



## The Relationship between Bullying, Depressive Symptoms and Suicidal Ideation among Secondary School Students.

Chukwuemeka A. F. Okoye<sup>1</sup>,  
Toochukwu Nwankwo<sup>2</sup>,  
Ifedigbo, Chinenyenwa Felicitas,<sup>3</sup>  
Godwin C. Umeobi<sup>4</sup>

<sup>1,2,3&4</sup>Department of Psychology,  
Faculty of Social Sciences,  
Nnamdi Azikiwe University, Awka, Nigeria.

**Corresponding Author:** <sup>2</sup>[okafotoochukwu7@yahoo.com](mailto:okafotoochukwu7@yahoo.com)

### Abstract

*Suicidal ideation is the foundation of suicide behaviour continuum and if not addressed, particularly among students, may escalate the rate of suicide among this population in Nigeria. Thus, the study examined the association between bullying, depression, and suicidal ideation among secondary school students. The participants were five hundred and three (503) students, comprising of two hundred and ten (210) males and two hundred and ninety-three females, whose ages ranged from 15 to 18 years, with a mean age of 16.30 and standard deviation of .93. they were selected through simple random sampling technique. The instruments employed for data collection were suicidal ideation (SIS), Adolescent Peer Relation Instrument (APRI) and Symptom Distress Checklist 90 (SLC-90). The study design was correlation which employed Pearson Product Moment Statistic for data analysis and test of hypotheses. The result showed that bullying positively and significantly associated with suicidal ideation at  $r=.14$ ,  $p<.01$ . Furthermore, depression also correlated positively with suicidal ideation at  $r= .07$ ,  $p<.05$ . Based on the findings of the study, the researchers recommend among others that parents, school counselors and teachers should play a significant role in early discovery and intervention of bullying to mitigate the distress that may result in suicidal ideation.*

**KEYWORDS:** Association, Bullying, Depressive Symptoms Suicidal, Ideation.

---

## Introduction

Suicidal ideation and concomitant suicide seem to be one of the most daunting issues among young people that if not stemmed, can have a lasting effect on the individual, families, and society at large. In Nigeria, events are indicative of the reality that young adolescents across gender have been involved in suicide (Onu, Okoye, Mabia & Babatunde, 2020). According to Ghasemi, Shaghaghi and Allahverdipour (2015) suicide leads to the death of approximately one million people each year. Moreover, Eze, Ndu and Edelu (2018) reported three cases of adolescent's suicidal intent that was managed at a tertiary teaching hospital in Nigeria, where one of the victims was a 15-year-old female adolescent, who ingested an insecticide "*sniper*" just for the mere fact that she failed promotional examination.

Furthermore, Borges, Orozco, Benjet and Medina (2010) asserted that the importance of studying suicidal behaviour, which suicidal ideation is an integral part, lies not only in the life-or-death question, but also in the fact that adolescents who suffer this condition undergo great psychological trauma and emotional drain, and may as well end up with a physical handicap. The statistical category of suicide behaviours consists of suicidal ideation, suicide attempt and a complete suicide (Rosales, Cordova & Rosalba, 2012). However, the focus of this study was on suicidal ideation because when considering suicide, the first reaction is usually suicidal ideation. Before one makes attempt to commit suicide, the person must have thought about doing so, how to implement it, and in some cases expresses it before initiating it. In essence, suicidal ideation occurs prior to suicide. Nevertheless, not all suicidal ideation leads to attempted or completed suicide.

---

Indeed, suicidal ideation according to Ranieri, Steer, Lavrence, Rissmiller and Piper et al. (1987) is a current plan and wishes to commit suicide in the absence of any recent over suicide attempt. In other words, it refers to thought of harming or killing oneself. Beck, Steer and Ranieri (1988) defined suicide ideation to be the individual at the earliest stage of suicide risk. Moreover, suicidal ideation in the opinion of Thakur, Gupta, Mazta and Sharma (2015) is unusual thoughts focused on a desire and/or plan to commit suicide.

In fact, observation showed that suicidal ideation is more common than other suicide behaviours, especially during adolescence (Ruter, Holm, Mcgorge & Conger, 2008). Sequel to this, Omigbodun, Dogra, Esan and Adedokun (2008) reported one-year prevalence of suicide attempts at 12% and over 20% of suicide ideation in Nigerian adolescents. This is higher than the one-year rates found for adolescents in western countries (Swahn & Bossarte, 2007; Langille, Asbridge, Kisely & Rasic, 2012). Consequently, it is pertinent that any examination on suicide must be extended to include suicidal ideation.

Another variable of interest to the researchers is bullying. Bullying influences all students, both the person that bully and the victims. Being bullied by peers was found to have association with low levels of psychological well-being, social adjustment, high levels of psychological distress, and adverse physical health (Low, Duglas, O'Loughlin, Rodriguez, & Contreras, et al., 2012). Roberts and Morotti (2000) opined that bullying commonly occur within the interactions of contemporary youth, sometimes, these interactions may be perceived as harmful or maladaptive. According to Olewus (1993), bullying occurs whenever a student "is exposed repeatedly, over time, to negative actions on the part of one or more other students". Consistent with the above definition, bullying may be further

---

characterized as the presence of (i) a power imbalance (ii) intense intimidation and (iii) a harmful effect on the victim (Smokowski & Kopasz, 2005; Olewus, 1993).

Stemming from the foregoing, it is obvious that these features of bullying are consistence during the relationship between the bully and the victims across age. Therefore, understanding the roles of bullies and the victims will help in giving a distinct picture of the connection between bullying and suicidal ideation. In line with this argument, Klomek, Marrocco, Kleinman, Schonfeld and Gould, (2007) studied the relationship between bullying, depression, suicidal ideation, and suicide attempts among 2342 adolescents from grade 9 to grade 12. They examined whether a relationship exists between being the victim of bullying or being a bully will occasion depression, suicidal ideation and suicide attempt. Their findings showed that approximately 9% of the sample students were repeatedly victimized and 13% reported bullying others repeatedly. Students that were victims of repeated and frequent bullying or who bullied others had higher risks of depression, suicidal ideation, and suicide attempts compared to peers who were not involved in bullying. Even occasional associations with bullying behaviour were linked to an increased risk of depression and suicidal ideation, particularly among female students. The authors concluded that both victims of bullying and the bullies themselves are at a high risk of psychological distress and are exposed to a potential risk of adolescent depression and suicidality.

Indeed, depression is a concept often used to loosely describe how people feel when they are responding to sad events or unhappy thoughts. However, Beck (1967) differentiated depression from sadness since depression is more persistent and may increase qualitatively from prior experience of unhappiness. According to Salmans and Sandra

---

(1997), depression is a state of low mood and aversion to activity that can affect a person's thought, behaviour, feeling and sense of well-being. It is also seen as a mental illness that is characterized by disturbed sleep, irritability, worthlessness, helplessness, feeling of hopelessness, emptiness and worries among other symptomatic indicators. In the opinion of Lewinsohn, Hops, Roberts, Seeley and Andrews (1993) one in every five adolescents is likely to experience a diagnosable depressive episode by the age of 18.

Additionally, when an individual becomes depressed, his condition changes and he tend to become more pessimistic, more critical of himself and more likely to blame himself for every bad thing that happens (Harter and Whitesell, 2002). Furthermore, Bowlby (2000) asserted that individuals who are experiencing depression sometimes suffer increased or decreased sleep, increased or decreased appetite, loss of interest in schoolwork, loss of energy or excessive energy, inability to make concrete decisions and sometimes think of death and may commit suicide. Essentially, Konick and Gutierrez (2005) tested a path model to predict suicidal ideation in college students. Results from this study indicated that depressive symptoms exerted a stronger effect than other risk factors in predicting suicidal thoughts.

Theoretically, several theories have been proffered to explain the causes of suicidal ideation ranging from interpersonal theory (Joiner, 2005); the three-step theory (Klonsky & May, 2015) the theory of social integration and regulation (Durkheim, 1879) among others. However, the theoretical framework guiding this study was the interpersonal theory propounded by Joiner (2005). This theory of suicide proposed that individuals commit suicide because they can, and they want to. In other words, people commit suicide because they have both the desire to die and the capacity and the capability to carryout

---

suicidal behaviour. Within the framework of this theory, three constructs are fundamental to suicide behaviour: suicidal ideation is related to two interpersonal constructs which include thwarted belongingness and (2) perceived burdensomeness and another construct primarily related to capacity-(3) acquired capacity for suicide (Joiner, 2005; Van Orden, Witte, Cukrowicz, Braitwaite, Selbby & Joiner, 2010). In the view of this theory, individuals who simultaneously have thwarted belongingness (i.e., "I am alone) and perceived burdensomeness (i.e., "I am a burden) have desire for suicide.

With particular reference to the variables of this study, the interpersonal theory of suicide provided a succinct framework that explains the relationship between bullying, depression and suicidal ideation. According to this theory, individuals who simultaneously have thwarted belongingness, which refers to loneliness (unpleasant emotional response to isolation that involves anxious feeling about lack of connection and communication with other beings) and absence of reciprocal care, and perceived burdensomeness, which refers to an incorrect perception of being a burden on significant others; show a desire for suicide.

Based on this assertion, it is plausible to infer that bullying and depressive symptoms may contribute to suicidal ideation. For instance, bullying has the potential to make victims feel isolated from peers and debilitate the connection the victims have with other students in their school. Consequently, may lead to failed belongingness and feeling of burdensomeness of victims to group of people. Additionally, student's negative view about themselves could result to feeling of loneliness, burdensomeness, as well as hopelessness, which may in turn lead to suicidal ideation, hence, the aptness and the suitability of this theory in explaining the nexus between bullying, depression, and suicidal ideation.

---

Empirically, various studies have been conducted by researchers showing the relationship between the problems of this study; suicidal ideation and the predictors variables; bullying and depression. In that wise, Kaltiala-Heino, Rimpelä, Marttunen, Rimpelä and Rantanen (1999) assessed the relationship between being bullied and being a bully at school, depression, and severe suicidal ideation among secondary schools in two regions of Finland. The participants were 16, 410 adolescents aged 14-16 years. the findings showed that there was an increased prevalence of depression and severe suicidal ideation among the bullied and the bullies. They also found that suicidal ideation occurred most among adolescents who were bullies.

Also, Roland (2002) conducted a study that compared bullies, victims and pupils neutral to bullying on depressive symptoms and suicidal ideation. The sample included 2,088 Norwegian boys and girls in grade 8. They found that both bullies and victims had significantly higher mean scores than neutral pupils on both depressive symptoms and suicidal thoughts. Their findings also showed that the mean score for bullies was above that of the victims with respect to suicidal thoughts. on depressive thoughts than the bullies. Kim, Leventhal, Koh and Boyce (2009) examined the independent impact of bullying on suicide risk. Bullying was assessed by peer nomination in a prospective study of 1,655 7th and 8th grade Korean students, and suicide by youth self-report. Results showed Odds Ratios (ORs) of bullying for suicidal risks were computed, controlling for other suicide risk factors. Victim-Perpetrators and female victims at baseline showed increased risk for persistent suicidality. Male Incident Victims exhibited increased risk for suicidal behaviors and ideations, while female Persistent Perpetrators exhibited increased risks for suicidal behaviors. Also, male Incident Perpetrators had increased risk for suicidal

---

ideations, while baseline-only male Victim-Perpetrators showed increased risk for suicidal ideations. Moreover, Nasrin, Mohsen, Rez & Shabnam (2010) explored the relationship between suicidal ideation, depression, anxiety, resiliency, daily stresses and mental health among Tehran university students, where the participants were 265. Regression analysis revealed among other findings that depression had the most contribution in predicting suicidal ideations.

Again, Julia, Vanessa, Larissa, Luís and Rogerio (2012) investigated the association between exposure to physical and sexual violence, and suicidal ideation in Brazilian School children. Participants were 3,547 students aging 12 to 17 years. Findings from the study revealed that suicide ideation prevalence in the sample was of 21.7%, and regression analysis indicated that girls and boys exposed to physical or sexual violence had 3.42 and 3.14 times more probability of referring suicidal ideation in the past 30 days. Indeed, a look at the reviewed studies showed that they are all foreign based. Thus, this study will close the observed gap in literature.

### **Hypotheses**

- i. Bullying will positively and significantly correlate with suicidal ideation among secondary school students in selected schools in Awka South L. G. A. Anambra State.
- ii. Depressive symptoms will positively and significantly correlate with suicidal ideation among secondary school students in selected schools in Awka South L. G. A. Anambra State.

### **Method**

#### **Participants**



---

The sample for this study comprised of 503 senior secondary school students from five secondary schools in Awka South Local Government Area of Anambra State. The five secondary schools were systematically selected from secondary schools in Awka South Local Government Area of Anambra State. The participants' ages ranged from 15 to 18 years (Mean age = 16.30 years; SD = .93). All students who participated in the study are Christians in terms of their religious orientation.

### **Instruments**

The instruments for this study include the following:

**Suicide ideation scale (SIS)** is a 10-item scale developed and validated by Rudd (1989), to measure the severity of suicide ideation. The scale was formatted in Likert manner and anchored on 5-point rating scale with degree of response ranging from never (1) to always (5). The modality for scoring this scale indicates that higher scores are indicative of high level of suicide ideation and low score indicating no suicide ideation. The scale has been found to correlate moderately with the measure of depression ( $r=.55$ ,  $p<.001$ ) and hopelessness ( $r=.49$ ,  $p<.001$ ) providing evidence for construct validity. The author also reported a Cronbach Alpha of .86.

### **Adolescent Peer Relation Instrument (APRI)**

This scale was used to assess the frequency of physical, verbal, and social bullying as both the perpetrator and victim. The scale consisted of 36 items formatted in Likert manner. It was developed and validated by Parada (2000). The response ranges from every day (6) to sometimes (1). The scale has a Cronbach alpha coefficient of 0.93 for bully and 0.95 for victim. In this study, only the 18 items in the victim subscale were used.

### **Symptom Distress Checklist 90 (SLC)**

This scale was developed by Derogatis, Lipman and Covi (1977). It is a 90-item instrument designed to measure several manifestations of distress. The scale was formatted in Likert manner and anchored on 5-point rating scale with degree of response ranging from Not at all (1) to Extremely (5). In this study, only depression subscale was used. Derogatis et al (1977) reported alpha coefficient of .90 for depression.

### **Procedure for Data Collection**

After obtaining permission from the principals of the schools, the participants were briefed about the purpose of the study by the research team and to elicit true responses a rapport was established between the participants and the researchers. They were also given assurance of confidentiality to their response. Then, the researchers administered the instrument to the participants in their classroom. Pearson product moment correlation was used to test the hypotheses.

### **Design**

The study adopted correlational design to enable the researcher examines whether there would be a relationship between bullying, depressive symptoms, and suicide ideation among secondary school students. Pearson Product Moment Correlation Statistic was employed to analyze data.

### **Result**

The results of the study were presented as follows

**Table 1:** showing the result of the Pearson Moment Correlation Analysis on bullying and depressive symptoms as correlates of suicide ideation

Suicide Ideation	<i>r</i>	<i>N</i>	<i>Sig.</i>

Bullying	.15	503	.05
Depression	.07	503	.04

**Table 1** showed that bullying victimization correlated positively and significantly with suicide ideation ( $r = .15, p=.05$ ). Therefore, the hypothesis, which stated that “bullying victimization will correlate positively and significantly with suicide ideation” is hereby accepted. This implies that increment in intentional and repeated infliction of harm on persons by one or more peers that are usually more powerful than them significantly relate to increase in the thought of wanting to take one’s own life or having a thought about suicide without committing suicide.

Likewise, the table showed that depressive symptoms correlated positively with suicide ideation ( $r = .07, p=.05$ ). Therefore, the hypothesis, which state that ‘depressive symptoms would correlate positively with suicide ideation’ is hereby accepted. This again shows that increase in depressive symptoms relate to increase in the thought of wanting to take one’s own life or having a thought about suicide without committing suicide.

## Discussion

Many studies examining suicide behaviours in diverse parts of the world have demonstrated that bullying and depression have positive relationship with suicidal ideation. The findings of this study are consistent with these previous results.

Statistically, this study found that there was a significant positive correlation between bullying victimization and suicidal ideation. The finding of this study corroborates with the studies of Klomek, Marrocco, Kleinman, Schonfeld and Gould, (2007) and Kim, Leventhal, Koh and Boyce (2009) which found that students that were victims of frequent bullying

---

had higher risks of suicidal ideation. The result shows that increase in bullying victimization significantly relate to increase in suicidal ideation. In line with this, the result of the first hypothesis therefore points towards the direction that, students who are repeatedly victimized by their peers, will come to experience suicidal ideation. The above stated finding may have resulted following how such students were treated within the geographical boundaries of the school. This assertion was made based on the view of Joiner (2005) that individuals who simultaneously have thwarted belongingness (i.e., "I am alone) and perceived burdensomeness (i.e., "I am a burden) show a passive desire for suicide (i.e., I wish I were dead). This tends to be so, because bullying has the potential to make victims feel isolated from peers and debilitate the connection the victims have with other students in their school. As a result, lead to failed belongingness and feeling of burdensomeness of victims to group of people which in turn result to suicidal ideation.

Moreover, this present study looked at the second hypothesis which stated that depressive symptoms would positively and significantly correlate with suicidal ideation among secondary school in Awka South L.G.A. of Anambra State. In a study carried out by Konick and Gutierrez (2005) to test a path model to predict suicidal ideation in college students. Among other findings, it was reported that result indicated that depressive symptoms exerted a stronger effect than other risk factors in predicting suicidal thoughts. Following the data analysis on this, the hypothesis was confirmed. This indicates that the present study's participants who are experiencing depressive symptoms are at greater risk for suicidal ideation. This assertion was made based on the view of Bowlby (2000) that individuals who are experiencing depression sometimes suffer increased or decreased sleep, increased or decreased appetite, loss of interest in schoolwork, loss of energy or

---

excessive energy, inability to make concrete decisions and sometimes think of death. Following this, Joiner (2005) asserted that suicide ideation occurs because of thwarted belongingness (loneliness), perceived burdensomeness and hopelessness. As such, student's negative view about themselves could result to feeling of loneliness, burdensomeness, as well as hopelessness, which may in turn lead to suicidal ideation. In line with this, the present study finding is consistent with previous studies (Nasrin, Mohsen, Rez & Shabnam, 2010) which found that depression has a significant correlation with suicidal ideation.

### **Conclusion**

Conclusions drawn from this study indicated that there was a significant positive correlation between bullying victimization, depressive symptoms, and suicide ideation. The information gained from this research is clinically relevant. Knowledge obtained from this research on suicide ideation will help clinicians in better understanding of factors that predispose adolescents to suicidal thought.

### **Recommendation**

Based on the findings of this study the following recommendations were proffered.

- i. It was recommended that parents, school counselors and teachers play a significant role in early discovery and intervention of bullying to mitigate the distress that may result in suicidal ideation.
- ii. It was further recommended that there should be implementation of proper program aiming at suicide prevention in secondary schools in Nigeria.
- iii. Further research is needed on the categories of suicide behaviours among adolescents.

---

## References

- Beck, A. T. (1967). *Depression: Clinical, experimental, and theoretical aspects*. New York: Harper & Row
- Borges, G., Orozco, R., Benjet, C., & Medina, M.E. (2010). Suicide and suicidal behaviors in México: Retrospective and current status. *Mexico Journal of Public Health* 52, 292-304.
- Bowlby, J. (2000). *Loss: Sadness and Depression*. New York: Basic Books.
- Cukrowicz, K. C., Schlegel, B. A., Smith, P. N., Jacobs, Van Orden, B. S., Paukert, K. A., & Joiner, T. E. (2011). Suicide ideation among college students evidencing subclinical depression. *Journal of American College Health*, 59, 575-581.
- Derogatis, L. R., Lopman, R. S., & Covi, L. (1977). *SCL-90R: administration, scoring and procedures and manual*. Baltimore: John Hopkins University School of Medicine, Clinical Psychometrics Research Unit.
- Durkheim, E. (1858-1917). *Suicide: a study in Sociology*. Translated J.A. Splaulding & G. Simpson in 1951. New York: Free press (original work published in 1897).
- Eze, J. N., Ndu, I.K., & Edelu, B. O. (2018). Teenage organophosphate insecticide poisoning: Anugly trend in Enugu, Nigeria. *Journal of Community Medicine and Primary Health Care*, 3 (1), 99-108.
- Ghasemi, P., Shaghghi, A., & Allahverdipour, H. (2015). Measurement scales of suicidal ideation and attitudes: A systematic review article. *Health Promotion Perspectives*, 5, 156-168.
- Harter S., & Whitesell, N. (2002). *Global and Relational Features of the Fluctuating and Stable Self among Adolescents*. Paper Presented at the Meeting of the Society for Research of Adolescence, New Orleans.
- Joiner, T. E. (2005). *Why people die by suicide*. Cambridge, Mass.: Harvard University Press.
- Julia L. S., Vanessa A. T., Larissa P. F., Luís C. C., Rogério L. H., (2012) Exposure to physical and sexual violence and suicidal ideation among school children. DOI: 10.1590/0047-2085000000156
- Kaltiala-Heino, R., Rimpela, M., Marttunen, M., Rimpela, A., & Rantanen, P. (1999). Bullying, depression, and suicidal ideation in Finnish adolescents: school survey. *BMJ* 319, 348-351.

- Kim, Y., Leventhal, B., Koh, Y., & Boyce, W. (2009). Bullying increased suicide risk: Prospective study of Korean adolescents. *Archives of Suicide Research: Official Journal of The International Academy for Suicide Research*, 13(1),15-30. <https://doi.org/10.1080/13811110802572098>.
- Klomek, Marrocco, F., Kleinman, M.S., Schonfeld, I. S., & Gould, M. S. (2007). Bullying, Depression, and Suicidality in Adolescents. *Journal of American Academy of Child and Adolescent Psychiatry*, 46(1), 40-49.
- Klonsky, E. D., & May, A. M. (2015). The three-step theory (3ST): A new theory of suicide rooted in the “ideation-to-action” framework. *International Journal of Cognitive Therapy*, 8(2), 114-129.
- Konick. L., & Gutierrez, P. (2005). Testing a model of suicide ideation in college students. *Suicide Life Threat Behaviour*, 35, 181-192.
- Langille, D. B., Asbridge, M., Kisely, S., & Rasic, D. (2012). Suicidal behaviours in adolescents in Nova Scotia, Canada: protective associations with measures of social capital. *Social Psychiatry and Psychiatric Epidemiology*, 47, 1549–1555.
- Lewinsohn, P. M., Hops, H., Roberts, R. E., Seeley, J. R., Andrews, J. A. (1993) Adolescent Psychopathology: Prevalence and incidence of depression and other DSM-III-R disorders in high school students. *Journal of Abnormal Psychology*, 102(1), 133-44.
- Low, N. C., Duglas, E., O’Loughlin, E., Rodriguez, D., Contreras, G., Chaiton, M., & O’Loughlin, J. (2012). Common stressful life events and difficulties among children involved in bullying. *Aggressive Behavior*, 27(2), 102-110.
- Luby, J. L. (2009). Early childhood depression. *American Journal of Psychiatry*, 166, 974-979.
- Maleka, P., & Nafiza, F. (2016) Suicide Ideation in Relation to Depression, Loneliness, and Hopelessness among University Undergraduate Students. *Department of Psychology, Dhaka University Journal of Biology Sciences*, 25(1), 57-64
- Nasrin, I., Mohsen, A., Reza, J., & Shabnam H. (2010). A study of relationship between suicidal ideation, depression, anxiety, resiliency, daily stresses and mental health. *Social and Behavioral Sciences*, 5, 1515–1519.
- Olweus, D. (1993a). Bully/victim problems among schoolchildren: Long-term consequences and an effective intervention program. In S. Hodgins (Ed.), *Mental disorders and crime*. Newbury Park, CA: Sage.
- Olweus, D. (1993). *Bullying at School: What We Know and What We Can Do*. Cambridge: Blackwell Publishers.

- Omigbodun, O., Dogra, N., Esan, O., & Adedokun, B. (2008) Prevalence and Correlates of Suicidal Behaviour Among Adolescents in Southwest Nigeria. *International Journal of Social Psychiatry, 54*, 34–46
- Parada, R. H. (2000). *Adolescent Peer Relations Instrument: A theoretical and empirical basis for the measurement of participant roles in bullying and victimization of adolescence: An interim test manual and a research monograph: A test manual*. Penright South, DC, Australia: Publication Unit, Self-concept Enhancement and Learning Facilitation (SELF) Research Centre, University of Western Sydney.
- Roland E. (2002). Bullying, depressive symptoms and suicidal thoughts. *Educational Research, 44*, 55-67.
- Rosales, J., Cordova, M., & Rosalba, R. (2012). Suicidal ideation in Mexican students: a model of multiple relation with variables of personal identification. *Journal of Psychology and Health, 22*, 63-74.
- Roberts, W. B., Jr, & Morotti, A. A. (2000). The bully as victim: Understanding bully behaviors to increase the effectiveness of interventions in the bully-victim dyad. *Professional School of Counseling, 4*(2), 148-55
- Rudd, M. D. (1989). The prevalence of suicidal ideation among college student. *Suicide and Life-Threatening Behavior, 19*, 173-183.
- Salmans, N. & Sandra, A. (1997). Depression: Questions You Have – Answers You Need. People's Medical Society. Available at [http://books.google.co.in/boabout/Depression.html?id=hJLbHva5-2YC&redir\\_esc=y](http://books.google.co.in/boabout/Depression.html?id=hJLbHva5-2YC&redir_esc=y)
- Smokowski, P. R., & Kopasz, K. H. (2005). “Bullying in school: an overview of types, effects, family characteristics, and intervention strategies,” *Children and Schools, 27*(2), 101– 109.
- Thakur, D., Gupta, A., Thakur, A., Mazta, S. R., & Sharma, D. (2015). Prevalence and predictors of suicidal ideations among school going adolescents in a hilly state of India. *India Psychiatry Journal, 24*, 140 – 153.
- Van Orden, K. A., Witte, T. K., Cukrowicz, K. C., Braithwaite, S. R., Selby, E. A., & Joiner, T. E. (2010). The interpersonal theory of suicide. *Psychological Review, 117*(2), 575-600.