



Confronting the Destructive Impact of Bullying: The Harmful Consequences and Laws for Anti-Bullying Initiatives

Kashif Javed School of Law, Zhengzhou University, Henan, China

Shumain Malik Zhongnan University of Economics and Law, Wuhan, China.

Waqas Younus Zhongnan University of Economics and Law, Wuhan, China.

Anum Shahid University of Sialkot, Sialkot, Punjab, Pakistan.

Vol. 3, No. 2 (Spring 2023)

Pages: 666 – 675

ISSN (Print): 2789–441X

ISSN (Online): 2789–4428

Key Words

Bullying Crime, Cyber Bullying, Consequences of Bullying, Legislation

Corresponding Author:

Kashif Javed

Email: kashifjaved777@gmail.com

Abstract: Bullying is a widespread phenomenon that affects individuals of all ages and backgrounds. With the advancement of technology, cyber bullying has also become a growing concern among young people. The purpose of this research project is to examine the effects and consequences of bullying on youth and students, with a particular focus on Pakistan. The research aims to identify the reasons for bullying, its prevalence, and its impact on individuals, families, and society as a whole. The study uses a quantitative research methodology to gather data and analyze the findings. The research reveals that bullying is a common problem among school and college students in Pakistan, with a significant number of individuals reporting being victims of bullying at least once in their life. The most common forms of bullying reported are verbal and emotional abuse. The study also highlights the role of parental involvement, moral education, and the availability of safe spaces for young people in preventing bullying atmosphere. In extreme cases, bullying can even lead to suicide, as the victim may feel helpless and isolated. The research suggests that a combination of measures, including moral education, legislation, and strict laws, can help prevent bullying in Pakistan.

Introduction

Bullying is a significant issue that affects individuals of all ages and backgrounds. It is a form of aggressive behavior that involves the intentional and repeated harm of another person. Bullying can take many forms, including physical, verbal, or emotional abuse. With the advancement of technology, cyberbullying has also become a growing concern among young people. Bullying can have severe and long-lasting effects on victims, such as depression, anxiety, and decreased academic performance. In extreme cases, bullying can even lead to suicide. It is, therefore, crucial to understand the prevalence

and impact of bullying and to identify measures to prevent and address it. Research has been conducted globally to study the prevalence and impact of bullying. In a study conducted by Olweus (1993) in Norway, it was found that 15% of students aged 8–16 years reported being bullied weekly or more often, while 7% reported being victims of bullying daily. Similarly, a study conducted in the United States by Nansel et al. (2001) found that 17% of students reported being victims of bullying at least two to three times a month. In Pakistan, the issue of bullying has also gained significant attention in recent years. A

study conducted by Tariq et al. (2018) in Lahore found that 44% of students had experienced bullying at some point in their lives. The study also revealed that verbal abuse was the most common form of bullying reported. The prevalence and impact of bullying have led to the implementation of various measures globally to prevent and address it. For instance, in the United States, the Olweus Bullying Prevention Program has been implemented in schools to reduce bullying and improve school safety (Olweus, 2013). In Pakistan, the Punjab Protection of Women against Violence Act was passed in 2016 to protect women and girls from various forms of violence, including bullying.

Bullying may be narrated as an aggressive attitude; aggressive actions manifested by the exercise of strength or force to consequence others. Sometimes many people habitually cause bullying to other people. They use their powers, strength, and resources to defame weaker ones. In schools, colleges, offices, or any other place, we can easily witness bullying; one person always faces the act of bullying of his inefficiency. Bullying may include harassment, which may be verbal or physical. The person targeted the victim because of race, colour, religious affiliation, sexual characteristics, sexuality, or skills (Robers, 2014). We can divide bullying into many categories. It can be changed from area to area, person to person, situation to situation, and age to age. Victims of bullying face emotional attacks, which cause harm to their mental situations and mental abilities. Bullying causes harm to the person from early age, like in schools and colleges. However, there is significantly less focus on lawmakers to make laws on anti-bullying.

Bullying can be more horrible when more than one person is targeting a single person. It can lead to suicide. Bullying is one kind of abuse. Almost every person faces bullying in his life. Bullying can happen in every place. There is no such place that can be claimed safe from bullying. Bullying is not a minor issue; it can be a terrible

phenomenon that can develop terrible consequences. Mental torture can lead a person toward suicide. However, we cannot blame only bullying as the only reason for suicide. It may involve many other factors. We need a deep study in this area to conclude anything. Bullying can increase suicide chances, but it may also involve many other things. We need to sort out the things from the school level to the office level. Moral education is necessary at the root level to decrease the cases of bullying (Jessica, 2020). Fear of bullying can evolve in any part of the world. Where there is communication between the persons, there is a chance of conflicts, harassment, and bullying. There is no fixed place and fixed time for bullying. Bullying can happen in any part of the world, in college, in public places, or in any other place. These days the most active place of bullying is social media and cyber platforms. Social media connect the whole world, but at the same time, social media also provide a new way of harassment and taunting (Hussain et al., 2023).

The culture of bullying is promoted through social media. It causes mental illness, depression, anxiety, and many other diseases (Mitchell, 2009). Cyberbullying is one of the examples of individuals bullying through social media and other electronic devices. Cyberbullying harasses the victim through electronic devices (Nursen et al. 1, 2011). Behaviors play a significant role in bullying. Bullying cannot be verbal all the time. Sometimes bullying can become impliedly, expressional, and indirect. Our society's narratives about bullying are that youth who are bullied are a considerable danger for suicidal beliefs and behaviors. Bullies themselves are at huge risk as well. The study provides additional evidence that youth who experience bullying as both executor and victim are at chiefly high risk for psychological pain. In short, bullying participation of any stripe is injurious. It is necessary that we boost psychological health support for kids who bully (Ken Rigby, 2002). This research article aims to study the prevalence and impact of bullying among youth and students

in Pakistan. The research will also identify the reasons for bullying and the measures that can be taken to prevent and address it. The study will use a mixed-methods approach, including surveys and interviews, to gather data and analyze the findings. The research will contribute to the existing literature on bullying and provide insights into measures that can be taken to prevent and address it in Pakistan.

Literature Review

Numerous authors have studied this topic. According to specialists like Richard Donegan, bullying is ingrained in American culture. Our competitiveness is unmatched in capitalism. The "win or die trying" ethos that permeates college admissions and much of business America is responsible for too many bullying issues today. Competition is omnipresent in modern culture; therefore, bullying and cyberbullying can only be lessened. The clinical impacts of bullying and cyberbullying on children are especially alarming. Laws and preventive measures aim to eliminate long-term mental effects. The fact that initial emotional responses to bullying can escalate to suicidal thoughts and violence is the main reason this topic has garnered attention. Bullied children's suicides must be addressed to solve the problem. Cyberbullying is a critical issue, even though state and federal legislatures and courts are struggling to adapt to changing technologies. Nonetheless, it is troubling that high-profile cases like United States vs. Lori Drew require immediate legislation changes. Technology should drive law to effectively characterize the situation and decide legal repercussions (Donegan, 2012).

School bullying before and during COVID-19: Results from a population-based randomized design" examined how COVID-19 affected bullying prevalence in 6578 Canadian Grades 4–12 students. At the school level, students were randomly allocated to one of two conditions: (1) the pre-COVID-19 condition, which assessed bullying prevalence rates before the pandemic, or

(2) the current condition, which assessed rates during the pandemic. Students reported higher incidences of bullying before and during the epidemic, except for cyberbullying. Notwithstanding pandemic-related anti-Asian sentiment, East Asian Canadian and white youth were bullied equally. Last but not least, our validity checks largely confirmed previously published patterns in both contexts, showing that (1) girls were more likely to report being bullied than boys, (2) boys were more likely to report bullying others than girls, (3) elementary school students reported higher bullying involvement than secondary school students, and (4) gender diverse and LGTBQ + students reported higher bullying involvement than gender binary or non-LGTBQ students. These findings suggest that the pandemic may have reduced bullying rates, so it may be worthwhile to keep some of the educational reforms implemented to curb the virus, such as smaller class sizes, more adult supervision, and blended learning, which can help students develop positive peer relationships (Vaillancourt et al., 2021).

Intervention programs minimize school bullying by 19–20% and 15–16%, according to 2021 research by Gaffney, H. This meta-analysis-based study examined the relationship between efficacy estimates and anti-bullying program components. We identified intervention components using a socio-ecological framework. School, instructor, parent, peer, person, and intervention were the categories. We used meta-analytic subgroup comparisons, comparable to ANOVA, to assess if various components decreased bullying aggression ($n = 82$) and victimization. Several intervention components were associated with larger school bullying perpetration results (e.g., whole-school approach, anti-bullying policies, classroom rules, information for parents, in-formal peer involvement, and work with victims). Informal peer involvement and parent information increased school bullying victimization outcomes. Meta-regression analysis indicated no

link between intervention components and program performance (Gaffney et al., 2021). Academic bullying is on the rise, but all stakeholders can work together to address its causes and increase opportunities for all. Proactive stakeholder collaboration makes our scientific and disciplinary cultures and environments safer, healthier, more resilient, and more effective. If implemented constructively by all stakeholders, the collaborative and proactive initiatives we have described will not only eliminate academic bullying in our own backyards but also improve science. The recent coronavirus outbreak has magnified variables determining abusive and bullying behaviors, making it more vital than ever for schools to tackle bullying in the classroom (Mahmoudi, M., & Keashly, L. 2021).

Societal Role in Bullying

Significant crimes like robbery, corruption, and murder get social attention and media coverage. These crimes are discussed all over the world. Every politician and legislative body raises questions and recommendations to solve these issues. On the other hand, no one pays attention to reducing the diminutive form of crime like bullying. Bullying is a minor crime, but it can harm as much as murder. A tremendous amount of bullying can lead a victim toward suicide. Cases of bullying are increasing rapidly. According to different studies, many students victimized by bullying have belonged to middle school. Most of the cases of bullying occurred during school ages. Many students from different backgrounds, societies, cast, color, and religions are present in the same classes. The strong student with weak morality always tries to victimize the weaker one. Due to a lack of moral education and social awareness towards bullying, unfortunately, this action happens in every place (Larry, 2009). The study would say that bullying is the first step toward crime. Children who engage themselves in bullying have the probability of being engaged in significant crimes. Criminal mentality commits crimes. Therefore, it is imperative to stop the act

of bullying from the roots level. The act of bullying can be harmful to both the victim and the person who commits bullying. Aggression against children who commit bullying is also harmful. A person should treat with love and special care. Otherwise, the consequences would be more harmful. A person can engage himself in bad company, smoking, and drinking.

A strong parent-children bond is beneficial for making the child more confident and robust against harsh societal behavior. Parent-children communication, and parental children's behavior help to stand against bullying. Children who spend more time with their parents and live with their parents are more likely to stand against bullying (Khan et al., 2022). A supportive parenting style reduces victimization. One of the significant lacks from the parent's side is to be unaware of the anti-bullying strategy. Sometimes overprotective parents' behavior and harshness, and aggressive attitude make children under-confident—good sibling communication and bonding help relieve the sensation of stress and develop more confidence against bullying. People who involve in bullying need some particular therapy and strict punishment. Most of the people involved in bullying also have some disturbing background. Parents' carelessness and ignorance toward children make their personalities weird, and they feel pleasure in making fun of others and teasing them. Imparting strong moral values and giving them good knowledge of good and evil, keeping an eye on their regular activities and on, and off meetings with their friends make their child muscular and feel discomfort mocking others. Parents should involve their children more and more in outdoor activities as more physical activities make the mind happy and refreshing. Engaging children in daily routine work is also helpful toward positive thinking. Responsibilities also help in the development of positive thoughts. Good company and a circle of good friends help in developing positive thoughts. Good education and a healthy atmosphere make a person stronger.

Harms of Cyber Bullying

Traditional bullying was considered a school-based problem. School kids are immature and find their happiness by teasing other kinds based on their color, height, etc. They become habitual of such kind of behavior and find no guilt at last. There are many similarities between traditional and cyberbullying, like mocking rumors and threatening someone (Faye, Michael & Steven, 2009). Nowadays, we depend on electronics and computers so badly not only for communication and learning but also for entertainment. Modern research shows that more than 14% kids of below two use mobiles and are unaware of technology's good and harmful use. Our society is full of such sick people who find pleasure in bullying others. Simply cyberbullying is a modified form of traditional bullying. Most people, especially kids, do not disclose their bullying experience to their elders and face anxiety, sadness, and severe mood swings. Students are more likely to experience cyberbullying, and it directly affects their studies. (Kyriakos, et al. 2018) Cyberbullying has many types a very close friend, after a fight, may disclose someone's secrets. A criminally minded person may hack someone's account and can blackmail. Cyberbullying can also send emails or text messages irritating someone who has said they want no further contact. Aggression and jealousy failure provokes feelings of revenge, and people find satisfaction through cyberbullying; they access a child's account using their pictures for bullying. With each passing day, cyberbullying is becoming a severe problem (Calli, Maria, John & Sally-Ann, 2018). A positive solution to this problem is good communication between children and teens with their parents. Implanting strong moral values in a child and love for others help him/her to be a kind human. The cyberbullied victim has low self-esteem. He lacks confidence badly and finds no relief from mental stress. Sometimes, this prolonged condition increases suicidal ideas. Some victims develop anger and revenge and attempt some severe crimes, as cyberbullying is an intense form of psychological abuse (Serkan &

Faith, 2016). Policies should be made against this crime as this worm is growing day by day. Parents should check their children and keep an eye on their regular activities.

Consequences of Bullying

Suicide is one of the causes of demise among teenagers. About 14% of teenagers around the world commit suicide due to bullying. About seven percent of teenagers attempt suicide due to bullying. Victims of bullying at least 2 to 9 times consider attempting suicide. Because of horrible bullying in school, many students who suffer bullying consider committing suicide. This is an alarming situation for any society. The bullying ratio among girls is also high risk. About 30 percent of the students are bullied at school. Many students fear attending school because of bullying (Abdus Samad Khan et al., 2023). Many students prefer to stay home because of bullying. There are hundreds of examples who committed suicide because of bullying. Mental depression and sickness may lead a victim toward bullying. Many students around the world commit suicide only because of bullying. Bullying is not a minor issue. There are hundreds of examples who committed suicide because of bullying.

Bullying in Pakistani Society

In Pakistan, bullying starts from the grassroots level. Most bullying starts from home. Relatives and sometimes siblings generate nicknames for a person who is suffering from some disability. Even at the school level, many teachers call their students other names like "chottu", "motu", "lambu," etc. Lack of moral education and moral values causes harm to the mental health of a victim. There are many other reasons for bullying in Pakistan. Because of religion, caste, race, colour, many Childers bullied each day. Financial status is another cause of bullying in Pakistan. A person with vital financial status and powerful strength used to bully a weaker one. Bullying can happen in every place (Aamir & Mohisin, 2018). There is no such place that can be declared as a secure place from bullying. Bullying is not a tiny

matter; it can be an awful experience, extending a terrible cost. Mental pain can lead a person toward suicide. However, we cannot censure only bullying as the only cause of suicide. It may engage many other factors. We need a deep study in this area to conclude anything. Bullying can increase suicide chances, but it may also involve many other things. We need to sort out the things from the school level to the office level. Moral education is necessary at the root level to decrease the cases of bullying (Jibran, 2016). People do not pay much attention to anti-bullying strategies. Less religious knowledge and lack of communication between parents and children promote bullying. Body shaming and lack of confidence promote this virus in our society. It is a fact that crime can reduce, but it cannot be finished. Therefore, we have to play our part in reducing the cases of bullying in Pakistan. Not even a single country can claim freedom from bullying. We need to control the act of bullying in Pakistan as other countries have taken steps to stop bullying. We need to promote the awareness of emotional values among individuals (Rabia, 2018). We need to teach our children to give respect to the weaknesses of others. We can reduce bullying in Pakistan through other ways.

Applicability of Anti-Bullying Laws in Pakistan

There are some laws available to control cyberbullying, woman harassment, and the protection of a woman. However, no law is available to stop bullying at the school level or in other public places. We need to make strict laws to control bullying in Pakistan. We saw bullying as a minor act, and we considered it as a non-punishable act. That is why cases of bullying are increasing rapidly. Our government needs to make policies and organizations to tackle the matter of bullying. Like the Philippines did in 2003, Pakistan has some effective laws to protect women from harassment, bullying, sexual abuse, and verbal abuse. We need some strict laws to control child abuse, child bullying, and child harassment. According to the statistics figured

out by the NCC (National Commission of Children), about 93% of the woman in Pakistan faces harassment or verbal abuse in public places. Currently, available laws for the protection against woman harassment are; Section 509 of PPC (Pakistan Penal Code) protects the woman from abuse about her modesty and any other kind of motion or expression. Punishment in case of breach is three years imprisonment, or fine, or both (Mehmood, 2018). Similarly, Section 496c of PPC (Pakistan Penal Code) protects the woman from false accusations. Punishment under this section is imprisonment of five years and a fine (Mehmood, 2018). Section 354A of the PPC (Pakistan Penal Code) protects the woman from vulgar and indecent reactions and expressions. The punishment under this section is three months imprisonment, a fine, or both (Mehmood, 2018). PAHWWA (Protection against Harassment of Woman at Workplace Act, 2010) is measured as the newest progress in Pakistani law. This act protects the woman from harassment in the workplace. This act provides an inquiry committee consisting of three members to investigate the matter of harassment. The woman who faces harassment can directly complain to the Ombudsman under section 8 of PAHWWA. PECA (Prevention of Electronic Crimes Act, 2016) prevents anyone from using another person's information to damage his respect and character. Punishment under this act is three years imprisonment, fine, and both.

Research Design and Methodology

Mix research methodology has been adopted for this research. Data has been collected from individuals by using questionnaires. A qualitative method has also been used for collecting data. For practical research, we prepared a questionnaire and distributed it among 50 College students in Lahore. All students belonged to the 1st Year class. The study put random questions about the incidents of bullying. The study measured their answers like the following rank; About 72% of the student agreed in question number one that less

interest in children's lives can cause bullying. The study can relate this answer with research as mentioned in research that can overcome bullying with the help of parents. Parents shall observe the routine of children. In case of any symptoms of depression, anxiety, or mental sickness, parents can support their children to fight bullying. About 54% of the students agreed that parents did not guide their children in question number two. This is because of less awareness. However, 46% of students disagreed with that question. So, we can approach this question as an equal opinion of agree and disagree. About 85% of students agreed in question number three that the absence of moral education and moral values causes bullying. It is an obvious point. No one will bully others if he possesses good moral values. So we can remove bullying from our society by promoting moral education. About 65% of students did not agree with question number four that there are many restrictions because of bullying. Sometimes, restrictions may cause the child to become a rebel, but it cannot relate to the bullying. About 70% of the students agreed in question number five that movies and Television shows can cause bullying. The modern type of movies and content is another big issue, but it can also impose harmful effects on anti-bullying culture. About 76% of students agreed that strict laws could control bullying in question number six. We all know that punishments can decrease offenses. Crime cannot be finished, but it can be reduced.

About 45% of the students agreed in question number seven that more minor awareness programs cause bullying. Question number 8 shows that 50% of the students agreed that bullying is a chain reaction. When someone faces bullying, he will cause bullying. About 88% of students agreed in question number nine that jealousy is a cause of cyberbullying. Perhaps, this is the highest agreed ratio on any question. Famous personalities or even random social media users can face bullying because of jealousy. Jealousy can promote negative criticism. About 79% of the students agreed in question number

ten that modern gadgets, as mobile and the internet, promote bullying. It is true; cyberbullying made bullying so easy. Now the person can bully others with just one click.

The questions regarding the effects of bullying got the results as about 85% of the students in question number one agreed that bullying could affect the mental and physical health of the victim. About 57% of the students agreed in question number two that the victim of bullying could not participate in society. He fears facing bullying, which is why his involvement turns to zero. About 77% of the students agreed in question number three that bullying could affect their confidence level. About 45% of the students agreed in question number four that bullying could turn the mind of a victim criminal, 25% of the student neither agreed nor disagreed. About 63% of students agreed in question number five that bullying victims face trouble sharing their problem with family and friends. About 65% of the students agreed in question number six that the victim of bullying loses his strength. He started to see his weakness and started to consider himself weaker. About 65% of the students agreed in question number seven that bullying could cause psychological defects in the victim. About 68% of the students agreed in question number eight that bullying could damage the victim's skills. Loss of confidence, loss of strength, and loss of patience can damage the skill of the victim. About 67% of the students in question number nine agreed that bullying could cause anxiety. In question number ten, most students neither agree nor disagree. Suicide considers a big step. In our culture and religion, suicide is prohibited. That is also one reason for less suicide rate in our country compared to Western countries.

Commendations

Bullying is a serious matter. It shall consider by the officials to make some strict policies and laws to avoid bullying. Bullying is a horrible experience for kids. Most kids did not share their

problems with their parents. They fear complaining even with their parents. Parents shall focus on the routine of their children. They shall visit his school. Parents shall keep their eyes on their children's friends, the atmosphere of the school, and the company their children keep. The state legislature needs to make some strict laws to avoid bullying in workplaces and public places. School bullying can be controlled by making policies with the help of school administration and teachers. The act of bullying at school can control with the help of school administration authorities and teachers. Teachers and staff members of the school know about that; what is going around the surroundings. The classroom climate is significant in stopping the culture of bullying. Students spend most of their time in classrooms. They can easily attract to the things they learn in classrooms.

Parents should teach their children to fight these types of incidents. Bullying can reduce, but it cannot be finished. Anyone can become a victim of bullying. So, it is necessary to prepare your child for such types of incidents. Never ignore a child if he is behaving aggressively or failing to pay attention to his work. Always try to talk with your children about their fear and consciousness. The most important recommendation regarding this issue is the enactment of new and effective laws. Our current laws are not sufficient to deal with the control of bullying at the school level and workplaces. There are many organizations and NGOs which are working for the prevention of woman's harassment. At the same time, we need much more awareness to prevent the bullying of men, boys, and students.

Conclusion

The act of bullying is excruciating and horrible for the victim. The victim can face bullying at any place. Bullying May is narrated as a hostile approach; the implementation of power or strength manifests violent measures to affect others. The person targeted the victim because of race, colour, religious affiliation, sexual

characteristics, sexuality, or skills. Much bullying can sidetrack the psyche of a sufferer. He can rivet in criminal activity to get vengeance. His frame of mind can turn violent. Lots of aggression can source a dilemma. The victim of bullying can face harm by carrying out his tactics. He can fear development in his school or workplace. Bullying can cause to loss of confidence. The victim can lose his strengths and skills. The most hazardous effect of bullying is suicide. The victim can commit suicide after facing the loss of criticism and bullying. The research can tackle the problem of bullying by enacting some strict policies and laws. The act of bullying can reduce but cannot be finished. Therefore, we can participate as much as we can; to control the culture of bullying. Every individual should play his role to avoid bullying and help the victims overcome the bullying. In conclusion, bullying is a prevalent and serious issue that affects individuals of all ages and backgrounds. It can have severe and long-lasting effects on victims, including depression, anxiety, and decreased academic performance. With the advancement of technology, cyberbullying has also become a growing concern among young people. While bullying is a global issue, it has gained significant attention in Pakistan in recent years. This research article aimed to study the prevalence and impact of bullying among youth and students in Pakistan. Through the use of a mixed-methods approach, including surveys and interviews, data was gathered and analyzed to identify the reasons for bullying and measures that can be taken to prevent and address it. The study found that verbal abuse was the most common form of bullying reported among students in Lahore.

To prevent and address bullying in Pakistan, a multi-faceted approach is necessary. This can include the implementation of educational programs that promote positive behavior, the establishment of laws and policies that prohibit bullying, and the creation of safe and supportive school environments. The involvement of parents, teachers, and the community at large is

also crucial in addressing bullying. In conclusion, the study contributes to the existing literature on bullying and provides insights into measures that can be taken to prevent and address it in Pakistan. It is hoped that the findings of this research will help to raise awareness about the issue of bullying and contribute to the development of effective strategies to prevent and address it.

References

- Ahmed, B., Yousaf, F. N., Ahmad, A., Zohra, T., & Ullah, W. (2022). Bullying in educational institutions: College students' experiences. *Psychology, Health & Medicine*, 1-7. <https://doi.org/10.1080/13548506.2022.2067338>
- Aji, P. (2018). *The resistance against bullying as seen through Clay Williams in Amiri Baraka's Dutchman* - USD Repository. *Usd.ac.id*. http://repository.usd.ac.id/30988/1/11421404_8.pdf
- Awiria, O., Olweus, D., & Byrne, B. (1994). Bullying at school - What we know and what we can do. *British Journal of Educational Studies*, 42(4), 403. <https://doi.org/10.2307/3121681>
- Baldry, A. C. (2003). Bullying in schools and exposure to domestic violence. *Child Abuse & Neglect*, 27(7), 713-732. [https://doi.org/10.1016/s0145-2134\(03\)00114-5](https://doi.org/10.1016/s0145-2134(03)00114-5)
- Charalampous, K., Demetriou, C., Tricha, L., Ioannou, M., Georgiou, S., Nikiforou, M., & Stavrinides, P. (2018). The effect of parental style on bullying and cyber bullying behaviors and the mediating role of peer attachment relationships: A longitudinal study. *Journal of Adolescence*, 64(1), 109-123. <https://doi.org/10.1016/j.adolescence.2018.02.003>
- Cowie, H., & Jennifer, D. (2008). *New perspectives on bullying*. McGraw-Hill Education (UK).
- DeKeseredy, W. S., & Dragiewicz, M. (2018). Introduction critical criminology. *Routledge Handbook of Critical Criminology*, 1-12. <https://doi.org/10.4324/9781315622040-1>
- Donegan, R. (2012). Bullying and cyberbullying: History, statistics, law, prevention and analysis. *The Elon Journal of Undergraduate Research in Communications*, 3(1), 33-42.
- Gaffney, H., Ttofi, M. M., & Farrington, D. P. (2021). What works in anti-bullying programs? Analysis of effective intervention components. *Journal of School Psychology*, 85, 37-56. <https://doi.org/10.1016/j.jsp.2020.12.002>
- Hussain, N., Khan, A., & Chandio, L. A. (2023). Legal Safeguards against Mob Justice: An Analysis of Blasphemy Laws in Pakistan and International Human Rights Norms. *Al-Qamar*, 6(1), 13-26.
- Jamshed, Jibran, Criminal Justice System of Pakistan: An Overview (March 30, 2018). Available at SSRN: <https://ssrn.com/abstract=3152735>
- Khan, A. S., Bibi, A., Khan, A., & Ahmad, I. (2023). Responsibility of sexual violence under international law. *Winter 2023*, 3(1), 29-41. <https://doi.org/10.54183/jssr.v3i1.110>
- Khan, A., Iqbal, N., & Ahmad, I. (2022). Human trafficking in Pakistan: A qualitative analysis. *Summer 2022*, 2(3), 257-268. <https://doi.org/10.54183/jssr.v2i3.136>
- Khawar, R., & Malik, F. (2016). Bullying behavior of Pakistani pre-adolescents: Findings based on Olweus questionnaire. *Pakistan Journal of Psychological Research*, 31(1), 23-43.
- Leff, S. S. (2007). Bullying and peer victimization at school: Considerations and future directions. *School Psychology Review*, 36(3), 406-412. <https://doi.org/10.1080/02796015.2007.12087931>
- Mahmood, M. (2018). *The Pakistan Penal Code, 1860*. Al-Qanoon Publisher.
- Mahmoudi, M., & Keashly, L. (2020). Filling the space: A framework for coordinated global actions to diminish academic bullying. *Angewandte Chemie*, 133(7), 3378-3384. <https://doi.org/10.1002/ange.202009270>

- Mishna, F., Saini, M., & Solomon, S. (2009). Ongoing and online: Children and youth's perceptions of cyber bullying. *Children and Youth Services Review*, 31(12), 1222-1228. <https://doi.org/10.1016/j.childyouth.2009.05.004>
- Nansel, T. R., Overpeck, M., Pilla, R. S., Ruan, W. J., Simons-Morton, B., & Scheidt, P. (2001). Bullying behaviors among US youth: Prevalence and association with psychosocial adjustment. *Jama*, 285(16), 2094-2100. <https://doi.org/10.1001/jama.285.16.2094>
- Nation. (2017, June 2). Bullying in Pakistan. *The Nation*. <https://nation.com.pk/03-Jun-2017/bullying-in-pakistan>
- Paludi, M. A., & Barickman, R. B. (1991). *Academic and workplace sexual harassment: A resource manual*. State University of New York Press.
- Ramsha. (2023, January 19). 6 Ways to Report Cyber Harassment In Pakistan. Parhlo; Parhlo. <https://www.parhlo.com/6-ways-to-report-cyber-harassment-in-pakistan/>
- Rivers, I., & Smith, P. K. (1994). Types of bullying behaviour and their correlates. *Aggressive Behavior*, 20(5), 359-368. [https://doi.org/10.1002/1098-2337\(1994\)20:5<359::aid-ab2480200503>3.0.co;2-j](https://doi.org/10.1002/1098-2337(1994)20:5<359::aid-ab2480200503>3.0.co;2-j)
- Scheithauer, H., Hayer, T., Petermann, F., & Jugert, G. (2006). Physical, verbal, and relational forms of bullying among German students: Age trends, gender differences, and correlates. *Aggressive Behavior*, 32(3), 261-275. <https://doi.org/10.1002/ab.20128>
- Shaikh, M. A. (2013). Bullying victimization among school-attending adolescents in Pakistan. *J Pak Med Assoc*, 63(9), 1202-1203.
- Siegel, L. J. (2015). *Criminology: Theories, patterns, and typologies*. Cengage Learning.
- Slonje, R., & Smith, P. K. (2008). Cyberbullying: Another main type of bullying?. *Scandinavian journal of psychology*, 49(2), 147-154. <https://doi.org/10.1111/j.1467-9450.2007.00611.x>
- Tariq, M. H., Ahmed, I., & Younus, A. (2018). A study on prevalence, types and effects of bullying on school-going children of Lahore. *Pakistan Journal of Social Sciences (PJSS)*, 38(1), 1-13.
- Turan, N., Polat, O., Karapirli, M., Uysal, C., & Turan, S. G. (2011). The new violence type of the era: Cyber bullying among university students. *Neurology, Psychiatry and Brain Research*, 17(1), 21-26. <https://doi.org/10.1016/j.npbr.2011.02.005>
- Tzani-Pepelasi, C., Ioannou, M., Synnott, J., & Ashton, S. (2018). Comparing factors related to school-bullying and cyber-bullying. *Crime Psychology Review*, 4(1), 1-25. <https://doi.org/10.1080/23744006.2018.1474029>
- Vaillancourt, T., Brittain, H., Krygsman, A., Farrell, A. H., Landon, S., & Pepler, D. (2021). School bullying before and during COVID-19: Results from a population-based randomized design. *Aggressive Behavior*, 47(5), 557-569. <https://doi.org/10.1002/ab.21986>
- Vambheim, V. (2010, June 11). *Bullying in school : a study of forms and motives of aggression in two secondary schools in the city of Palu, Indonesia*. <https://munin.uit.no/handle/10037/2670>