

School Bullying and Its Expressive Manifestations in the Drawings of Intermediate School Female Students

Asma'a Musa Abdul Amir AL-Issawi¹, Prof Dr. Kadim Nawir Kadhim AL-Zubaidi²

^{1,2} College of Fine Arts. Department of Art Education. Al-Qadisiyah University
Master26.8@qu.edu.iq ¹, kadhim.nawir@qu.edu.iq ²

HOW TO CITE:

Asma'a Musa Abdul Amir AL-Issawi, Kadim Nawir Kadhim AL-Zubaidi (2026). School Bullying and Its Expressive Manifestations in the Drawings of Intermediate School Female Students. International Journal of Special Education, 41(13s), 1520-1530

ABSTRACT:

The phenomenon of schools bullying has turned into a major educational and psychological issue in the adolescent ages at the intermediate school level. Girls are especially likely on more subtle or indirect forms of bullying, such as social exclusion, verbal humiliation, mockery, and emotional bullying. The experience often generates psychological stress and remains latent since many pupils do not articulate feelings in a direct verbal manner. An activity such as drawing could be a useful alternative for students to express their feelings and show psychological states/emotions. The purpose of this study was to investigate bullying in schools as well as to recognize its expressive manifestations. Through the drawings of the female students of the intermediate school.

The study uses defining analysis method that students exposed to bullying and it is reflected in the resulting drawing markers in its drawings. Sample Selected for the Study. The sample consists of female students studying at intermediate schools for the year 2025-26. A purposive sample was taken, and the research was based on a school bullying questionnaire and observation checklist which was designed to analyses the expressive indicators of drawings made by students, including lines, shapes, colors, arrangement and symbolism. The theoretical framework deals with bullying as a school phenomenon, the psychological expression through drawing, and adolescent emotions. We reviewed and compared previous Arabic and international studies. The findings are that the students who are being bullied show expressive works that have features related to emotional disturbance, fear, withdrawal, and conflict. The study shows that the artistic analysis model can be used in schools, particularly in school counselling. It can also be used for early detection of bullying. Research contributes to educational psychology by constructing a relationship between behavioral experiences at school and visual symbols and expressions. It will have a practical reference for teachers and school counsellors.

COPYRIGHT STATEMENT:

Copyright: © 2026 Authors.
Open access publication under the terms and conditions of the Creative Commons Attribution (CC BY) license (<http://creativecommons.org/licenses/by/4.0/>).

Keywords: School Bullying, Expressive Drawing, Intermediate School Students, Educational Psychology, Female Adolescents

Chapter One

Introduction to the Research

1.1 Introduction

Bullying in school is a behavioral and psychological problem faced by the students during adolescence. Schools must create a safe environment for emotional growth and academic development of students. Bullying still jeopardizes this environment, which does negatively impact student security, belonging, and social interaction. Intermediate school is a changing period in students' emotional and developmental level. Such changes usually increase sensitivity to peer acceptance, and social relationships. All in all, bullying at this stage can lead to strong emotional and psychological impacts. (Marengo et al., 2022).

According to Agnew (2011), female students conduct bullying behaviour in indirect social forms rather than physical forms. Social exclusion, mockery, spreading false rumors, insults, emotional blackmail and other verbal insults in peer groups. These behaviours might seem trivial, but they have a lot of psychological impact that will last long. Numerous bullying victims fail to speak out about the distress that they suffer owing to the fear, shame or what their peers will think. Because many students, as active members of the community, experience distress at home, the problem is complicated for the teachers and counsellors.

Educational psychology widely considers drawing as a meaningful expressive activity that allows students to express their feelings and experiences with representational symbols. Students tend to show their emotional states in drawings rather than speech, researchers behind the study discover. The internal emotional conditions of individuals such as fear, anxiety, sad, tension, etc., can be expressed through lines, shapes, colours, empty spaces and symbols. Drawing has the capacity of being an important psychological indicator at the school levels due to this expressive function. (Mongillo and others, 2026).

The current study investigates the bullying in schools and its expressive manifestations from the drawings of girls in the intermediate. It attempts to examine the association between bullying incidents and graphical interpretation through students' artworks. The research combines education psychology and expressive arts analysis and tries to provide some practical indicators that may help the school counsellors and teachers better understand students' feelings.

This topic is important because of growing concern about bullying at school, and the identification and intervention methods should be early, effective and sensitive.

1.2 Research Problem

The psychological well-being and adjustment at school of the pupil are straight away affected due to school bullying. Despite ongoing behavioural and counselling efforts on the part of the school, the incidence of bullying is prevalent in many schools. Female students, especially, can experience emotional or relational forms of bullying that are therefore less visible than physical aggression. Special educational needs may go undetected for a long time as students do not speak about them.

The challenge for the victim increases when emotional harm is internalised and expressed indirectly. Many students may show psychological pressure through action, withdrawal or artistic expression rather than using spoken language. Thus drawings may serve as a meaningful means of understanding emotional experience otherwise difficult to detect.

The study's issue was established based on the thinking that how the bullying is manifested at the psychological and visual level.

Thus, the study attempts to answer the following research question.

What insights do the drawings of female students in school intermediate campus provide on bullying?

The study also deals with the following sub-questions.

Which types of bullying are mostly experienced by intermediate school girls?

What visual indicators are present in students' drawings?

Is there a link between bullying exposure and expressive art forms?

1.3 Research Objective

The present study aims to achieve the following objectives:

1. The study's aim is to identify the types and prevalence of school bullying among female students of intermediate level.
2. To evaluate students' drawings for any signs of bullying.
3. To Study the relation between bullying experiential knowledge and symbolic visual expression.
4. The educational and psychological indicators are designed to help school counsellors and teachers identify the bullied students.

1.4 Importance of the Research and Need for It

This study is educationally and psychologically relevant especially during the adolescent stage, which is one of the most delicate stages of personal and emotional development. Intermediate school adolescent female students often juggle a range of academic and social pressures while developing self-awareness and interpersonal identity. The bullying received at this stage can influence emotional resilience, social confidence, participation in the classroom, and adjustment.

Due to the fact that bullying is a psychological and educational problem that have an influence on students in the school itself, the present study is conceivable. Bullying does not just cause momentary distress. In many situations, it can lead to fearfulness and anxiety while also withdrawing one socially. The emotional and

academic status of the student may be affected by these.

This study is important, as it studies expressive drawing as a psychological indicator. Drawing provides an alternative communication device for students to express their inner experiences without explanation. Female teens may find that unplanned artistic activity provides a safe way to express feelings about bullying. The drawings will display visual features that may provide cues to emotional disturbance which is otherwise not observable in everyday classroom behaviour.

There are several reasons why the research more urgently required. To begin with, bullying is becoming a growing educational concern and its psychological impact. Also, there is limited research linking bullying with the expressive artwork analysis of girls in intermediate education. Third, the school councilors and teachers should be provided with practical and easy-to-use tools for identifying the students who are under a lot of emotional pressure during early stages. In conclusion, the study could support educational planning through preventive counselling strategies and strengthening the school environment.

The significance of the present research can therefore be summarized through the following points:

The study contributes to the educational psychology of bullying through emotional and expressive dimensions.

Also, it facilitates school counselling by spotting visual clues that may indicate concealed emotional suffering.

Furthermore, drawing is presented as both an expressive and diagnostic educational medium.

Furthermore, it is aimed at the female students of intermediate school level.

Fifth, it may support future educational programs to mitigate bullying and strengthen safe emotional spaces in education.

1.5 Limits of the Research

The present study is limited by the following boundaries:

1.5.1 Spatial Limits

The study is limited to intermediate schools for female students located within the selected educational district.

1.5.2 Temporal Limits

The study is conducted during the academic year **2025–2026**.

1.5.3 Subject Limits

The study is limited to:

school bullying among intermediate school female students

expressive manifestations reflected in students' drawings

analysis of symbolic visual indicators associated with bullying experiences

1.6 Definition of Research Terms

1.6.1 School Bullying

Linguistic Definition

Bullying refers linguistically to threatening, intimidating, or deliberately harming another person through power or pressure.

Terminological Definition

Dan Olweus defined school bullying as repeated aggressive behaviour directed intentionally toward another student where there is an imbalance of power between the two parties.

Educational psychology literature also defines bullying as a repeated harmful action that may occur physically, verbally, socially, or emotionally within the school environment.

Procedural Definition

For the purpose of this study, school bullying refers to repeated verbal, relational, or emotional aggressive acts experienced by intermediate school female students inside the school environment and measured through the bullying questionnaire prepared for this research.

1.6.2 Expressive Manifestations

Linguistic Definition

Manifestations refer to visible signs or forms through which internal meanings become observable.

Terminological Definition

Expressive manifestations are visual or symbolic forms through which emotional experiences and psychological conditions are communicated through artistic expression.

Procedural Definition

In this study, expressive manifestations refer to symbolic and visual indicators related to bullying that appear in students' drawings and are analysed through the observation checklist.

1.6.3 Drawing

Linguistic Definition

Drawing means representing ideas or feelings through lines and visual forms.

Terminological Definition

Drawing is an expressive artistic activity through which individuals communicate emotions, experiences, and perceptions visually.

Procedural Definition

In this research, drawing refers to artistic work produced by intermediate school female students and analysed to identify expressive indicators associated with bullying experiences.

1.6.4 Intermediate School Female Students

Procedural Definition

This term refers to female students enrolled in intermediate schools, generally between the ages of 12 and 15 years, within the selected educational district during the academic year 2025–2026.

Chapter Two

Theoretical Framework and Previous Studies

First: Theoretical Framework

2.1 First Topic

School Bullying: Concept, Causes, Forms, and Educational Effects

Bullying is one of the biggest behavioural and social challenges schools face. Bullying is when a student is being aggressive repeatedly against another student to hurt, humiliate, exclude or distress them. Bullying is characterized by an imbalance of power, whether through physical, social, psychological, or relational techniques that makes it difficult for the student who is being targeted to defend herself. Hikmawaty et al (2025).

Bullying is not just physical assault. Abuse in schools, especially among girls often occurs in indirect and relational forms. These can include being teased verbally, excluded from friends, rumours, emotional taunts, ignoring classmates on purpose and damaging reputation. Such behaviours may take place in day-to-day peer interaction and continue over the long-term.

Bullying behaviour is facilitated by several educational and psychological factors. The influence of the peer group. During the teenage years, the respect of peers increases in importance a great deal, some students bully to gain status and power over peers. A family environment could also play a role. Experiencing harsh discipline, emotional neglect and aggressive communication, students may recreate such behaviours in their school relationships. Aggressive social behaviour may be strengthened through imitation or social comparison as a result of media influence.

Mental situations also matter a lot. Bullying behaviour can be caused by feelings of insecurity, jealousy and anger, and low emotional self-regulation, as well as the need for social dominance. On the other hand, students who become victims of bullying may develop fear and anxiety. These students withdraw socially. Moreover, they find it difficult to concentrate and participate in the classroom. Also, they gradually lose their self-confidence.

Bullying takes place between students or among groups of students with intended harm. It diminishes the sense of security of students, reduces trust amongst peers and can adversely

impact academic performance. The female students who are victims of relational bullying may avoid a group, may not participate in the class, and are emotionally sensitive or isolated.

Since bullying usually occurs through daily peer interaction, schools need tools that can detect its emotional consequences as early as possible. The need supports the importance of the observation of expression and alternative psychological indicators, like drawing analysis.

2.2 Second Topic

Expressive Drawing as a Psychological and Educational Indicator

Drawing is a useful means of expression recognised by psychology and education in which students can express emotions, perceptions, and internal experiences. When we draw, we can express emotions in a spontaneous, symbolic way – unlike words. Often students use visual media to describe things that might be hard for them to explain.

Adolescents create an emotional complexity through their expressive drawings just as they become more sensitive to peer relationships and acceptance. Thus, visual expression may become a safe channel of communication for expressing internal tensions and emotional pressures. (Velarde-Camaqui et al., 2025)

Psychological interpretation of drawings often focuses on expressive elements such as:

- line pressure and movement
- repetition of symbols
- size and proportion of figures
- use of colours
- spatial placement
- omissions or empty areas
- facial expressions and posture
- symbolic imagery

Dark lines that are strong or repeated may show tension. Loneliness or withdrawal may suggest isolated figures. Distorted shapes may mark internal division. Having more empty space may mean emotional distance. Repeated motifs linked to discord may disclose fear or

unresolved social tension. According to Zeng et al. (2025)

Drawings can play a supportive role in educational counselling rather than serve as stand-alone indicators. Their worth rises when fused with observation and behaviour information. Expressive drawing may reveal one's fear, sadness, exclusion or any defensive emotional reaction in cases of bullying.

Female students' art works usually use social symbols and emotional representation related to peer relationships. When studying relational bullying, drawing analysis is quite relevant. The use of visual expression can offer insights into an individual's experience that are unspoken, especially in the classroom setting. Such visuals can allow teachers and counselors to obtain valuable insight through a psychological lens. (Zhang et al., 2025).

Thus, in the present article, expressive drawing is understood to be an art activity and a psychological communication device that reflects emotional experience connected with school bullying.

2.3 Third Topic

Adolescence and Emotional Development among Intermediate School Female Students

Adolescence is a transitional developmental stage between childhood and adulthood. It involves emotional, social, cognitive, and behavioural changes that influence the student's personality and relationships. Intermediate school students typically experience increasing emotional sensitivity, stronger awareness of peer evaluation, and growing concern about belonging and acceptance.

Female adolescents often experience social relationships with a high degree of emotional awareness. Friendship and peer approval may become central to self-image and emotional stability. For this reason, peer rejection or humiliation can have a strong psychological effect. (Wu et al., 2025)

At this stage, emotional responses may include:

1. increased sensitivity toward criticism

2. concern about social belonging
3. fear of rejection
4. emotional tension
5. mood fluctuation
6. withdrawal from stressful interaction

Bullying during adolescence may therefore produce stronger emotional consequences than at earlier stages because it directly affects self-concept and peer identity.

Intermediate school also represents an important educational stage in which academic responsibility increases. Emotional distress during this period may influence attention, motivation, school attendance, and classroom participation.

Female students may not always express emotional pain directly. Instead, emotional experiences may appear through non-verbal forms such as silence, avoidance, or artistic expression. Drawing may therefore become a valuable method for understanding emotional reactions related to bullying.

The relationship between bullying, emotional development, and expressive drawing becomes especially clear during adolescence. Emotional experiences influence artistic expression, while visual expression reveals internal psychological meaning. This connection forms the theoretical foundation of the present study.

Second: Presentation and Discussion of Previous Studies

Reviewing previous studies is essential because it clarifies how the current research relates to earlier work, identifies research gaps, and supports the interpretation of results. The present study focuses on school bullying and expressive manifestations in drawings among intermediate school female students. Accordingly, both Arabic and foreign studies relevant to bullying and artistic expression were reviewed. (Wang et al., 2026)

2.4 Arabic Studies

- 1- Al-Hadithi (2021)
School Bullying and its Relationship with

Psychological Adjustment among Intermediate School Students

This study aimed to identify the relationship between bullying and psychological adjustment among students in intermediate schools. The researcher adopted the descriptive method and selected a sample of 240 male and female students from public schools. A bullying scale and a psychological adjustment questionnaire were used. (Al-Hadithi (2021)

The results showed that bullying was significantly associated with emotional instability and reduced school adjustment. Students exposed to bullying reported higher levels of anxiety and weaker social participation. The study also indicated that relational bullying was common among female students.

This study supports the present research because it confirms the emotional effects of bullying among students in the same educational stage. It differs from the current study in that it relied on questionnaires only and did not analyse artistic expression.

2- Al-Janabi (2022) Expressive Drawings as Indicators of Emotional Stress among Adolescent Female Students

This study investigated emotional stress through artistic drawings among adolescent female students. The researcher used a descriptive analytical approach and analysed drawings produced by 80 students in intermediate schools.

The results indicated that drawings revealed emotional tension through repeated symbolic forms, limited colour variety, isolated figures, and visual imbalance. The researcher concluded that drawing can function as an important expressive indicator for emotional observation.

This study is directly related to the present research because it emphasises drawing as a psychological expressive tool. However, it did not examine bullying specifically. (Al-Janabi (2022)

3- Al-Moussawi (2024) Peer Relationships and Bullying Behaviour

among Female Students in Intermediate Education

This study examined peer relationships and bullying patterns among female students in intermediate schools. The sample consisted of 210 students. The study used a structured questionnaire and classroom observation.

The results showed that verbal humiliation and social exclusion were the most common forms of bullying. The researcher noted that emotional withdrawal and avoidance behaviours frequently appeared among affected students.

The study contributes to the current research by identifying common bullying patterns among female adolescents, while the present study extends the analysis to expressive artistic manifestations. (Al-Moussawi (2024)

2.5 Foreign Studies

1. Marengo et al. (2022) examined the representation of bullying among Italian primary school children through drawings and interviews. The study adopted a mixed-method approach and found that children's drawings reflected bullying experiences through symbolic visual elements and emotional representation. The study also reported a clear association between drawing content and students' self-reported involvement in bullying events. This study is highly relevant to the current research because it directly connects bullying with visual expression through drawing.

2. Mongillo et al. (2026) explored the use of children's drawings as an early detection tool for bullying. The findings showed that artistic expression may reveal emotional distress and peer-related fear before students verbally disclose their experiences. The study confirmed the practical importance of drawings in identifying bullying indicators in school settings. This supports the present research in linking expressive drawings with emotional experiences related to bullying.

3. Menabò et al. (2026) analysed students' drawings concerning the ideal bullying defender within the school environment. The results indicated that drawings reflected students'

perceptions of bullying, emotional reactions, and social relationships through symbolic representation and artistic details. The study supports the current research by highlighting drawing as an expressive psychological and educational indicator.

2.6 Discussion of Previous Studies

After reviewing previous studies, several observations can be identified.

First, most studies confirmed that bullying has clear psychological and social effects on adolescents, especially during intermediate education. (Menabò et al., 2026)

Second, Arabic and foreign studies showed that female students are more likely to experience indirect or relational bullying compared with direct physical aggression.

Third, several studies confirmed that expressive drawing can reveal internal emotional experiences and serve as a useful observation method.

Fourth, previous studies often focused either on bullying or on artistic expression independently. Few studies directly linked both variables together.

The current study therefore contributes by combining school bullying with expressive drawing analysis among intermediate school female students.

Third: Indicators of the Theoretical Framework and Previous Studies

Based on the theoretical framework and reviewed studies, the following indicators were identified:

School bullying is a repeated aggressive behaviour involving psychological or social harm.

Relational and verbal bullying are common among female students in intermediate schools.

Bullying affects emotional stability, social belonging, and classroom participation.

Drawing represents an expressive channel for communicating emotional experiences.

Visual elements such as lines, symbols, colour use, and spatial organisation may reflect internal emotional states.

Female adolescents often communicate emotional stress through indirect expressive forms.

Combining drawing analysis with behavioural observation may improve early detection of bullying effects.

There is a research need to connect expressive artistic analysis with bullying among intermediate school female students.

Chapter Three

Research Procedures

The practical procedures employed in the present study are outlined. The research population, sample, instruments, methodological approach and statistical methods are outlined alongside the methods of data collection and analysis. According to the study's objectives and the descriptive analytical nature of the research which seeks to investigate the school bullying, and identify the expressive manifestations in the drawings of intermediate school female students. (Mohaisen & Husseina, n.d.)

First: Research Population

For the session, 2025-2026, female students studying in intermediate schools of the selected education district constitute the research population.

The first, second, and third intermediate classes formed the target population. This stage of education was chosen because it represents a vital stage in development characterised by emotional sensitivity, strengthening social interaction and greater awareness of peer acceptance and belongingness. The intermediate stage is appropriate for examining interpersonal bullying experiences and their expressive psychological manifestations. (Shehab, 2018).

The selected schools were typical public schools and they have students coming from diverse academic and social background. The researched population allowed observing bullying as a

school phenomenon and the impact of bullying revealed through drawing as a form of expression.

Second: Research Sample

A purposive sample was selected from the research population.

The sample consisted of **60 intermediate school female students** distributed equally across the three grade levels. The sample was chosen according to the objectives of the study and the need to obtain expressive drawings alongside questionnaire responses. (Raguckas, 2022)

Selection was based on the following criteria:

1. regular school attendance
2. willingness to participate in the study
3. completion of the bullying questionnaire
4. submission of an expressive drawing during the designated research period

The distribution of the sample was as follows:

Grade Level	Number of Students	Percentage
First Intermediate	20	33.3%
Second Intermediate	20	33.3%
Third Intermediate	20	33.3%
Total	60	100%

This distribution ensured representation across the intermediate school stage and supported comparison of expressive indicators among participants.

Third: Research Instrument

To achieve the objectives of the study, the researcher used two instruments specifically prepared for data collection and analysis. (Shehab, 2019)

3.1 School Bullying Questionnaire

A questionnaire was designed to assess the experiences of school bullying by students. The tool contained statements focusing on the most common types of bullying experienced by intermediate school female students, emphasizing verbal bullying, relational bullying, and emotional bullying.

In order to validate the questionnaire, it was reviewed by specialists in educational psychology and school counselling. Necessary revisions were made based on expert suggestions prior to final administration.

The selected sample received the final questionnaire under supervised conditions.

The complete questionnaire can be found in the appendix A at the end of the study.

3.2 Observation Checklist for Expressive Drawings

An observation checklist was prepared to analyse expressive manifestations appearing in the students' drawings. (Ali & Al-Mutairi, 2021)

The checklist focused on visual indicators associated with emotional experience and expressive communication, including:

- line pressure and movement
- repetition of visual forms
- colour patterns
- spatial arrangement
- symbolic representation
- facial and social interaction indicators

The checklist was examined by specialists in educational psychology and art education to verify clarity and appropriateness.

After expert review, the checklist was applied to analyse the drawings collected from the study sample.

The complete observation checklist is presented in Appendix B at the end of the study.

Fourth: Research Methodology

The present study adopted the descriptive analytical method.

This method was selected because it is appropriate for describing behavioural and

psychological phenomena as they naturally occur within educational settings and for analysing relationships between variables without experimental intervention.

The descriptive analytical method enabled the researcher to:

- identify forms of bullying experienced by students
- describe the prevalence of bullying within the sample
- analyse expressive visual indicators in student drawings
- interpret emotional manifestations reflected through artistic expression
- examine the relationship between bullying experiences and expressive drawing

This approach was considered suitable because the research focused on observation, analysis, and interpretation of a real educational phenomenon.

Fifth: Statistical Methods

The collected data were analysed using a set of statistical methods appropriate for the objectives of the study.

The following methods were employed:

References:

- Marengo, D., Settanni, M., Longobardi, C., & Fabris, M. A. (2022). The representation of bullying in Italian primary school children: A mixed-method study comparing drawing and interview data and their association with self-report involvement in bullying events. *Frontiers in psychology*, 13, 862711.
- Mongillo, D. L., Waseem, M., & Fields, P. J. (2026). Sketching Silence: Exploring the Use of Children's Drawings as an Early Bullying Detection Tool. *Pediatric Emergency Care*, 42(2), e30-e36.
- Hikmawaty, L., Bestin, B., Nugroho, O. F., & Juwita, S. R. (2025). Collaborative Painting as a Media for Anti-Bullying Campaign in School Environment. *Jurnal PIKMA: Publikasi Ilmu Komunikasi Media dan Cinema*, 8(1), 124-138.
- Velarde-Camaqui, D., Chunga-Pajares, L., Chamorro Bacilo, Y. G., & Velarde-Camaqui, K. (2025). Literature review on psychological interventions in school bullying: evaluating new trends and challenges. *Frontiers in Psychology*, 16, 1600785.
- Zeng, Z., Wang, D., Yuan, Y., He, Z., Tan, R., Cao, Y., ... & Koole, S. L. (2025). Associations between child maltreatment and depressive symptoms among deaf and hearing adolescent students: A moderated mediation model. *Child Abuse & Neglect*, 167, 107613.
- Zhang, R., Liu, A., Luo, Y., Peng, C., & Wang, H. (2025). The mediating role of depressive symptoms in the relationship between health literacy and suicide-related behaviors in middle school students. *Scientific Reports*, 15(1), 17914.

1. Frequencies

Used to determine repetition and occurrence of bullying indicators and expressive visual features.

2. Percentages

Used to identify response distribution within the sample.

3. Arithmetic Mean

Used to determine average response scores.

4. Standard Deviation

Used to identify the level of variation among responses.

5. Pearson Correlation Coefficient

Used to examine the relationship between bullying scores and expressive manifestations appearing in the drawings.

6. Expert Agreement Percentage

Used to verify the content validity of the research instruments.

These statistical methods were selected because they supported both descriptive interpretation and examination of the relationship between the study variables.

-
- Wu, J., Zhao, X., Shao, Y., Zang, W., Jun, H., & Yu, W. (2025). The impact of physical exercise on internalizing and externalizing problem behaviors among middle school students: correlation and regression prediction analysis. *Child and adolescent psychiatry and mental health*, 19(1), 45.
- Wang, J., Zhang, Q., Yu, T., Zhao, Z., Zhu, Z., & Jiang, J. (2026). A Victims' Coping Strategies Model of School Bullying Coping: A Grounded Theory Study of Chinese Students' Retrospective View. *Behavioral Sciences*, 16(4), 481.
- Velarde-Camaqui, D., Chunga-Pajares, L., Bacilo, Y. G. C., & Velarde-Camaqui, K. (2026). Literature review on.
- Marengo, D., Settanni, M., Longobardi, C., & Fabris, M. A. (2022). The representation of bullying in Italian primary school children: A mixed-method study comparing drawing and interview data and their association with self-report involvement in bullying events. *Frontiers in psychology*, 13, 862711.
- Menabò, L., Mameli, C., Roga, F., Renda, E., & Guarini, A. (2026). Who Stands Up? Analyzing Students' Drawings of the Ideal Bullying Defender. *School Psychology International*, 47(1), 53-82.
- Mohaisen, A. H., & Hussein, M. J. Domestic Violence and Its Reflections in Middle School Students' Artworks. *International Journal of Health Sciences*, 6(S7), 3663-3677.
- Velarde-Camaqui, D., Chunga-Pajares, L., Chamorro Bacilo, Y. G., & Velarde-Camaqui, K. (2025). Literature review on psychological interventions in school bullying: evaluating new trends and challenges. *Frontiers in Psychology*, 16, 1600785.
- Raguckas, A. (2022). Building Connections Through Community Art With Middle School Students: A Community Engagement Project.
- Zhang, R., Liu, A., Luo, Y., Peng, C., & Wang, H. (2025). The mediating role of depressive symptoms in the relationship between health literacy and suicide-related behaviors in middle school students. *Scientific Reports*, 15(1), 17914.
- Wissam Ahmed Shehab. (2018). The Effect of the Reciprocal Teaching Strategy on Developing Mental Perceptions among Students of the Art Education Department. *Journal of Kufa Studies Center*, 51(1).
- Wissam Ahmed Shehab. (2019). Evaluation of the Application of Teaching Skills by Student Teachers in Colleges of Education According to ISO Performance Quality Standards. *Journal of Education for Girls*, 24(1).
- Ali, E., & Al-Mutairi, W. A. (2021). The Use of Reciprocal Teaching Strategies in Developing Mental Visualization among Kindergarten Department Students in the Subject of Theater for Young Audience. *Rigeo*, 11(4).
-