti-bullying forgiveness Intervention

The main intent of the anti-bullying forgiveness program was to help the adolescents who victimize innocent people with their bullying behavior because they had been bullied, it was aimed to deal with the anger of the bullies and to make them forgive the person who has been unfair and hurt them deeply in the past. In the manual of the program, the story of a young boy (Joseph), discussion sessions and activities were the essential ingredient to convey the intent of the program to the participants.

Sessions were divided into 8 lessons in Anti-Bullying Programme devised by Enright. The eight sessions are summarized as follows:

Lesson 1: I am Angry!

Participants in the first session get knowledge about their anger following an encounter with mistreatment. They discovered that their repressed internal anger may be manifesting itself as aggression against others, and they discovered the significance of admitting anger before starting the process of forgiving. Participants were requested to build a list of those who have treated them unfairly and discuss one person in particular about one particular event to consider forgiving that person for the exercise to strengthen the lesson learned this week. In this study, participants responses to the initial screening test were used to choose who to forgive (EFI-C).

Lesson 2: The Way to Quiet the Anger Inside: Forgiveness

Participants gained knowledge of what forgiveness entails, including how it starts with admitting anger, reduces anger, and develops kindness toward the perpetrator. Here, it's important to underline that forgiving someone is both a moral virtue and a type of mercy. Participants were engaged in a "Forgiveness Is Like" activity during which they discussed how they see forgiveness by drawing comparisons to other concepts.

Lesson 3: Don't Laugh at Me...Examining Innate Worth

Participants acquired knowledge of intrinsic value without yet connecting it to the concept of forgiveness. All individuals have traits that set them apart from other animals, such as the capacity for goodwill and the capacity to think and reason. The third week's assignment was titled "Taking Care of Others in Other Cultures." Participants analyzed cultural differences if the individual had anything unique within, and whether they had intrinsic worth after writing a letter (that is not intended to be delivered) to a student from a different culture.

Lesson 4: Seeing with New Eyes...Further on Innate Worth

The lesson for the fourth session was based on Lesson 3 on the intrinsic value of every person. Participants were pushed to look past the harm caused and realize that the person who injured them still has intrinsic worth. The "Seeing with New Eyes This Week" exercise challenged participants to see different persons in their life from different perspectives (what is seen outside of people).

Lesson 5: Softening Your Heart...Developing Compassion

Participants get knowledge of a softened heart that is growing sympathy for the person who had treated them unfairly. Lesson 4 focused on developing the mind, while Lesson 5 developed the heart. Participants were given the option to consider images of people and animals where they can practice feeling warmth in their hearts through the "Practicing Compassion" exercise.

Lesson 6: Bearing the Pain...So You Do Not Pass It To Others

Students were asked to endure the suffering to, if necessary, accept the person who has treated them unfairly back into their life. Putting up with the suffering is

different from abandoning justice. It takes more guts to carry the grief than to vent your hatred on others. Participants got the opportunity to practice suffering pain in both hypothetical and real-world scenarios when they had been offended during the "Practicing Bearing the Pain" exercise. They were urged to endure the suffering while providing the other with something beneficial.

Lesson 7: Tying All of the Forgiveness Pieces Together

Learners went through each of the five major concepts they previously studied.

In the "Forgiving the Person Who Hurt Me" exercise for the week's assignment, participants were invited to work through the five major themes discussed last week, concentrating on the one that has been on their minds throughout the sessions.

Lesson 8: Having Mercy on Others...You Have Experienced Mercy, Now Go and Do Likewise

Participants discovered that showing compassion comes from a position of power and that they may show mercy in the face of another person's injustice by being aware of their rage, making an effort to show forgiveness, and leaving. There were two activities offered for this last session. In the "Acts of Mercy" activity, participants tried acting with mercy by imagining various scenarios. Next, in the "Legal Pardon" activity, participants were excused from the expected punishment for bullying others (as a way of demonstrating mercy toward them), which challenged them to act mercifully toward other people.

After each session, the researcher evaluated the participants based on their participation in the study as well as their understanding of the sessions. Each of the eight lessons was also evaluated by the researcher regarding their content, activities and discussion questions.

Results and Discussion

Results were analyzed with the help of SPSS version 26. Since the intervention was based on pre and post-test comparison between the control and experimental group so the study variables were contrasted with each through paired sample t-test

Demographic Characteristics

A total of 36 participants, including 7 girls and 29 boys, took part in the study. Their ages ranged from 11 to 14 years, and they were studying in grades 6, 7 and 8. The participants were selected from both private and government schools, and all belonged to a middle socioeconomic background.

Table 1
Paired sample t-test for Pre and Post Scores of Bullying, Anger, Forgiveness, Psychological Well-being and Academic Performance in Control group

Variables	Control group			
	M	SD	t	p
Bullying		8.71	-1.13	.27
Pre	22.50	6.86		
Post	23.56			
Anger			-.09	.93
Pre	60.28	4.84		

Post	60.33	4.85		
Forgiveness			.97	.35
Pre	102.77	16.66		
Post	100.77	16.08		
Psychological well-being			2.06	.06
Pre	12.44	3.76		
Post	12.11	3.51		
Academic performance			1.76	.10
Pre	7.67	3.36		
Post	7.39	2.95		

Note. **p<.01;***p<.001

In the present study, Paired sample t-test was utilized by the researcher to examine the differences between the study variables at pre and post-level in control group

Results in the table depicts that the control group that did not receive any intervention had non-significant scores on all of the study variables at posttest level.

Table 2
Paired sample t-test for Pre and Post Scores of Bullying, Anger, Forgiveness, Psychological Well-being and Academic Performance on Experimental group (N=18)

Variables	Experimental group			
	M	SD	t	p
Bullying			6.58	.000***
Pre	23.67	8.71		
Post	11.22	6.86		
Anger			15.10	.000***
Pre	56.83	8.01		
Post	44.33	1.59		
Forgiveness			-9.36	.000***
Pre	99.67	9.68		
Post	139.78	13.96		
Psychological well-being			-7.93	.000**
Pre	11.74	1.59		
Post	19.22	3.44		
Academic performance			-5.05	.000**
Pre	9.56	3.76		
Post	11.56	2.40		

Note. **p<.01;***p<.001

The results of table 2 reveal a significant increase in forgiveness (p<.001), psychological well-being (p<.001) and academic performance (p<.001) and a significant decrease in anger (p<.001) and bullying (p<.001) at the post-test level after the implication of Anti-bullying forgiveness program on the experimental group.

Discussion

Bullying and Anger outbursts have become an accelerating concern among early adolescents as a result of which they lack the moral virtue of forgiving the person who has hurt them deeply and start inflicting the pain they have inside them due to the unfair treatment of the offenders upon the innocent victims.

This study was executed to reduce the fury of the bully-victim and decrease their bullying behavior and incorporate the forgiveness tendency in them as well as to assess the effectiveness of anti-bullying forgiveness program on the sample of bully-victim of

early adolescents. In addition to that, academic performance was also assessed to know the academics improvement.

The reduction in anger after implementation of the anti-bullying program suggests that intervention helped students develop better emotional regulation and coping strategies. Moreover students learn constructive ways of expressing emotions and resolving conflicts peacefully. The experimental group showed a noteworthy decrease in anger issues as compared to the control group. The findings are consistent with previous literature, which suggests that school based intervention reduce aggressive tendencies (Enright, 2014; Ghobari-Bonab et al., 2020).

Similarly, the significant decrease in bullying behaviour indicates the effectiveness of the program in promoting prosocial attitudes and awareness regarding the harmful consequences of bullying. Anti bullying program focus on empathy development, communication skills, peer support and conflict resolution, which may contribute to a decline in aggressive and intimidating behaviour. The results of the current study are congruent with Ttofi and Farrington (2011) study that anti-bullying forgiveness intervention effectively reduced bullying behavior, thus results depicted that four week of Anti-bullying forgiveness program was effective in overcoming and reducing the bullying behavior of the bully-victim. Additionally, the findings of the study revealed an increase in the forgiveness virtue as a coping strategy to deal with anger issues as well as an increase in the psychological well-being of the bully-victim. The results are consistent with Van Rensburg and Raubenheimer's (2015) study that examined the mediating role of forgiveness in improving the psychological well-being of bullies and victims. In the same manner, Freedman's (2018) findings revealed improvement in the forgiveness of the experimental group as compared to the control group based on the intervention study. These revelations are also congruent with the findings of the present study which showed a significant increase in the forgiveness of the experimental group.

The study further highlighted the increase in the psychological well-being of the bully-victim after the intervention, which is consistent with Tiwari and Sahu (2019) study that examined a strong positive association between forgiveness and psychological well-being. Moreover, according to the findings, the academic performance of the bully-victim has also improved in post intervention. Students exposed to bullying often experience concentration difficulties, school avoidance, anxiety and low motivation towards studies. As bullying and anger decreased, students may become more focused, emotionally stable and engaged in their academic activities. These results are consistent with Gambaro et al. (2008) findings that provided the evidence regarding the improvement in the grades of the at-risk adolescents after the implication of forgiveness intervention program with them.

Overall, the bully-victim were cherished by the anti-bullying forgiveness program, they were very much delighted to notice an improvement in their psychological well-being and academic grades and control over their anger problems. Their feedback was remarkable. In Pakistan, the program is the first of its kind being implemented at the school level. So further studies are recommended to support of the effectiveness of this intervention for future outcome-based research particularly in Pakistan.

Conclusion

The unaddressed and deep rage inside the victims for their offenders increases the fury inside them due to which they bully the innocent victims, they make their pain the pain of the innocent and uninvolved people. The anti-bullying forgiveness program aided in reducing the fury within those who bully. The experimental group scored significantly lower on bullying and anger expression as compared to the control group after the intervention. Similarly, the experimental group exhibited an improvement in forgiveness, an increase in psychological well-being and an improvement in academic performance as compared to the control.

Recommendations

The Anti-bullying Forgiveness Program may provide assistance and guidance to the bully-victims who are having anger and bullying problems. It could provide a feasible and effective substitute to manage the anger problems and bullying behavior of the bullies that were once victimized by the offenders and had deep rage and frustration inside them. School counselors and mental health professionals can implement this program at the school and education level as well as in clinical settings for anger management. The findings of this study can also be used for academic purposes to train the psychologists. The study was done in a few schools in Lahore and Gujrat so the results of the study cannot be generalized to the larger population. In upcoming studies, there is a need to broaden the scope of research to improve generalizability. On a larger scale, the intervention program should be developed including more physical and interactive sessions to gain the interest of the students of various private and Government sectors around the region.

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