The Character's Strength, Resilience and Academic growth of Student had bullying experience

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ABSTRACT

Student who used to studying in Class 6 to 9th Class, who had experience bullying in school life. And those students also at the age of shaping their greater world by good character and better resilience. Bullying is major psychosocial cause in drop out with other reason although the bullying experiences also made an individual to their basic extinct features like bravery or anxiety. It was also found that many about 15-20 % (tentative) students do better in their life after such incidence. Here the author tries to investigate the positive aspects such as good Character and better resilience role in overcome. **The outcome** of any bullying experiences and role of character's strength, resilience and their academic growth would help in understanding the positive aspects after negative incidents. **Results** showed that average resiliency at upper level and self-regulation, hope, leadership at high characters of those students but they did not show good creativity after that incents, their academic performance also depends many causes but here it was seen that academic performance doesn't meteorite after those bullying experiences.

Key word: Bullying, Character Strength, Resilience and Academic Growth, Positive Psychology

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INTRODUCTION

The bullying is worst things can be happening in early life in schools and in early maturity days, used to not enough to tackle, nor their used be any syllabus or activity that can be dealt with this. Although now things gaining the weightage but still its limited due to vast competition. Ranchi is a city, capital region of Jharkhand widely known for good schooling in Bihar & Jharkhand region but still most students come from rural areas in day schooling. So, they usually focus on competitive part not widely for other activities.

Bullying

Bullying defined by BAR Association of India in 2015 as *"Bullying means systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees. It is further defined as unwanted and repeated written, verbal, or physical behaviour, including any threatening, insulting, or dehumanizing gesture, by a student or adult, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment; cause discomfort or humiliation; or unreasonably interfere with the individual's school performance or participation; and may involve but is not limited to: teasing, social exclusion, threat, intimidation, stalking, physical violence, theft, sexual, religious, or racial harassment, public humiliation, or destruction of property."*

Bullying in childhood and adolescence is a significant problem, affecting about one in five students in elementary through high school. Bullying is aggressive, hurtful, and sometimes violent behavior that always involves an imbalance of power or strength. Victims of bullying have difficulty defending themselves. In a study of 15,686 students in the United States in grades 6–10, approximately 19% reported bullying others, 17% reported being bullied, and 6% reported being both bullies and victims (Nansel et al., 2001)

In a study titled behavioral characteristics of bullies, victims and bully/victims in which 112 children were divided into pure bullies (n = 12), pure victims (n = 30), bully/victims (n = 40), pure witnesses (n = 9) and children who were not involved (n = 21). The figure shows the mean scores of Child Behaviour Check List (CBCL) of pure bullies, pure victims, bully/victims and pure witnesses. The mean CBCL (withdrawal, social problems, attention and aggression) scores of bully/victims were higher than other groups. (Lawson et al, 2013).

Statistics on bullying suggest that 28% of students from grades six through 12 have a history of being the victim of bullying, while 30% of high school students acknowledge having bullied other students. About 10%-14% of children have been the victim of bullying for more than six months. Most victims of cyberbullying have also been victims of school bullying. Boys tend to engage in bullying more often than girls, especially at high school age and beyond, and are more likely to engage in physical or verbal bullying, physically or verbally, while girls more often engage in relational bullying. Studies show that teachers often underestimate how much bullying is occurring at their school since they only see about 4% of bullying incidents that occur. Further, victims of bullying only report it to school adults one-third of the time, usually when the bullying occurs repeatedly or has causes injury. Parents tend to be aware their child is being bullied only about half the time. (Roxanne & Melissa Conrad 2022)

Character Strength

The character strength used here is compilation of 24 Characters of individual person finding helpful in making good life.

A Character means is *"Character is a noun that refers to the way someone thinks, feels, and behaves. It can also refer to the qualities and features that make a person, group of people, or place different from others"*

Strengths-based assessment, according to M. H. Epstein (2004), is a measurement of the emotional and behavioral skills, competencies, and characteristics that foster a sense of personal accomplishment, contribute to supportive and satisfying relationships with family members, peers, and adults, enhance one's ability to cope with challenges and stress, and promote one's personal, social, and academic development. Although strengths-based assessment finds a convenient

thrust in the contemporary positive psychology movement, it has been part of humanistic psychology tradition (Friedman and MacDonal 2006). Moreover, school psychologists and social workers have long emphasized assessing and working with strengths (Rhee et al. 2001; Laursen 2003; Rapp 1997).

Park and Peterson (2009) created the classification of character strengths by defining 24-character traits within 6 virtue dimensions. Wisdom: It is the virtue dimension of cognitive strengths for acquiring and using knowledge. This virtue can be considered as a kind of intelligence. Wisdom virtue dimension is regarded as the main virtue dimension that enables the existence of other strengths. Originality, curiosity, openness to learning, open-mindedness, versatile perspective character strengths are included in this virtue dimension. Courage: It includes emotional competences that have the willingness to succeed against all obstacles from inside or outside. It includes the observed behaviors and the cognitions, emotions, motives, and decisions that make up these behaviors. Honesty, courage, perseverance, and enthusiasm for life character strengths are included in this virtue dimension. Humanity: It is defined as positive personality traits that include establishing good relations with other people, being friendly, socializing and being pro-social within the science of psychology. Good courage, social intelligence, and capacity to be loved character strengths are included in this virtue dimension. Fairness: The virtue dimension includes the personality traits necessary for individuals to live more comfortably, fairly, and equally in the society they live in. Equity, leadership, and responsibility character strengths are included in this virtue dimension. Moderation: The dimension of virtue consists of personality traits that protect the individual against extremism. It includes the devotion that the individual shows towards himself and his environment. It is about the consequences of a psychologically good life. Forgiveness, modesty, caution, self-control character strengths are included in this virtue dimension. Transcendence: It is the virtue dimension that explains the meaning of life by providing connection with the greater being in the universe and includes the strength of the individual to believe and attach to the transcendent. This dimension of virtue includes the strengths of aesthetics and appreciation of perfection, gratitude, hope, humor, and spirituality.

Resilience

The study of resilience has expanded significantly over the past 20 years. It is with a greater sense of urgency that resilience research has accelerated. There are a number of reasons for this phenomenon. First, as the technological complexity of our society increases, the number of youths facing adversity and the number of adversities they face is increasing. More youth are at risk. Second, there has been an accelerated interest in not only understanding risk and protective factors and their operation, but in determining whether this information can be distilled into clinically relevant interventions that cannot only increase positive outcomes for those youth facing risk, but can also be applied to the population of children in general in an effort to create, as Brooks and Goldstein (2001) point out, a "resilient mindset" in all youth.

Definitions have evolved over time but fundamentally resilience is understood as referring to positive adaptation, or the ability to maintain or regain mental health, despite experiencing adversity. The personal, biological, and environmental or systemic sources of resilience and their interaction are considered. An interactive model of resilience illustrates the factors that enhance or reduce homeostasis or resilience (Herrman et al, 2011). The scientific study of resilience emerged about 30 years ago when a group of pioneering researchers began to notice the phenomenon of positive

adaptation among subgroups of children who were considered "at risk" for developing later psychopathology (Masten, 2001).

Academic Growth

Academic Growth of young adult (adolescent) is associated with past victimization of bullying and also restrict individual to participate openly in extra activities that's lead them to vulnerable situation and to poor academic growth. Schools can be healthy places for students and adults. They can provide a sense of safety, challenge, and mission; foster positive relationships between and among adults and students; and provide students with access to mental health supports and youth-development opportunities. Safe and effective schools focus both on student learning and development as well as the provision of social–emotional supports that foster these outcomes (e.g., Quinn, Osher, Hoffman, & Hanley, 1998). In a study out of the total respondents, who stated that they had been bullied by their peers because of their poor performance in studies, a vast majority (79%) informed that their chance for being bullied is very high whenever they were pulled up by their teachers for the same reason (Srisiva, Thirumoorthi, &Sujatha, 2013).

Although academic growth is very much associative with intelligence and psychosocial condition including resilience, character strength and emotional problems associated with bullying or past bullying experiences. The study here compiling weather bullying experiences deteriorated the academic growth or resilience helping the condition for better. The Scope of Life skill Education that is promoted by CBSE curriculum helping students for better achieved and understanding life. The appointment of various types of counselors also helping in better academic performance and growth. The study chosen an ideal school where none of extra intervention was given but the situation and students were better to excluding other intervention role or impact.

LITERATURE REVIEWS

Bullying vs character strength

In a study by Gulbahar & Tugba titled "The Relationship of Character Strengths with Peer Bullying and Peer Victimization Among Adolescents" in which result of the regression analysis, the strength of perseverance and honesty in the Character Growth Index explained 10% of the total variance in being a victim of peer bullying, while the strength of perseverance, humility, spirituality, and honesty in the Character Growth Index explained 16% of the total variance in performing peer bullying. In the examination made according to the gender variable, it was found that there was a statistically significant difference in the sub-dimensions of optimism, kindness, calmness, courage, wisdom, and honesty in the Character Growth Index scale according to gender. Again, according to the gender variable, it was found that the total peer victimization and total peer bullying scores of the students were higher in male students than in female students (Gülbahar, E., & Tuğba, S. A. R. I. 2022).

Burke & McGuckin (2022) studied titled "Bullying and Character development: an examination of character strengths associated with bullying and cyber-bullying in post-primary schools in Ireland". In which a substantive body of research demonstrates negative bias toward reporting characteristics of young people associated with bullying and cyberbullying in schools, as both victims and perpetrators. On that study proposes a different approach. A sample of 2,799 post primary school pupils aged 12 to 19 years (M = 15.5, SD = 1.66), divided equally across males and females, completed

the Values in Action Inventory of Strengths for Youth questionnaire (VIA-Youth) and Corcoran's (2013) modified version of the net- TEEN questionnaire. A series of stepwise regression analyzes found that the strength of "prudence" was a common denominator predicting nonparticipation in school bullying—as both perpetrators and victims of traditional and cyberbullying. Furthermore, the current study identified a list of other character strengths, such as "fairness" and "love, which predicted noninvolvement of each of the 4 bullying groups (traditional bullies, traditional victims, cyber bullies, cyber victims) differently.

García-Vázquez, F. I., et al, (2020) studied the relationships among character strengths (forgiveness and gratitude), happiness, and prosocial bystander behavior in bullying were analyzed. The sample included 500 (early adolescents) and 500 (middle adolescents) of both genders, between 12 and 18 years old (M age = 14.70, SD = 1.58). Two structural equation models were calculated. Results of the first model indicated that forgiveness, gratitude, and happiness had a direct positive relation with prosocial bystander behavior. Furthermore, human strengths were indirectly related to prosocial behavior in bullying for this effect in happiness. The second model showed that prosocial bystander behavior had a positive effect on human strengths and happiness. Multigroup analyses indicated that gender and stage of adolescence did not moderate the relations found in the model. Overall findings suggest a reciprocal relationship between character strengths, happiness, and prosocial bystander behavior.

García-Vázquez, Valdés-Cuervo & Parra-Pérez (2020) examined direct and mediational relationships between forgiveness, gratitude, self-control, and both proactive and reactive aggression in bullying. The extent to which the structural relations of this model were invariant by gender and stage of adolescence were also evaluated. Participants in this study were 1000 Mexican students, 500 early adolescents (M age = 12.36, SD = 0.77 years) and 500 middle adolescents (M age = 16.64, SD = 0.89 years), between 12 and 17 years old. Structural equation and multi-group invariance analysis were performed. Results indicated that gratitude and forgiveness were positively related to self-control. Gratitude, forgiveness, and self-control were also negatively related to reactive and proactive aggression. Forgiveness and gratitude had an indirect relationship by decreasing both proactive and reactive aggression through their positive effects on self-control. Additionally, gender moderated the relationships between variables proposed in the model, whereas stage of adolescence did not.

Bullying vs Resilience

The scientific study of resilience emerged about 30 years ago when a group of pioneering researchers began to notice the phenomenon of positive adaptation among subgroups of children who were considered "at risk" for developing later psychopathology (Masten, 2001).

Regardless of the type of bullying victimization, resilience has been shown to offer protection against depression. Specifically, higher resilience levels offer the greatest protection against depression for victims of cyber bullying compared to other three types of bullying victimization. Early interventions to reduce negative effects of bullying victimization may start with increasing an individual's resilience during adolescence. (Lin et al., 2022)

Academic Resilience and Engagement in High School Students: The Mediating Role of Perceived Teacher Emotional Support The pathways that lead to positive adaptation, despite childhood adversity, are complex, and there is great need to map the interconnections between individual dispositions and outside sources of support that increase competence and self-efficacy, decrease negative chain effects, and open up opportunities, whether in natural settings or in structured intervention programs. (Romano et al 2021)

Resilience vs Character strength

Demirci, et al, (2021) examined the relationships between character strengths and psychological resilience and psychological vulnerability. The sample consisted of 381 high school students (164 males and 217 females) ranging in age from 14 to 18 years (Mean = 15.63, SD = 1.12). Character Growth Index, the Brief Resilience Scale and Psychological Vulnerability Scale were used as measures to collect the data. Structural Equation Modeling and bootstrapping methods were used to examine the mediating role of psychological resilience in relationships between character strengths and psychological vulnerability. In the structural model, certain character strengths i.e., wisdom, courage, optimism, and, calmness were found to increase psychological resilience, and psychological resilience decreased psychological vulnerability. Also, psychological resilience fully mediated the relationship between the character strengths of wisdom, courage, optimism, and calmness and psychological vulnerability. The results of the bootstrapping analysis showed that the indirect effects of the character strengths of wisdom, courage, optimism, and calmness on psychological vulnerability were significant. Based on these results, we conclude that high levels of wisdom, courage, optimism and calmness accompanied by psychological resilience may lead to decreased psychological vulnerability.

Chérif, Wood & Wilkin (2021) studied titled 'An Investigation of the Character Strengths and Resilience of Future Military Leaders' in which findings indicated that military cadets considered perseverance, judgment, teamwork, perspective, and self-regulation to be most critical for bouncing back from stressors. However, in line with our predictions, the most frequently endorsed strengths that characterized cadets were bravery, honesty, and perseverance. Finally, perseverance (p = .029), bravery (p = .01), and humor = .01) were positively correlated with cadet resilience, while endorsement of love was negatively correlated with resilience (p = .002).

In a study, by Hutchinson, Stuart & Pretorius (2011) the extent to which temperament is associated with character strengths, sense of coherence, and resilience was investigated. This was achieved by administering four self-report questionnaires on a sample of male and female young adults ($N = 620$) from a tertiary institution. The questionnaires used were the *Zuckerman–Kuhlman Personality Questionnaire*, the *Values in Action – Inventory of Strengths* (VIA-IS), the *Sense of Coherence Scale* and the *Resilience Scale*. Both Pearson's and canonical correlations indicated statistically significant correlations between resilience (measured by the Sense of Coherence Scale and Resilience Scale) and temperament as well as between character strengths and temperament. Furthermore, logistic regression models indicated that dimensions of temperament were able to explain high or low levels of the dimensions of resilience and character strengths well, with percentage correctly predicted for the various models ranging from 64.6% to 76.3%.

A long run study indicated that how personality strengths prospectively predict reactions to negative life events. Participants were 797 community adults from 42 countries. At five points over the course of 1 year, participants completed a series of questionnaires measuring seven personality strengths (hope, grit, meaning in life, curiosity, gratitude, control beliefs, and use of strengths), subjective well-being, and frequency and severity of negative life events. Using hierarchical linear modeling with assessment periods nested within participants, results from lagged analyses found that only hope emerged as a resilience factor. To illustrate the importance of using appropriate lagged analyses in resilience research, they ran non-lagged analyses; these results suggest that all seven personality strengths moderated the effect of negative life events on subjective well-being, with greater strengths associated with healthier outcomes. They provided evidence that personality strengths confer resilience, a prospective examination was needed with the inclusion of events and responses to them. The use of concurrent methodologies and analyses, which is the norm in psychology, often leads to erroneous conclusions. Hope,

the ability to generate routes to reach goals and the motivation to use those routes, was shown to be particularly important in promoting resilience.

Taylor, L. E. (2014) investigate the 'Acting Strengths: The Development of Resilience and Character Strengths in Actors'. An actor's work environment poses unique challenges that can drain personal resilience. Positive psychology research supports the development of resilience and the use of character strengths to bolster psychological resources that increase well-being in the face of adversity. This paper explored the history, mechanisms, and development of research on resilience and character strengths and their relationship to research on the lives of professional actors. They proposed that developing character strengths and resilience creates potential pathways to cultivate well-being in actors and enables perseverance on the path to long-term career success.

Academic growth

Anderson, et al (2010) studied the association between psychological strengths and perceptions of being a victim of a bullying relationship in the school environment. Using self-report questionnaires with grades 7 and 8 students, the role of psychological strengths as potential protective factors against various forms of bullying were examined including the patterns of strengths associated with the bullying experience. The results showed no significant association between global indices of strengths and perceptions of victimization. However, significant relationships did emerge between specific strengths and victimization. Strengths in school functioning among boys but not girls and strengths in personality functioning for both sexes were associated with lower perceived victimization. In contrast, strengths in spiritual and cultural identification were associated with perceptions of increased victimization.

In a study by Farooq, et al (2011) to examine factors affecting school performance revealed that socioeconomic status (SES) and parents' education have a significant effect on students' overall academic achievement as well as achievement in the subjects of Mathematics and English. The high and average socio-economic level affects the performance more than the lower level. It is very interesting that parents' education means more than their occupation in relation to their children's academic performance at school. It was found that girls perform better than the male students.

Mahimuang, S. (2005) studied, Factors influencing academic achievement and improvement: A value-added approach. In which results showed that the school's practices had a significant positive affect on the value-added achievement, while negatively affecting value-added progress. In addition, schools located away from the district educational office negatively affected value-added progress.

In a Study by Kapur, R. (2018) titled "Factors influencing the students' academic performance in secondary schools in India". In which she concluded that with many factors but noted one was factors that influence the academic performance of the students were home environment, financial position of their families, conditions of poverty, provision of tuitions and assistance at home, counselling and guidance, occurrence of conflicts and disputes, employment opportunities, household chores, needs and requirements of other family members and violent and criminal acts.

AIM OF THE STUDY

To know that Character Strength, Resilience and Academic growth of students had any kind of bullying experiences.

METHODOLOGY

A school-based study will be conducted to know character strength, resilience and academic growth of student having bullying experiences (incident happened currently students was not bullying at that time) using cross sectional examine of character strength, resilience and academic growth after screening of student those had bullying experiences. A total 15 students will be selected through screening tool from Schools age range 14 to 17 years fulfilling inclusion and exclusion criteria. The tools used in the study was as follows

1. Socio-Demographical and Personal Data Sheet
2. Olweus Bullying Questionnaire (Revised Version) (Olweus, D. 1996).
3. Value in Action inventory of Strength for Youth (Dahlsgaard, Peterson, & Seligman, 2005).
4. Resilience Scale (RS-18) (Wagnild, G., & Young, H.1993)
5. Self-prepared Academic Growth Performa

RESULTS & ANALYSIS

Table-1, Socio-demographical Details

Socio-Demographical variables	Mean	SD	Chi-square	Remarks
Students				Total number of students selected 15
Age	14.60	1.404	1.33 (0.856)	Age Range was 13-17
Gender	1.53	0.516	0.067 (0.796)	7 male and 8 Female
Father Occupation	3.27	1.486	5.200 (0.074)	1.Professional, 2. Skilled, 3. Laboure, 4. Unemployed 5. Business
Mother Occupation	1.80	1.781	**14.800 (0.001)**	1. Housewife, 2. Professional, 3. Skilled, 4. Laboure,
Family Income	17800	13816.14	**11.000 (0.051)**	Schools located in semi urban area
Father Education	3.53	2.200	2.333 (0.506)	1. 10th, 2. 12th, 3. Graduation, 4. Post Graduation, 5. PhD, 6. Below 10th
Mother Education	4.13	2.416	**6.400 (0.041)**	1. 10th, 2. 12th, 3. Graduation, 4. Post Graduation, 5. PhD, 6. Below 10th

Table 1 showing that average age of all participants is 14.60 ±1.40, 7 male & 8 female participated in the Study. In terms of Father occupation, most of them was businessman and Mother occupation is noted in huge difference but most of them was Housewife, some of them professional too and many of them working as skilled person. Most of the father was graduated and mother most of mother was below 10th. Family income was different for all participants with the average income was 17800±13816.4.

Table-2, Resilience & Character Strength of the Students

Variables	Mean	SD	Rang	Chi-Square	Asymp. Sig.
Resilience	123.93	17.478	94-152	1.467	1.000
Character Strength variables	----	-----	------	--------	-------
Appreciation of Beauty & excellence (ABE)	9.07	4.682	4-18	2.400	0.966
Bravery	11.13	3.292	6-17	4.800	0.779
Creativity	6.87	2.167	4-12	6.933	0.327
Curiosity	10.80	3.840	6-17	3.333	0.972
Fairness	11.13	4.897	6-20	4.333	0.888
Forgiveness	10.20	4.039	5-19	3.333	0.972
Gratitude	10.73	3.936	5-19	3.000	0.964
Honesty	11.87	3.021	7-16	1.200	0.997
Hope	11.07	3.770	6-20	8.400	0.395
Humility	10.07	3.770	2-15	8.400	0.395
Humor	4.87	2.642	1-10	4.733	0.692
Judgment (Critical Thinking)	9.87	2.825	6-16	6.000	0.647
Kindness	5.20	2.569	2-10	2.600	0.919
Leadership	8.47	3.292	4-14	2.600	0.919
Love	9.73	4.200	4-18	3.667	0817
Love of learning	9.67	4.967	4-20	3.000	0.964
Perseverance	5.60	1.882	2-9	11.000	**0.051**
Perspective	11.53	3.420	5-16	4.733	0.692
Prudence	10.20	4.109	5-17	1.867	0.997
Self-Regulation	12.67	3.539	5-18	6.267	0.792
Social Intelligence	11.20	3.468	6-17	1.533	0.981
Spirituality	10.47	3.852	4-18	8.40	0.395
Team Work	10.80	4.161	5-18	2.600	0.919
Zest	10.67	4.287	5-20	1.800	0.999

Table 2 showing the results of Resilience & Characters of students had bullying experiences, in which Average Resiliency was 123.93±17.48 that is found good (minimum score 25 to maximum score 175). And other good character students had, was Self-Regulation (12.67), Bravery (11.13), Fairness (11.13), Honesty (11.87), Hope (11.07), Perspective (11.53) and Social Intelligence (11.20) and Perseverance seen in good change (Chi-Square 0.051).

Table 3, Academic Growth

	Attendance	Teacher Feedback	Test Scoring	Others Activities
Academic Growth	punctuality	Average	increasing	attending

Table 3 showing Academic growth seen in two years, that was calculated on teacher opinion on self-reported proforma in which four segment calculated in these years. It was showing Average in through the year.

DISCUSSION

In order to eliminate other factors like family background, father & mother education & their occupation was matched. Although Age, Gender, Father education & Father occupation matched with non-significant chi-square value. Due to wide range of economical differences in these semi urban schools, family incomes, mother education and mother occupational can not be matched. The schools were in urban areas and students both came from urban & rural areas so it was not managed in terms huge family income.

Studies suggested the bullying and victimization has different in south India vs north India context, in terms of rural vs urban in direct study at Canada in which higher levels of risk are generally found for rural students relative to their urban counterparts. Rural parents report higher levels of serious peer victimization, while both urban and rural parents do not differ in their perceptions of school safety (Leadbeater et, al. 2013). In terms of characters strength, it doesn't vary with socio economical and background differences although rural students were not understanding few characters strength better vs urban students.

In a study titled understanding the relationship bullying status and character strength in Michigan by Hennard, V. E. (2015) in which results showed that high self-regulation was significantly linked to averters, and was low in those unable to evade the experience. Hope was high in averters as well, and low in victims, who were also low in gratitude. And prudence and fairness were low in those that bully. These results suggested that these character strengths, particularly hope and self-regulation, are critical strengths. In this study too Self-Regulation (12.67) at highest among all students and other in good in stand were Bravery (11.13), Fairness (11.13), Honesty (11.87), Hope (11.07), Perspective (11.53) and Social Intelligence (11.20). Although Perseverance varies most among all students (Chi-Square 0.051), other character also shown good interest like love of learning, love and leadership but creativity was poor among those students including Humor.

Academic highly effected in active bullying case but incases with bullying experiences like in the study not seen any significant differences. Although academic performances depend on many of the causes in adolescent age like teenage hormonal changes irritability, social pressure on career, identity, social adherence and fashion etc. So, defining the bullying experiences is one of the causes is the challenge of the study hence it can be conceptualized as caustic factor.

In a study by Juvonen, Wang, & Espinoza (2011) was to examine whether bullying experiences were associated with lower academic performance across middle school among urban students. Results of multilevel models (MLMs) showed that grade point averages and teacher-rated academic engagement were each predicted by both self-perceptions of victimization and peer nominations of victim reputation, controlling for demographic and school-level differences as well as overall declines in academic performance over time. Further MLM analyses suggested that most of the victimization

effect was due to between-subject differences, as opposed to within-subject fluctuations, in victimization over time. The results of this study suggested that peer victimization cannot be ignored when trying to improve educational outcomes in urban middle schools. Although this study predicted for current bullying condition, so current study results altogether was good prediction.

CONCLUSION

The study can be concluded that the positive aspects of overall performance of like also helps in doing better in school life. The bullying experiences might negatively effects in school life too, but resilience of the students does better in school life. The characters of the students where students had bullying experiences in which self-regulation was best among all 24 characters strength. Altogether others characters also at upper level also indicate good academic performance in school life.

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