SJESR

Sir Syed Journal of Education &
Social Research

Effect of bullying behaviour on Pakistani Adolescents: **Roll of self-esteem and Academic Achievements in gender Perspectives**

* Dr. Fouzia Parveen, Visiting Lecturer

** Hina Tehreem, PhD Scholar

*** Qurat-ul-Ain Shams, PhD Scholar

Abstract

Existing study objectives was to investigating the impact of bullying behaviour on adolescent's self-esteem and academic achievements in gender perspectives. The population of existing research was all young people of Punjab Pakistan. The sample contained of 3200 students aged between 13 to 19 who were enrolled public schools in Punjab province, stratified sampling procedure was used. For the present research cross-sectional research and quantitative research technique was designed. To assess the face to face bullying Problem Behaviour Frequency Scale was adapted. For assessing self-esteem of adolescents Rosenberg Self-Esteem Scale adopted and accessing academic achievements grades were included. The findings were analysed after data cleaning, used Statistical Package for Social Sciences (SPSS) version 26. Regression analysis was carried out to see the sights of impact of bullying behaviour. T-Test was used to measure differences of gender differences. Pearson Moment Co relational Analysis was used to measure the effect of bullying behaviour on self-esteem and educational achievement of adolescents. The results demonstrated that majority of the respondents agreed upon that there is an impact of traditional bullying on adolescents. The results exhibited that traditional bullying had a moderate correlation with academic achievement and self-esteem. Findings revealed that a significant difference between female and male and adolescents with regard to traditional bullying. Female students indicate that their opinion is stronger with traditional bullying as compared to male students. Programs for bullies must be put in place by teachers and administration in order to decrease bullying behaviour at institutions.

Keywords: Traditional Bullying, Cyber Bullying, Depression, Anxiety, Self-Esteem, Academic Achievement.

Introduction

Bullying in institutes is increasing concern worldwide (Fatima et al., 2021). Bullying has long been a problem in all civilizations, whether they are developed or developing (Germain & Knight, 2021) Traditional bullying has normally been divided into three categories such as hitting, kicking (physical), (ignoring or isolating (social) and naming, teasing (verbal), bullying (Wade & Beran, 2011). The frequency and negative effects of bullying behaviours are alarmingly in institutes. Bullying begins at adolescents age. Children begin to form a basic understanding of bullying victimization. Then it begins to rise and keeps exploit, until the basic stages have reached its peak. At the secondary level, it starts to decline after continuing through the upper basic stage (Al-Raqqad et al., 2017). Violence in school environments is frequently perceived as occurring through bullying. According to numerous studies, bullying makes schools hazardous for children, which adds to the perception that some schools are no longer safe. (Yang et al., 2013). Bullying can negatively impact a student's life for a long time, whether they are the victim or the aggressor (Phinney, 1989). According to (Al-Raqqad et al., 2017) in academic institutions around the world, bullying is seen as a severe problem. Bullying, they found, had a negative impact on academic success. Bullying had a more detrimental effect on women than it did on males.

In school-aged children's life, bullying is a complexed issue. This problem affects all kids, including those who have observed interpersonal violence as well as bullies and victims. Bullying can occur in a variety of ways, including using abusive words, physical contact, threats, derogatory

_____
* Department of Education, Ghazi University, Dera Ghazi Khan Email: fouziarizwan99@gmail.com
** Visiting Lecturer, Department of Education, BZU, Multan
*** Department of Education, IUB, Bahawalpur

_____

remarks, and criticizing others (Domino, 2013). Bullying against children is influenced by all of these factors, whether they act individually or collectively. It is common knowledge that bullying is challenging to be stopped or eradicated in institutes due to student safety (Haller & Kleine, 2001). According to Alison (2016), bullying is a problem that globally affects the emotional, social, and physical wellness of school-age children. According (Al-Raqqad et al., 2017) bullying can occur inside or outside in institutions such as buildings, as well as in and around places like bus waiting areas, restrooms, group projects in class, and after-school activities. A common issue that affects children's psychological, academic, and professional development is a bullying in schools. According to (Sekol & Farrington, 2016), bullies have experienced as a bullied more frequently than non-bullied individuals. When bullying can occur inside or outside of buildings, as well as in or around waiting places for buses, restrooms, group projects in class, and extracurricular activities. Children's psychological, academic, and professional development are all impacted by bullying in schools, which is a common issue. Victims often miss out on possibilities even to enjoy school events and colloquia. Numerous studies have exposed a direct link between bullying and academic accomplishment (Al-Raqqad et al., 2017).

Literature Review

Impact of bullying on Academic achievement:

Traditional bullying is defined as a victim who cannot easily defined his or herself who is exposed to offensive, repeated and international acts by a group or individual (D. Olweus et al., 2019). Up to 30% of adolescents' self-reported engaging in this classic bullying (Aoyama et al., 2011). According to some researches bullying's short and long-term effects on students' performance were examined by (Rosenberg, 2015). The extent of bullying and academic performance have various associations based on the student's academic achievement, according to several research (Al-Raqqad et al., 2017). (Al-Raqqad et al., 2017) looked examined how bullying affects students' potential for academic success. They are afraid to attend class because they think they are unsafe. They find it difficult to concentrate on their studies, which has a detrimental effect on their academic progress, according to the various reports (Arnett, 2000). (Subrahmanyam & Greenfield, 2008) also studied the association between bullying in elementary institutes. They observed that bullied perform worse academically, and the effects of bullying are greater if it is more severe. Bullying and its correlation studied by (Safaria, 2016) also and revealed that bullied acts worse in educational circumstances and the effects of bullying are countless if it is more severe. (Oncology, 2013) revealed that dominating bullying was thought to include somatic abuse. (Cross et al., 2015) said when bullying is viewed as a problem at a school, students report feeling unsafe, which has a detrimental effect on their relationships with other students. They therefore have less motivation to perform well in school and do not participate in its activities. The impact of bullying on students' academic performance might be varied. Bullying adversely affects pupils' academic achievement in the now and in the future (van Geel et al., 2014). According to (Nixon, 2014) teenagers that are bullied often have a reserved, weak, and worried demeanour. The victims of bullying also stated that they do poorly in academic and extracurricular activities and skip class to avoid being picked on (Lenhart, 2007). Victimization involvement might cause absenteeism in academic achievement. According to (Alessandri et al., 2015) suicidal thoughts were less likely to be reported by bullies than by victims. According to (Juvonen et al., 2016) involvements have a direct as well as indirect effect on victims' academic accomplishment. Students who bullied by their peers may start to uneasiness and fear being harassed as a result. The may stop participating in class trouble focusing on classwork out of fear. They added that adolescence who often encounter. Murillo (2011) studied aggressive behaviour in institutes has a harmful effect on Latin American students' academic achievements. Researchers confirmed that sufferers of verbal and physical abuse revealed lower academic accomplishment. According to (Hamm et al., 2015) bullying is a significant issue across latin America. They distinguished that pupils who experience peer of the realm aggression perform worse in mathematics and reading than those who do not and adolescents who are in classes with higher levels of verbal or physical violence perform even worse than those less violent in schoolroom situations. (Korhonen et al., 2013) stated that bullying at school environment has a negative consequences on students' education. (Chaux et al., 2016) also stated that bullying occurred to 10 to 15 percent of youngsters worldly at least twice per month.

Bullying association with Self esteem

Self-esteem, a key element of happiness, is one's perception of their own worth or significance. Adolescents with high self-esteem are better able to build supportive social relationships and are more inclined to believe in themselves. There is evidence from numerous research that victimization and low self-esteem are related (Tsaryk et al., 2019). A study in municipal schools found that bullying was more prevalent in 53.7% of adolescents with poor self-esteem, and that both the bully and the victim had lower average self-esteem scores. (Brochado et al., 2017). High self-esteem was linked to less bullying victimization and less criminal activity, according to a meta-analysis. Another study found a connection between low self-esteem and both self-victimization and racial/cultural victimization (Prinstein et al., 2001). Beyond other experiences of bullying in institutes or other settings, online victimization contributes to the prediction of low self-esteem and psychological distress (Cesaroni et al., 2012). According to a meta-analysis, having a high sense of self was linked to less incidents of bullying and less criminal activity. According to a different study, low self-esteem is associated with both self-victimization and racial/cultural victimization (Chu et al., 2018).

Bullying from a Gender Perspective

Bullying involves a bully (the attacker) and a victim. Bullies tend to act in a dominant manner, whereas victims act in a submissive one. On the other hand, this relationship is not always dyadic: Bullying can happen between individuals or between groups, according to (Powell & Ladd, 2010), adolescents are more likely to view groups and individuals favourably when they exhibit traits that are consistent with the social roles that are expected of them. Many studies have demonstrated the distinction between boys and girls in bullying, both as bullies and victims. According to (D. A. Olweus, 2014), males are generally more violent than females, particularly throughout the early school years. Males are more likely to become victims of bullying, according to (Tenenbaum et al., 2011). Also, it has been exposed that boys are found to be bully aggressors 2 to 3 times more frequently than girls (Espelage et al., 2013). In line with earlier researches of forty nations revealed comparable findings that bullying of boys is more common worldwide. Also, they claimed that men were more likely than women to engage in all forms of bullying, and this finding held true across all 40 nations (Gini & Pozzoli, 2013)

Objective and questions of the Study

➢ Impact of bullying behaviour on students' self-esteem and academic achievements in public schools.
➢ To investigate the gender differences in the level of bullying.

Research Questions

➢ What is the impact of bullying behaviour on student's self-esteem and academic achievement?
➢ What are the gender differences in level of bullying behaviours?

Methodology and Design

In existing research cross-sectional research also quantitative research technique was designed.

Population and Sampling

The population of existing research was all of the Punjab Pakistan. The sample contains of 3200 students aged between 13 to 19 who were enrolled public schools in Punjab province, stratified sampling procedure was used. Sample size has been estimated through G. Power. Equally selected girls and boys from the whole population. The sampling technique used to approach the population has been stratified random sampling technique.

Study Instrument

Problem Behaviour Frequency Scale (Farrell et al., 2018) was adapted. Total 3600 questionnaires were distributed and 3250 were returned from the girls and boys adolescents.

Data Collection and Analysis

The responses were also adapted into a 5-point Likert scale SPSS version 26 was used for data exploration.

Results of the Study

Students' Responses on Tradition bullying: Mean and standard deviation

Item	M	S.D
❖ Had someone you been forced or moved by them?	2.26	0.807
❖ Had you ever been hit by your peers?	2.08	0.934
Had someone you been forced or moved by them?	2.26	0.807

Had you ever been hit by your peers?	2.08	0.934
Had they ever shouted at or called bad names?	2.38	1.011
Had someone you been forced or moved by them?	2.26	0.807
Had anyone ever attacked or wounded you with a weapon?	1.85	0.890
Had anyone tried to assault or physically hurt you?	1.66	0.849
Had someone you been asked to fight?	1.90	0.787
Did anyone tell you that they wouldn't like you unless you refused to commit what they asked you to commit?	1.76	0.765
Had someone you been asked to fight?	1.90	0.787
Had someone you been asked to fight?	1.90	0.787
Had someone who was angry with you, did not let you in his /her group?	1.56	0.541
Had someone lied to make others dislike you?	1.48	0.642
Had anyone ever discourage others from loving you?	1.51	0.545
Had someone ever left you out intentionally at the time of any activity?	1.49	0.708
Did anyone tell you that they wouldn't like you unless you refused to commit what they asked you to commit?	1.76	0.765
Traditiona1 Bul1ying as a whole	1.80	0.301

The overall results revealed that M = 1.80, *S*. Deviation = 0.301. Adolescents perceived traditiona1 bul1ying. They ever shouted at or called bad names had the premier M Score *M* = 2.38, *S*. Deviation = 1.01. This is the only statement where students were agreed.

Regression Ana1ysis of traditiona1 bullying and students' academic achievement

• Dependent Variab1e	β	t	F	R^2
• Academic Achievement	0.058	19.082	10.848	0.003

**p < .01, *p < .05. Traditiona1 Bullying is Independent variable

Tab1e determines that the results of regression ana1ysis for traditiona1 bullying with students' academic achievement. Traditiona1 bullying showed a significant contribution (R^2 = 0.003, *F* = 10.848, *p* <0.01). It is obvious that one-unit increase in traditiona1 bullying (*β* =0 .058, *p* <0.01) wi11 cause 05.8% increase in students' academic achievement.

❖ What is the impact of bullying behaviour on student's self-esteem and academic achievement?

Regression Ana1ysis of se1f-esteem and students' academic achievement

Dependent Variab1e	β	t	F	R^2
Academic Achievement	0.091	13.754	26.863	0.008

**p < .01, *p <0 .05. Independent Variab1e = Self-Esteem

Tab1e showes the resu1ts of regression ana1ysis for se1f-esteem with students' academic achievement. Se1f-esteem showed a significant contribution (R^2 =0 .008, *F* = 26.863, *p* <0.01). It is evident that one-unit increase in se1f-esteem (*β* = 0.091, *p* <0.01) wi11 cause 9.1% increase in students' academic achievement.

Gender-wise comparison of Se1f-Esteem

	Gender						95% CI for M Difference		
	Ma1e			Fema1e					
	M	S. Deviation	N	M	S. Deviation	N		t	df
Se1f-Esteem	2.56	0.279	1614	2.35	0.381	1622	0.180, .226	17.331	29

* p < .05.

Tab1e 4.10 Traditiona1 bullying showed a significant contribution (R^2 = 0.003, *F* = 10.848, *p* <0.01). It is evident that one-unit increase in traditiona1 bullying (*β* =0 .058, *p* <0.01) will cause 05.8% increase in students' academic achievement.

❖ What are the gender differences in level of bullying behaviours?

Gender-wise comparison of Traditiona1 Bullying

	Gender						95% CI for M Difference		
	Ma1e			Fema1e					
	M	S.D	N	M	S.D	n		t	Df
Traditiona1 Bullying	1.74	.351	1614	1.85	.237	1622	.129, .088	-10.354	28

* p < 0.05.

_____

Tab1e 4.7, the resu1t show that a significant difference existed between ma1e (M = 1.74, S.D = 0.351) and fema1e (M = 1.85, S.D = 0.237) with regard to traditiona1 bullying, *t* = -10.354, *p* < .000. The high Mean score of female students indicates that their opinion is more strong with traditional bullying as compared to male students.

Discussion

Bullying is too characterized into an aggressive behaviours involving the subsequent three features such as repetition of bearing behaviours over time, intent to damage and repetition of (Rigby & Smith, 2011).

First question of this study was that what was the impact of bullying behaviour on student's self-esteem and academic achievement? Bullying affects teenagers living in institutions more often than not and is a major source of societal anxiety. With recent awful events, this was especially pertinent. Bullying had become a serious issue all over the world, and many nations placed anti-bullying measures in place so that students can feel safe. Numerous studies had looked at this problem and its effects in Pakistan. To examine the effects of bullying on Pakistani adolescent populations, existing research was allowed to be conducted. Existing study results showed a significant association between academic achievements and self-esteem and It was seemed that one-unit increased in se1f-esteem will reason to increase in students' academic achievement. (Marsden, 2018; Martin-Albo et al., 2007; Martin et al., 2006) studies supported existing study results.

The study's second goal and question of this research was to look into how bullying rates varied by gender. The findings showed that there was a substantial difference in traditional bullying between male and female teenagers. As comparison to male students, female students' high Mean scores show that they have stronger opinions on traditional bullying..(Gimbel & Muhammad, 2018; Marsden, 2018; Subon et al., 2020) results supported these findings a significant difference existed between male and female with regard to traditional bullying. Teenagers are socialized and their gender conformity nearly from birth, boys typically being characterized into aggressive and physical dominated while girls are characterized as delicate and social (Blaylock, 2017; Imran, 2014; Rigby et al., 2004).

Conclusions and Recommendations

Following conclusions were drawn.

1. Conclusion revealed that bullying behaviours exposed a significant influence with adolescents' academic achievement.
2. Conclusion disclosed that there is significant difference occurred between male and female adolescents with regard to se1f-esteem. The high mean score of male students shows that there point of view is stronger with self-esteem as compared to female student.
3. The research concludes that academic achievement and traditiona1 bullying was show moderate correlation, academic achievement and traditional bullying was show high corre1ation and corre1ation was high between academic achievement and se1f-esteem.

Future Recommendations

In Pakistan, system of government should perform their work in the right way. This existing problem at the country level should be resolve by and justice reform and law and legislation. The results of the current study can help teachers, parents, school counsellors, and administration recognize bullying as a serious risk for adolescents physical and psychological health. These findings would provide significant light on the prevalence of bullying and its detrimental effects on the educational environment, academic achievement, and psychological and physical well-being of schools. These results highlight the critical need for intervention programmers to stop bullying in Pakistani schools. This study shows researchers how to evaluate and manage bullying behaviours using a multi-method approach that applies intervention tactics. This study will assist parents, teachers, and counsellors in developing preventive measures for kids who engage in bullying and bullying-related behaviours.

References

Al-Raqqad, H. K., Al-Bourini, E. S., Al Talahin, F. M., & Aranki, R. M. E. (2017). The Impact of School Bullying on Students' Academic Achievement from Teachers Point of View. *International Education Studies*, *10*(6), 44–50.

Alessandri, G., Vecchione, M., Eisenberg, N., & Łaguna, M. (2015). On the factor structure of the Rosenberg (1965) General Self-Esteem Scale. *Psychological Assessment*, *27*(2), 621.

Aoyama, I., Saxon, T. F., & Fearon, D. D. (2011). Internalizing problems among cyberbullying

victims and moderator effects of friendship quality. *Multicultural Education & Technology Journal*.

Arnett, J. J. (2000). Emerging adulthood: A theory of development from the late teens through the twenties. *American Psychologist*, *55*(5), 469.

Blaylock, B. (2017). Responding to Bullying by Gender. *INTUITION*, 9.

Brito, C. C., & Oliveira, M. T. (2013). Bullying and self-esteem in adolescents from public schools. *Jornal de Pediatria*, *89*(6), 601–607.

Brochado, S., Soares, S., & Fraga, S. (2017). A scoping review on studies of cyberbullying prevalence among adolescents. *Trauma, Violence, & Abuse*, *18*(5), 523–531.

Cesaroni, C., Downing, S., & Alvi, S. (2012). Bullying enters the 21st century? Turning a critical eye to cyber-bullying research. *Youth Justice*, *12*(3), 199–211.

Chaux, E., Velásquez, A. M., Schultze-Krumbholz, A., & Scheithauer, H. (2016). Effects of the cyberbullying prevention program media heroes (Medienhelden) on traditional bullying. *Aggressive Behavior*, *42*(2), 157–165. https://doi.org/10.1002/ab.21637

Chu, X.-W., Fan, C.-Y., Liu, Q.-Q., & Zhou, Z.-K. (2018). Cyberbullying victimization and symptoms of depression and anxiety among Chinese adolescents: Examining hopelessness as a mediator and self-compassion as a moderator. *Computers in Human Behavior*, *86*, 377–386.

Cross, D., Lester, L., & Barnes, A. (2015). A longitudinal study of the social and emotional predictors and consequences of cyber and traditional bullying victimisation. *International Journal of Public Health*, *60*(2), 207–217.

Domino, M. (2013). Measuring the impact of an alternative approach to school bullying. *Journal of School Health*, *83*(6), 430–437.

Espelage, D. L., Rao, M. A., & De La Rue, L. (2013). Current research on school-based bullying: A social-ecological perspective. *Journal of Social Distress and the Homeless*, *22*(1), 21–27.

Farrell, A. D., Goncy, E. A., Sullivan, T. N., & Thompson, E. L. (2018). Evaluation of the Problem Behavior Frequency Scale–Teacher Report Form for assessing behavior in a sample of urban adolescents. *Psychological Assessment*, *30*(10), 1277.

Fatima, D., Abdul Ghaffar, M. Bin, Zakariya, R., Muhammad, L., & Sarwar, A. (2021). Workplace bullying, knowledge hiding and time theft: Evidence from the health care institutions in Pakistan. *Journal of Nursing Management*, *29*(4), 813–821.

Germain, C., & Knight, C. (2021). 2 The Ecological Perspective. In *The life model of social work practice* (pp. 54–81). Columbia University Press.

Gimbel, V. N., & Muhammad, C. (2018). Are Police Obsolete: Breaking Cycles of Violence through Abolition Democracy. *Cardozo L. Rev.*, *40*, 1453.

Gini, G., & Pozzoli, T. (2013). Bullied children and psychosomatic problems: a meta-analysis. *Pediatrics*, *132*(4), 720–729.

Haller, E. J., & Kleine, P. F. (2001). *Using Educational Research: A School Administrator's Guide.* ERIC.

Hamm, M. P., Newton, A. S., Chisholm, A., Shulhan, J., Milne, A., Sundar, P., Ennis, H., Scott, S. D., & Hartling, L. (2015). Prevalence and effect of cyberbullying on children and young people: A scoping review of social media studies. *JAMA Pediatrics*, *169*(8), 770–777.

Imran, S. (2014). *Students' perception of cyber bullying: A comparative analysis in Sweden and Pakistan*.

Juvonen, J., Schacter, H. L., Sainio, M., & Salmivalli, C. (2016). Can a school-wide bullying prevention program improve the plight of victims? Evidence for risk× intervention effects. *Journal of Consulting and Clinical Psychology*, *84*(4), 334.

Korhonen, N., Kannus, P., Niemi, S., Palvanen, M., & Parkkari, J. (2013). Fall-induced deaths among older adults: nationwide statistics in Finland between 1971 and 2009 and prediction for the future. *Injury*, *44*(6), 867–871.

Lenhart, A. (2007). Cyberbulling and Online Teens. In *Pew Internet & American Life ProjectAmerican Life Project*.

Marsden, J. (2018). *School shootings: A nexus of adolescent masculinity, bullying, and homophobia*.

Martin-Albo, J., Núñez, J. L., Navarro, J. G., & Grijalvo, F. (2007). The Rosenberg Self-Esteem Scale: translation and validation in university students. *The Spanish Journal of Psychology*, *10*(2), 458–467.

Martin, N. K., Yin, Z., & Mayall, H. (2006). Classroom Management Training, Teaching Experience and Gender: Do These Variables Impact Teachers' Attitudes and Beliefs toward Classroom Management Style?. *Online Submission*.

Nixon, C. L. (2014). Current perspectives: the impact of cyberbullying on adolescent health. *Adolescent Health, Medicine and Therapeutics*, *5*, 143.

Olweus, D. A. (2014). Bullying in schools: facts and intervention Elevundersokelsen View project. In *researchgate.net*. https://www.researchgate.net/publication/228654357

Olweus, D., Limber, S. P., & Breivik, K. (2019). Addressing specific forms of bullying: A large-scale evaluation of the Olweus bullying prevention program. *International Journal of Bullying Prevention*, *1*(1), 70–84.

Oncology, A. S. of C. (2013). American Society of Clinical Oncology. *Journal of Clinical Oncology*.

Phinney, J. S. (1989). Stages of ethnic identity development in minority group adolescents. *The Journal of Early Adolescence*, *9*(1–2), 34–49.

Powell, M. D., & Ladd, L. D. (2010). Bullying: A review of the literature and implications for family therapists. *The American Journal of Family Therapy*, *38*(3), 189–206.

Prinstein, M. J., Boergers, J., & Vernberg, E. M. (2001). Overt and relational aggression in adolescents: Social-psychological adjustment of aggressors and victims. *Journal of Clinical Child Psychology*, *30*(4), 479–491.

Rigby, K., & Smith, P. K. (2011). Is school bullying really on the rise? *Social Psychology of Education*, *14*(4), 441–455.

Rigby, K., Smith, P. K., & Pepler, D. (2004). Working to prevent school bullying: Key issues. *Bullying in Schools: How Successful Can Interventions Be*, 1–12.

Rosenberg, M. (2015). *Society and the adolescent self-image*. Princeton university press.

Safaria, T. (2016). Prevalence and Impact of Cyberbullying in a Sample of Indonesian Junior High School Students. *Turkish Online Journal of Educational Technology-TOJET*, *15*(1), 82–91.

Sekol, I., & Farrington, D. P. (2016). Personal characteristics of bullying victims in residential care for youth. *Journal of Aggression, Conflict and Peace Research*, *8*(2), 99–113.

Subon, F., Unin, N., & Sulaiman, H. (2020). Self-esteem and academic achievement: The relationship and gender differences of Malaysian University Undergraduates. *IAFOR Journal of Psychology and the Behavioural Sciences*, *6*(1), 43–54.

Subrahmanyam, K., & Greenfield, P. (2008). Online communication and adolescent relationships. *The Future of Children*, 119–146.

Tenenbaum, L. S., Varjas, K., Meyers, J., & Parris, L. (2011). Coping strategies and perceived effectiveness in fourth through eighth grade victims of bullying. *School Psychology International*, *32*(3), 263–287.

Tsaryk, O., Sokol, M., & Wychruszcz, A. (2019). INTERNATIONAL CONCEPT SYSTEM AS A STRATEGIC WAY OF MODERN SCIENCE DEVELOPMENT. *Proceedings of the International Scientific Conference. Volume I*, *533*, 543.

van Geel, M., Vedder, P., & Tanilon, J. (2014). Relationship Between Peer Victimization, Cyberbullying, and Suicide in Children and Adolescents. *JAMA Pediatrics*, *168*(5), 435. https://doi.org/10.1001/jamapediatrics.2013.4143

Wade, A., & Beran, T. (2011). Cyberbullying: The new era of bullying. *Canadian Journal of School Psychology*, *26*(1), 44–61.

Yang, S.-J., Stewart, R., Kim, J.-M., Kim, S.-W., Shin, I.-S., Dewey, M. E., Maskey, S., & Yoon, J.-S. (2013). Differences in predictors of traditional and cyber-bullying: a 2-year longitudinal study in Korean school children. *European Child & Adolescent Psychiatry*, *22*(5), 309–318.